Original Article

Site survey for practicum and CBTP Implementation at Jimma University faculty of education

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Abstract

The study was conducted on high schools around the vicinity of Jimma University easy to access for implementing practicum and CBTP, the paradigm shift in the curriculum of education in Ethiopia. School heads and community/Kebele leaders were sources of information and media for awareness creation.

Data were collected through interview by a task force of eight senior academic staff of Education Faculty assigned by the Academic Commission of the faculty, through out January 2004 working four days per week; processed in a team work, and finalized by a local work shop accommodating the school heads and community leaders. Twenty one high schools were identified with a capacity of handling 1188 student teachers among which ten with in the radius of 50 km from Jimma, four in Jimma town, were selected appropriate for at least for the first batch of students. In all of the sites assessed, heads and leaders showed positive attitudes to assist the program full heartedly anticipating the mutual benefits to come.

The first ten high schools with in 50 km radius, estimated to handle 603 students at a time, were recommended for the first batch of students to go for implementing practicum and CBTP phase I to phase IV followed by detailed action plan to facilitate the move.

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Introduction

Changes in society demand immediate corresponding changes in the curriculum of the higher education institutions presumably because it is the end of formal education and the last opportunity to enter into the world of work. Besides, higher education has the capacity to evaluate itself constantly in order to make adjustment to improve both its internal and external efficiency. Above all, new developments in various fields and new thoughts and visions may necessitate changes in the curriculum in higher education. In a similar way, major advances in biological, health sciences, social sciences, physical and life sciences, business and economics, and technology lead to revision of courses in the field.

In line, with the everlasting explosion of knowledge and increasing sophistication of technology, higher education programmes need to be frequently reviewed and developed to keep pace with the needs of society and the learners. Research findings and experience dictate that the needs of students in higher institutions in the present-day are different from the needs of students used to have in the past. Societal needs are also keep changing. Hence, it is very essential to revise systematically and develop curricula which fit with the current demand. (MOE, 1989)

Currently the Ethiopian government has called for a complete Teacher Education System Overhaul (TESO) in order to address the serious problems of the education system. This vision brought about a "paradigm shift". The conceptual frame work of the paradigm shift relies on the basic conception of education that are first introduced in the new education and training policy of Ethiopia (FDRE, Strategic plan for

Education 1994). The notion of passive learning that characterizes the previous (old) education system of the country doomed to die and has been replaced with a commitment to

active, learner-centered education. This requires a Teacher Education System that develops higher order thinking skills in graduates.

With a wide spectrum of vision, the new graduates of pre-service teachers will not only be adequately prepared for the classroom, but will also be prepared to contribute to the development of the society. It is now recognized that teachers have a great role to play in developing learning communities who are able to take control of their own development. In working towards implementing the vision, the paradigm shift has focused mainly on: practicum, active learning, continuous assessment, continuous professional development, and linking the schools with TEI, local community, professional courses and action research, etc.

Jimma University, as being one of the universities who run pre-service Teacher Education Program, endorsed the need for paradigm shift and has been working for the success of its implementation, integrating it with its unique character, the philosophy of community based education (CBE) (CBTP. 1987). In light of this, a task force was established in June 2003. Since its establishment the task force has done a lot of document studies during which the course description of six of the practicum courses, with their credit hours and objectives were set. Besides, in January 2004, the task force conducted a preliminary survey to determine the possible sites and implementation strategies working for one month; four days per week, accommodating the normal classes.. In this regard, the task force targeted four directions for the study. These are: (1) schools within Jimma surrounding, (2) Metu direction, (3) Sekoru direction, and (4) Bonga direction. The task force prepared structured questionnaire and interview to be responded by the respected bodies assigned in the schools and the respective municipalities. On the way of doing

the assignment the task force was challenged with a number of problems such as program clashes in arranging means of transportation (vehicle), automobile technical problem while driving on journey, inability to meet the respected bodies hence forced to go to the residence in some places, and end of semester examination. Regardless of all these; however, the members have tried all their best to obtain the necessary information and to make the study successful. The following briefly explains the nature of practicum and CBTP courses to be implemented (Education faculty of JU, Curriculum. 2003)

I. The nature of practicum courses

A prerequisite course to practicum, introduction to community development, is designed so as to create awareness on the student teachers about the school and their communities, the likely impacts of their participation on community development and to equip student teachers with the necessary background for their practical activities.

The rest practicum courses (i.e. Practicum I- Practicum V) including CBTP I & II integrated with pract-I & II are designed with three- part structure: **preparation in the faculty before school visit - Activity in school-Reflection and Analysis in the faculty.** These practicum/CBTP courses are meant actual school and community experiences that are the most essential elements of teaching qualifications and investigating the community problems and resources in the vicinity of the school. During these courses student teachers will be given the opportunity to explore and gain understanding of the teaching- learning process and surveying the community in the area, to see how school students behave and observe the realties of being a teacher, and the relationship of the school and the community with its available resources to be used in

teaching. To meet such intended purposes, the student teachers plan and prepare in their faculty, draw on guidance and support from their supervisors and from school teachers while practicing the methods and skills needed to be a good teacher. The practicum courses also give them the opportunity to explore the role of the teacher within the community, and to understand how they can develop relationships with parents of their students. They also learn from the experience and problems of the community. The feature of each practicum course will be highlighted below. (Education Faculty of Ju, curriculum. 2003)

1.1. Introduction to Community Development (Prac 101)[2 cr. hrs]

By its very nature, community development is a course that encompasses development issues in relation to various sectors like education, health, agriculture, environmental studies, and emergency care. The course will be offered by different professionals as a sort of seminar through a central coordinating office or assigned coordinator.

1.2. Practicum I and CBTP I (Prac.102) [3 cr. hrs]

This course is intended to orient students about the image of the school and the surrounding community as well. Hence, it is an activities observation and exploration phase so as to familiarize the students with school activities and community issues, which are independent activities. Students are expected to go out to school and the surrounding community in a block of 7 - 10 days to collect information, and then one half day per week through out the semester.

1.3. Practicum II and CBTP II (Prac 201)[3 cr. hrs]

This course enable student teachers to assist teachers in many regards like lesson plan preparation, facilitating students discussion, correcting students assignment,

recording test results etc. In addition, the student teacher utilizes the surrounding community resources in preparing instructional materials and assist tutoring students, providing awareness seminars for consciousness raising about education, etc. As in Prac. 102, students will go out to school and the community as a block for four week (20 days) assisting the school teacher and producing teaching materials from the local resources

1.4. Practicum **III** (Prac 202) [7 cr. hrs]

This course is designed to help students develop teaching skill in the major and minor areas. Students will be encouraged to develop the skills in producing and utilizing instructional materials from local resources. Fundamentals of this course include organizing classes using various strategies, promoting active learning techniques, planning lessons, and practicing presentation skills, utilizing different teaching methods and materials. The students will practice teaching for 8 weeks in close supervision.

