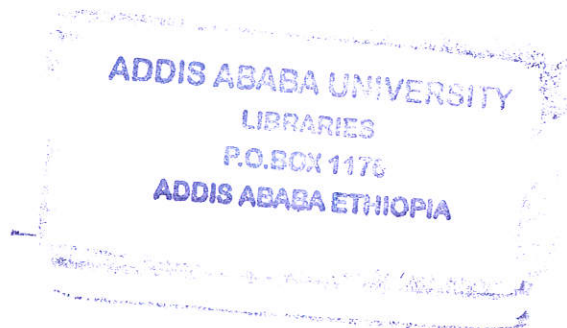


**THE PRACTICE OF CURRICULUM DEVELOPMENT FOR
PRIMARY EDUCATION IN OROMIA REGIONAL STATE**

By

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**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF
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Acronyms

| | |
|--------|---|
| MOE | Ministry of Education |
| TGE | Transitional Government of Ethiopia |
| ICDR | Institute for Curriculum Development and Research |
| ETP | Ethiopia Training Policy |
| OREB | Oromia Regional Education Bureau |
| ICT | Information Communication Technology |
| UNESCO | United Nation Education, Scientific and Cultural Organization |
| USAID | United States Agency for International Development |
| BPR | Business Processing Reengineering |
| ERGESE | Evaluative Research of the General Education System of Ethiopia |
| BBO | Biiroo Barnoota Oromiyaa |

Abstract

The main purpose of this study was to investigate the practice of curriculum development for primary Education in Oromia Regional State since 1995. To achieve this objective, department of curriculum and evaluation work process in Oromia Regional Education Bureau was selected as the main study area. To conduct the study, qualitative case study was employed. Purposive sampling was used to select for curriculum experts and one curriculum coordinator from curriculum development sub process of Oromia Regional Education Bureau. In addition to this, one curriculum coordinator was selected from curriculum Materials Development and Distribution process of Federal Ministry of Education. Interview, document analysis and observation checklist were used as instruments in data collection. The data were examined looking for common and distinctive ideas. Common issues were identified to form themes and interpretational analysis method was used in analyzing the data. The finding revealed that most of curriculum experts in Oromia Education Bureau who played major role in the curriculum work are not specialized for curriculum development. Stages of curriculum development for primary education in Oromia Regional state seem that it passes through the steps of curriculum planning and development in Ethiopia as indicated in ICDR (1999:32). The Model used for curriculum development was not clearly indicated and stated. An encouraging attempt has been made to involve the stakeholders who should be involved in the process of curriculum development for primary education. The curriculum development process was entangled with lack of material resources, reference materials in the library and financial support. Therefore, unless the prevailing problems are resolved, it would be difficult to develop a curriculum that reflects the needs of the social forces existing in society. Finally, for further improvement on the practice of curriculum development for primary education in Oromia Regional State, specializing the curriculum experts in the area of curriculum development process, facilitating the task of curriculum work with the necessary materials, transferring the library from Saris to the present location of Oromia Regional Education Bureau with better facility and making conducive the working space of curriculum experts are some suggestions forwarded by the researcher.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

Education is one of the social institutions established by the human race to satisfy its multi-faceted needs. Education accelerates the socio-economic and cultural development of individuals in society. Through developing the individual's outlook and mode of thinking to move in the desired direction as well as creating access to new findings, it can create favorable conditions for the proper vitalization of science and technology (ICDR, 2002).

This process of development can be realized when the curriculum is designed reflecting the needs of the social forces existing in society. Because of this fact, some prominent educators (Tyler, 1949; Taba, 1962) in ICDR (1999) strongly stressed that curriculum issues are central to education and the curriculum is taken to be at the heart of the educational enterprise.

According to Taba (1962) in ICDR (2002), curriculum development is a complex undertaking that calls for determining a complex set of decisions. In the process of curriculum design, such decisions hinge up on the general and specific objectives of basic education that are set to be transmitted in schools. The complex nature of the decisions underline the need for formulating a conceptual framework that can serve as the basis of curriculum development.

According to Tyler (1949:1) developing a curriculum is not just a theoretical study. Its main purpose is not to get a new knowledge; rather it is a practical enterprise. Moreover, the main objective of developing a curriculum is to bring about the intended changes as a result of teaching new learning experiences that will be important to the learner and the community. For this reason, the curriculum should be designed, implemented, evaluated and re-designed.

Moreover, curriculum development is a dynamic process, and as a result of this, it needs to be evaluated and replanned and the process is cyclic.

According to Shiundu and Omulando (1992), developing a curriculum is planning the learning experiences that are designed to bring the intended change in the learner's behavior. They also explain that curriculum development involves the writing, trial and testing of instructional plans and educational material. They also explained that curriculum development is a process of developing the curriculum by selecting learning contents, choosing learning experiences, providing a conducive learning environments, etc using defined framework.

Thus, in order to analyze a curriculum, a framework (model) should be needed for the analysis. A curriculum model provides such a framework by identifying a set of categories useful for sorting out curriculum decisions, documents and assumptions (ICDR, 1999).

According to Derebsa (2004), without doubt, Tyler's model is one of the best known technical scientific models. The model first appeared in 1949 and is still widely used in many countries because of its clarity.

Tyler (1949) suggests that, when planning a curriculum for a school, four questions need to be answered. These are: 1) what educational purposes should the school seek to attain? 2) What educational experiences can be provided that are likely to attain these purposes? 3) How, can these experiences be effectively organized? 4) How can we determine whether these purposes are being attained?

Taking these as the focal points of curriculum development, in Ethiopia in general and Oromia in particular the researcher wants to consider the importance of the active participation of the following groups developing and improving the curriculum. These are:

- Professional groups (i.e., teachers of various schools, administrators, directors, principals, university lecturers etc);
- representatives of governmental bodies (i.e., Ministerial bodies, heads of organizations etc);
- citizens, particularly parents, students;
- other concerned bodies (i.e., project directors, authors, publishers, etc) and
- Various persons i.e., representatives of non-governments etc.

For many educators, especially the proponents of the Objective centered model these are the key bodies to be basically concerned in processing curriculum development and improvement. It is true that the society is affected by curriculum decisions. Thus, all the concerned bodies of a nation must involve in making decisions in as much as possible so as to be able to inspect the view and contributions of other people. Hence, curriculum development and implementation, if it is to be participatory and effective; the involvement of at least the representatives of various groups and of concerned individuals who are directly or indirectly affected by curriculum decisions and results is of crucial importance.

