

Jimma University
College of Education & Behavioral Sciences
Department of Teacher Education &
Curriculum Studies

Curriculum Studies
(TECS-

By : Ahmed Endris(MA in Curriculum
Studies)

Course Outline

Course Information

Course Title: Curriculum Studies

Course Code: TECS 2011

Credit Hour: 3

I. Course Description

- **Curriculum is the foundation of the teaching-learning process.**
- **The course *Curriculum Studies* equip trainees' with basic knowledge and practical skills in curriculum design, planning, development, implementation and evaluation.**
- **The course basically deals with different views of curriculum, development and planning process, issues related to curricular decision making, and trends in Ethiopian curriculum development.**

II. Course Objectives

Up on successful completion of the course, trainees' will be able to:

- **Understand the term curriculum under various contextual views.**
- **Know the expected roles of the teacher in relation to the views of curriculum.**
- **Recognize the steps involved in curriculum development and planning process.**
- **Participate in curriculum development and planning process.**
- **Make appropriate curriculum decision as practitioners.**
- **Analyze the trends of Ethiopian education system and its curriculum.**
- **Evaluate teachers' successful implementation of school curriculum.**

III. Course Contents

Unit One: Fundamental Concepts of Curriculum and Related Terms

1.1. Curriculum: Definitions, layers, scope, as a discipline, etc.

1.2. Foundations of curriculum

1.2.1. Philosophical Foundation

1.2.2. Psychological Foundation

1.2.3. Sociological Foundation

1.2.4. Historical Foundation

1.3. Teacher--Curriculum relationship

Unit Two: Curriculum Development and the Planning Process

2.1. The concept of curriculum development, design and r/p

2.2. Curriculum development models: Types assumptions, planning process and steps

2.2.1. Objective model

2.2.2. Process model

2.2.3. Situational (School based) model

2.3.4. The Hybrid model

Course Contents.....

Unit Three: Curriculum Implementation, Evaluation and Change

3.1. The concept, nature and process of curriculum implementation

3.2. Curriculum implementation approaches / models :

3.2.1. Fidelity Perspective

3.2.2. Mutual Adaptation

3.3. Curriculum evaluation: Forms, principles, procedures and curriculum change

3.4. Curriculum implementation as a change process

3.5. Major causes for resistance to curriculum change and means of increasing receptivity for the change

Unit Four: Trends in Ethiopian Education System and its Curriculum: Historical Perspective

4.1. Traditional education in Ethiopian: aims, contents, methods and evaluation

4.2. Modern Education in Ethiopia

IV. Methodological Strategies

- Teacher's presentation and facilitation
- Students' reflection and group discussion
- Students' individual and group activities
- Students' independent assignment
- Students' group project work

V. Assessment Strategies

❖ Classroom attendance and participation	= 5%
❖ Two consecutive quizzes (2x20)	= 40%
❖ assignment	=
15%	
❖ Final examination	= <u>40%</u>

Total=100%

VI. Course Requirements

Trainees' are required to:

- **attend more than eighty percent of the class presentation,**
- **cover more than eighty percent of the content studying,**
- **complete and submit all individual assignments and group project,**
- **take two consecutive quizzes and**
- **sit for final examination that ascertains successful completion of the course.**

Unit One: Fundamental Concepts of Curriculum and Related Issues

Objectives: At the end of this unit, you will be able to:

- **Understand the basic concepts of curriculum.**
- **Know the scope of curriculum.**
- **Recognize the major foundations of curriculum.**
- **Explain teachers-curriculum relationship.**

Activity 1: (First try individually and then discuss in pair 10')

What is curriculum to you? Define in your own words?

Have you defined curriculum in the same way with your friend? Why?

Why do you need to study about curriculum?

What do you think are the domains/scope of curriculum?

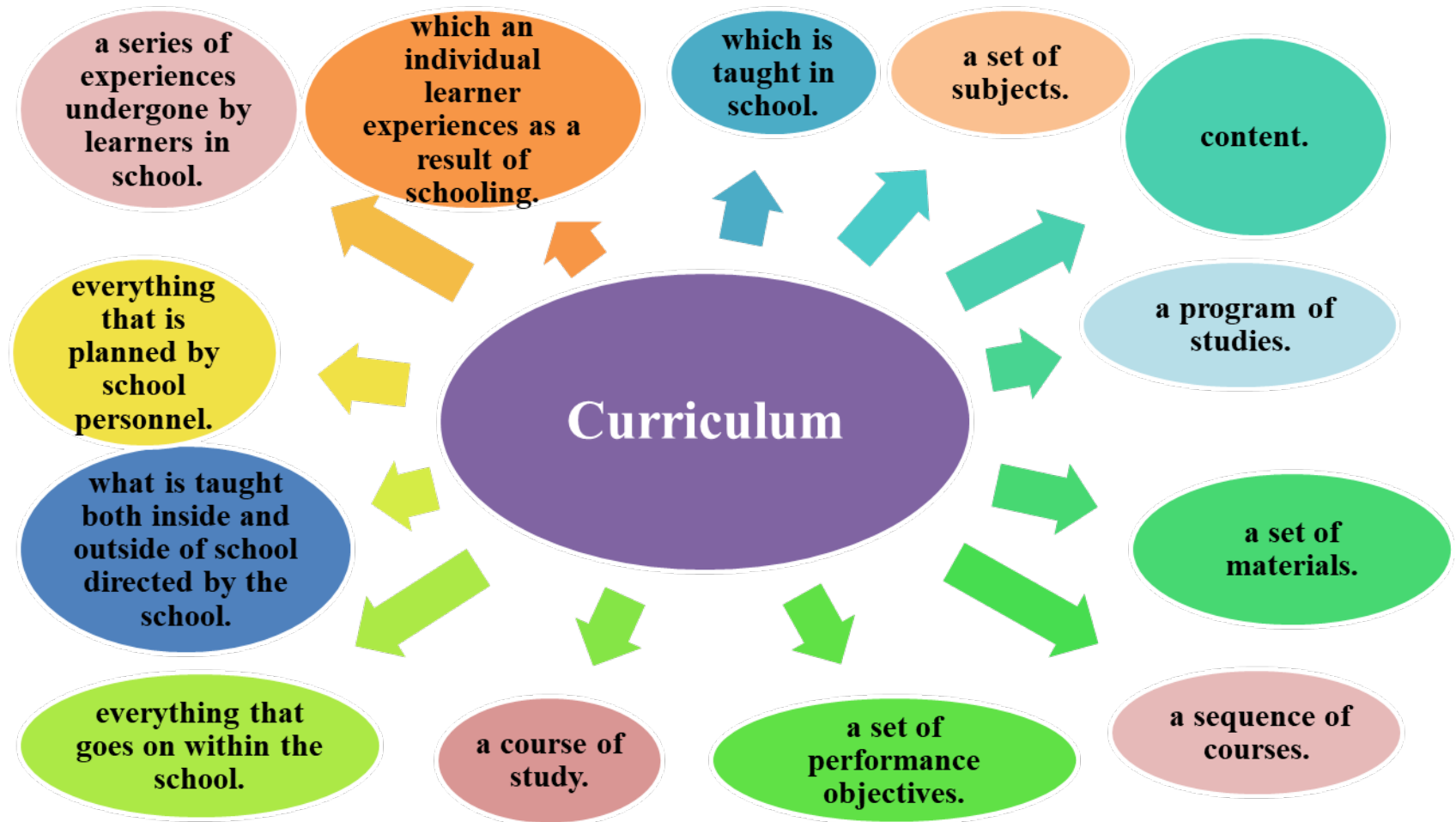
1.1. The Concept of Curriculum

A/ Definitions

Curriculum

- ❖ **Latin root of the word "currere", which means, "to run" as in to run a race course.**
- **is the course / path that students have to run to finish the "race".**
- **all the activities which students need to do if they are to finish a program of study and achieve the intended learning goals.**
- **Broad definitions:**
- ❖ **A plan for action or a written document that includes strategies for achieving desired goals or ends /Tyler, Taba/.**
- ❖ **A plan for providing sets of learning opportunities for persons to be educated /Saylor/.**
- ❖ **An organized set of formal education and/or training intentions/ Pratt/.**
- ❖ **All experiences of the learners or children have under the guidance of school// Dewey, Caswell, Campbell/**
- ❖ **On going experiences of children under the guidance of the school/Ragan/**
- ❖ **A program /the school/ offers to its students.**

Specific Definitions.....



Definitions of Curriculum

❖ A variety of definitions curriculum exist.

❖ Reasons:

1. The existence of different philosophies of life,
2. Scholars have different views about the function of schooling,
3. Dynamic nature of the discipline.

Thus curriculum:

- in a narrow sense is subjects taught/ an outline of the course of study/ a sequences of course of study/ a plan for action
- broadly as all the experiences of learners, both in and out school, that are directed by the educational institution towards the achievement of educational goals.
- a state document utilized to help students achieve the objectives of the educational program (acquire knowledge , form attitudes and develop skills).

Why we Study about Curriculum?

