

PANEL DISCUSSION/SEMINAR REPORTS

FELEKE DESTA

PANEL DISCUSSIONS

Two panel discussions* and a seminar have been organized in the 1990/91 academic year. The aim of the discussions was to create awareness among educators on matters related to the persistent educational problems of the country and to seek solutions to such problems by giving them priority in research. The discussions brought together concerned professionals from Addis Ababa University, the Ministry of Education, and other relevant institutions.

In the first panel discussion entitled "Problems Facing Secondary School Teachers in the Teaching-Learning Processes and Possible Solutions," problems that were identified include:

(a) large class-size. As explained by all panelists class-size in many secondary schools of Addis Ababa and in few regional capitals has by far exceeded the policy of the Ministry which stipulates a maximum of 50. This condition seriously hampers the teaching-learning processes, as in for instance, making it difficult to give homework or individualized attention to students;

(b) teaching load. In this respect, it was noted that individual teachers were often assigned to teach 30 periods a week, sometimes in over 10 different sections with

*The full text of the panel discussions can be found in RECENT EVENTS AND ACTIVITIES, NOS: 11, 12, 13 & 14.

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about 100 students in each section. Due to the same problem, it was indicated that teachers find it difficult to plan their lessons carefully and to prepare adequate teaching materials;

- (c) reference material
- (d) low morale of teachers
- (e) language of instruction

(f) administration of examination. This problem was found to have a significant relationship with the problem of large class-size. In this regard, it may be said that teachers face one of the most serious challenges when administering mid-semester and semester examinations;



**A PARTIAL VIEW OF THE PARTICIPANTS IN THE
FIRST PANEL DISCUSSION**

(g) unhealthy attitude of learners towards schooling. As all panelists confirmed such attitudes are predominantly reflected in students discipline. Many, if not all, learners seem to come to school for no apparent reason. Clearly, this problem is one that cannot be set aside.

The proposed suggestions for the above mentioned problems include:

(a) determining the proportion of students who should get educational opportunities in secondary schools, preparing curricula that are more relevant, more practical, and more in line with respect to society, and

improving teacher training programmes.

The topic of the second panel discussion was "The Quality of Training in School Organization and Educational Administration that is Desirable for Ethiopian Education Today."

Among the many problems indicated in the discussion, the major ones are:

(a) lack of formulating a sufficiently acceptable training policy in the field of educational administration and school organization, and

(b) the inability of many school directors to develop effective and useful plans.

By way of solution, it was observed that these and other similar problems in the area might be tackled by:

(a) introducing a clearly articulated training policy,

(b) providing further education and training for those who show competence in their jobs, and

(c) organizing continuing education programs in the form of in-service and on the job-training.