1.5. Practicum IV (Prac. 301) [8 cr. hrs]

The purpose of this course is to integrate theories of teaching and learning with actual practices of classroom instruction. As the course is a continuation of practicum three, the student teacher is expected to practice actual teaching with better teaching proficiency. During this course the student teacher is relatively independent in handling classes or he or she is expected to work substituting the classroom teacher, students will practice for 8 weeks like that of practicum III.

1.6. Practicum V (Research Project) (Prac 302) [3 cr. hrs]

This is the last phase of the practicum courses. During this course the student teacher finalizes his or her action research that was started during practicum two. Hence the course is purely a student research project (SRP) on individual basis. Registration will start at the

beginning of the senior academic year to give more time for the students to start their proposal and investigation (SRP manual, 1996).

The need to make this investigation under the objectives of assessing possible sites among the high schools in the vicinity of Jimma University is then to identify appropriate sites for implementing practicum and CBTP phase by phase followed by action plan and recommendations of possible strategies to implement practicum actively, effectively and efficiently. Moreover, creating awareness about the objectives of the intended activities of practicum to the high school managers and Kebele leaders ware also part of the purpose of this study.

Methods

Study site and population of the survey were secondary schools

around the Jimma university, the roads and distance accessible from Jimma town up to Metu, Bonga, Sekoru and Dedo. School administration officers and community / Keble leaders are source of information.

Most of the Data were collected through formally design questions for interview and also recorded by observation by a group of 8 senior academic staff members of the Faculty of Education assigned by the Academic Commission(AC) of the faculty in June 2003.

The study design is cross sectional with no sampling done since every schools and community leaders were involved.

Basic statistical methods were used to organize, summarize and analyze data quantitatively and qualitatively.

Ethical consideration were taken care of through the consent of the school administrators and community leaders based on the official letter of the university explaining the objectives of practicum, the paradigm shift of the national curriculum on education.

stated on the previous page

Field Survey Results

Background

A total of 21 high schools were identified under this survey except Jimma technical and vocational institute (JTVI) hosting only preparatory levels (11th and 12th grades); all 20 schools accommodate starting from grade 9 and above, of which, 13 (54%) of them are with 9th and 10th grade levels only. Most of the school 11(52%) were established by the government among which (3) were reported by the community too. A total of seven school found established by the community initiation, the rest were of the establishment of interested individuals, organizations and missioners. Jimma technical and vocational institute, for example, was the oldest established in 1927 E.C by educationalist from Canada named Mr. Thomas. The most recently established ones are Serbo and Dedo (1988 E.C) and Jimma university community school (1989). Seven of the school were established in the late 70's and early 80's. Generally, to establish these schools, the involvement of the non-governmental elements like the community, interested individuals and NGO's is very high 62%. We see that the concern and involvement of the public in the establishment of schools is high.

As can be seen from the sketch map, ten of the schools were found on the road from Jimma to Metu about 265 Km, three on the way to Bonga 106 Km., three to Sekoru 100 Km. Four of the schools, JTVI, Seto, Jiren, JU community school are found right in Jimma town. Ten of the schools were with in 50 Km. radius from Jimma town. To help facilitating practicum, the address of the officers of all the 21 schools is registered to use it as contact indices.

As it was indicated in the sketch map the nearest school was Jimma University Community School, which was found with in the University

Compound, as part of the University and then Jiren, Seto high schools and JTVI were relatively near since they were found in Jimma town. In addition, the sketch map also indicates that Metu High School is the farthest since it was 265 km away from Jimma town. Similarly, Bonga, Gimbo, Sekoru, Toba, Dembi, Gechi, Bedele, Chora, Yayu and Hurumu are also farther since they are far away beyond 50 km from JU. The other schools such as Dedo, Yebu, Agaro, Sekka and Serbo were within the 50 km radius.

Student and Staff population/ capacity

Student Population of the sites

From the 21 schools observed during the survey 37.2% (10829) were females out of a total of 29,131 students. Except the JTVI, most of the high schools under the study comprise 9th and 10th grade levels some of them with and with out preparatory levels. Here, out of a total of 18,471 ninth and 8352 tenth grade students, 39% and 36.3% were females respectively. (Table - 1)

As seen from the table the female rate decreases as one observes from lower grades (9th) to higher ones. In particular, the maximum student population was in Jiren secondary school (3,581) where female rate was 47.5% and then next Agaro (3,216) female rate 39.4%, while the minimum student population was found in Serbo (422), excluding the JU community school from comparison. In most cases, the preparatory levels (11th and 12th grades) were found in urban areas like Jimma, Agaro, Bedele, Metu , Bonga ; except Asendabo and Yayu which were semi-urban.

Summary of student population and female rate Table-1

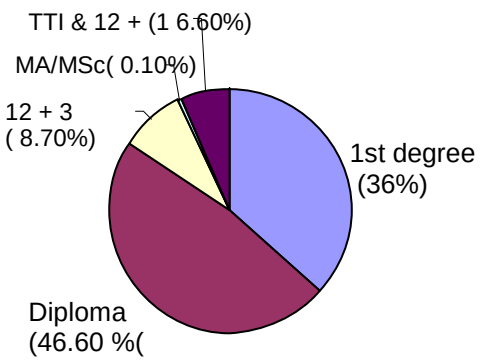
School	9th		10th		11th		12th		Total	
	T #	F %	T #	F %	T #	F %	T #	F %	T #	F %
Jiren	2362	49.4	1219	43.8					3581	47.5
Seto	1536	50.8	1044	46.2					2580	49
JATVI					577	25.8	465	35	1042	29.9
JU Com	55	61.8	30	46.7	17				102	54.9
Dedo	396	35	244	36.5					640	35.6
Yabu	532	31.8	476	36.8					1008	34.1
Agaro	2064	45.3	820	33	160	19.4	172	24.4	3216	39.4
Toba	752	26.7	250	33.6					1002	28.4
Dembi	370	30.8	135	31.9					505	31.3
Gechi	421	27	245	33.9					666	29.6
Bedele	2015	34.7	794	33.2	88	19.3	159	27	3056	33.5
Chora	823	30	159	30.2					982	30
Yayu	584	36.1	308	38.3	42	23.8	53	20.8	987	35.5
Hurumu	510	43.5	272	38.6					782	41.8
Metu	1226	50.9	754	33.8	135	18.5	211	30.3	2326	41.6
Serbo	279	30.8	143	40.6					422	34.1
Asendabo	582	30	206	33	28		37	13.5	853	29.4
Sekoru	630	36.2	236	29.7					866	34.4
Sekka	839	28.7	432	31					1271	29.5
Gimbo	762	29	148	15.5					910	26.8
Bonga	1733	34	437	26	89	16.9	75	17.3	2334	31.4
Total	18471	39	8352	36.3	1136	22.7	1172	29	29131	37.2

Staff Capacity and Qualification

Considering the distribution of academic status of the school teachers in all 21 schools, 5.7 %(40) were at TTI level, 46.6 %(326) were diploma holders ,and 36 %(252) are first degree holders degree (Figure -1). The number of female staff at any level of these status was almost

insignificant. The pie-chart below demonstrates the comparison.