As a teacher or educational leaders we need to know what curriculum means in order to:

- Relate education to the socio-economic, technological, political and environmental demands of the society.**
- Relate content or the body of knowledge to local setting.**
- Apply the most effective and relevant teaching and learning methodologies and materials.**
- Evaluate teaching and learning processes in education system.**

Types /Layers of Curriculum

- 1. The intended Curriculum: /official/overt /written curriculum document. Ex. National curriculum, syllabus, guides, textbooks and other printed materials.**
- 2. The expressed curriculum: Operational /Taught/ curriculum in use / enacted or manifested curriculum by teachers at classroom level.**
- 3. Experienced curriculum:/learned/ received the sum total of the above curriculum. Students' actual experience in the classroom.**
- 4.The hidden curriculum: /Covert/ unplanned and unrecognized learning of attitudes, norms beliefs, values and assumptions often expressed as rules. unplanned and unrecognized Invisibly taught.**
- 5. Null curriculum: considered important but nonexistent in the current school curricula include: HIV and AIDS, environmental sanitation, sex education, and gender issue. That which we do not teach.**
- 6. Extra curriculum: all planned school experiences outside the formal subjects. Voluntary and responsive to students interest.**

C/ Scope of curriculum

Curriculum scope refers to the knowledge of curriculum development, planning and design. It includes:

- 1. Curriculum Design-the way we conceptualize and arrange major components to provide direction and guidance as well as develop the curriculum.**
- 2. Curriculum Planning: translation of the educational aims in to specific curricular activities/materials.**
- 3. Curriculum development-how curriculum is evolved or planned, implemented and evaluated.**

D/ Curriculum as a Discipline

Characteristics of discipline:

- **An organized set of theoretical constructs or principles :its application in more than one situation)**

Ex. Sequencing of courses, continuity of ideas, behavioral objectives, etc.

- **Knowledge and skills adapted and borrowed from other discipline:**

Ex. selection and organization of contents requires.

- **Theoreticians and Practitioners:**

Ex. Planners, consultants, coordinators and professors.

- **Therefore curriculum is a discipline.**

Relationship between Curriculum and Instruction

Curriculum	Instruction
➤ Which is taught	➤ means used to teach which is taught
➤ Conceived as “what”	➤ conceived as the ‘how’
➤ A program, plan, content learning experience	➤ methods, the teaching act, implementation, presentation

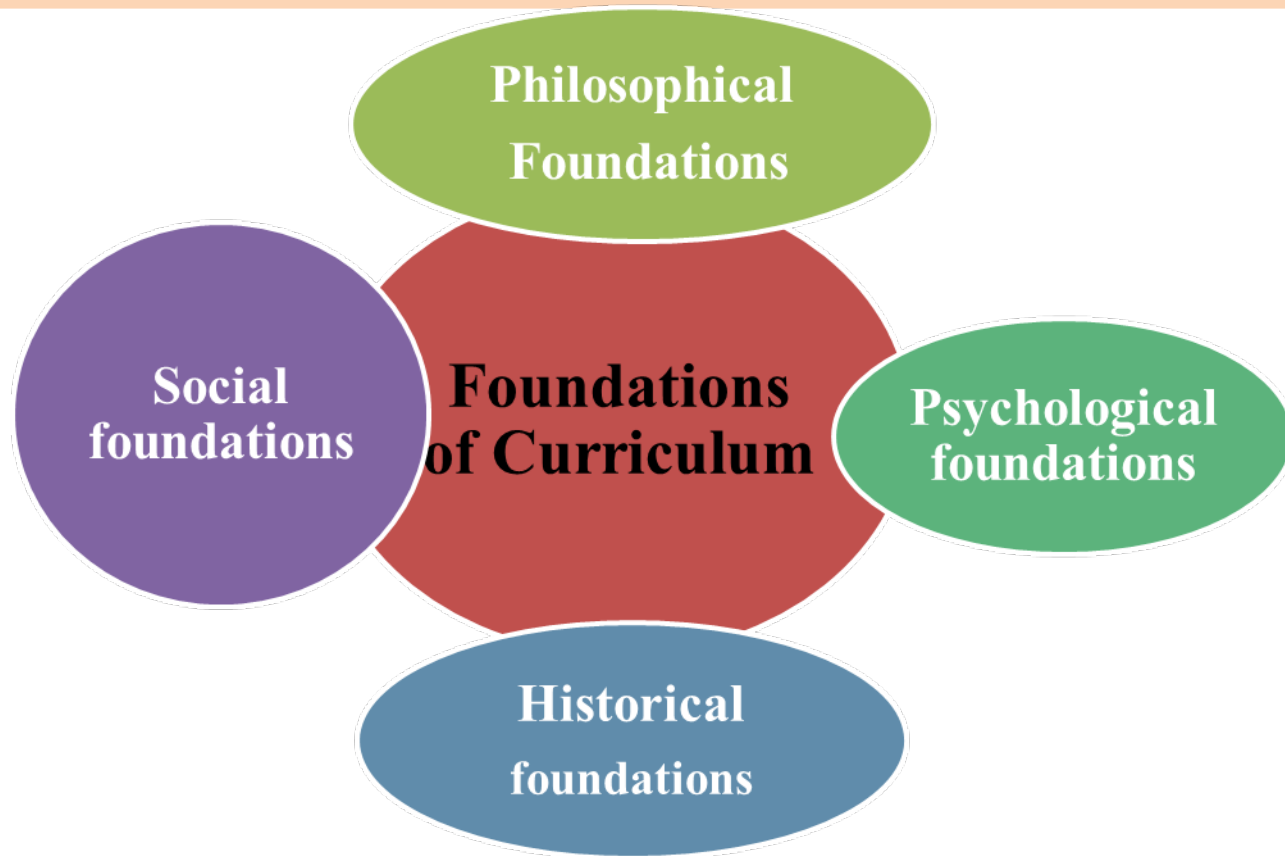
In general: Curriculum and instruction are sub-system of a larger system called schooling or education.

1.2. Foundations of Curriculum

Foundations of curriculum refers to:

- **the “why” of experiences children have in the school.**
- **the values, traditions, forces and professional understandings which determines what the school does.**
- **basic forces that influence and shape the content and organization of the curriculum.**
- **they are often referred to as the sources or determinants of the curriculum.**
- **The most commonly accepted foundations of the curriculum are the following.**

Foundations of Curriculum.....



1: Philosophical Foundation of Curriculum

Philosophy means :

- **love of wisdom.**
- **the search for truth.**
- **gives meaning to our decisions and actions.**
- **a search for comprehensive view of nature, an attempt at universal explanation of the nature of things.**
- **Philosophy and education are closely related fields because the central element for both addresses in to the nature of human beings, knowledge, relationships, and behaviors.**
- **There are various philos. foundations upon which educational theory is built.**
- **However, all philosophy wants the same thing of education, they wish:**
 - **To improve the educational process,**
 - **To enhance learners' achievement,**
 - **To produce better and more productive citizens, and**
 - **To improve society.**

Philosophical Thoughts

Major Philosophies

```
graph TD; A[Major Philosophies] --> B[Idealism]; A --> C[Realism/Naturalism]; A --> D[Pragmatism]; A --> E[Existentialism];
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Idealism

**Realism/
Naturalism**

Pragmatism

Existentialism

1. Idealism

Nature:

- the oldest philosophy.
- proponents; Plato, Hegel, Froebel and Donald Butler
- mind is central element of philosophy;
- truth and values are seen as absolute, timeless, and universal.
- the world of mind and ideas is permanent, regular, and orderly, and it represents a perfect order.
- The purpose of education is to transmit the cultural heritage.
- curriculum is hierarchical, and it consists the cultural heritage of human.
- philosophy and theology, mathematics, History at the top and natural and physical sciences are lower.
- To know is to rethink the latent ideas that are already present in the mind.
- The teacher's task is to bring this latent knowledge to consciousness.
- Based on rationalistic approach uses deductive reasoning.

2. Realism/ Naturalism

Nature: developed as a reaction to idealism.

- **Proponents:** Aristotle, Thomas Aquinas, Pestalozzi, James Ward and Rousseau, etc
- **world** is viewed in terms of objects and matter.
- **People** can come to know the world through the senses and their reasons.
- **Everything** is derived from nature and is subject to its laws.
- **the real world** is the physical world.
- **The purpose** of education is to induct the learner in to the culture.
- **stress** a curriculum consisting of organized, separate subject matter, content, that classifies objects.
- **The curriculum** includes primarily of the physical and social science that explain natural phenomena.
- **Teacher's task** is to help him/her to understand and adjust to the natural order of things.
- **Inductive method** of reasoning is used.

3.Existentialism

Nature|:

- focuses on personal and subjective existence.
 - the world of existence, choice, and responsibility is primary.
 - The leading proponent, indeed the “father of existentialism,” was Soren Kierkegaard, Morris, Martin Buber, and Martin Heidegger.
 - there is neither meaning nor purpose to the physical Universe.
 - believed that we are born into the universe by chance.
 - we owe nothing to nature but our existence.
 - we live in a world without purpose, we must create our own meaning.
 - Education should stress individual responsibility and choice.
 - Education is a process that originates within the self.
 - The student is responsible for his/her own motivation and learning.
- It is important to provide learning experiences that promotes autonomy, interaction, and choice.

4. Pragmatism

Nature:

- Pragmatism (also referred to as experimentalism)
- The known proponents are John Dewy and Charles Darwin.
- truth is based on one's experiences; truth is situational
- *experiences*- not realities- are the means to achieving the truth.
- Learning occurs as the person engages in problem solving .
- Knowledge is considered a transaction between learner and environment, basic to this interaction is the notion of change.
- Education is a process of experiencing on the part of the learner.
- The goal of education is to aid the learner to solve his problems.
- the role of the teacher is facilitator of student learning.
- subject matter is used in relation to the needs and interests of the learners
- teaching is more exploratory than explanatory.
- the method is more important than the subject matter.
- teaching and learning is process of reconstructing experience according to the scientific method.
- Learning takes place in an active way as learners, either individually or in groups solves problems.

Major Educational Philosophies

Educational Philosophies

```
graph TD; A[Educational Philosophies] --> B[Perennialism]; A --> C[Essentialism]; A --> D[Progressivism]; A --> E[Reconstructionism];
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Perennialism

Essentialism

Progressivism

Reconstructionism

A. Perennialism

- **Oldest and rooted in realism.**
- **Proponent R. Hutchins.**
- **Relies on past asserted by agreed-upon, universal knowledge and cherished values of society.**
- **A plea for the permanency of knowledge.**
- **A view of the unchanging nature of the universe, human nature, truth, knowledge, virtue, beauty, etc.**
- **The goal of education is to develop the natural person and to uncover universal truth by training the intellect.**

Curriculum: Subject centered-liberal arts.