Considering this as a general point of reference and come to Ethiopian practice, the reform made in socio-economic and political policy in Ethiopia in the early 1990's, a new Education and Training Policy was formulated in 1994. The policy emphasized that the education and training programs need to be as relevant as possible to the needs of the society and maintain a certain level of standards (TGE, 1994) in Molalign (2007). In addition to this, the curriculum in use has to have a direct bearing on the existing socio-economic policies and directions so that students who come out of the system are active actors and beneficiaries of the system (Dereje, 1998). In this regard, decentralization has been widely advocated as a means of increasing the relevance of education by allowing educational planners and policy makers to incorporate regions, Zonal

and district needs in their programs more effectively (Derebsa, 1998) in Mollalign (2007). To materialize this, the government has devised a decentralized education management, which enables regional states to pursue educational development goals based on their own objective conditions, on identified objectives and needs (MOE, 2002). Furthermore, the Education and Training Policy (1994) states that the responsibility to develop, to implement and to evaluate elementary education curriculum is given to Regional Education Bureaus. Accordingly, all the regions in the country have begun to develop their own primary school curriculum by their experts since 1995.

For instance, it is reported that the Amhara Regional Education Bureau gave the responsibility for teachers' college to develop the curriculum materials for primary schools, thinking that teacher educators in the colleges of the Amhara Region have better understanding and knowledge of the subjects offered in the primary schools, and children behavior (Molalign, 2007).

However, Oromia Regional Education Bureau gave the responsibility of developing curriculum materials of primary schools for the Regional Education Curriculum Development Department. Since then, the region continued to develop the region's curriculum materials especially the students' textbooks, teachers' guide, manuals, etc. Hence, the researcher is initiated to take up the issue and describe the practice of the curriculum development for primary schools at Oromia regional state's Education Bureau.

1.2 Statement of the Problem

According to Oliva (1988), the quality of education could be achieved by way of planning educational programs that are more suited and attuned to holistic development. The task requires systematic thinking and must follow well-established set of procedures concerning decisions on the end purpose of schooling. In addition to this, decisions need to be grounded on rational bases with a model that guides the whole endeavor. Thus, using a model in such an

activity as curriculum development can result in greater efficiency and productivity.

Curriculum development seeks knowledge of the task of planning. Short (1986) in Molalign (2007) expressed this as follows:

If there is lack of substantial knowledge regarding the process of curriculum planning on the part of those charged with the tasks, it is likely that the determination of educational objectives, the selection and organization of educational contents, its appropriateness, depth and coverage would be decided arbitrarily.

Hence, it can be said making use of a model and having sufficient knowledge of the model, and curriculum planning provides order to the process of curriculum materials development. Curriculum planners are more likely to be productive and successful if they follow an agreed up on model for curriculum development that outlines or charges the sequence of steps to be followed (Derebsa, 2004).

According to McNeil (1996), curriculum development at the state societal level involves the production of curriculum standards, guides and frameworks. These materials are prepared by professional staffs in state departments of education assisted by representative teachers, college and university personnel, and curriculum specialist.

On the other hand, Lewy (1977) mentioned the stages of curriculum development process involves:

- 1) the determination of general aims of education;
- 2) the planning process;
- 3) the preliminary tryout stage;
- 4) the filed trail/ testing/ stage;
- 5) the implementation; and
- 6) quality control stage.

ICDR (1999) states that the curriculum decentralization process in Ethiopia has created a mechanism by which teachers participate in the preparation, implementation and evaluation of the curriculum and curriculum materials.

The teacher as a resource person who works with the learners closely and knows them better than others concerned with the education process, holds a strategic position in the planning, development and subsequently the implementation of the curriculum and its material (Tyler, 1949; Saylor, 1981; Nasstrom, 1974) in ICDR (1999).

Hence, all the above facts mentioned initiated the researcher to investigate whether these facts are practiced in the process of curriculum development for primary education in Oromia Regional State.

1.3 Objectives of the Study

This study will have the following objectives:

1. To explore the model used for the development of primary school curriculum.
2. To investigate and describe the stages of curriculum development process considered while the curriculum developers of Oromia Education Bureau develop curriculum for primary Education.
3. To assess the availability and adequacy of inputs (personal, time, material, and financial support) exerted for
4. To identify who are the stakeholders involved in the development of curriculum for primary schools.
5. To check whether or not what is in practice goes with the basic theoretical constructs of the indentified model.
6. To examine the awareness of curriculum developers about the identified model.

7. To investigate the major problems encountered in the process of developing primary school curriculum in the study area.

1.4 Basic Reserach Questions

To achieve the above objectives, the study tries to answer the following questions.

1. What type of model is used to develop curriculum materials for the primary schools?
2. What are the stages considered during the development of curriculum for primary education?
3. Are the inputs (personnel, time, materials and financial support) available and adequate to the curriculum development for primary school curriculum?
4. Who are the stakeholders involved in the development of curriculum for the primary school curriculum?
5. Does the practice of the curriculum development process since 1995 go with the basic theoretical constructs of the identified model?
6. Are the curriculum developers well aware of the indented curriculum development model?
7. What are the major problems encountered in the process of developing the primary education curriculum in the region?

1.5. Significance of the Study

The importance of this study can therefore be seen from the following possible contributions:

1. The study may generate awareness among the concerned people about the drawbacks and problems encountered in the process of curriculum development for primary schools in Oromia region.

2. It may serve as a source of educational debate among scholars and practitioners.
3. It can serve as a starting point for further research-by provoking the interests and motivations of researchers on the area.

1.6 Delimitation of the Study

The study is delimited to the exploration of the practice of curriculum development for primary school at Oromia Regional State since 1995. Therefore, the Oromia Regional Education Bureau's Curriculum Development activity is the focus of the study. The study is also delimited to curriculum adaptation of the centrally designed subject syllabi, text book preparation, teacher's guides and other relevant materials. Thus, it doesn't include what all other educational levels and institution.

1.7 Limitation of the Study

The major restriction of the study is lack of adequate and exhaustive research conducted related to the title of the research in the region which limits the researcher not to refer what was done before this research. Furthermore, unable to get sufficient documented materials related to the title of the research from Oromia Education Bureau department of curriculum development had put limitation on getting sufficient information from the department as expected. Nevertheless, other tools like interview and observation checklist was employed to over come the problem.