Figure-1



Considering the standard of the schools based on the qualification of teaching staff, holding first degree and above as a minimum requirement, only 36% were degree holders while 0.1% were MA/MSc. The highest qualified staff was found in Bedele (68.3%), Bonga (54.3%), and then Metu (48.9%); the minimum goes to Gimbo, only 1% and then Sekoru 11.8%, Seto 13.5%.

Regarding the availability of teachers for each subject, distribution of teaching staff in each school varies form 0 to 10. Many of the schools were short of teaching staff (even without the question of qualification) in several of the subjects at high school levels, that was, the three languages, the four science including mathematics, history, geography, civics and physical education (Table - 2).

Specially, additional teachers were needed in Civics (46.3%), and in Physics (40%) in many of the schools, the highest demand of staff was found in. Hurumu secondary school , 43.8 % (21) of its total need, and then Toba, 48.5% (16). In general, many of the schools need

still more teaching staff ranging from 4 to 21, most of them demand above ten. Totally in the 21 schools, the current need of teaching staff compared to the total capacity they need was 24.7%(230). The current need of the nine subjects concerning our University are summarized as follows: Amharic (13.3%, English (26.2%), Afan Oromo (29.4%), Mathematics (22%), Biology (22%), Physics (40%), Chemistry (26%),

History (33.3%), and Geography (16.4%).

Sections and Student - classroom ratio

The number of sections of schools under this survey varies from 1 - 30, where the preparatory lie from 1 to 8 only (Table-4). Almost in all schools the number of sections in 9th grade are more than the next grade level, usually decreasing when going up ward to 12th grade. The maximum number of sections could be summarized as: 4 to 30 for 9th grades, 2 to 16 for 10th grades and 1 to 8 for preparatory; excluding JU community school. School wise, large number of sections are found in Jiren, Seto , Agaro , Bedele , Metu , Bonga, at the 9th and 10th grade levels ; Jimma vocational and technical at preparatory level.

Standard of the schools with respect to qualified staff

Table-2

School	Total teacher #	graduates #		Remark
		#	%	
Jiren	64	27	42	
Seto	52	7	13.5	
JATVI	66	29*	43.9	
JU Com. Sch	8	6	75	
Dedo	14	3	21.4	
Yebu	22	5	22.7	
Agaro	66	27	40.9	
Toba	19	4	21	
Dembi	14	5	35.7	
Gechi	14	2	14.3	
Bedele	60	41	68.3	
Chora	13	4	30.8	
Yayu	28	9	32.1	
Hurumu	18	3	16.7	
Metu	45	22	48.9	
Serbo	27	12	44.4	
Asendabo	28	12	42.9	
Sekoru	17	2	11.8	
Sekka	29	4	13.8	
Gimbo	50	5	1.0	
Bonga	46	25	54.3	
Total	700	252	36	

- Two of which are second degree holders
- Qualified indicates first degree and above

Sections and Average Number of Students / Class Table-3

School Name	No.of Sec,Av &Ext	Grade 9	Grade 10	Grade 11 N.Sc	Grade 11 S.Sc	Grade 12 N.Sc	Grade 12 S.Sc	Total section
								46
Jiren Sec.	Sec	30*	16	-	-	-	-	
	Av	80	80	-	-	-	-	
	Ext	-	8*	-	-	-	-	
Seto Sec.	Sec	20	16	-	-	-	-	36
	Av	65	65	-	-	-	-	
	Ext			-	-	-	-	
JATVI	Sec	-	-	4	4	4	3	15
	Av	-	-	73	73	68	6888	
	Ext	-	-					
J U Comm. Sch.	Sec	1	1	1			-	- 3
	Av	55	30	17			-	
	Ext						-	
Dedo Sec.	Sec	6	4		-		-	10
	Av	60	66		-		-	- -
	Extra	1***	***		-		-	- -
Yebu Sec.	Sec	7	6					13
	Av	75	70					
	Ext							
Agaro Sec.	Sec	24	10	1	2	1	2	40
	Av	90	80	73	43	64	54	
	Ext							

School Name	No.of Sec,Av &Ext	Grade 9	Grade 10	Grade 11 N.Sc	Grade 11 S.Sc	Grade 12 N.Sc	Grade 12 S.Sc	Total section
Toba	Sec	9	3					12
	Av	84	78					
	Ext							
Demb Sec.i	Sec	5	2					7
	Av	73	67					
	Ext							
Gechi Sec.	Sec	5	3					8
	Av	83	83					
	Ext							

School Name	No.of Sec,Av&Ext	Grade 9	Grade 10	Grade 11		Grade 12		Total section
				N.Sc	S.Sc	N.Sc	S.Sc	
Bedele Sec.	Sec	23	10	1	1	2	1	38
	Av	89	77	34	54	50	59	
	Ext							
Chora Sec.	Sec	7	2					9
	Av	116	78					
	Ext							
Yayu Sec.	Sec	8	4	1	1	1	1	16
	Av	76	76	13	29	25	28	
	Ext							
Hurumu Sec.	Sec	7	4					11
	Av	73	73					
	Ext							
Metu	Sec	13	8	1	1	2	1	26
	Av	96	96	64	71	63	78	
	Ext							
Serbo Sec.	Sec	4	2					6
	Av	70	70					
	Ext							

School Name	No.of Sec,Av&Ext	Grade 9	Grade 10	Grade 11		Grade 12		Total section
				N.Sc	S.Sc	N.Sc	S.Sc	
Asendabo Sec.	Sec	7	3	1	1	1	1	14
	Av	80	68	18	20	11	20	
	Ext							
Sekoru Sec.	Sec	6	4					10
	Av	105	58					
	Ext							
Sekka	Sec	10	6					16
	Av	85	72					
	Ext	3						