The teacher: is viewed as an authority in the field whose knowledge

and expertise are unquestionable.

Teaching method: based on Socratic Method.

Student's: Considered mind as a sponge for absorbing knowledge.

B. Essentialism

- **Rooted in both idealism and realism.**
- **Proponents: Bagley, Bestor, Rickover, etc.**
- **School curriculum should be geared to fundamentals or essentials.**

Curriculum: Subject centered but concerned with the contemporary scene.

Teacher's role: is as an authority in the field.

- **The back-to-the basics focus on reading, writing and Mathematics.**
- **Stress on increasing time and improving the quality of instruction, upgrading teachers and schools analyzing education in terms of inputs and outputs.**

C. Progressivism

- **Rooted in pragmatism and considered as contemporary.**
- **Proponents: Follette, Roosevelt, etc.**
- **The skills and tools of learning include problem solving and scientific inquiry.**
- **Emphasize on how to think not on what to think.**

Curriculum: was interdisciplinary in nature and focused on the child as the learner .

Teacher's role: is guiding.

Methods: emphasized on activities and experiences rather than competitive individualized lesson learning.

D. Reconstructionism

- **Rooted in pragmatism.**
- **Mainly served the individual child.**
- **Proponents: Fantini,**
- **Education for change and social reform.**
- **Emphasis on society centered education.**
- **Curriculum that emphasizes cultural pluralism.**
- **Focus on internationalism and futurism education.**
- **Teacher serve as an agent of change and reform.**
- **Students are taught to appreciate life in a world of many nations.**
- **Curriculum has to be changed with the society.**
- **Learning is active.**

2: The Psychological Foundation of Curriculum

Psychology as a discipline:

- ❖ **deals with how learners learn and formulate theories of learning.**
- ❖ **provides a basis for understanding the teaching and learning process.**

Psychological foundations of curriculum are:

- **those insights gained from psychology which have a bearing on the learning process.**
- **knowledge and understandings related to the nature of the learner and learning process**
- **strongly influence the content and arrangements of the experiences provided for learners .**
- **cements the relationship between teaching and learning.**
- **provides the theories and principles that influence student-teacher behavior within the context of curriculum.**
- **used as a means for screening objectives.**

Psychological Foundations of Curriculum.....

- ❖ **Thus, Curriculum can draw upon psychology, mainly:**
 - **educational objectives, student characteristics, learning processes, teaching methods and evaluation system.**
 - **to reach decisions in relation to: Sequence, organization and methodology.**
 - **to make meaningful selection and guidance of experiences,**
 - **for organizing and implementing the curriculum into varying rates of mental growth,**
 - **for providing flexible curriculum to allow for diversity of character and learning readiness among the learners.**

Psychological School of Thought

- **Behavioral Psychology**
 - focuses on skills not content, what peoples learn to do and the conditions necessary for them to acquire and perform the specified behaviors.
 - Ralph Tyler articulated a technical production framework for curriculum planning.
 - The work of Benjamin Bloom (1956) in classification of educational objectives,
 - Robert Mager (1962) belief that objectives are essentially expressions of behaviors to be learned.
- **Cognitive Psychology**
 - Focus on understanding of child development, conceptual and intellectual
 - abstract concepts cannot be learned until a child is cognitively “ready”.
 - emphasis on existing knowledge structure, to accommodate new knowledge.
 - Curricula construction based on prior knowledge and the use of knowledge in problem solving and decision-making.
- **Social Learning Theory**
 - Bandura focused on Observation, modeling, etc.
 - Maslow work on motivation and hierarchy of human needs.
 - Rogers thinking student at the center of the learning process and experiential learning (personal involvement, stimulation of feeling and thing, self-initiation and self -evaluation ,active learning by doing) is seen as the key to learning.

Principles of Learning and Implications for Curriculum Development

- Readiness**
- Motivation**
- Feed back**
- Individual Differences**
- Relevance**
- Functional Learning's**
- Concrete to Abstract**
- Participation**
- Know to unknown**

Major Theories of Learning as Foundations of Curriculum

1/ Mental discipline

- **Known as faculty psychology.**
- **Mind was made up of series of faculties each of which was related to a particular function or ability of the mind.**

Learning:

- **exercising various faculties (e.g.memory,muscles,etc)**

Curriculum:

- **content was often chosen on the basis of how well it will discipline and exercise the mind rather than its value in the life of the student.**

2. Connectionism

Connectionism:

- **is a theory of learning based on the connection of various elements of the nervous system in causing behavior.**

Learning:

- **Was the process of formulating the neural passages or connections. Once these connections have been established, behavior may be repeated under similar conditions indicating that learning has occurred.**

- **E. Thorndike three laws:**

a/ The law of effect:

- **Effect either strengthen or weaken connection.**

b/The law of readiness:

- **The tendency of the physiological neurons to operate.**

c/ The law of exercise:

- **Repeating or exercise strengthens connection and v-versa.**

Curriculum: demand drill and repetition.

- **Experiences are selected on the basis of their securing a satisfying reaction from the learner.**

3. Behaviorism

- **Behavior was dealt with and explained in terms of observable reactions.**
- **Most of their experiments dealt with the conditioned response.**

Learning:

- **explained as a conditioned response.**
- **Occurs when a particular response is desired and a stimulus is found to produce it.**
- **There is much concern for reinforcement, association and habit formation.**

Curriculum:

- **Drill remained a prominent method of teaching and experiences selected were such as to produce conditioned responses.**

4. Gestalt

- **Pattern which is important.**
- **Understanding is based upon insight.**

Learning:

- **is the organization of parts into meaningful whole.**
- **A learning situation is taken as a problem situation seeking solutions by which the learner develops insight.**

Curriculum:

- **Offers the learner an opportunity to discover processes and relationships.**
- **Emphasis is placed upon perceiving a whole in order to understand the importance of a specific.**
- **Generalities and principles are emphasized in preference to isolated facts and meaningless drill.**

3. Sociological Foundation of Curriculum

- **Society is the base for any education system of the country.**
- **curriculum development is influenced by the needs, goals, etc. of society.**
- **The aims, goals and objectives of education derive from the society.**
- **Ccurriculum designer is actually dealing with cultural value, societal needs and the learners' background.**

Thus, cultures affect and shape the schools and their curricula.

Likewise, schools influence the cultures of the people that the school serve.

Thus, it encompass the systematic study of a given society, groups and institutions in the culture with reference to their contribution to the process and growth of the educational system and the established practices in the school system.

It is useful to analyze and draw from the society as this will indicate:

- 1. The kind of knowledge, skills and competence that youth in society needs;**
- 2. The problems prevalent in society for which education should provide an answer.**

Sociological Foundation of Curriculum.....

The interplay between social foundations and the curriculum can best be explained by considering:

A. The purpose of the curriculum

- 1. Preservation and transmission of cultural heritage.**
- 2. Transformation of culture.**
- 3. An instrument for individual development.**

B. Pressures influencing the curriculum

The public in general and various social forces like family ,community and peer .

C. Characteristics of students experiencing the curriculum

- 1. The social structure of which a student is a part**
- 2. Aspirations of students**
- 3. Effect of environment on mental development .**

4. Historical Foundations of Curriculum

Historical foundations of curriculum refers to

- **those influences on the curriculum that are derived from the development in the past influencing the present.**
- **a systematic analysis of curriculum development during a given period of time.**
- **Knowledge of history is essential to make responsible curricular decisions and to develop more constructive attitudes toward the present.**
- **It can give us a realistic appreciation of the challenges we must face in curriculum change.**
- **A few examples of how history is relevant for curriculum study are :**
 - **Knowing what happened before can help us make better judgments about what might happen today or tomorrow under similar circumstance.**
 - **Studying the past might remind us to ask questions about the present that we might have overlooked. It is a means or instrument of progress.**
 - **The study of curriculum history can help us develop more constructive attitudes towards the present.**

Historical Foundations of Curriculum.....

- **Form the basis for decision making and systematic growth of the educational system.**

In the prehistoric times:

- **the informal type of education focused on transmitting the cultural heritage.**

The Egyptians: had a form of writings, drawings and used phonetics.

The Greeks: had schools designed to serve the public good in Athens and Sparta.

The Romans: Upgraded elementary to secondary schools.