1.8 Organization of the Study

This research paper has five chapters. Chapter one deals with the introductory part including background of the study, statement of the problem, objective, basic research questions, significance, delimitation, and limitation of the study. In chapter two the review of related literature is dealt with. Then comes research design and methodology in chapter three, followed by presentation,

analysis and interpretation in chapter four. Summary, conclusion and recommendations of the study are presented in chapter five. Finally, lists of reference materials for conducting the study sample interview guides and observation checklist are annexed at the end.

1.9 Operational Definitions of Terms

Curriculum materials:- It refers to syllabi, text books' and teachers guides.

Curriculum- Materials Development:- In this study, it has the meaning of localizing syllabi, writing textbooks and teaches' guides.

Curriculum work:- synonymous to curriculum materials development.

Curriculum Developers or curriculum makers or curriculum workers:- those experts who are charged to adapt syllabi and write text books and teaches' guide.

Commission Writers:- A group of intervals directed to write text books and teachers' guide.

CHAPTER TWO

2. Review of Related Literature

2.1 The Concept of Curriculum

Before we define the term Curriculum Development, it seems reasonable to discuss the concept of curriculum. This is important because, "In any fields of study there has to be a clear and persistent meaning of its basic terminology" (Belack, 1969:289). Hence, there comes a need to answer, "What is curriculum?" The answer for this question doesn't lead scholars to come up with a common answer, since curriculum as a field of study has been characterized as elusive, fragmentary, and confusing (Ornstein and Hunkins, 2004:1). As a result of this, there has been a plethora of definitions suggested by different scholars.

Curriculum is the base in education on which the teaching-learning process is planned and implemented. It is the totality of all the learning to which students are exposed during their study in the school; in the classroom, in the laboratory, in the library, in the workshop, on the farm and the play ground (Aggarwal, 1996, 306). In addition to this, Shiundu and Omulando (1992:39) discussed that, the study of curriculum is a major aspect of the study of education as a discipline.

Chamber's Dictionary cited in Shiundu and Omulando (1992:39) traces the term 'curriculum' to the Latin word 'Currere', meaning 'to run, more probably to run a course'. Therefore, Curriculum represents a course of subjects covered by students in their 'race' to wards the finish line which may be a certificate, a diploma or a degree.

Educators define curriculum in different ways, in part because they bring to that task different perceptions of what curriculum should be. Some educators see the curriculum as a list of subjects to be studied, while others see it as an entire course content. Still others perceive curriculum as a set of planned

learning experiences offered by teachers. Another group states that the Curriculum is a written plan of action, there by distinguishing it from what actually happens in a school. Hence, there are many ways to characterize the curriculum and this has enhanced a multiplicity of definitions (Print, 1993).

Some of the definitions of curriculum stated in (Murray Print, 1993:8-9) by different persons at different times are:

- Ralph Tyler (1949):** All of the learning of students which is planned by and directed by the school to attain its educational goals.
- D.K. Sheeler (1967):** By "curriculum" we mean the planned experiences offered to the learner under the guidance of the school.
- E. Eisner (1979):** The Curriculum of a school, or a course, or a classroom can be conceived of as a series of planned events that are intended to have educational consequences for one or more students.
- G. Saylor, W. Alexander and A.J. Lewis (1981):** We define Curriculum as a plan for providing sets of learning opportunities for persons to be educated.
- M. Skilbeck (1984):** The learning experiences of students, in so far as they expressed or anticipated in goals and objectives, plans and designs for learning and the implementation of these plans and designs in school environment.
- A. Glatthorn (1987):** The Curriculum is the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment which also influences what is learned.
- J. Wiles and J. Bondi (1989):** The curriculum (is) a goal or set of values, which are activated through a development process culminating in classroom experiences for students. The degree

to which those experiences are a true representation of the envisioned goal or goals is a direct function of the effectiveness of the curriculum development efforts.

For the purpose of common understanding and discussion, this study considers Murray Print's (1988) definition. For him, curriculum is defined as all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented. This includes those activities that educators have devised for learners which are invariably represented in the form of a written document and the process where by teachers make decisions to implement those activities given interaction with context variables such as learners, resources, teachers and the learning environment.

The above definition argues that a curriculum consists of:

- planned learning experiences;
- offered within an educational institution/program;
- represented as a document; and
- includes experiences resulting from implementing that document.

This conceptualization of the term goes beyond the notion of simply preparing a planned document to be applied later. When a curriculum document is implemented in an institution with an educational program (kindergarten, school, college, university and so forth), interaction takes place the document, learners and instructors such that modification occurs and a 'curriculum' emerges (Print, 1988).

2.2 Definition of the Term Curriculum Development

Curriculum development according to Richards and Taylor cited in Salia-Bao (1989:8), is considered as comprising those deliberately planned activities through which courses of study or patterns of educational activity are designed and presented as proposals for those in educational institutions. This means that curriculum development is a deliberately planned enterprise. It involves

syllabus construction, which includes aims, content and methods, and the syllabus may be sent to schools as a guide for teachers.

According to Shiundu and Omulando (1992:152), curriculum development is the planning of learning opportunities intended to bring about certain changes in the learners. It also involves the assessment of the extent to which these changes have taken place. For them, curriculum development, specifically, involves the writing, trial and testing of instructional plans and educational materials.

Tyler (1949) defines curriculum development as a systematic attempt at problem solving, namely the understanding and guidance of learning in school. For Giroux (1981), the term curriculum development refers to developing plans for educational program, including the identification and selection of educational objectives, the selection of learning experiences, and the evaluation of the educational program.

Print (1993) also defines Curriculum development as the process of planning constructing, implementing and evaluating learning opportunities intended to produce desired changes in learners.

For him, it must be seen as deliberate, purposeful, planning activity that seeks to achieve general and specific intentions.

In practice, according to Murray Print (1993), this means that the curriculum developers take with them their conceptualization of curriculum, construct a curriculum document from it, implement or monitor the implementation of that document and finally appraise the effectiveness of the entire curriculum.

Curriculum development, according to Salia-Bao (1989), is a systematic and rationally planned activity that takes into consideration the child, society, subjects, and assumptions and ideologies about teaching and learning.

This means that curriculum development should start from a study of the society, the children, the subject and the philosophical and psychological foundations that can be used as a basis for the course of study.

2.3 Stages in Curriculum Development Process

The development of a Curriculum is a process that requires a relatively long time. Definitely, there are differences in the curriculum development process. In some countries the school curriculum is developed in highly centralized institutions while in others it is developed at local levels. The stages of curriculum development process also differ.