School Name	No.of Sec,Av &Ext	Grade 9	Grade 10	Grade 11		Grade 12		Total section
				N.Sc	S.Sc	N.Sc	S.Sc	
	Sec	12	2	1	1	2	1	19
Gimbo	Av	70	74	64	71	63	78	
	Ext							
	Sec	21	6	1	1	1	1	31
Bonga	Av	85	73	43	46	34	41	
	Ext							
Ground Total	Sec	225	112	12	12	14	11	386
	Av	76.8	68.3	43.2	49.6	47.3	53.3	
Total	Ext	12	8					

Ext = Extra Rooms; AVC: Average of students/class- Sec: section

- The 6 extra sections of 9th grade learn during the 10th grade shift.
- *** With out seats

** 10 of them are muddy rooms of very poor quality with hollow walls , say, at Seto.

On an average, the number of students per class room run from 55 to 116 in 9th grades 30 to 96 in 10th grades; and 8 to 78 in the preparatory, considering natural and social sciences classes separately. Considering 9th and 10th grades the minimum average number of students per class was 30 in JU community school but Sekoru is (58) if governmental schools were considered (JU community was excluded); and the maximum was 116 of 9th grade in Chora , and then 105 Sekoru. Very few schools had one or two extra classes, which were negligible for expansion. The normal class student ratio looks like 1 : 75

on an average in a whole sum, where as the maximum is 1 : 109 and the minimum was 1 : 48 Gimbo

comparing governmental schools only, which was the only school with less than 50 students per teacher (Table - 4).

Class room - Student ratio **Table-4**

School	Student #	Section #	Ratio (Room.: Stud/AV.)
Jiren	3581	46	1 : 78
Seto	2580	36	1 : 72
Jimma voc	1042	15	1 : 69
JU Comm	102	3	1 : 34
Dedo	640	10	1 : 64
Yebu	1008	13	1 : 76
Agaro	3216	40	1 : 80
Toba	1002	12	1 : 84
Dembi	505	7	1 : 72
Gechi	666	8	1 : 83
Bedele	3056	38	1 : 80
Chora	982	9	1 : 109
Yayu	987	16	1 : 62
Hurumu	782	11	1 : 71
Metu	2326	26	1 : 89
Serbo	422	6	1 : 70
Asendabo	853	14	1 : 61
Sekoru	866	10	1 : 87
Sekka	1271	16	1 : 79
Gimbo	910	19	1 : 48
Bonga	2334	31	1 : 75
Total	29131	386	1 : 75

Similarly, the number of staff varied from 8 to 66, the lowest in JUCS and the highest in JVTS (66) and then next Jiren high school (64). As could be observed from table - 5 below, the staff student ratio of each school could be summarized; where by the maximum was found in Chora (1 : 76) and then Toba (1 : 72); the minimum, Gimbo (1 : 18) considering only the governmental schools having 9th and 10th grades. The total ratio all in all was then 1 : 42.

Teacher - Student ratio Table-5

School	Student #	Teacher #	Ratio (Teach. : Stud.)
Jiren	3581	64	1 : 56
Seto	2580	52	1 : 50
Jimma voc	1042	66	1 : 16
JU Comm	102	8	1 : 13
Dedo	640	14	1 : 46
Yebu	1008	22	1 : 46
Agaro	3216	66	1 : 49
Toba	1002	19	1 : 72
Dembi	505	14	1 : 36
Gechi	666	14	1 : 48
Bedele	3056	60	1 : 51
Chora	982	13	1 : 76
Yayu	987	28	1 : 35
Hurumu	782	18	1 : 43
Metu	2326	45	1 : 52
Serbo	422	27	1 : 16
Asendabo	853	28	1 : 30
Sekoru	866	17	1 : 51
Sekka	1271	29	1 : 44
Gimbo	910	50	1 : 18
Bonga	2334	46	1 : 51
Total	29131	700	1 : 42

* The standard for teacher student ratio is 1 : 20

Facilities

LIBRARY CONDITIONS

Of all sites, 95.23% of the schools under the study had libraries. Nevertheless, they were not well equipped, That was, most of their books were out dated, their seat capacity was too small compared to their student population. Moreover, they lack professional librarians who could organize the available small materials properly.

LABORATORY CONDITION

Twelve of the schools(57%) shared a single laboratory among the three science subjects ; Physics, Biology and Chemistry; where by two other schools shared between Biology and Chemistry. Toba high school had no laboratory at all. Chemicals, apparatuses and technical assistants are the major problems of the laboratories; that is , 14 schools were short of chemicals and apparatuses and 6 schools were in need of technical assistants. Six schools; (Seto, Agaro, Bedele, Yayu Metu and Bonga) laboratories were well organized, facilitated and functional.

PEDAGOGICAL CENTER

Almost all schools had pedagogical centers but they did not have professionals to manage the center. Most of them were budgeted below Birr 1000 per-year, except JTVI, Bedele and Bonga budgeted over Birr 1000. The center in Bonga High school was exceptional, actively functional and exemplary, where by other 5 schools were very poor and not active at all. In most cases, materials like charts, three dimensional models, graphs and the like made up of local resources were observed.

Extra curricular activities

Several clubs like red cross, HIV, Environmental, gender, sports, drama and literature, mini-media, civics, family planning, photograph and subjects like afan oromo and natural sciences were established in most of the schools except the variation in capacity and activity.

Out door, indoor games and entertainment facilities

Almost all schools had valley ball fields while 12 of them for foot ball, 13 had tennis table, mostly utilized by teachers, rarely found basket ball fields. Recreation areas like lounges were poor in facilities and shared between teachers and students.

Basic facilities

Basic facilities like water supply, toilet, were available in most sites but low in standard and incompatible with respect to the population. forty percent of the schools had no water at all, these were Seto, Dedo, Yebu, Toba, Gechi, Serbo, Asendabo and Sekoru. Even in those who had water pipe, the capacity to serve several at a timeis not good for there was only one tap for the whole population. Very few schools had several tapes; for example; JTVI 9 tapes, JU Community school 12 tapes, Agaro and Dembi18 tapes each, the rest below 5 tapes.

Thirteen schools had separate toilets for females and males at an average of 4 rooms each, the highest Bedele 11 rooms each, then 8 rooms each in JTVI, Agaro, Gechi, Hurumu, Seka. Usually staffs shared studnets' toilt rooms, but schools like JTVI, Dedo, Agaro, Yayu, Hurumu had separated rooms for staff and students and male female considered.

The School Administration

The major problems in most of the schools were budget, staff shortage, classrooms, offices ,duplication and type writer machines, fast increase of student population, desks. Table - 6 below showed summary of problems, the numbers indicating the codes of the schools.