The Early Christian education:

- **added philosophy and theology to earlier seven Liberal Arts .**

During Renaissance:

The curriculum was based on the study of man and scientific thinking refocused.

The Scientific Sprit:

- **Had view that if human kind followed reason and used the scientific method and natural laws continued progress in this planet is possible.**

1.3. Curriculum - Teachers Relationship

- ❖ **Teachers and curriculum are closely related.**
- ❖ **On one hand, curricular documents provides teachers with information for:**
 - **planning lessons,**
 - **organizing students' and their activities,**
 - **directing the instructional work and**
 - **employing different instruments to measure the outcomes and**
 - **making sensible decisions.**
- ❖ **On the other hand, teachers :**
 - **translate curriculum into practice.**
 - **investigate specific curricular weaknesses;**
 - **develop plans for particular curriculum purposes;**
 - **conduct curriculum research and experiments;**
 - **evaluate the existing instructional program;**
 - **play a vital role in the development of a new curriculum or revising the existing one. etc.**

Unit Two

Curriculum Design, Planning and Development

Objectives: At the end of this unit, you will be able to:

- **Understand differences among curriculum design, planning and development.**
- **Recognize the different curriculum models types.**
- **Know the assumptions underlying the different curriculum models.**
- **Describe the steps involved in each curriculum development model.**

Activity: individual for 6'

- ***What is curriculum design, planning and development to you?***
- ***Have you been experienced different curriculum development models? Explain?***
- ***Discuss the various steps involved in each curriculum development models?***

2.1.The Concept of Curriculum Design, Planning and Development

Curriculum design is the process of :

- **structuring or devising the procedures and steps to be followed in the development and planning activities.**
- **A design is an organic arrangement or structure of elements, parts, or details.**

Curriculum planning is the :

- ❖ **translation of the educational aims in to specific curricular activities/materials.**
- ❖ **involves writing educational objectives/competencies, selecting curricular experiences (contents and learning exp.), organizing the curricular experiences and setting the evaluation mechanisms to make educational decision .**

Curriculum development includes designing, planning and developing the curriculum and setting the mechanisms of implementation and evaluation.

- ❑ **is long-term process involving many parties (politicians, government authorities, textbook writers, supervisors, school administrators, and teachers),**
- **As far as their interrelationships is concerned, they are highly interrelated in that the existence of one strengthens the other.**

2.2. Curriculum Development Models: Assumptions and Types

- **A curriculum model can be considered as a type of blueprint for teaching.**
- **The data blueprint will help in selecting the most appropriate model to incorporate in the educational program.**
- **Questions in considering a model for a program.**
 - **Is this model suitable for the kind of program I have in mind?**
 - **Does the model call for the teacher behavior I have in mind?**
 - **Does the model call for learning experiences appropriate for my students?**
 - **Can I handle the problems that might arise by using this model?**
- **Then select model that appears most suitable for the program.**
- ❖ **Three major models of curriculum development are:**
 - **Objective /Ends-Means Model or Tyler's Rationale**
 - **Process model /Means-Ends Model,**
 - **Situation analysis /Process-Product/School-Based Model and**
 - **Hybrid Model**

2.2.1.The Objective /Ends-Means Model or Tyler's Rationale

- **Also known as rational, classical or technical-scientific model .**
- **Emphasizes fixed sequence starting from objective.**
- **Objective serve as a basis for devising subsequent elements.**
- **The model follows an "objectivist", product-oriented paradigm**
- **The two principal proponents of this model are Ralph Tyler and Hilda Taba.**
- **Ralph Tyler identified *five steps* which include:**
 - a. Identifying the purpose (aims, goals and objectives)**
 - b. Selection of curricular contents learning experiences**
 - c. Selection of curricular learning experiences**
 - d. Organizing the curricular experiences in relation to the purposes**
 - e. Evaluation of the proposed curriculum**

The Objective - Taba Model

B. Hilda Taba came up with *seven steps* that includes:

- 1. Situation Analysis**
- 2. Formulation of Objectives**
- 3. Selection of Contents**
- 4. Organization of Contents**
- 5. Selection of learning experiences**
- 6. Organizations of learning experiences**
- 7. Evaluation**

The Objective - Lewy Model

Lewy also suggested *six stages/steps* to be passed through in developing the curriculum:

- 1.The determination of general educational aims**
- 2.The planning Process**
- 3. The preliminary tryout stage**
- 4. The field trial stage**
- 5. The Implementation stage**
- 6. Quality Control/Evaluation Stage**

The Wheeler Model

- **Converted Tyler's original ideas into cyclic form and evaluation should take place at every stage.**
- **The first step is the statement of aims, goals and objectives.**

A. Ultimate goals

- **Are the expected outcomes expressed as patterns of categories of behavior over time.**

B. Mediate goals

- **Expected behavior at given stage over ed. time.**

C. Proximate goals

- **Goals for shorter periods.**

D. Specific objectives

- **Goals for specific period.**

The Wheeler Model



2.2.2. Process model /Means-Ends model

- **Developed by L. Stenhouse against the idea of the objective model.**
- **Specify content and principles of procedures than objectives.**
- **The end product is not specified before hand in terms of behavior.**
- **Behavioral objectives are absent.**
- **content as well as principles and procedures are specified rather than anticipated outcomes in terms of objectives.**
- **evaluation is open-ended as opposed to the objective model which is mostly emphasizing the close-ended ones.**
- **the process is specified (i.e. the content being studied, the methods being employed and the criteria inherent in the activity) not the end.**
- **Behavioral objectives are absent. In place of objectives, the emphasis is on defining acceptable principles and procedure for dealing with such issues.**

The Process Model.....

- **The followings could be taken as the stages/steps:**
 - **Selection of Content**
 - **Selection of Principles or procedures (learning strategies)**
 - **Devising teaching methods and materials**
 - **Evaluation by criteria inherent in the field of knowledge**
- **Only the stating objectives, organization and matching of content with learning experience are absent from the process model, all the other stages correspond to stages in the objectives model.**

2.2.3. Situation Analysis /Process-Product/ School-Based Model

This model is:

- **the latest/recent model of curriculum development.**
- **shares the idea of process model, but emphasizes meeting standards.**
- **puts curriculum development firmly within a contextual framework.**
- **teachers modify and transform learners' experiences in the curriculum.**
- **curriculum development should be based on the context where learning is taking place including national, societal and institutional.**
- **Assumes institution-based curriculum development is one of the most effective ways of promoting genuine change at institutional level .**
- **both close-ended and open-ended evaluations are very common.**
- **The stages in this model are:**
 - 1. *Situation analysis***
 - 2. *Goal Formulation***
 - 3. *Program building***
 - 4. *Interpretation and Implementation***
 - 5. *Monitoring, Assessment, Feedback and Reconstruction***

4. A Hybrid Model Curriculum Development -

A hybrid model that features elements of the objective, process and situation analysis models is made up of the following steps:

- 1. Diagnosis of needs /Need assessment/Situation analysis/**
- 2. Formulation/Identifications of objectives**
- 3. Selection of curriculum contents**
- 4. The selection of learning experiences**
- 5. Organization of curricular experiences (Contents and learning experiences)**
- 6. Pilot testing**
- 7. Revising and consolidating**
- 8. Approval governing council**
- 9. Use of the approved curriculum**
- 10. Periodic review**

Stages of curriculum development

1. Diagnosis of needs /Need assessment/Situation

- are the gaps between the current state and desired changes.
 - curriculum development group begins assessing the needs of that the proposed curriculum hopes to address.
1. The need of the society: refers to assessing the culture, value, attitudes and norms, etc.
 2. The needs of the learner: social , cultural , language and perception , cognitive, physical,
 3. The needs of the subject matter: knowledge relevant to contemporary life, to the education of the intended learner and the society.

Sources of evidences during need assessment

- Parents, Politically influential individuals and pressure groups, Students
- Teachers , Academic Specialists , Employers, Graduates and dropouts

Basic considerations in needs assessment: should be a continuing activity that takes place:

- a) Before specification of curricular goal and objectives.
- b) After identification of curricular goals and objectives.
- c) After evaluation of instruction, and d) After evaluation of the curriculum.

Instrument of Data Collection for Need Assessment: Some of these methods are:

- *Questionnaires, Interview, Public Hearings, Analysis of Social Indicators,*
- *Observation, Document Analysis, etc.*

Stages of curriculum dev't.....

2. Formulation/Identifications of objectives



Stages of curriculum development.....

Formulation of the desired outcomes or end results of learning.....

- ❖ **Are not the same but inseparable.**
- ❖ **Their difference is scope (generality/specificity) and time (long lasting/immediate).**

Educational Aims : very broad statements of the purposes of education.

- **give general direction to education universally throughout the country.**
- **visionary statements that indicate where to go .**
- **answer the question “why to educate/train?”**
- **achieved in long time and can be divided in to several goals.**

Educational Goals: general programmatic expectations.

- **Aim are translated into goals reflecting institutional accomplishment: (schools & colleges university) .**
- **relatively specific statements written to achieve particular purposes than aim.**
- **Goals provide teachers & curriculum designers with broad statements of what they should accomplish in terms of student learning as a result of particular program.**
- **supposed to result from learning over the years & across subject matters of schooling.**
- **answer the question “what is kept in mind when ‘x’ is taught” and serve as the strategies.**

There are four levels of goals:

- **Immediate Goals**
- **Proximate Goals**
- **Intermediate Goals**
- **Ultimate Goals**

Stages of curriculum development

.....