As mentioned in Shiundu and Omulando (1992), the four major stages of curriculum development process according to Tyler (1949) are:

- selection of objectives,
- selection of learning experiences,
- organization of learning experiences, and
- evaluation.

In real practice, curriculum developers do more than what is suggested in those four stages. As discussed in Shiundu and Omulando (1992), these four major stages of curriculum development reflected in Tyler (1949), are so broad that they conceal many details of curriculum development activities. It is also mentioned in Shinudu and Omulando (1992) that, Skilbeck, Dave (1976), Bishop (1985), and Nicholls (1972), among others, have analysed in detail the various basic models and suggested a more detailed process of curriculum development.

As a result, Shiundu and Omulando (1992), suggested a more detailed curriculum development process with nine stages:

- 2.3.1. Situational analysis (Need assessment);
- 2.3.2. Formulation of objectives;
- 2.3.3. Setting up the curriculum project;
- 2.3.4. Program building;
- 2.3.5. Piloting the new programme in selected schools;
- 2.3.6. Improving the new programme;
- 2.3.7. Implementation;
- 2.3.8. Evaluation; and
- 2.3.9. Maintenance.

According to Shiundu and Omulando (1992), whether developing a new curriculum or changing the existing one, the process will generally follow these stages. The curriculum itself should be regarded as dynamic rather than an activity, which is undertaken once and for all. It is a continuous process. For them, the nine stages therefore should not be regarded as always starting with situational analysis. This may be true with a new instructional programme, otherwise the whole process is cyclic in nature.

Shiundu and Omulando (1992), presented the nine stages of Curriculum development systematically in the following figure and are explained in detail as follows.

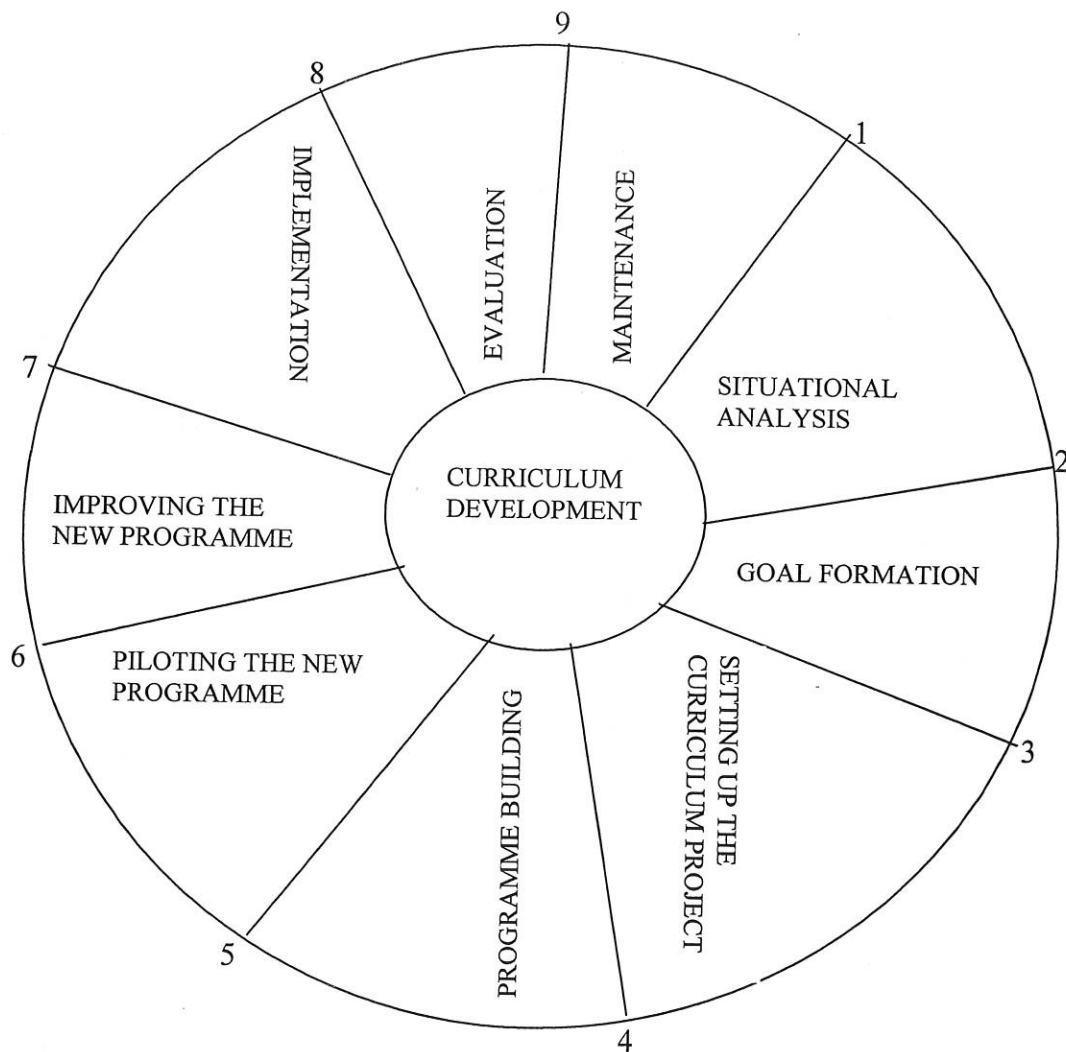


Fig.1: Curriculum Development: A continuous and integrated process (Shiundu & Omulando, 1992:161)

2.3.1 Situational Analysis

This stage involves finding out the context in which the curriculum process or activities are to take place. It is based on the reasoning that 'we must know where we are before we can plan a course of action'. Shiundu and Omulando (1992), strongly argue that, curriculum developers start with situational analysis. They further explained that, instead of beginning with an abstract list of objectives, the process should start with a realistic appraisal and analysis of the situation as it exists in society.

According to Print (1993), Situational analysis is a detailed examination of the context in to which a curriculum is to be placed and the application of that analysis to the curriculum being developed. It involves a detailed analysis of several factors that relate to the context, albeit a school, group of schools, region or system.

He further explained that, the need for conducting a situational analysis is a fundamental precept of effective curriculum development. Developers commencing their task should ask important questions such as: "What do we know about the context-the students, teachers, school environment-of this curriculum and why is it needed?" In addition to this, a situational analysis is an obvious commencement point for the construction of a curriculum. It is an ideal opportunity for curriculum developers, aware of the curriculum presage factors affecting them, to bring a reasoned, relational approach to the development of curricula. It is also an opportunity for curriculum developers to take account for local factors when developing curriculum to meet student needs.