Priority Problems of The Schools Table-6

S.No	Problems	Schools (Coded)
1	Budget Shortage	1, 3, 5, 22, 23, 24, 29
2	Shortage of Staff	1, 4, 5, 22, 23, 24, 25, 27, 28,210
3	Lack of Water Supply	5, 21
4	Lack of Fence	1, 22
5	Class room Shortage	1, 3, 26, 27, 210
6	Offices/staff rooms	210
7	Shortage of Desks	3, 21, 26
8	Lack of Duplicator	2, 21, 25, 29, 210
9	Lack of Office typewriter	21, 23, 25, 29
10	Congested student population	4, 21, 27
11	Shortage of Lab. Equipments	3, 4,, 23
12	Shortage of Laboratory Chemicals & maintenance	2, 4, 21, 26
13	Shortage of Lab. Technicians	3, 21, 22
13	Absence of Library	4, 28
14	Insufficient Space of Library	
15	Shortage of Books	2, 4
16	Maternal & furniture	21
17	Staff reluctance (Resistance to Change), & moral	1, 29
18	Hall	22
19	Sport field	28
20	Awareness	29
21	Lack of Toilet	2

N.B. Schools from1 to 5 are coded those in Jimma town including Dedo; respectively Jiren(1), Seto(2), JATVI(3), J U Com(4), Dedo(5); those ten schools found from Yebu (21) to Metu (210) are coded 21, 22, 23, 24, …, 29, 210; Sekoru direction - 31 to 33; and Bonga direction - 41 & 42.

Future plans of The Schools:

The future plans of the schools are summarized below.

1.- Constructions (new buildings and classrooms, offices, library, laboratories, fences, basket ball fields, etc); [Jiren, Seto, 21, 23, 25, 27, 28, 210, …]

2 - Employment of additional academic and administrative staff. [almost all schools]

3 - Mobilizing the community (parents) towards raising the school budget and solve the school problems in general. [Jiren, Seto, 21, 27, 29]

4 - Preparing and Conducting workshops to create awareness among the staff. [most schools]

5 - Promoting the institute to a college level, to open additional streams such as health and sports stream. And open 11 th and 12th grades in both social and natural science streams. [JU community school, and some few school to Metu road]

6 – Maintenance, library, laboratory equipments and chemicals.

7 -- Raising the internal revenue of the school. [Dedo, many others]

8 -- Strengthening the school relation with the donating organizations [almost all]

ATTITUDE OF THE SCHOOL OFFICIALS TOWARDS IMPLEMEMENTING PRACTICUM :

After being briefed on the aims and objectives of the practicum the school officials were all in all positive towards the programme. They expressed their willingness to cooperate in implementing the programme.

The followings are some of their words which manifest their attitudes:

- I am a man of education and I believe the students should be trained in the designed manner and our school
-

system should cooperate fully.

- I believe the programme is not only benefiting the university but is also beneficiary to our school itself in studying our problems; and so it has a dual purpose.

- As far as our school is concerned we are happily and positively accepting the programme as part of our programme and we are ready to work together.

- The programme makes our teaching activity and the over all profession better.
- I hope all the school staff, the local administration, the students and the community in large will be happy and cooperative. The students discipline is also good.
- As the programme addresses national issues we are very keen to support the activity.
- Unless the university students practice here they can't properly teach tomorrow and even our school is not going to be supplied with new teachers. So it is our duty to cooperate for the success of the practicum.
- Unless the poor facility in our school makes it difficult for you to conduct practicum, we are highly cooperative in implementing the programme.
- We expect that the practicum trainees work with our senior school staff and get experience from them.
- If it is possible to say , "I accept the programme not in 100% but in 101%".
- The programme is very nice as it is a continuous activity in acquainting trainees with the school environment where they are going to work.

- I accept the practicum participants with full enthusiasm and willingness of cooperation.
- We appreciate the programme and have no fear in implementing it with you.

➢ **Some of the precautions forwarded by the officials so that the university & participants give attentions were the followings.**

- The teenage feelings between the practicum trainees and the young opposite sex from the school students should be managed in order to avoid sex abuse.
- The trainees should be given orientations on professional ethics, school discipline and school environment before they come to our school.
- Care should be taken not to be obstacle on covering subjects and as much as possible the participants should think of subject coverage also.
- The school should be pre informed when and how to execute the programme.
- The programme shouldn't interfere with the school affairs and shouldn't hamper the school activities.
- The practitioners or the trainees should be friendly with our staff and polite enough.
- They should be professionally dedicated being far from unnecessary political involvement.
- When your students come here you better arrange hotel lodging for them.
- In the locality on top of hotels there are also many houses for rent.
- Care should be taken not to have duplication in having several students of the same subject at a time.
- As our resource is very limited we may not share any

school material with you and so it is better if the program uses its own materials for its activities.

- I afraid that there is a problem of distance and problem of getting quality of food and residence.

COMMUNITY SURVEY ATTITUDE

At each site the head of wereda administrative council or town municipality head were interviewed on the general aspects of the locality and were asked to give their views on implementing practicum at the respective local schools. To this end, all of the administrative officials of each wereda expressed their positive views to support the practicum programme . They said that no security problem encounters the participants in their stay at the respective localities. But it would be better if the university pre-inform the local administration when the participants arrive and how long they stay at the locality. In general, it has been proved that the community leaders have accepted the program whole heartedly.

GENERAL CONDITIONS OF ACCOMODATION FOR STUDENTS

Most of the sites have hotels to accommodate the participants in providing food and room facilities. Also as an alternative, houses to be rented are available in most areas. Nonetheless, there are some sites where scarcity may be faced. These are:

- Toba: Even though hotel food & room services are available, the water is not clean because of lack of water supply. The existing water is also hard water. Hence, care must be taken in preparing pure water for the participants.

- Gechi: There is only one hotel of only having 10 rooms for rent. There fore houses to be rented must be pre-arranged.

CURRENT STATUS OF THE SITES

Table-7

S.No	Name of the Site	Level	Mode of Subsistence	Population size
1	Yebu	Semi-urban	Farming, Trade	
2	Agaro	Urban	Trade, Civil Cervantes	
3	Toba	Semi urban	Farming	10,000
4	Dembi	Semi urban	Farming	4,500
5	Gechi	Semi urban	Farming	7,000
6	Bedele	Urban	Trade, Civil Cervantes	45,000
7	Chora	Semi urban	Trade	8,280
8	Yayu	Semi urban	Farming & Trade	6,228
9	Hurumu	Semi urban	Farming & Trade	4,000
10	Metu	Urban	Trade & Civil Cervantes	30,000
11	Sekka	Semi urban	Farming	
12	Gimbo	Semi urban	Farming, Trade	
13	Bonga	Urban	Trade	25,000
14	Serbo	Semi urban	Farming & Trading	5,300
15	Asendabo	Semi urban	Trade & Civil Cervantes	10,000
16	Sekorru	Semi urban	Farming & Trading	6,000

As one can see from the above table the sites are either urban or semi urban. Most of the residents live on farming, trade or being civil servants. The population of the sites ranges from 4,000-30,000, and some one unknown due to lack of professional to organize the statistics.