Educational Objectives

Objectives are :

- **the intended educational consequences of a particular course or units of study.**
- **statements of intent about anticipated changes in learners.**
- **an intended change to be brought about in a learner at a classroom level.**
- **immediate to the learners, stated in behavioral terms, are desired learning outcomes in terms of student activities.**
- **vary in specificity from objectives of single lesson to objectives of an entire course.**

Objectives.....

Sources of Educational Objectives

The major sources are:

- **Studies about the contemporary society (Life outside of the school)**
- **Studies about the learners**
- **Suggestions of subject specialists**

Methods/Devices of Screening Educational Objectives

To filter and refine objectives there are two screening :

Philosophy of education and Psychology of learning

- **Philosophical screening: help to refine suitable or relevant and consistent objectives to the needs or existing value system of the society.**
- **Psychology of learning to distinguish achievable or feasible or reachable objectives at different age levels.**
- ❖ **The objectives that survive this screening are stated precisely in terms of measurable learner behaviors.**
- **Hence, by using these two screening devices it is possible to select the objectives/competencies that are few, consistent and maintains appropriate level of generality.**

Importance/uses of educational Objectives

A well stated educational objectives:

- **Help planners in selecting contents, learning experiences, materials and evaluation,**
- **Enable learners to identify what kinds of knowledge, skills and values are set for them**
- **Help teachers to coordinate or integrate their subjects**
- **Assist program evaluators to check to what extent the objectives are attained**
- **Serve as a frame of reference in all the curriculum planning process**

Classifications/Taxonomies of Educational Objectives

- **cognitive, affective and psychomotor domains.**

Criteria/Formulating Educational Objectives

Matching: relation to the goals and the aims.

Worth: value of attaining an objective.

Wording: users understand writers in the same way.

Appropriateness: Not all objectives need to be attained by all students.

Logical Grouping: Objectives should be grouped logically so as to make sense when units of instruction and evaluation are being determined.

Periodic Revision: No objectives should stand as permanent, objective require periodic revision. This is necessary because students change, society changes, the realm of knowledge changes, and instructional strategies change.

3.Selection of Curriculum Contents

Contents are :

- **the elements of the subject matter, facts, concepts, principles, rules which help the learner in the acquisitions of knowledge, development of skills, habits, attitudes, values, etc.**
- **means to develop the social, emotional, ethical and aesthetic qualities in addition to the mental and physical abilities and skills.**
- **the objectives also serves as a means to select contents and learning experience.**

Criteria for Selection of Content

Validity of the subject matter: **is the authenticity of the content selected.**

- **closely connection with the desired educational goals and objectives.**

Comprehensiveness: **scope to serve objectives .**

Variety: **A wide range of objectives requires a wide range of experiences.**

Suitability (Appropriateness): **content suited to the nature of the learners.**

- **Contents neither so difficult nor easy.**

Criteria for Selection of Content

Relevance to life: functional or have maximal relations to life to have significances to the learners. Enhance transfer of learning.

Feasibility: in terms of the time allowed, resources available, and the expertise of the staff and the nature of the political climate.

- **With in the context of the existing reality.**
- **Durability of the subject matter (Test of Survival):** the more applicable content to different situations and time, the greater is its chance of being durable and to be selected in priority.
- **Possibility of the subject matter to interact with (attract data from) other subjects:** considering the relationships the content to be selected has with other contents in the course or with contents from other courses or subjects.
- **Contents that contribute to the development of the society should be given priority:** Subject matter contents that have utility for the daily life activity are given the priority.

4. The Selection of Learning Experiences

Learning experiences are :

- **those parts of the curriculum where learners become involved.**
- **means to achieve the desired end-results and include the activities (reading, listening, manipulating, writing, experimenting, and other learning processes) and methods of teaching that provide learners with experiences in the content of the curriculum.**
- **the interaction between the learner and the external conditions in the environment to which the learner react.**
- **the opportunities that are planned and guided by the school or institutions.**
- **Learning experiences are what involve the learners in the curriculum.**

The selection criteria for learning experiences

Learning experiences

- **that give him an opportunity to practice the kind of behavior implied by the objectives**
- **be such that the students obtain satisfaction from carrying out the kind of behavior implied by the objectives.**
- **The reactions desired in the experience must be within the range of the students involved.**
- **should be as varied as the objectives they represent at minimum.**

5. Organization of Curricular Experiences (Contents and Learning Experiences)

Curriculum organization:

- **systematic arrangements of the objectives, contents, learning experiences and instructional materials together to form a coherent unit/course/program.**
- **In considering the organization of curricular experiences, there two types of relationships are horizontal and vertical relationship of curriculum organization.**

1. Horizontal Organization refers to:

- **scope and integration**
- **the side-by-side arrangement of curriculum elements.**
- **include the meaning and value of interdisciplinary studies.**

2. Vertical Organization refers to

- **the relationship of ideas and contents over time.**
- **Include sequence and continuity.**

Criteria for Curriculum Organization

1. Maintaining Continuity: refers to

- **the uninterrupted action of major curriculum elements.**
- **the vertical recurrence or repetition of the concepts, skills and values at d/f grade level.**
- **involves the re-visitation of related learning within a topic at d/f difficulties**

Criteria for Curriculum Organization

2. Maintaining Sequence: refers to

- **the successive nature of the contents and learning experiences**
- **“What will follow what and why?”**
- **the logical arrangement of subject matter within units, course and semesters**
- **There are two types of sequencing: Logical sequencing (based on the nature of the subject matter) and Psychological Sequencing (based on the maturity levels of the learners).**

3. Establishing Scope: refers to the magnitude of content and objectives within a curriculum.

- **the breadth or latitude of the curriculum and it shows what must be provided to students in different grade levels in a school.**
- **the coverage of the school program, the subjects taught and the units included.**

4. Establishing Integration: implies coherence, unity, inter-relatedness, and connectedness.

- **unity among the various areas are maintained,**

Organizing Elements

- **There are three organizing threads/elements that run vertically and horizontally and these are concepts, skills and values.**

Unit Three

Curriculum Implementation, Change and Evaluation

Objectives: At the end of this unit, you will be able to:

- ❖ Understand concepts like curriculum implementation, evaluation and change.**
- ❖ Know the different curriculum implementation approaches.**
- ❖ Recognize the nature of curriculum change.**
- ❖ Understand the various types of curriculum evaluation.**

Activity: individual for 5'

- ❖ Define curriculum implementation and explain its approaches?**
- ❖ What is curriculum change to you? Why it is needed?**
- ❖ What is curriculum evaluation? Discuss why and how of curriculum evaluation?**

3.1. Curriculum Implementation

Curriculum implementation is:

- **a process of putting the developed/planned curriculum into effect/practice under concrete school conditions. The actual use of a curriculum .**
- **a critical phase in the cycle of curriculum development process.**
- **an open use of the curriculum materials in the entire school system.**
- **realize the contents and activities to achieve the set educational purposes.**
- **involves teachers, supervisors, school managers and other concerned bodies and attempts to influence behavioral changes in a direction/s necessary.**
- **an interaction process between those who have created the program and those who are to deliver it.**
- **focuses on the extent to which actual change in practice occurs and on those factors, which influence the extent of change.**
- **Needs considering the conditions/elements that include planning, communication, co-operation and support.**

3.1.1. Curriculum Implementation Approaches or Perspectives

Fidelity Perspective

- Curriculum is created outside the classroom by experts (planners) and implemented by teacher in the school or classroom.
- curriculum change is seen as linear process with the teachers as classroom implementers of the innovations developed elsewhere.
- The success of curriculum implementation determined when the teacher carryout the curricular changes as directed.

Mutual Adaptation:

- adjustments can be made between the curricular developers and those who actually use it in the school or classroom context.
- Involve certain levels of negotiation and flexibility exists on the part of both the designers and practitioners.
- suggest that all innovations become modified during the process of implementation .

3.2. Curriculum Change

- **Curriculum change refers to any alteration in the aspects of curriculum, educational philosophy, values, objectives, organizational structures, materials, teaching strategies, student experiences, assessment and learning outcomes.**
- **Change in the social, economic, political and cultural aspects result in changes in curriculum and its implementation.**
- **Change in curriculum varies in their nature and phases or processes.**

Types of Curriculum Changes

A/ based on the involvement of people changes can be divided in to:

- **Planned change: those involved have equal power and function in a prescribed fashion. Planning change is taken to be an ideal one.**
- **Coercion: one group determines the goals and internally excluding others from participating. The group in control has the major power and works to maintain the unequal power balance.**
- **Interaction change: mutual goal setting and fairly equal power distribution among groups take place, but those involved often lack deliberateness of effort, they are uncertain how to follow through with the pace of development and implemented.**

Curriculum Change.....

Based on their levels of complexity curriculum changes can be classified in to:

- **Substitution:** This depicts alteration in which one element is substituted for another. It is the easiest and most common type of change.
- **Alteration:** This types of change exists when someone introduces into existing materials or programs new content, items, materials, or produces that appear to be only minor and thus are likely to be adopted readily.
- **Perturbations:** These changes could first disrupt a program, but can then be adjusted purposefully by the curriculum leader to the on - going program within a short time span.
- **Restructuring:** These changes lead to modification of the system itself- that is of the school or school district. Now concepts of teaching roles, such as differentiated staffing or team teaching, would be a restructuring type of change.
- **Value-orientation change:** these are shifts in the participant's fundamental philosophies or curriculum orientations. Major power brokers of the school or participants in the curriculum must accept and strive for this level of changer for it to occur.