To under take a situational analysis, Print (1993) suggested that, a curriculum developer is required to:

- identify problems in context;
- select appropriate factors;
- collect and analyze data; and
- make recommendations.

Print (1993), further summarizes the argument for undertaking a situational analysis as:

- identifying local needs of students, parents, teachers and the community;
- understanding the local curriculum context;
- facilitating planning and subsequent curriculum development; and

- providing a systematic data base for devising curriculum goals and objectives.

2.3.2 Formulation of Objectives

According to Taylor and Richards (1979) in Salia-Bao (1989), the chief aim of education is 'to change individuals in some way: to add to the knowledge they possess, to enable them to perform skills, which otherwise they would not perform, to develop certain understandings, insights and appreciations. The statements of these expected or desired outcomes are said to be educational aims or educational objectives.

The next task in the curriculum process after situational analysis is the formulation of aims or objectives. Many scholars like Lawton (1973), Kerr (1968), Hirst (1974), Nicholls (1972) and Bishop (1985) in Shiundu and Omulando (1992) strongly support and cherish Tyler's (1949) objectives model of curriculum development. They argue that there can be no dependable curriculum without objectives to define the educational destination, especially given the fact that there are several problems and needs of society and the school has to select the ones that they can and have to deal with.

Regarding the formulation of aims or objectives, Salia-Bao (1989) states functions of aims or objectives as:

- objectives provide a sense of direction to any one interested in the educational process such as students, teachers, administrators, parents, superintendents and so forth.
- objectives provide a basis for relational and logical curriculum planning ;
and
- to provide a basis for student assessment.

2.3.3 Setting up the Curriculum Project

Shiundu and Omulando (1992) describe setting up the curriculum project as a stage in curriculum development process as the day-to-day activities of curriculum development such as making reviews and effecting minor changes are done by full time curriculum developers or teachers. When major changes are to be effected, it becomes necessary to set up a curriculum development project with one or more teams as may be necessary. The project will involve the full time curriculum developers, panel members, other educators and those not directly involved in education like sociologists, economists, religious personnel, anthropologists and others interested groups as they may be found use full from with in the country and even out side, especially when they come in as consultants.

2.3.4 Programme Building

According to Shiundu and Omulando (1992) programme building is actually the main task of the project team. The question here is what are we going to teach in schools to various grades of pupils? Terms like selecting content or subject matter, selecting learning experiences, identifying learning opportunities, describe activities within the programme building stage.

2.3.5 Piloting the New Programme in Selected Schools

Before the new programme is adopted in schools as part of the regular curriculum, it must be tried out in a few schools, which are representative of those that will be affected by the final implementation. Through piloting, the curriculum validity is established, that is, the extent to which it will or it will not achieve the educational objectives (Shiundu and Omulando, 1992).

In Lewy (1977), this stage is also named as the preliminary tryout stage. At this stage the drafted syllabus, teacher's guide, student's text book(s), manuals and worksheets will be distributed to sample schools. During tryout stage, the curriculum developers carefully observe the teaching-learning process in the

class room situation. They employ a variety of formative evaluation instruments. According to Lewy (1977), the purpose of try-out stage is to find out any weakness in the curricular materials and improve them on the basis of the feedback.

Supplementing their idea, Shiundu and Omulando (1992), piloting requires clarity in programme objectives, clear conceptualization and the identification of rationale for all programme elements. For these reasons, there must be a training component in piloting for the teachers from the few representative schools and all other personnel who will participate in the experiment. For them, the purpose of training is to ensure that the participants are thoroughly familiar with the objectives of the new programme and once piloting starts, it is essential that information is efficiently and accurately gathered and reported systematically and periodically to the project leaders or decision makers.

2.3.6 Improving the New Programme

The next stage in the curriculum development process, according to Shiundu and Omulando (1992), is improving the new programme. As the piloting is carried out, some modification is also being made based on the feedback but there is a special period when the piloting stops, to allow for major revision and consolidation of the programme in order to address more effectively the needs of the learners and other requirements of the programme. During this stage, the suggestions from the piloting personnel are used to modify the programme to make it appropriate to the real school and instructional situation, the number of students with diverse backgrounds, teachers, and the general educational environments.

Stressing on the importance of improving the new programme, Shiundu and Omulando (1992), usually, every new programme, even the most carefully planned, needs revision and modification. No curriculum planner, therefore, should assume and implement the new curriculum without careful revision. One major weakness in developing countries is to implement new instructional

programmes without careful revision, some even without piloting, leave alone providing appropriate training for the piloting personnel.

Finally, they summarized their ideas by saying that depending on the nature, objectives and the scope of the programme, one or more piloting programmes can be carried out especially when the feedback from the first piloting reveals many problems with the programme. It is more professional and even economical to subject the project to several tests than to implement what you do not understand fully and therefore likely to be problematic.

2.3.7 Implementation

Implementation in a curriculum involves changing the status quo by accepting and utilizing a newly created curriculum or part of a curriculum. That is, taking the curriculum document as devised in the development phase of the model and putting it into practice. If the curriculum is accepted and utilized successfully we say that it has become institutionalized (Print, 1993).

According to Derebssa (2004), curriculum implementation is a process of putting the developed/planned curriculum in to effect. The term implementation refers to the actual use of a curriculum.

Allanc and Francis (1988), view implementation as a separate component in the curriculum action cycle. It is the logical step once a program has been developed and piloted. It involves extensive actions by many parties not just, for example, an offer to staff one workshop. Implementation also involves attempts to change individuals' knowledge, actions and attitudes.

Shiundu and Omulando (1992), consider curriculum implementation as the process of effecting the new curriculum. It is the systematic process of ensuring that the new curriculum reaches the immediate beneficiaries, the learners.

They, further explained the process of curriculum implementation as, after the programme has been piloted in sample schools, evaluated and improved or modified, it a can then go to all schools in the country. The process of effecting

the new curriculum is the stage when many more people come in to interact with the new curriculum-students, parents, administration and the lay public.

2.3.8 Evaluation

According to Salia-Bao (1992), curriculum evaluation is the collection and use of information for decision-making about an educational programme. It includes measuring and assessing pupils and their work so that judgments can be made based on the results of this measurement and assessment.