AVAILABILITY OF BASIC INFRASTRUCTURES

Except in Toba, Dembi, Gechi and Yayu all of the community had water supply. All were comfortable in electricity and all weather road services at hand. Transportation facilities like buses and mini buses were regularly passing through all of them.

Basic infrastructure of each site should be available for the fulfillment of the program. Accordingly, the availability of water, electricity, and transportation had been surveyed.

SOCIAL SERVICES

With regard to social services, health, school, and communication were found to be important for the efficient implementation of the program. To this end, an assessment had been done on the availability of such services on each site.

- There were hospitals in Metu and Bonga; the rest sites have health centers and clinics.
- In all sites there were at least one high school one junior and one or more elementary school. There were, of course, technical and vocational schools.
- Even though almost all sites did have telecommunication services, some did not have digital tele service.

ORGANIZATIONS

Almost all governmental organizations (GO's) were active in all cites.

(b) Some sites which have NGOs are listed below**.**

Name of the site	NGOS
Dembi	Menschen for menschen
Gechi	Saving & Credit
Bedele	Menschen for menschen, Rular development and code Ethiopia
Chora	Code Ethiopia
Yayu	Menschen for Menschen
Metu	Red Cross, Menschen for Menschen
Bonga	Farm Africa, SUPACK
Serbo	OIC, APAP

(N.B)

It is possible to use the data for some sites such as, Agaro, Yebu, and Jimma from CBTP Center

Discussion and Conclusions

Student and staff population and school capacity

Prior arrangement with school principals and dispatching information about the way of going with the various phases of practicum will be essential to implement practicum efficiently. Even in some cases, while implementing the practicum, communication with school personnel's might be crucial. Hence, collecting information, indices of the addresses of school officials is essential, such as telephone numbers Accordingly, the data of addresses comprising the officer's name, his/her respective position and telephone number of the selected 21 schools are secured so as to ease communication and to

determine the required resources for implementation even though it is not explained here for the sake of convinience. Though the indicated

officers may or may not be available by the time of practicum due to some changes, the telephone address is permanently useful.

As the destination of site selection for practicum including CBTP was done in three directions from Jimma, Metu, Sekoru, and Bonga ways, 21 high schools appropriate for the field practice were selected. The knowledge of distance or how far each selected schools are found from Jimma University is one of the essential factor for the successful implementation of practicum. Because, distance basically determine the required expense, supervisors time and material resource utilizations for the program.

As can be seen from the map these schools could be divided into two with respect to their distance appropriate for the trip to be made through out the practicum weeks. Thus ten schools were found appropriate for the daily round trip assumed to be tried for the first

move right this year. These schools are the five schools in Jimma sector including Dedo, those from Jimma to Agaro, from Jimma to Asendabo and to Seka which are with in the radius of 50 km. So, the ten schools, Jiren, Seto, Jimma vocational and technical school, JU Community, Dedo, Yebu, Agaro, Serbo, Asendabo and Seka are the ones of our interest appropriate for the round trip on daily basis. The rest eleven schools found far from Jimma are not suitable for a daily round trip which need detailed plan.

In general there are good sum of student population of 29,131, in all of the schools visited, out of which 14,715 (50.5%) are those with in the 50km radius.

Since the average number of students per class is 76.8, it is expected to be tough for students to practice active learning which needs

close support from the supervisors. From the total 386 sections, 47.4% (183) are sections found in the first 10 schools estimated for the daily round trip.

Looking into the qualification of the staff at hand, majority (46.6%) are diploma holders, hence, they are below the standard. That means, only 36% of them are degree holders qualified for the level of the high schools. This indicates the need of more graduates at the faculty of educations of the universities in the country. Totally, even considering those teachers below the degree level, currently 230 (24.7%) the need of the schools are not yet satisfied. Subject wise, the need for teachers is high in civics (46.3%), where by training institutions have to think of departments to train teaching staff for the field. In fact almost all of the high schools observed use the history teachers to teach this subject as a temporary solution which is an indication that history department could at least offer civics as a minor for its trainees. Physics (40%) being the next area in short of teaching staff, implies the need to recruit more candidates for training. Of all the subject areas offered at the high school level, only nine: language (English , Amharic , Afan Oromo),

Mathematics, Physics, Chemistry, Biology, History and Geography are appropriate for practice because they are the only existing departments at hand in our faculty.

Thus, at least 9 student teachers can be assigned in a class. But if sections are considered and a student teacher could handle a maximum of 3 sections per subject, we can estimate the distribution of student teachers going out to the out reach. This is assuming that once the subject is taken over by the student teacher, all of the sections must be handled by the trainees, since the school teacher must not interfere teaching some sections partially to avoid irregular flow of teaching and planning, which was the fear suggested by most of the school heads. Since the credit hours

(teaching hours) of subjects vary from 2 to 4 hours per week one can estimate the possible number of students to assign in each school appropriately.

That is; if a student can handle 3 sections at an average, then the estimation formula would be: E = the

product of, (sections/3) and number of departments at the faculty (9) = (sec/3)x 9. For example, in Jiren grade 9 with 30 sections; E = 30/3 x 9 = 90 students could be assigned; in Yebu grade 9 with 7 sections E = 7/3 x 9 = 18 students; in Seto grade 10 with 16 sections E = 16/3 x 9 = 45 students etc. In this way the following table (Table - 8) could be sorted out for the estimation.

Therefore considering the ten near by schools we can estimate that about 603 students will go to schools. the following at the maximum 603 students to go out in the schools found with in 5o km radius. As can be seen from the table below the distribution varies from 18 to 135 per school in two shifts, with respect to their number of section they have. Here if student population is very long we can muddy the estimation to 1809 (603 x 3) assigning one student per section, of course, expecting some errors of 11^{th} and 12^{th} grade subjects are below 9.

Similarly we can estimate the capacity in which our students could go for practice in the rest eleven school assumed to be very far from Jimma, over 50 k.m away.(Table - 9). According to the estimation, these schools could host 540 students at a time in the two shifts of the respective schedules; Bonga have the highest capacity of 99 students, with similar modified estimation of 1620 students if a student is assigned per section.

