

TRAINING TEACHERS FOR DEVELOPMENT EDUCATION

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In September, 1971, an in-service training course was conducted at Mizan Teferi, Ethiopia, which introduced teachers in American Presbyterian mission schools, and village (community) school teachers to the concept of development education, with a Christian orientation. Twenty-two teachers took part in the course, none of whom had advanced beyond 10th grade, with the median level being 8th. Approximately one-half of the teachers had had teaching experience (2 men had taught for more than 10 years), but the rest were beginning teachers. All were teachers in rural and under-developed highland areas in southwestern Ethiopia (Kaffa Province). One woman teacher participated in the course, while the rest of the participants were men.

The primary objective of the course was, in the course of six lessons (one week), to enable the teachers to have enough basic understanding of the meaning of development and the role of education in the development process so that they would be able to write development goals for each of their schools, and specify the means for evaluating their progress toward achieving these goals.

LESSON ONE - GOALS

There were four objectives in the first lesson:

(A) To define the word "GOAL"

Due to the low educational level of the teachers, the following simple definition was used: "A goal is something we want to reach or accomplish." The Amharic word for goal, ግልግል, was also mentioned in order to make sure that the concept was clear.

(B) To show the relationship of goals to the educational process

This was accomplished by outlining four basic steps in the teaching process — goals, methods, materials, and evalua-

tion — to show the importance of starting with goals. Since most elementary instruction in Ethiopian schools begins with materials (Ministry of Education textbooks) rather than with goal-setting by individual teachers, there was a certain amount of participant discussion regarding the validity of this approach. Although some teachers were still in a state of confusion by the end of the lesson (as proven by the difficulty they had in writing their own goals), most of the participants evidenced some understanding of the importance of goals to their teaching.

(C) To present a criterion for determining goals

The teachers were instructed to ask themselves the following behavioral questions whenever they decided on goal for their schools: “What do you want the students to be able to do at the end of the course?”¹

(D) To have the participants write ten goals that they wanted their students to attain during the next school year

The teachers, due to language difficulties, were given the option of either writing their ten goals in English or Amharic. This assignment was collected when finished and graded by the course instructor so that it could be handed back to the participants at the beginning of Lesson Two.

LESSON TWO — MEASURING GOALS

After returning Assignment One and discussing their goals and the instructor’s comments, Lesson Two was introduced. This lesson had two objectives:

(A) To recognize when a goal has been achieved

The lesson was introduced by asking the following question: How can you tell if you have reached the Goal?” and the answer was stated simply: “You must be able to TEST the Goal.”

We did not get into complicated terms or methods of of measurement, but concentrated on a simple quantitative technique—counting! For example, when the following goal

1. See Robert F. Mager, *Preparing Instructional Objectives*, Fearon Publishers, Palo Alto, California, 1962.

was expressed by one of the participants— “I want my 1st grade students to be able to write all the letters of the *fidel* (Amharic syllabary) by the end of the school year”—it was suggested that he test the degree of goal attainment by counting the number of 1st grade students who actually could do this on their final exam. The participants were encouraged to attempt to specify all goals in such a manner that they could easily be tested by counting the number of achievers or achievements.

- (B) To have the participants rewrite their ten goals from Assignment One in behavioral terms, and to specify the means of evaluating each goal for its degree of attainment**

This assignment was handled in a similar manner to Assignment One.

LESSON THREE – DEVELOPMENT

This lesson departed slightly from the first two by moving in a new direction. There were two basic objectives in the lesson:

- (A) To define “development”**

The most basic and simple definition of “development” known by the course instructor was put forward, due to its logical tie-in with the two preceding lessons: “Development means progress toward desired Goals.” Conceptually, this provided a simple transition toward the new terms introduced in the remaining lessons.