Ornstein and Hunkins (2004) defined evaluation as a process or cluster that people perform in order to gather and interpret data to decide whether to accept, change, or eliminate something of the curriculum in general or an educational textbook in particular. Tuckman (1985) in Ornstein and Hunkins (2004) defined evaluation as the means for determining whether the programme is meeting its goals: that is, whether the measures/out comes for a given set of instructional inputs match the intended or prescribed out comes.

Similarly, for Shiundu and Omulando (1992), evaluation is generally the process of generating data which is used in assigning value to something and finally make a decision, either to accept, improve or reject it. In curriculum, specifically, the term evaluation refers to the process used to with the relative merits of those educational alternatives which fall within the domain of curriculum practice.

When we talk of evaluation as a major stage in the process of curriculum development, we must be careful not to imply that curriculum evaluation occurs only at one stage in the process. As a matter of fact, curriculum evaluation is a process which affects all other stages of curriculum development. It goes on throughout the process of curriculum development.

2.3.9 Maintenance

Curriculum maintenance refers to activities and procedures that allow the operation of the programme (the curriculum development process) to continue.

Various methods and means are employed to ensure that the implemented programme continues to function effectively. It involves several tactics whose prime purpose is to monitor all curriculum elements and the roles of persons supporting these elements. This stage of curriculum developments is mainly people-oriented. Essentially, it attends to the actions so students, teachers, parents, administrators and others in response to the on-going programme (Shiundu and Omulando, 1992).

2.4 Participants in Developing the Curriculum

Developing or designing a curriculum involves a large number of persons, both school based and community based- curriculum development is not an activity of a single individual or groups of individuals. It rather needs the involvement of many parties in the process of developing it.

Macdonald (1978) in Ornstein and Hunkins (2004), long ago advocated that all parties affected by the curriculum should be involved in deciding its nature and purpose. According to him, the key players would be scholar-experts, professional educators, teachers and students.

Less involved players, but still important, would be community members and parents. Under community members would be business people and politicians.

Furthermore, as mentioned in Amdesilasie (1989), the importance of active participation of the following groups when developing and improving any curriculum. These are:

- Professional groups (i.e., teachers of various schools, administrators, directors, principals, university lectures, researchers etc);
 - Representatives of governmental bodies (i.e., ministerial bodies, heads of organizations, etc)
 - Citizens, particularly parents and students;
 - Other concerned bodies i.e., project directors, authors, publishers, etc;
- and

- Various persons i.e., representatives of non-government or organizations, etc).

From many educators' (especially the proponents of the objective centered school) point of view, these are the key elements to be basically concerned in processing curriculum development and improvement. This is because part and parcel of the society is affected by curriculum decisions, thus, all the concerned bodies of a nation must participate in making decisions so as to be able to inspect the view and contributions of other people. Hence, curriculum development and improvement, if it is to be democratic and effective, the involvement of at least the representatives of various groups and of concerned individual who are directly or indirectly affected by curriculum decisions and results is to crucial importance.

In addition to this, Fullan (2001), Partt (1980), Ornsten and Hunkins (2004), explained that different groups such as students, teachers, parents, associations, administrators, community leaders etc should be involved and participated in the process of curriculum development.

Many participants out side the school district affect the nature and scope of the curriculum and influence who will plan the curriculum. According to Ornstein and Hunkins (2004), these participants exist at various levels i.e., the Federal Government, State Agencies, regional organizations, and other participants like educational publishers, testing organizations, and professional organizations.

2.5 General Models of Curriculum Development

Print (1993) described a model is a simplified representation of reality, which is often depicted in diagrammatic form. Its purpose is to provide a structure for examining the variables that constitute reality as well as their interrelationship. According to print (1993), in curriculum development a model could be used to examine the elements (the variables) and how those elements interrelate. Moreover, in curriculum we frequently use graphical models as they enable

curriculum developers to visualize curriculum elements, their relationships, and the process of development and implementation.

There are several models of curriculum development. The three most known models, as UNESCO Training Manual in Derebssa (2004) and Salia-Bao (1989) are the Objective model, the process Model, and the Situational Model. In addition, these models have been adopted in Africa to guide curriculum experts or workers. The details of the commonly used models are presented as follows.

2.5.1 The Objective Model

This design model, greatly influenced by behavioral psychology and systematized in to a coherent rationale by Ralph Tyler. Tyler argued that curriculum development needed to be treated logically and systematically. The Tyler rationale centers on four major stages, which Tyler considers essential in the development of any curriculum. Further, he argued that to develop any curriculum, one had to pose four fundamental questions:

1. What educational purposes should the school seek to attain? (Objectives)
2. What educational experiences can be provided that are likely to attain these purpose? (instructional strategies and content)
3. How can these educational experiences be effectively organized? (organizing learning experiences)
4. How can we determine whether these purposes are being attained? (assessment and evaluation)

According to Tyler's scheme, a curriculum maker looks at three sources- student, society and subject-from which he or she derives general, tentative objectives. These tentative goals are then screened using philosophy of education and psychology of learning screens. Next, the objectives that survive this screening are stated precisely in terms of measurable learners behavior. These precise objectives are the ends for which the teacher designs effective instructional methods (Salia- Ba'o, 1989).

The expanded Model of Tyler's curriculum Rational as Oliva, (1988:171) indicates looks like the following