PARTICIPANTS IN THE SECOND PANEL DISCUSSION

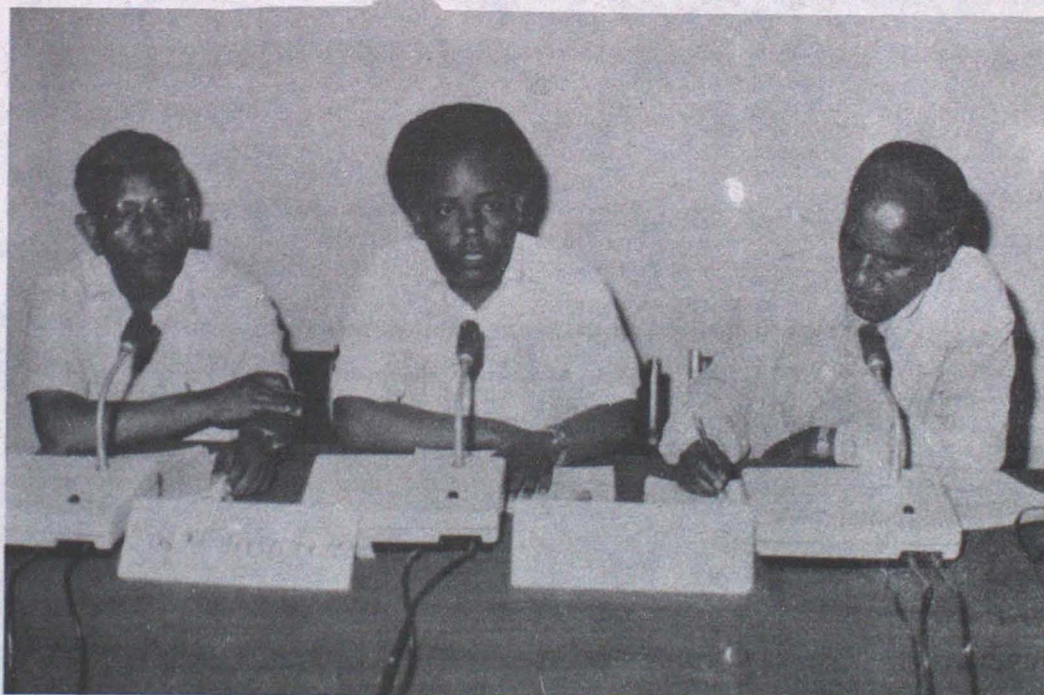
SEMINAR

Brief report on the Seminar on Major Issues Related to the Ethiopian School Leaving Certificate Examination (ESLCE) and Possible Solutions

I. Preamble

The Institute of educational Research of the Addis Ababa University organized a seminar on the topic "Major Issues Related to the ESLCE, and Possible Solutions" from April 25 to 27, 1991 in Nazareth. High officials from the Ministry of Education Head Office, the

Higher Education Main Department, Addis Ababa University and other relevant institutions were present at the Seminar. Other Participants of the Seminar included researchers, instructors and professionals from Addis Ababa University and higher institutions of learning, including the Kotebe Teachers



A PRESENTATION IN THE SEMINAR

College and the Junior College of Commerce.

During the Seminar, a number of papers pertaining to the overall status of the ESLCE, recruitment and placement of students to higher educational institutions, the validity of the ESLCE and other measures for predicting performance in higher institutions of learning, the attitude of teachers towards

the ESLCE and other important research reports were presented.

Finally, the following recommendations were forwarded by the seminar participants.

II. Recommendations

[What follows is only a list of suggestions. No official policy has yet been issued regarding these suggestions.]



ATTENDING TO A PRESENTATION IN THE SEMINAR

1. Preparation of the ESLCE

1.1 Persons selected to prepare the ESLCE need to be sufficiently oriented through proper means, possibly through seminars and/or manuals, about the basic principles of setting examinations.

1.2 A committee for counter-checking and looking into the relevance, balance and other matters related to the setting up of the ESLCE papers would be very useful. It was further suggested that discreetly identified professionals or teachers from different subject areas be included in such a committee.

2. Administration of the ESLCE

2.1 The ESLCE office should be given the necessary support to administer the ESLCE twice a year. It was further suggested that the examinations be given to regular and/or evening students at one time and to

private applicants at another time.

2.2 The number of times a private candidate is allowed to sit for ESLCE should have some limits.

3. Conducting research both on the ESLCE and on other relevant measures.

The ESLCE Office in collaboration with the Institute of Educational research of Addis Ababa University and possibly with other appropriate departments should, as soon as possible, launch research projects focusing on the following areas:

3.1 Improving ESLCE through continuous analyses and assessment of the examinations (or examination questions).

3.2 Developing an aptitude test which can be used to select students for higher education. This recommendation should be on the priority list in the plan

for the immediate future.

3.3 Studying the relevance of the four-year high school examination results for predicting success in institutions of higher learning.

3.4 Exploring other assessment methods which may help higher education institutions in the selection and placement of students in the different fields of specialization.

4. Organizational matters

4.1 The necessary human and material resources such as experts in different subject areas, analysts and computer should be readily available for the ESLCE Office so that it can become even more effective in processing the examinations, analyzing data, storing, and disseminating appropriate information.