- (B) To have each participant write ten development goals for Ethiopia, specifying the means for evaluating each goal**

In reading these completed assignments it was apparent that the majority of the group had learned to write specific goals that were easily measurable—a great improvement over the goals which they wrote for Assignment One. It was also apparent that they were fairly well informed regarding Ethiopia’s general development objectives—the participants attributed this to the influence of Radio Addis Ababa in their growth and understanding of the nation’s progress and identity.

LESSON FOUR – DEVELOPMENT EDUCATION

Following the discussion of the national development goals which the teachers suggested in Assignment Three, the

“Major Goals of the Third Five Year Plan”,² The participants’ goals were then related to the Government’s broad goals for purposes of comparison and clarification, after which the main body of the new lesson was presented. Lesson Four’s objectives were:

(A) To define “Development Education”

Again settling on a simple definition, it was stated that “‘Development Education’ is that kind of education which helps Development to occur”. Thus, it was pointed out that educational goals are dependent upon development goals, goal criteria. This concept appeared to be the most crucial one of the entire course, and participants’ future output depended upon their understanding of, and agreement with, this idea. Those who internalized it proceeded on to the final lessons with real creativity; those who rejected it or didn’t understand it (only one or two participants) tended to revert to their Assignment One level of output.

(B) To have each teacher specify how his school’s curriculum contributed to the four “Major Goals of the Third Five Year Plan”, and to indicate where it was deficient in contributing to national goal attainment

Conceptually, this also proved to be crucial for final completion of the course’s tasks, and was integrally related to objective (A) which preceded. Thus, everyone who had grasped the concept of “development education” was also able to realistically appraise his school’s contribution to the general development goals of the nation.

It was not difficult for the participants to recognize that their work contributed to “the enlarging of the educational base of the population”³ and somewhat to regional improvements; nor was it difficult for them to realize that—with very insignificant exceptions—their schools were *not* contributing to either the projection 6% annual economic growth rate or the per capita income increase of 3% annually. Thus, in very concrete terms they were able to realize that their schools, as they had previously been conducted, were not only incapable of making a significant contribution to the

2. *3rd Five Year Development Plan (1961-1965 E.C.)* Imperial Ethiopian Government, Addis Ababa, pp. 35-36.

3. *Ibid.*, p. 35

four major development goals of the nation, but that they were probably detrimental to goal attainment due to the dysfunctionality of the Amharic academic curriculum promoted by the Ministry of Education for elementary education in Ethiopia. Having deduced this, the teacher-participants were then able to make realistic and specific suggestions for reforming their schools.

- (C) To have participants revise their national development goals (from Assignment Three) and rewrite them as development education goals for each of their specific schools, including specific quantitative measurements for evaluating goal attainment**

This assignment was carried out in two steps. First, the participants were instructed to draw a star next to each of their national development goals from Assignment Three which were capable of being adapted into school programs. That is, goals of increasing the number of kilometers of paved roads or the number of airports were left unstarred; while goals dealing with increased coffee production or egg production were starred.

Secondly, from the list of starred goals, development education goals were formulated that were school-specific. Due to difference in climate, topography, or culture in the different school areas, it was necessary—as well as challenging—to work out a specific plan for each school.

LESSON FIVE—CHRISTIAN DEVELOPMENT EDUCATION

There were two objectives in this lesson:

- (A) To define “Christian Development Education”**

In response to the question “What do we mean by ‘Christian Development Education’?”, the following simple answer was offered—“‘Christian Development Education’ is Development Education which has Christian Goals.” This answer prompted a discussion concerning whether there is a difference between general humanistic development goals and those which would specifically be called Christian goals. This discussion was left unresolved during this lesson period in hopes that it would stimulate some intellectual struggles in the participants as they wrestled with the question of whether Christianity had anything unique to offer to the concept and processes of development.