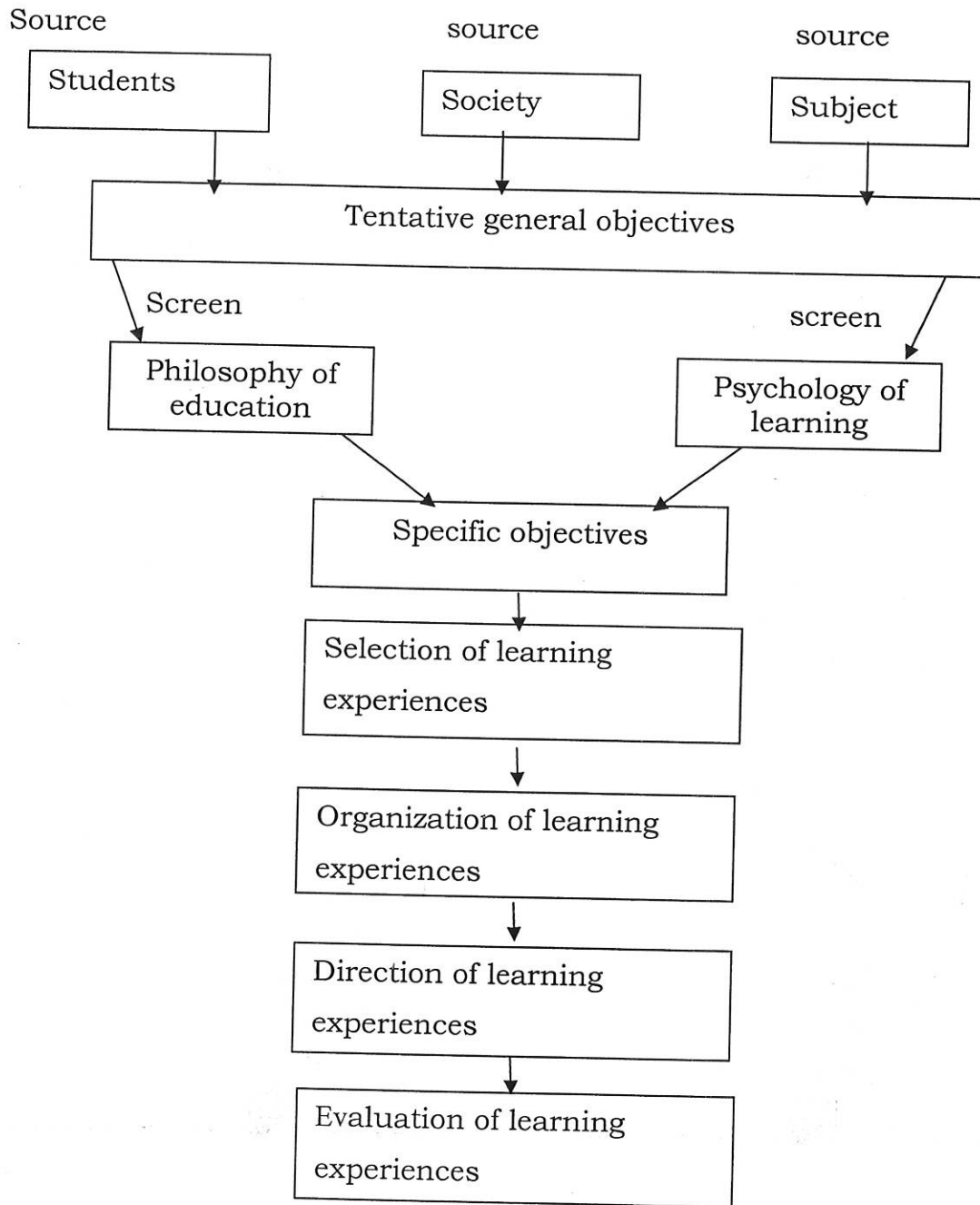


Fig:2 Tyler's Rationale Curriculum Development Model.

As it is already mentioned in the previous section, Tyler has operated around four basic tasks: the formulation of objectives, the selection of learning experiences, the organization of learning experiences and evaluation. Other curricula writers expand or add to these four, but the basic framework does not change. Some of these models are briefly discussed in the following sections (Shiundu and Omulando, 1992).

2.5.1.1 The Taba Model

Of the several books that Hilda Taba wrote on curriculum, the most well known as influential was *Curriculum Development: Theory and Practice* (1962). In this substantial book Taba modified Tyler's basic model to be more representative of curriculum development in schools (Print, 1993).

Taba perceived that the orderly way of developing curricula would follow seven sequential steps. The order, as Taba perceives it, is:

Step 1: Diagnosis of needs;

Step 2: Formulation of Objectives;

Step 3: Selection of content;

Step 4: Organization of content;

Step 5: Selection of learning experiences;

Step 6: Organization of learning experiences; and

Step 7: Determination of what to evaluate and ways and means of doing it (Print, 1992).

2.5.1.2 The Wheeler Model

Wheeler (1967) seems to react to the simplicity of the Tyler Model and especially to its linear nature. He converts Tyler's original ideas into a cyclical form and offers a five-stage model of the curriculum process. This is a cyclical rather than a linear model and links up evaluation with the formulation of objectives to

create a continuous cycle (Sliu-Bao, 1989; Shiundo and Omulando, 1992; Print, 1993).

Finally, these writers present the cyclic model of wheeler as follows:

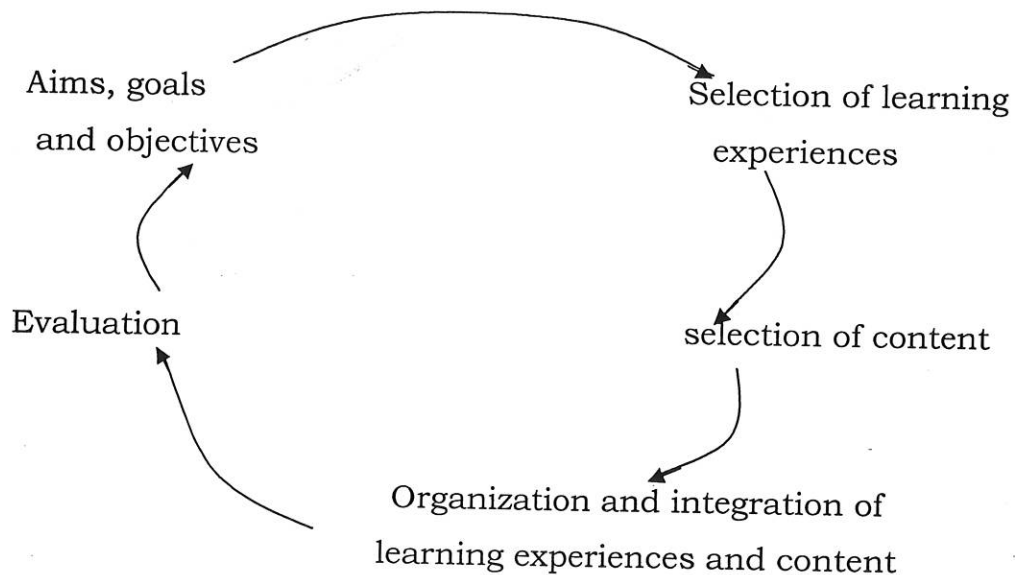


Fig 3: The Wheeler Model for Curriculum Development

2.5.1.3 Kerr's Model

John Kerr's work is one of the earliest attempts in Britain to analyze and map out the field of curriculum. He was particularly concerned with the following issues:

1. How far is it possible to develop curriculum theory:
2. What are the most appropriate models to start with?
3. How can we arrive at a consensus of view about educational objectives?
4. How should we take account of individual differences in children?
5. What are the contributions of philosophy, psychology, sociology and history to curriculum development? (Shiundo and Omulando, 1992).