3.2.3 Factors Affecting Change or Resistance to Curriculum Change

Their resistance to change can be attributed to various factors.

- Inertia: the feeling of inertias among the teaching staff, the administration, or the community is one of the largest barriers to change. Wanting to keep things as they are is often mixed with believing that things do not need to be changed or that change being suggested is unwise and will thus be unproductive in meeting the objectives of the school.**
- Insecurity: People feel insecure about the uncertainty of things to happen. Those who are comfortable with the present are resistant to change .**
- Rapidity of change: people resist change anticipating another change in curriculum soon.**
- Lack of knowledge: sometime people resist innovation and change either they do not know about the innovation at all or they have little information about it.**
- Lack of support: Lack of financial or time support is given to the effort. A project for which no monies are budgeted is rarely designed to be implemented.**
-

3.2.4. Mechanisms for Improving/Increasing Receptivity to Change

- Curriculum activity must be cooperative:
- Creating sense of ownership is achieved by involving people directly and indirectly with the major aspect of change.
- Considering the feelings, worries and concerns of people:
- Resistance to any new idea is often natural.
- Curriculum leaders should anticipate it, and should prepare procedures for dealing with it.
- Making the people recognize that innovations are subject to change:
- A new curriculum is presented as a response to a particular time and context.
- Change is a constant, and people need to realize that all programs will be constantly reviewed to determine if they should be continued.
- Proper timing is a key to increasing peoples' receptivity to an innovation:
- program addressing the need is likely to meet with success and acceptance.

3.3. Curriculum Evaluation/Quality Control Stage of the Development Process

Curriculum evaluation refers to:

- **checking whether the designed curriculum achieved the desired objectives or not.**
- **checking the strong and weak side of the already developed and implemented curriculum .**
- **final stage in curriculum process is evaluation based on measurement and assessment.**
- **enables us to compare the actual outcomes with the expected outcomes and to arrive at conclusions with a view to future action.**
- **the purpose is to accept, change, or eliminate something in the curriculum in general or in an educational textbook in particular.**
- **discovering whether the curriculum as designed, developed, and implemented is producing or can produce the desired results or not.**
- **serves to identify the strengths and weaknesses of the curriculum before implementation and the effectiveness of its delivery after implementation.**

Curriculum evaluation.....

- **The purpose to allow curricularists to revise, compare, maintain or discontinue their actions and programs.**
- **A key focus of curriculum evaluation is to determine whether the curriculum is being implemented as in the master plan.**
 - **Are the objectives being addressed and presented as recommended?**
 - **Are students being involved in the instructional process?**
 - **Are the materials recommended for use being used in the way recommended?**
 - **And are the expected outcomes achieved as desired?**
- ❖ **Therefore, curriculum evaluation is the systematic assessment of the values of a program, educational materials, strategies and techniques employed and the impact of the program and its activities on the targeted groups.**

Types/Forms of Curriculum Evaluation

Program Evaluation as one type of curriculum evaluation: is the process of checking the program it-self by focusing on different aspects of the program that include *effort, process, adequacy, efficiency* and *effect*.

- **Effort: is the evaluation of the quantity and quality of available resources (e.g. Time, energy, money, materials, space, etc.)**
- **Process: is the evaluation of the manipulation of the resources to arrive at desired results.**
- **Adequacy: is evaluating the effectiveness of the program in relation to the targeted group it is intended to serve**
- **Efficiency: is evaluating the cost-benefit analysis of the program.**
- **Effect: is evaluating the results or outcomes of the effort made in terms of the intended objectives. It is an impact/output evaluation of the program in quantity and quality.**

Types/forms of evaluation.....

Evaluation of Students' Achievement as the type of curriculum evaluation:

- **Students' achievements indicate the success and failure of a program.**
- **In the light of the purpose and the time of information collected, curriculum evaluation can be classified as formative and summative ones.**
 - **Formative Evaluation:**
 - **encompasses those activities undertaken to improve an existing program.**
 - **Evidence is sought while it is being developed.**
 - **data are collected during the development phase of the program in order to modify the program before it is implemented in all schools.**
 - **Summative Evaluation:**
 - **its major purpose is to enable the involved parties to draw conclusions about how well the curriculum or particular curriculum unit has worked.**
 - **Provide evidence about the summed effects of various components or units in particular curriculum.**
 - **Although summative evaluation is performed at the end of the project, it should not be perceived as happening only once.**

Instruments of Curriculum Evaluation

The instruments used in curriculum evaluation are not limited to paper-pencil tests; rather they are various in types. Some of them are:

- **Observation**
- **Anecdotal Records**
- **Sociograms**
- **Interviews and discussions**
- **Self-evaluation**
- **Peer appraisal**
- **Tests, etc.**

Principles of Curriculum Evaluation

The followings are some of the principles of curriculum evaluation.

- The determination and clarification of what is to be evaluated: considering the objectives of a program or a subject.**
- use a variety of selected evaluating instruments in terms of purposes to be served.**
- Evaluation should involve all the concerned people.**
- Curriculum evaluation should be comprehensive.**
- Curriculum evaluation should be continuous.**
- Self-evaluation should be supplemented by outside team of experts.**
- The purpose (motive) of evaluation should be constructive**
- Curriculum evaluation should identify both immediate and long-term problems**
- Curriculum evaluation should be considered as a means and not as an end**

Procedures of Curriculum Evaluation

- 1. Identifying the objectives**
- 2. Identifying the situation**
- 3. Establishing evaluation instruments**
- 4. Collecting data**
- 5. Interpreting the data**
- 6. Value judgment**

Unit Four

Trends in Ethiopian Education System and its Curriculum: Historical Perspective

This unit mainly deals with the historical development of Ethiopia education. The core areas of the unit embrace: indigenous education, religious education, the introduction of modern education and its characteristics as well as the education and training policy of Ethiopia.

Objective:

At the end of this unit trainees will be able to:

- Understand the nature of traditional education in Ethiopia.**
- Differentiate the various traditional education systems in the country.**
- Know the different characteristics of traditional education**
- Appreciate the role of traditional education in Ethiopia.**

Activity (Group of three or four members for 7')

What do you understand about traditional education in Ethiopia?

Do you know an indigenous and religious education ?

What do you think the main features of both education in Ethiopia?

4.1.1. Indigenous Education in Ethiopia

- **Ethiopia has had its own long and rich educational traditions.**
- **These educational traditions might be viewed as indigenous and religious ones.**
- **Indigenous education is :**
 - **essentially a part of life of the society and community oriented which focuses on the development of virtue and character.**
 - **has been offered by all ethnic and linguistic groups and remains an important transmitter of cultural identities from one generation to the next.**
 - **aims at inculcating in children the attitudes and skills appropriate for male and female social roles.**
 - **emphasized the duties and privileges derived from cultural values.**
 - **responds to the concrete problems of local communities.**
 - **method such as oral instruction, symbols, stories, proverbs, singing, imitation, dramatizing, observing, repeating, memorizing and participation.**
- ❖ **In general, indigenous education has played invaluable roles in preparing the young generation for their future role in Ethiopian society.**

4.1.2. Religious Education in Ethiopia

1. The Ethiopian Church Education

- **traced it back to the 4th century, when Christianity was introduced into the country.**
- **The main purpose was to preserve all aspects of Christian values and culture.**
- **aimed to prepare young men for the service of church such as priests, monks, deacons etc.**
- **had served as the main sources of civil servants such as judges, governors, scribes, treasures and general administrators.**
- **has four stages or levels. These levels/ stages are:**
 - **The school of reading ("Fidel/Nebab Bet")/**
 - **The school of church Music ("Zema Bet")**
 - **The school of poetry ("Kene Bet")**
 - **The school of books ("Metshaf Bet").**

Stage1. The School of Reading /"Nebab/ Fidel Bet"/

- aims at enabling the learner master the Geez /Amharic letters, read different religious texts and serve the church as “deacons”.
- the content of education include the Geez /Amharic alphabet/, and letters.
- Learning by heart or memorization is atypical method of learning.

Stage 2.The School of Church Music /"Zema Bet"/

- aims at producing persons who are well versed and specialized in the church music and who can serve the church.
- the content includes religious songs, the arts of church dancing, drum-beating, etc.
- Rote memorization is the dominant method of learning at this level.

3. The School of Poetry /"Kene Bet"/

- aims at preparing persons who are well specialized in “kene” and serve the church.
- students are introduced to “Geez” vocabularies, grammar, and structure of language and critics of the “kene” composition of others.
- Method of learning through discussion and argument become dominant.

Stage 4: The School of Books /"Metshaf Bet"/

- aimed at producing highly educated religious persons who are able to teach at higher level of church educat.
- the content includes specialization in one, two, three or four of the following areas. These are the:
Old Testament, the New Testament, Church Dogma, Philosophy and Astronomy.
- Dogmatist method is encouraged in which reading and translating without adding or dropping any thing to it.
- Generally speaking, Ethiopian Orthodox Church education had a virtual monopoly on education up to the end of 19th century. It had been strongly opposed the introduction of modern education and scientific thinking of the learners.