- (B) To have the participants rewrite their Development Education Goals to make them appropriate for a Christian school, and to specify techniques of goal evaluation

LESSON SIX CHRISTOMETRIC DEVELOPMENT EDUCATION

This lesson was introduced by a description of the educational experimentation that occurred in American Mission schools in Gambela District (*Awraja*) from 1965-1970, which led to the formulation of the concept of Christometric Development Education. Each participant was given a list of the Christometric Development Education Goals, on which the new school programs were based. The ten goals were as follows:

1. To communicate to students the necessity for personal commitment to Jesus Christ as the basis of the **NEW SELF-IDENTITY** needed for Christian development.
2. To **FREE STUDENTS FROM OPPRESSION**, either internal or external to their society, by guiding structural changes in the students' community, which are necessary for the development of an efficient and democratic decision-making process.
3. To reward productive activities in both the academic and the practical realms through the use of programmed materials that **REINFORCE ACHIEVEMENT AND EXCELLENCE** in acquiring new skills.
4. To encourage and reward students' **PRODUCTIVE SERVICE IN THE WIDER COMMUNITY**.
5. To provide improved **NUTRITIONAL and MEDICAL STANDARDS** for the students in connection with, or by means of, the school program.
6. To provide equal opportunity for, and require equal responsibility from, all students through **CO-OPERATIVE ENTERPRISES**.
7. To impart **ECOLOGICALLY-SOUND TECHNICAL SKILLS** which make it possible for the students to exploit the natural resources of their environment in a more efficient and productive manner.
8. To provide a **PROBLEM-SOLVING ORIENTATION** which is applicable to both academic and community situations.

9. To require the students to DELAY GRATIFICATION and plan for future needs.
10. To WITHDRAW SUBSIDIZATION in order to encourage motivation for self-development.

Special attention was given to Goal No. 1, dealing with a Christian student's new self-identity as the basis for initiating a development process which is compatible with Christian teachings. This concept is congruent with general development theory which states that the prerequisite for community development is a new self identity by members of the changing Community.⁴ Without new identity it is impossible to initiate a sustained process of self-development. Therefore, the unique contribution which a Christian viewpoint of self-development provides is found in the conceptualization of the new identity (i.e. as a new man in Christ), the crucial first step in the development process.

The final objective of this last lesson in the series was to have the participants attempt to formulate a revision in their school programs by designating specific means of reaching the Christometric Goals in their particular schools. On the whole, this proved to be too difficult for most of the participants, and instead many just enumerated projects which could be done by their students in their particular localities. This actually turned out to be a very helpful summation of their ideas regarding projects which would contribute to the attainment of economic goals, and thus was very useful and practical for the teachers. A total of 26 different projects was suggested by the participants, and is included in Appendix II.

CONCLUSION

It was found possible, within a period of 6 simple lessons that stressed behavioral activities, to teach low-level and untrained teachers the basic concepts of development education and to enable them to devise unsophisticated school-specific plans which reformed their school curriculums by including development-type projects. The basic thrust of the course was to concentrate on goal delineation and evaluation and to show the relationship between goals and development.

4. Ward H. Goodenough, *Cooperation In Charge*, Russel Sage Foundation, New York, 1963.
See especially Chapter 9 "Identity Change".

The most crucial conceptualizations for the participants to understand, in order to complete the course tasks successfully, were twofold:

First, they needed to perceive that their educational goals should be dependent on their development goals, and Second, they needed to evaluate their educational activities by development criteria.

By having them do the latter, it became easy for the participants to deduce that their former curricula were dysfunctional and incompatible with many of the nation's general development goals. By honestly attempting to end the dysfunctionality of their teaching, the participants were able to creatively deal with their specific educational situations.

It was pointed out that the unique contribution that a Christian orientation to development education makes is in the realm of self-identity. This is compatible with the theory that community development, to be valid and self-sustaining, is dependent on an identity change by the members of the community which is attempting to develop.

APPENDIX I

The following pages contain the actual lesson materials which were used by the participants in the Development Education Training Course at Mizan Teferi, Ethiopia, in September 1971:

LESSON 1

GOALS

Purpose of this Lesson:

1. To give a definition of the word "Goal"
 2. To tell how goals fit into the teaching process
 3. To explain how teachers should decide on Goals
 4. To write 10 goals
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DEFINITION OF "GOAL"

A Goal is something we want to reach or accomplish.
Other similar words are: aim, purpose, objective.
The word for Goal in Amharic is ግልግል.

