

"An Investigation into the Practices and Processes of Curriculum Planning and Development for General Education in Ethiopia Since 1974"

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ABSTRACT

The purpose of schooling is to educate learners in such a way that they will be able to contribute to the welfare and strength of society, and to realize a full development of their potential as human beings. In order to do this, curricula are planned and developed, teachers are trained, and text books and other materials are also produced.

To attain its end-result an educational program must be planned and developed systematically using a curriculum development model of one kind. This fact is one that has escaped many persons' attention in several places. A curriculum development model is said to be in actual use when professionals charged with the task share a sense of commonality

exemplified by a strong network of its conceptual and methodological commitments that governs their work. Such a conceptual scheme serves to synthesize all undertakings and to reveal problem solutions that arise in learning.

The major objective of this study is to investigate the practices and processes of curriculum planning and development for General Education in Ethiopia since 1974 with a focus on the underlying model. For this, information was gathered from professionals working in the Institute for Curriculum Development and Research and officials in charge of education policy decision-making at the level of the Ministry. This information was obtained through questionnaires and interviews from the two groups mentioned.

Results hardly suggest that there exists an agreed-upon curriculum development model which can direct the planning and development of the educational program. In addition to this, the model which is often claimed to be in use since 1974 appears not to have been adhered to.

In the light of the problems envisaged, it seems extremely important that curriculum planning and development must follow an agreed-upon model and a set of procedures and patterns, if the educational program is to become effective. And this has to be clearly spelled out and known. Moreover, curriculum as the means to express fundamental values should take a closer study which cuts across needs of prospective learners, contemporary society, and the large world of knowledge. Since curriculum development is a continuous area of study and improvement, and since needs change in time, curriculum planning and development must be research-oriented rather than being a rule-of-thumb procedure.