2. Islamic Education in Ethiopia

1. The Mejilis /Tehaji Quran School: known as the school of reading the Quran.

- **aims at enabling the learners master the Arabic letters and read the Quran.**
- **The contents of education comprise mastering Arabic letters / memorize prayers, etc.**
- **Learning by heart or rote memorization is the main method of learning.**

2. The Fiqh School

- **aimed at familiarizing the students with the basic principles of Muslim religion.**
- **The contents of education consists of learning about Muslim laws, the belief in Allah and Quran, prayers, fasting, going to Mecca or Medina and giving alms to the poor.**

3. The Nahwi School: known as the school of Arabic Grammar.

- **students learn the Arabic vocabularies, grammar or structure.**
- **Thus, students can understand what they learn.**

4. The Quran Tasfir School: students translate the Quran into vernaculars, comment on what they have read like their teachers without adding or dropping any idea to it.

- **aim to prepare persons who are highly educated and can preach the Muslim religion on the basis of the Quran.**
- **Generally speaking, it has also negative influence on modern education and scientific thinking of the learners.**

4.2: Modern Education in Ethiopia

The objective conditions that necessitated modern education in Ethiopia:

- 1. The formation of centralized government with its capital at Addis Ababa**
 - 2. The diplomatic relation established between Ethiopia and western countries,**
 - 3. The construction of Franco-Ethiopian railway, that linked the country with outside world.**
 - 4. The development of modern means of communication such as telephone and postal services and**
 - 5. The arrival of foreign missionaries.**
- **Thus, modern education was officially commenced in 1908 with the opening of Menelik II School in Addis Ababa.**
 - **The historical dev't of modern education can be divided it into six periods. These were:**
 - The Period between 1908 - 1935**
 - The Period between 1936 - 1941**
 - The Period between 1942 - 1950**
 - The period between 1951-1974**
 - The Period between 1975 - 1991 and**
 - The Period from 1991- to date.**

History of Modern Education.....

1. The Period between 1908 - 1935 / The Foundation Period/

- **The first gov't school Menelik II School was opened in 1908.**
- **Its existence was justified on purely political grounds.**
- **the first teachers were from Egypt.**
- **Menelik II School was resembled a language institute rather than a proper school, for**
 - French, English, Italian and Arabic were the main subjects taught in this school.**
- **There was no age limit for admission, but a prior knowledge of Amharic was needed.**
- **The second modern government school, Teferi Mekonnen School was opened in 1925.**
- **It was a French-Oriented school because:**
 - **There were successions of French school directors.**
 - **The teachers were from French and French speaking Lebanon.**
 - **The medium of instruction was mainly French.**
 - **The final examination for those students who completed primary came from France.**
 - **Students used to go France for further education.**
 - **The curriculum and text books were imported from France.**
 - **1930 the ministry of Education and Fine Arts was established.**
 - **1931 the first Girls' School i.e.; the "Menen" Girls' School opened.**

II. The Period Between 1936 - 1941

During this period:

- ❖ **Italian occupation (1936 - 41) seriously disrupted the educational system that had just begun to emerge.**
- ❖ **Government schools were either closed down or were requisitioned for military purposes, training centers and medical centers.**
- ❖ **Teachers and students were dispersed.**
- ❖ **A high percentage of pre-war educated Ethiopians were killed.**
- ❖ **But after 1936, for political indoctrination, Teferi Mekonnen School and other Italian oriented schools (1 - 4 grades) were opened.**
- ❖ **In these schools the Italian language (using an interpreter) and the main local nationality languages such as Amharic, Oromigna, Tigirigna, Harari, Sidama, Somali, Arabic (in Muslim areas), etc were used as medium of instruction.**
- ❖ **But eventually after five years of struggle the Italian left Ethiopia in 1941.**

III. The Period Between 1942-1950

In this period:

- **The ministry of Education and Fine Arts reopened.**
- **The first Post-War school was opened in 1942. Then:**
 - **Grant was obtained to construct school from Britain.**
 - **Several British teachers come to Ethiopia.**
 - **Teaching materials including textbooks and curriculum were imported from Britain.**
 - **The medium of instruction became English.**
 - **The London Matriculation or GCE was introduced.**
 - **The Ethiopian students were sent to Britain for further education.**
 - **The structure of the educational system was a hybrid derived from Great Britain, a three tier system 4-4-4 (four years primary, four years of Junior secondary and four years of senior secondary education).**
- **The number of elementary and secondary students increased.**
- **Then in 1944/5, primary teacher training school was founded in Menelik II school.**
- **Higher education was introduced to Ethiopia with the foundation of the University College of Addis Ababa in 1950 secondary school teachers training began.**

IV. The Period Between 1951-1974

- **The American began to shape edu. through Long Term Planning Committee in 1951.**
- **Point Four Program and Agency for Inte Deve. and Field Service Program given.**
- **1951, Jimma and Ambo Agricultural Colleges were opened.**
- **In 1952, Alemaya Agriculture College and public health college at Gondar were opened.**
- **1959/60 Kotebe Arts and Mechanical College started to train upper primary teachers (grade7&8).**
- **In 1961 these institutions of higher learning together formed the Haile Sellasie I Univ.**
- **Faculty of Education emerged with in the University 1962.**
- **the Academy of Pedagogy (Bahir Dar Teachers' College), established in 1972/3.**
- **Then, many others were opened from 1960-1970s including Harar, Debre Berhan and Jimma Teachers Training Institutes**

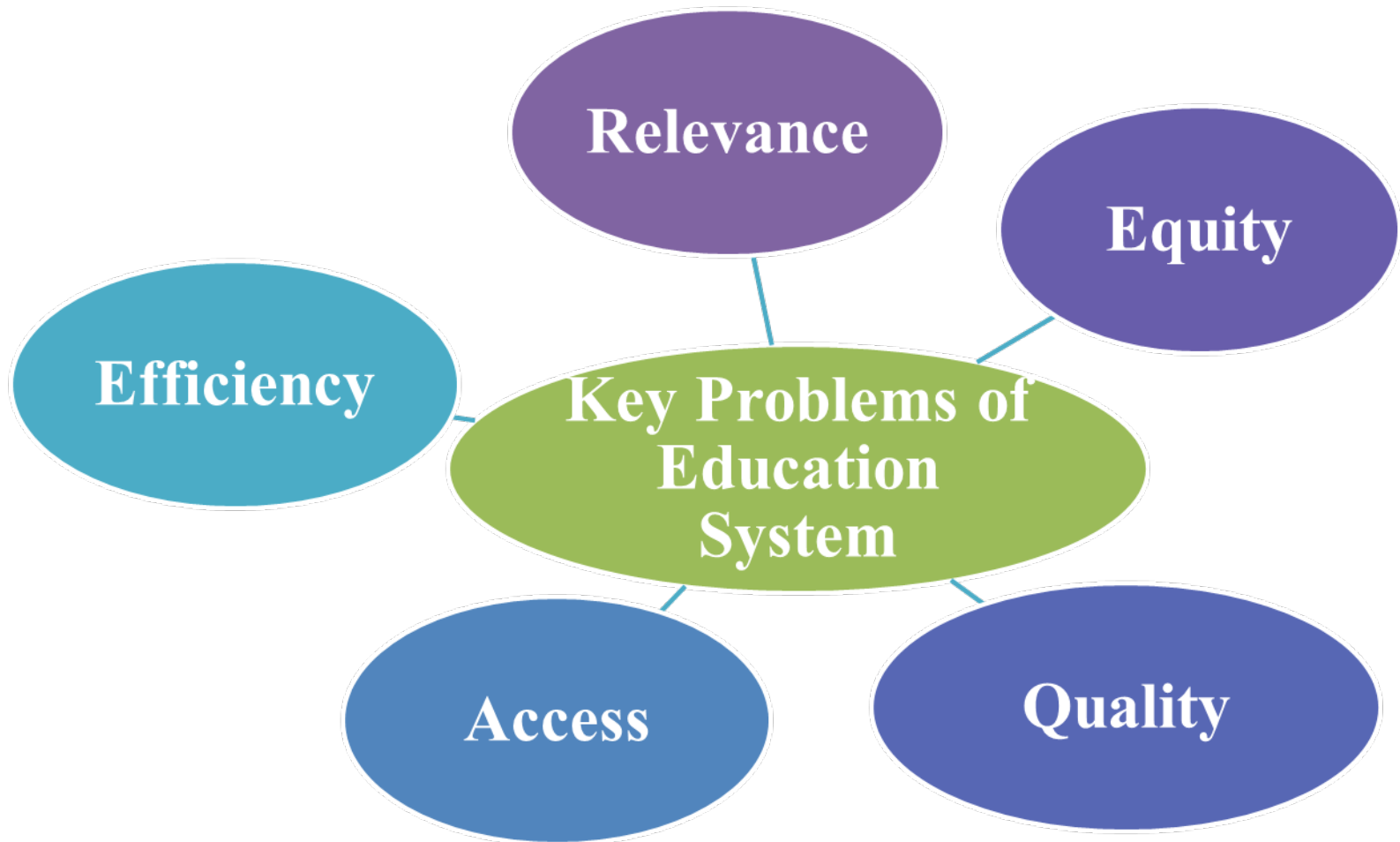
The Period Between 1951-1974.....