A DISCUSSION SESSION IN THE SEMINAR

4.2 It is useful to have contact persons in the ESLCE Office to (a) establish a link with secondary schools, and to occasionally brief concerned professionals about the nature of examinations as a whole, and (b) to provide schools with general information about the ESLCE.

4.3 It is important to maintain an advisory body for the ESLCE office.

4.4 The establishment of the Ethiopian National Examination Agency, which is envisaged to be in charge of preparing and administering national examinations in the country, should be facilitated to consolidate the efforts being made to improve the selection of candidates for higher education.

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FACTS AND FIGURES

Enrolment in Regular Diploma and Degree Programs in Higher Institutions of Learning. (1990/91)

| Institution | Diploma | | Degree | |
|--------------------------------------|-----------|------------|-----------|------------|
| | Allocated | Registered | Allocated | Registered |
| Bahir Dar Teachers College (AAU) | 311 | 254 | 20 | 11 |
| Kotebe College of Teachers Education | 577 | 473 | 106 | 71 |
| Faculty of Education | 76 | 71 | - | - |
| Social Sciences (AAU) | - | - | 762 | 729 |
| Medicine (AAU) | - | - | 65 | 68 |
| Asmara University | 177 | 167 | 500 | 389 |
| College of Urban Planning | 92 | 82 | - | - |
| Ambo Junior College of Agriculture | 105 | 108 | - | - |
| Junior College of Commerce | 659 | 626 | - | - |

Source: Higher Education Main Department Report.
Tir. 1983 (pp. 2-4)

*IER Observes: It appears that when it comes to colleges of education, generally, a considerable portion of those candidates who get the chance for admission do not make use of the opportunity. This is not the case with most of the other higher education institutions. Another reflection of the low status given to education programs!

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NEW BOOKS AT



CHURCH AND STATE IN ETHIOPIA 1270-1527



By
Taddesse Tamrat

...The knowledge which Dr. Taddesse Tamrat possesses of Ethiopian as well as European languages has permitted him to undertake vast and profound researches in both the primary and secondary sources... it is particularly gratifying to record Dr. Taddesse's sovereign command of the sources... the material has been fully digested....

OROMO-ENGLISH DICTIONARY

This 632-page work is the fruit of long years of work. It is the only one of its kind by a native speaker who has training in applied linguistics, and who also knows the nuances of Oromo culture.

The entries are first spelled in Latin alphabet and then arranged alphabetically for easy reference. Also, for the benefit of those who are linguistically - oriented, phonemic transcription is given within slashes / /.

In the words of a specialist in Ethiopian languages, "This dictionary is superior to the previous works in my experience. It is richer in vocabulary, and its examples and idioms are more educative than probably all the Oromo dictionaries so far published."

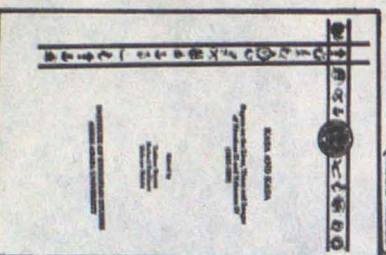
Dr. Tlahaun Ganata (B.A. from Addis Ababa University, M.A. & Ph.D from Columbia University) is an associate Prof. of English in the Institute of Language Studies, Addis Ababa University & Head of the Department of Foreign Languages & Literature in the same Institute. He has published articles widely on language-related topics.



By
Tlahaun Ganata

KASSA AND KASA

Papers on the Lives, Times and Images
of Têwodros II and Yohannes IV
(1855-1889)



Edited by
Taddesse Beyene
Richard Pankhurst
Shiferaw Bekele

KASSA AND KASA

This collection of papers offers strikingly divergent views and approaches to the lives, times and images of Têwodros II (1855-68) and Yohannes IV (1872-89). Some of the articles effectively challenge a number of basic assumptions and interpretations of 19th century Ethiopian history. The papers, moreover, illuminate a number of important issues, several of which are still of major contemporary relevance.

A new dimension is also provided by a study of historical paintings on Têwodros as well as by the inclusion of reproductions of a number of paintings. In an attempt to make the book more useful to students and the general reader, an extensive bibliography is included.