From the above two estimations the observed 21 schools could host a total of 1143 or 3429 students, at the maximum having the choice of the two options above. Thus if the student population to go out for

practice at one trip is more than 1143 for the first choice or 3429 for

the second, a block system could be designed. That is, certain appropriate group of students in one block and the rest in the next block shifts with in a semester, but this will also create community /school fatigue.

On the other hand, as it is clear from the curriculum designed, students are supposed to do practicum I & CBTP I, and practicum II & CBTP II jointly. Thus, the above distributions must be redesigned when students go out of schools for CBTP in the surrounding community. That is, 20 students must be grouped in one to work on CBTP which is the appropriate standard for the CBTP.

Therefore, the following estimation could help as a guiding proposal for practicum and CBTP work integrated.

Estimation of student assignment in each site With in 50 km radius Table-8

School	Grades (9, 10, 11, 12)	estimated No of students	No of CBTP groups
Jiren	(90, 45)	135	7 groups
Seto	(63, 45)	108	5 "
JA TVI	(-, -, 27, 18)*	45	2 "
JU Com. Sc.	(9, 9, 9, -)*	27	1 "
Dedo	(18, 9)	27	1 "
Yebu	(18, 18)	36	2 "
Agaro	(72, 27, 9, 9)	117	6 "
Serbo	(9, 9)	18	1 "
Asendabo	(18, 9, 9, 9)	45	2 "
Seka	(27, 18)	45	2 "
Total	(324, 189, 54, 36)	603	29 groups of CBTP

*** JATVI, Jimma Academic, Technical and Vocational Institute has no grades 9 and 10; and also JU Com, Jumma University Community School (JuCoM. Sc) has did not start grade 12 yet.**

Estimation of student assignment in each site beyond 50 km radius

Table-9

School	Grades (9, 10, 11, 12)	Estimated No of students	No of CBTP groups
Toba	(27, 9)	36	2 group(s)
Denbi	(18, 9)	27	1 "
Gechi	(18, 9)	27	1 "
Bedele	(27, 27, 9,9)	72	4 "
Chora	(18, 9)	27	1 "
Yebu	(27, 9, 9, 9)	54	3 "
Hurume	(18, 9)	27	1 "
Metu	(36, 27, 9, 9)	81	4 "
Sekoru	(18, 9)	27	1 "
Gimbo	(36, 9, 9, 9)	63	3 "
Bonga	(63, 18, 9, 9)	99	5 "
G. Total	(306, 144, 45, 45)	540	26 "

Here, if the community around the school cannot handle a large number of groups, say 5 to 7 groups, it should be designed to assign some of them to the near by school community.

Besides, at least two supervisors shall be assigned per CBTP group, who could also be supervisor team members for school observation and practice teaching.

School Facilities

Schools should have well organized libraries. But as we can see from the result section almost all the schools under study are not found in satisfactory conditions

The library of Asendabo is better than the others in books collection. Agaro, Bonga,Yebu and Hurumu high schools have relatively well organized libraries. Library exists in all schools except in Jimma University Community School. Reference materials are not sufficient in almost all of them. Size of library is not sufficient compared to the student population.

Schools should have to support the theoretical knowledge they provide to their students by practical activities to make the lessons given in classes more complete and easily understandable. Science subjects, in particular, are meaningless or incomplete if they are not supported by demonstration, practical activities,

etc using appropriate chemicals and apparatus that must be found in libraries.

As we can see from the result Seto, Agaro, Yayo, Hurumu, Serbo and Asendabo schools have one laboratory for each department, twelve school have one laboratory

for the three departments in common. As from the table these schools include Jiren secondary school, the University community school, Yebu , Dembi ,Gechi, Bedele, Chora, Mettu, Sekoru , Seka , Bonga and Gimbi, whereas Jimma Academic & Technical Training Institute and Dedo secondary schools have single laboratory for both Biology and Chemistry and a separate laboratory for physics. But Toba high school has no laboratory at all.

Schools should also have well organized Pedagogical center to make the class room lesson more concrete with models, charts and graphs and other objects which are useful for teaching learning process.

In the production of such instructional medias from no cost or low cost and locally available materials both teachers and students should take part. Ten of the schools like Gechi have pedagogical centers

which are large in size; about 10 by 5 meters. The result shows that schools which have Pedagogical Centers with models, charts, graphs

,adequate size and relatively better annual budgets are the following: Jiren, Seto, Jimma Academic, Jimma University community school, Dedo, Yebu, Agaro, Toba, Dembi, Gechi, Bedele, Hurumu, Serbo. Whereas, Bonga secondary school has exceptionally good and actively functional pedagogical center. Mettu, Chora, Yayo schools have pedagogical centers which are in poor condition. Asendabo and Sekoru schools have pedagogical centers which are not actively functional.

Extracurricular activities are important components of the teaching-learning process as they enable students to get exposure to

different skills and ideas which may not be adequately covered in class. Most of the schools have anti HIV, Red Cross, Environmental protection, sport, N. Science, Civics and Mini media and some of them have girls club, Afan Oromo, scout, library and few schools have drama and literature, Social affairs, Family planning very few schools have

maintenance, anti malaria, Guidance, anti harmful traditions and photograph clubs.

Out door and indoor games are important because they entertain students and teachers, moreover they may help to identify student who have potential skills in different sport games who can represent even their country. Intramural Sport, question and answer competitions exist in all schools, females mostly take part in volley ball sport & some participate in foot ball as well

Water supply and toilet are essential everywhere. But in areas with large

population like schools such basic facilities are extremely important. If these facilities are non-existent, the school-teachers and students not

only fail to conduct the essential activities but also face some health problems. Surprisingly, most of the schools under the survey do not have water and toilet. There are of course some schools which have water and toilet in common for students and teachers

Community Administration

Although every thing which is needed for the efficient fulfillment of the program is not available, the cursory look of the community survey shows that there are basic services and facilities in almost all sites. Above all, it has been proved that the community leaders have accepted the program whole heartedly. Nevertheless the need to have pre-hand communication with the community leaders and other concerned personalities should be remarked.

Recommendations

Student, staff population and school capacity

From the results obtained by the survey the following could be suggested as recommendations.

- Based on the logistic and accommodation necessities the 21 sites could be divided in two sectors.

Sector-1, Those with in 50km radius, Jimma as center, which could be suitable for a daily round trip. (see the map) .

Sector-2, Those beyond the radius of 50km, which need residence areas and food supplies. Schools in this sector are not appropriate for practicum in a daily round trip base due to distance which will be time consuming. Here detail plan must be worked out regarding the material and the stipend need for the students. Sector-2 is to be used after using sector-1 exhaustively.