- **Grade structure was changed from 4+4+4 to 6+2+4 (6 years primary, 2 years of Junior secondary and four years of senior secondary education).**
- **Reform of curriculum at the primary level (1-6) was made.**
- **Amharic became the medium of instruction at this level.**
- **For the primary schools textbooks were prepared in Amharic and**
- **At the primary level of education all expatriate teachers were replaced by Ethiopian teachers. Thus, this was the first step towards the Ethiopianization of Education in the country.**
- **School supervision began. Self-contained classroom was piloted.**
- **The Education Sector Review (ESR) was officially constituted in October 1971.**
- **ESR made the rural population the target of educational policy. This dissatisfied the urban population. ESR failed and the crisis of the education sector aggravated the strikes until the overthrow of the Imperial system in September 1974 .**

V. The Period Between 1975 - 1991

- **Ethiopia adopted the doctrine of Marxist-Leninism philosophy.**
 - **the educational system was restructured and organized along the ideology of the communist Government.**
 - **Thus, the government issued three aims of education. These aims were:**
 - 1. Education for production,**
 - 2. Education for socialist consciousness and**
 - 3. Education for scientific Research.**
- This period was noted for the following:**
- 1. The establishment of a teachers education committee to coordinate the curriculum of the school at various levels.**
 - 2. Curriculum development was highly favored to expand socialist ideology**
 - 3. Well known with literacy campaign conducted established in 1979.**
 - 4. Attention given to kindergarten education**
- ❖ **Finally, the government was overthrown in May 1991 by Front (EPRDF).**

4.3: The Ethiopian Education and Training Policy (1994- to date)



Objectives of Education and Training Policy

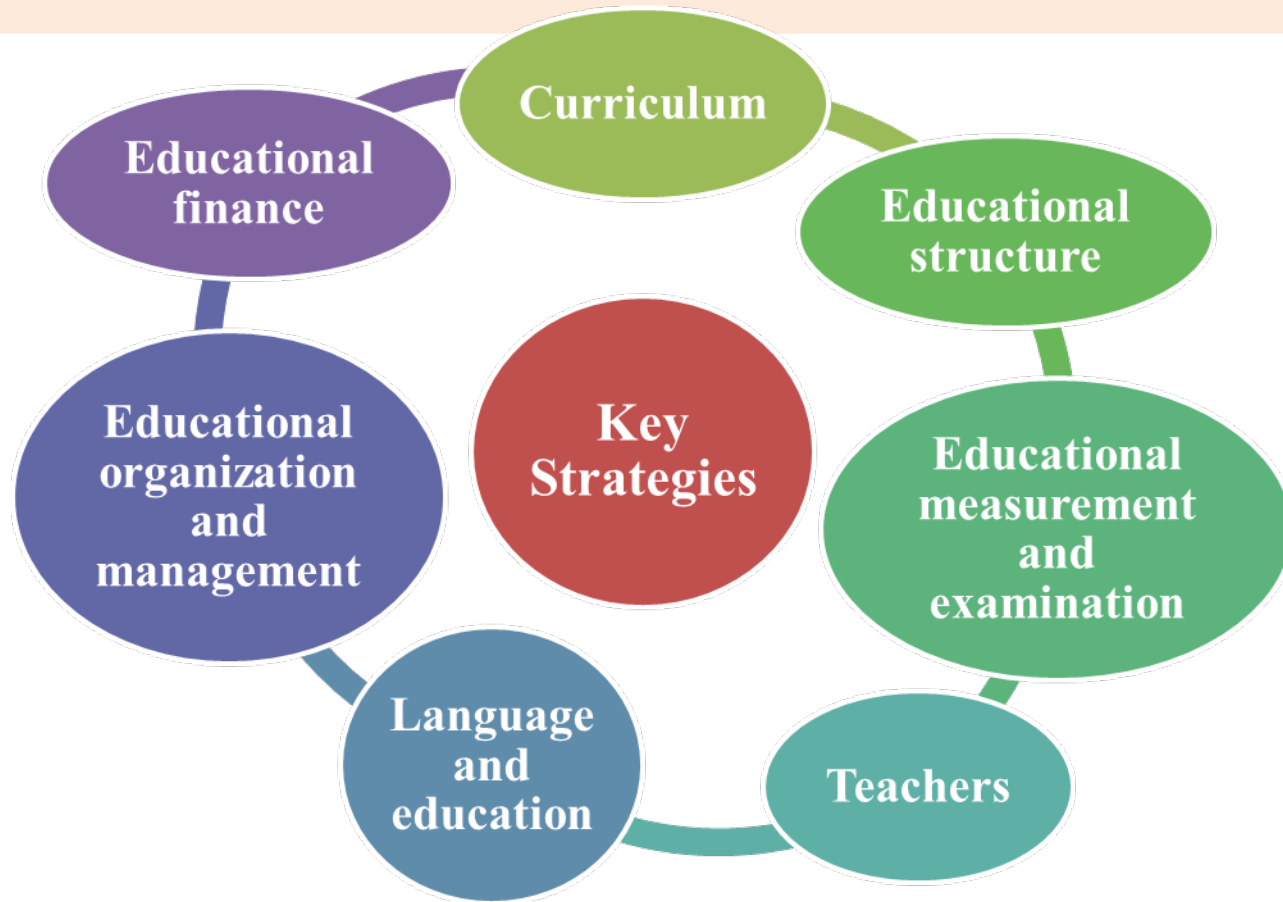
General Objectives

- **Develop the physical and mental potential and the problem solving capacity of individuals by expanding education and in particular by providing basic education for all.**
- **Bring up citizens who can take care of and utilizes resources wisely, who are trained in various skills, by raising the private and social benefits of education.**
- **Bring up citizens who respects human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline.**
- **Bring up citizens who differentiate harm full practices from useful ones who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society.**
- **Cultivate the cognitive, creative, productive and appreciating potential of citizens by appropriately relating education to environment and societal needs.**

B. Specific Objectives:

- 1. To promote relevant and appropriate education and training through formal and non-formal programmes.**
- 2. To develop and enrich students' inquisitive ability and raise their creativity and interest in aesthetic.**
- 3. To enable both the handicapped and the gifted learn in accordance with their potential and needs.**
- 4. To provide basic education and integrated knowledge at various levels of vocational trainings.**
- 5. To satisfy the country's need for skilled man power by providing training in various skills and at different levels.**
- 6. To make educ., training and research be appropriately integrated with development by focusing on research.**
- 7. To provide secular education.**
- 8. To make educ. a supportive tool for developing traditional technology, and for utilizing modern technology.**
- 9. To provide education that promotes democratic culture, tolerance and peaceful resolutions of differences and that raises the sense of discharging societal responsibilities.**
- 10. To provide education that can produce citizens who stand for democratic unity, liberty, equality, dignity and justice, and who are endowed with more values.**
- 11. To provide education that promotes the culture of respect for work, positive work habits and high regard for workmanship.**
- 12. To recognize the rights of nations/ nationalities to learn in their language, while at the same time providing one language for national and another one for international communication.**
- 13. To gear education towards re-orienting societies attitude and value pertaining to the role and contribution of women in development.**
- 14. To provide education that can produce citizens who possess national and international outlook on the environment, protect natural resources and historical heritages of the country.**
- 15. To provide education that can produce citizens who have developed attitudes and skills to use and tend private and public properties appropriately.**

Implementation Strategies



Implementation Strategies.....

Curriculum

- Based on stated educational objectives.
- Prepared, implemented and evaluated by professionals.
- Based on pedagogical principles and are up to international standard, giving due attention to concrete local conditions and gender issues.
- Integrated at various levels of education, training research, development and societal needs, maintaining the required standards.

Educational Structure

- A kindergarten system for children aged 4 – 6 years
- A primary education from grades 1 – 8 sub-divided into two cycles:
 - First cycle-grades 1 – 4 (basic education) and
 - Second cycle-grades 5 – 8 (general education)
- A secondary education that is sub-divided into two cycles:
- A general secondary education for grade 9 and 10 first cycle and
- Preparatory senior secondary education for grade 11 and 12- second cycle and a system of vocational and technical education in parallel with it.
- Higher education of 2 – 3 years of diploma and 3 – 5 years for under graduate degree, and additional 2- 3 years for post-graduate studies.
- A system of vocational /technical training side by-side with academic education co-ordinate and interlinked with it.
- A special education system and distance education in collaboration and co-coordinated with the rest of the education system.

Implementation Strategies.....

Educational measurement and evaluation

- **Continuous assessment in academic and practical subjects at all levels.**
- **National examination at grade eight and ten .**
- **Entrance examinations of relevant institutions for admission.**

Teachers

- **Teacher trainees should have the ability, diligence, and professional interest, physical and mental fitness appropriate for the profession.**
- **Teacher educational and training components would emphasize basic knowledge, professional code of ethics, methodology and practical trainings.**
- **Teachers should be certified before assigned to teach at any level of education could be mentioned.**

Implementation Strategies.....

Language and education

- Primary education is given by nationality languages.
- The language of teacher training for kindergarten and primary education would be the nationality language used in the area.
- Amharic is taught as a language of countrywide communication.
- English is the medium of instruction for secondary and higher education.

Educational organization & management

- decentralized.
- democratic, professional, coordinated, and efficiently effective and would encourage the participation of women.

Educational Finance

The priority for government financial support is up to the completion of general secondary education (grade 10) with increased cost-sharing at higher levels of education and training.

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