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TEACHING STEPS

1. Choose the Goals
 2. Use methods that will reach the Goals
 3. Allow the students to use the materials that are needed to reach the Goals
 4. Measure the students' progress towards the Goals
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HOW TO DECIDE ON GOALS

What do you want the student to be able to do at the end of the course?

.....

HOW TO WRITE GOALS

Begin a Goal with an INFINITIVE.

- Examples: To read a book.
To speak Amharic.
To add numbers.

ASSIGNMENT - Lesson 1

Name:

School:

Grades you will be teaching:

.....

Write the GOALS that you have for your students for this coming school year:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

LESSON 2

MEASURING GOALS

Purpose of the Lesson:

- 1: To discuss the Goals that were written by the teachers in Assignment 1

2. To understand how to test Goals
3. To rewrite the Goals from Assignment 1, and to write the way that each Goal can be tested

QUESTION: How can you tell if you have reached the Goal?
 ANSWER: You must be able to *TEST* the Goal.

ASSIGNMENT - Lesson 2

Rewrite your Goals and tell how they can be tested:

GOAL	TEST
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

LESSON 3

DEVELOPMENT

Purpose of this Lesson:

1. To discuss the Goals and Tests which were written by the teachers in Assignment 2
2. To give a definition of Development
3. To write the Development Goals that each teacher has for the country of Ethiopia
4. To write the Tests for their Ethiopian Development Goals

QUESTION: What does "Development" mean?
 ANSWER: Development means progress toward desired Goals.

ASSIGNMENT - LESSON 3

Write your Development Goals for Ethiopia, and tell how they can be tested:

DEVELOPMENT GOAL**TEST**

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

3rd Five Year Development Plan (1961-1965) E.C., Imperial Ethiopian Government, Addis Ababa, pp. 35-36

MAJOR GOALS OF THE THIRD FIVE YEAR PLAN

The ultimate objective of this plan is to satisfy the aspirations of the nation.... More immediately, however, it is concerned with the goals of economic and social development which these aspirations imply. There are several such goals with which this plan is concerned. But those few from which all the other goals derive and towards which the policies, measures, and other instruments of implementation are focused, comprise the following:

- (i) The fastest possible growth and development of the economy as a whole—the plan growth rate target is 6% per year—and a steady if gradual improvement of the social and cultural welfare of the people of Ethiopia.
- (ii) A steady and perceptible rise in the real standard of living for the population in terms of higher *per capita* incomes, which should expand on average by over 3% annually. In plain terms, this means better dietary levels, better clothing, and better housing conditions, better health standards and educational opportunities
- (iii) The building of far stronger foundation for sustained and rapid growth and development of the economy in the fourth plan period and beyond. This will particularly require the enlarging of the educational base of the population, with special attention to the provision of the skills required by the various sec-

tors, and acquiring of a more accurate knowledge of the country's natural resources, and the improvement of the administrative capacity of the Government.

- (iv) Without sacrificing the foregoing objectives, a gradual improvement in the distribution of real incomes, and increased opportunity among the different sections of the population and in the various regions of the Empire.

LESSON 4

DEVELOPMENT EDUCATION

Purpose of this Lesson:

1. To discuss the Ethiopian Development Goals and Tests written by the teachers in Assignment 3
2. To discuss the "Major Goals of the Third Five Year Plan"
3. To give a definition of "Development Education"
4. To specify which Development Goals can be reached through the school program
5. To rewrite the Development Goals so that they become Development Education Goals, and tell the Tests for them

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QUESTION: What is "Development Education"?

ANSWER: "Development Education" is that kind of education which helps Development to occur.
.....