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- As the number of students per class is large 76.8 at an average, strict assistance and follow ups are essential to the students during practical teaching.
- Students must be supplied with basic teaching materials like: chalk & duster, gown, tents to use as staff room in the school where rooms are scarce, stipend for tea break & cleaning purpose. These materials shall be essential as of practicum II.
- Like that of CBTP appropriate formats to be used by students must be designed for the first practicum (school observation) based on the objectives of the curriculum and supervision formats through out the four phases.
- The existing food transportation for lunch when going out for CBTP is a bad experience of the past inconveniences observed and several related complaints by the participants which is a waste of time that is assigned for the practical purpose. Thus providing money (perdiem = Birr7/head/lunch, see the action plan) for students is highly recommended in lue of the usual ready made prepared food. Also for sites that are not appropriate for a daily round trip, stipend such as Birr400/month/student and the official perdiem Birr70/head/ day or so for supervisors; must be planned in the budget in the future.

School Facilities

Schools should have library, because students should be able to refer some reference materials from library, so as to supplement the class room instruction and to have a thorough understanding of the lessons they acquired from their teachers. Therefore, all concerned bodies particularly schools should try their best to improve the existing poor status of the libraries.

As science subjects are not meaningful if they are not supported with practical works and demonstrations, Schools which do not have laboratories like Toba should set up their laboratories. Schools with laboratories which are not well equipped and have shortage of chemicals should strive to full fill these extremely valuable educational materials. The team also strongly recommends the eradication of out dated chemicals which cause hazard on both students and teachers as immediately as possible

The team would like to recommend that schools should have pedagogical centers otherwise creativity and additional knowledge which could be acquired from pedagogical centers will be missing. Pedagogical Centers should also be given relatively adequate budget from schools and other concerned bodies. Almost all schools have no skilled person in pedagogical center with the exception of Bonga Senior .Sec school therefore schools should try to train teachers who could effectively run Pedagogical Centers, the university shall also show its suport.

Extracurricular activities are very important for students as they give them exposure to different essential activities. Therefore schools which are having very few clubs should set up additional clubs .Schools which have nominal clubs should make their clubs very active and maximize student participation. University students could play a great role in this respect.

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Out door and indoor games are very important for the school community in general and for students in particular, because if these facilities are available in schools students prefer to stay most of the time in schools rather than wasting their precious time in unnecessary places. Schools should provide at least indoor games which do not require huge capital.

For one school water and toilet are very essential In the absence of water and toilet, the school compound cannot be appropriate place for a healthy conduct of teaching –learning process. Laboratory works and other activities which require water cannot be carried out where there is no water. Therefore school administrators should do their label best to provide their schools with these extremely essential facilities by mobilizing the community or communicating the concerned bodies.

The following action plan would be a possible guide to implement the practicum and CBTP activities for faculty of Education at Jimma University.

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JIMMA UNIVERSITY FACULTY OF EDUCATION

ACTION PLAN FOR PRACTICUM I & CBTP I

April, 2004

	Specific Objectives	Activities	Amount	Responsible	Remark
	Allocating students for observing schools and surveying the surrounding community	Allocate year II (FPC) students over 10 schools with in 50km radius	603 students, 9 depts. mixed	Depts., coord. office & V/Dean	See the table below
	Assigning supervisors school visits and community survey	Assign supervisors proportional to the number of students allocated	58-70 supervisors & coordinators	Depts, coord. office & Dean	2 supervisors per a CBTP group & supervisory team leader/site

Student-supervisory distribution over the 10 selected schools

Schools	No of Students/Sch for practicum	No of CBTP group	No. of supervisors	Remark
Jiren	135	7 groups	14 (2x7)	2 supervisors/group
Seto	108	5 "	10	
JVT	45	2	4	
JU.Com.	27	1	2	
Dedo	27	1	2	
Yebu	36	2	4	
Agaro	117	6	12	
Serbo	18	1	2	
Asendabo	45	2	4	
Seka	45	2	4	
Total	603	29 groups	58 supervisors	

- If a student is assigned in one class about 603 x 3 = 1809 students could be distributed.

	Specific Objectives	Activities	Amount/cost	Responsible	Remark
3	Facilitate the field work activities by supplying, logistic , accommodation, material etc	*Transportation supply 1. Jima town 4 schools 2. Dedo 3. Yebu & Agaro 4. Serbo & Assendabo 5. Seka	12 Vehicles (totally) 2 buses (big) 1 mini bus 27 students capacity) 3 buses (big) & 1 four wheel drive 2 mini buses & long base 1 mini bus & Long base	- Dean Office - Transport dept. - V/president for adm. & dev't	
		• Food - lunch only 1. Students 2. Supervisors 3. Drivers & assistants	Birr 7/head/ day for 10 days = 7 x 630 x 8.75 = Birr 44100 = Birr 35/head/ day for 10 days = 35 x 70 x 10 = Birr 24,500 Birr Birr30/head x 17 = Birr510	- Finance Dept. - Deans Office	
		• Materials Supply pens , pencils, duplicating paper, folders etc • Fuel & oil	Birr 5000	- Dean Office - Finance Dept. - procurement	

	Specific Objectives	Activities	Amount/cost	Responsible	Remark
4	Prepare working formats for school observation & survey	• Work out questionnaire for guidance, students can learn and develop their own 1. school observation questionnaires 2. Community survey questionnaires 3. Evaluations formats	700 copies both for students and supervisors (as per the number of pages)	- the staff/ participant - students - Faculty office for duplicating -Departments	
	Allocate cost break down and the schedule of the practicum	• Budgeting 1. Student perdiem 2. Supervisors " 3. Drivers 4. Fuel & oil 5. Materials /stationary	Birr 44,100 Birr 24.500 Birr510 Birr Birr 500	Coordinating office - Dean Office - Finance Dept. - Transport Dept.	

	Specific Objectives	Activities	Amount/cost	Responsible	Remark
		• Schedule 1. Orientation & Preparation 2. Field work - Sch. observation - Comm. survey 3. Analysis 4. symposium	Date Ginbot 5 , 6 after noons Ginbot 9 - 18 " 9 - 12 " 13 - 18 every Friday afternoon till the end of the semester A week after the end of final exam.	- Depts & - Practicum coord. office - Supervisors	

N.B. Similar action plans must be designed for practicum II, practicum III & IV

- Practicum II for at least 20 days of field work and material expenses.

- Practicum III & IV two months time (8 weeks) each, considering the possibility of residing right in the field estimating students' stipend about Birr400 per month for each student to cover food, rent, and cleaning materials. Here, cost of teaching materials like chalk, duster, hard paper, gown etc should be added in the plan.