ASSIGNMENT - Lesson 4

1. Read your Development Goals from Assignment 3, and write a star beside the Development Goals which could be helped by the school program
2. Rewrite the Development Goals so that they become Development Education Goals, and tell how your Development Education Goals, can be Tested

DEVELOPMENT EDUCATION GOAL TEST

- | | |
|-----|-----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

LESSON 5

CHRISTIAN DEVELOPMENT EDUCATION

Purpose of this Lesson:

1. To discuss the Development Education Goals and their Tests, which the teachers have written in Assignment 4
2. To give a definition of "Christian Development Education"
3. To write Development Education Goals that a Christian school should have, and their Tests

QUESTION: What do we mean by "Christian Development Education?"

ANSWER: "Christian Development Education" is Development Education which has Christian Goals.

ASSIGNMENT - Lesson 5

1. Write the Development Education Goals that you think a Christian school should have
2. Write how your Christian Development Education Goals can be tested

CHRISTIAN DEVELOPMENT

EDUCATION GOAL

TEST

- | | |
|-----|-----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

LESSON 6

CHRISTIAN DEVELOPMENT EDUCATION

Purpose of this Lesson:

1. To discuss the Christian Development Education Goals, and their Tests, which were written by the teachers in Assignment 5
 2. To discuss Christometric Development Education Goals, and how we have tried to implement them in the Anuak Project Schools
 3. To write the Tests for the Christometric Development Education Goals in such a way that they will be utilizable in the school situation represented by each teacher in the course
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ASSIGNMENT - Lesson 6

You have received a list of the Christometric Development Education Goals from the instructor. Now write how you will try to reach each of these Goals in the school where you will be teaching.

CHRISTOMETRIC DEVELOPMENT EDUCATION GOALS

1. To communicate to students the necessity for personal commitment to Jesus Christ as the basis of the **NEW SELF-IDENTITY** needed for Christian development.
2. To **FREE STUDENTS FROM OPPRESSION**, either internal or external to their society, by guiding structural changes in the students' community, which are necessary for the development of an efficient and democratic decision-making process.

3. To reward productive activities in both the academic and the practical realms through the use of programmed materials that REINFORCE ACHIEVEMENT AND EXCELLENCE in acquiring new skills.
4. To encourage and reward students' PRODUCTIVE SERVICE IN THE WIDER COMMUNITY.
5. To provide improved NUTRITIONAL and MEDICAL STANDARDS for the students in connection with, or by means of, the school program.
6. To provide equal opportunity for, and require equal responsibility from, all students through CO-OPERATIVE ENTERPRISES.
7. To impart ECOLOGICALLY-SOUND TECHNICAL SKILLS which make it possible for the students to exploit the natural resources of their environment in a more efficient and productive manner.
8. To provide a PROBLEM-SOLVING ORIENTATION which is applicable to both academic and community situations.
9. To require the students to DELAY GRATIFICATION and plan for future needs.
10. To WITHDRAW SUBSIDIZATION in order to encourage motivation for self-development.

APPENDIX II

The following are projects suggested by the course participants as possibilities for their rural schools:

1. To raise coffee
2. To build a house (for the village-community school) with a metal roof
3. To plant trees
4. To lead students to Christ (i.e. evangelistic campaigns)
5. To raise vegetables
6. To raise corn
7. To have a student-operated tea house

8. To raise chickens and eggs
9. To raise sheep
10. To have the girls make and sell good food
11. To raise bananas and other fruits
12. To operate a student store
13. To raise potatoes
14. To knit sweaters
15. To open a hotel
16. To introduce new fruits from other areas (Kenya bananas)
17. To have students take seeds home to plant
18. To have the girls sell things that they have sewed
19. To raise flowers in order to make the school beautiful
20. To discuss development education ideas with the local headmen and Government administrative officials
21. To teach the girls to make tablecloths
22. To teach students how to vaccinate cattle in order to protect them from disease
23. To build a school latrine, and to tell the students to build a latrine at home
24. To have the girls make bread and sell it
25. To build and sell boxes and tables
26. To build bee hives and sell the honey