In its simple form, Kerr divides the domain of curriculum into four areas: Objectives, knowledge, school learning experiences and evaluation. This simpler model can be presented as follows:

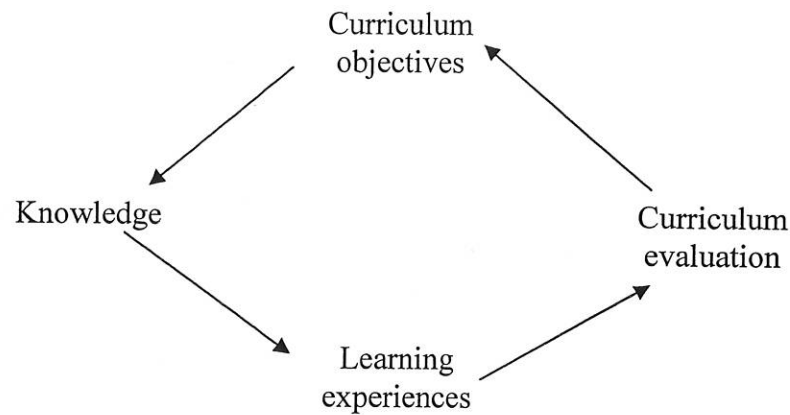


Fig 4: A simplified form of Kerr's Curriculum Model.

Kerr singles out objectives as very important and advises starting with the objectives section of the model as the most logical, although he emphasizes that in his model, everything influences everything else and it is possible to start an analysis at any point.

It is, however, imperative that the objectives should be identified first for the purpose of curriculum planning as we cannot and should not decide 'what', or 'how' to reach any situation until we know 'why' we are doing it (Shiundu and Omulando, 1992).

Like Tyler, Kerr also emphasizes the objectives, understands them in the same 'as changes in pupil behavior', and specifies the learner, society and disciplines as the source of

2.5.2 The Process Model

This curriculum design model was developed by Lawrence Stenhouse. He argued that a process model is more appropriate than an objective model in areas of the curriculum, which center on knowledge and understanding. Stenhouse believes that it is possible to design curricula rationally by specifying

content and principles of procedure rather than by pre-specifying the anticipated outcomes in terms of objectives. According to Stenhouse, content selected should represent a particular form of knowledge which is intrinsically worth while. For instance, content should show important procedures, key concepts and criteria that are inherent in a form or field of knowledge. The justification for choosing such content rests not on the pupil behavior to which it gives rise, but on the degree to which it reflects the field of knowledge (Salia-Bao, 1989:16).

In the field of Philosophy, aims can be developed in terms of understanding principles of procedures; appreciating principles of procedures; or appreciating particular art form. Developing a curriculum in this way involves devising teaching methods and materials which are consistent with the principles, concepts and criteria inherent in such activities. The end product produced by pupils is not specified before hand in terms of behavior but can be evaluated after the event by the criteria built into the art form. Behavioral objectives are absent, and the teacher does not promote any particular point of view or response in the pupils. In place of objectives, the emphasis is on defining acceptable principles of procedure for dealing with such issues

2.5.3 The Situational Model

The situational model has its roots in cultural analysis as developed by Skilbeck. The model puts curriculum design and development firmly within a cultural framework and it views such design as a way in which teachers modify and transform pupils' experience through providing insights into cultural values, interpretative frameworks and symbolic systems (Salia-Bao, 1989:17).

The model is based on the assumption that the focus for curriculum development must be the individual school and its teachers; that school-based curriculum development is the most effective way of promoting genuine change at school level.

According to Skilbeck in Salia-Bao (1989), the situational model has five major components:

1. **Situational analysis**, which involves a review of the situation and an analysis of the interacting elements constituting it. External factors to be considered are broad social changes including ideological shifts, parental and community expectations, the changing nature of subject disciplines and the potential contribution of teacher-support systems such as colleges and universities. Internal factors include pupils and their attributes, teachers and their knowledge, skills, interests etc., school ethos and political structure, materials, resources and felt problems.
2. **Goal formulation**, with the statement of goals embracing teacher and pupils activities (though not necessarily expressed in behavioral terms). Such goals are derived from the situational analysis only in the sense that they represent decisions to modify that situation in certain respects.
3. **Programme building**, which comprises the selection of subject matter for learning, the sequencing of teaching, learning episodes, the development of staff and the choice of appropriate supplementary materials and media.
4. **Interpretation and implementation**, where practical problems involved in the introduction of a modified curriculum are anticipated and then hopefully overcome as the installation proceeds.
5. **Monitoring, assessment, feedback and reconstruction**, which involves a much wider concept of evaluation than determining to what extent a curriculum meets its objectives.

Skilbeck's situational model is not an alternative to the other two models. Rather it is a more comprehensive framework which can encompass either the process model or the objective model, depending on which aspects of the curriculum are being designed.

2.6 Some Basic Assumptions of Objectives Model of Curriculum Development

2.6.1 Needs Assessment /Diagnosis of Needs/

Needs assessment/Diagnosis of needs is the collection of data about the school system, the nature of the learners, the conditions of teachers, the community (society), and the parallel systems national and international (Hawes, 1979). Similarly, Pratt (1980) defines the term needs assessment as an array of procedures for identifying and validating needs and establishing priorities among them.

McNeil (1985) also defines needs assessment as the process by which one defines educational needs and decides what their priorities are. In the context of curriculum, a need is defined as a condition in which there is a discrepancy between an acceptable state to learners behavior or attitude and an observed learner state. Tyler also defines need as a gap between some conceptions of a desirable norm (Standard or philosophical value) and the actual status.

According to Print (1993), a needs assessment may be used by curriculum developers to determine and prioritize educational needs. Similarly, Derebssa (2004) states the objectives of needs assessment are two folds:

1. to identify needs of learners within the context of the needs of larger society that are not being met by the existing curriculum;
2. to form a basis for revising the curriculum in such a way to fulfill as many unmet needs as possible.

2.6.1.1 Areas of Needs Assessment

a) Information about the society

According to Shiundu and Omulando (1992), as a social institution, the school is supposed to prepare the youth for life in the society. Therefore, the school curriculum should closely reflect what goes on in society outside the school.

It is clear that information about the society, aids curriculum developers in understanding and identifying social function of educational program. Hence, curriculum developers should be familiar with the nature of the society, occupation, educational level of parent, the culture, and environment of society (Amdesilasie, 1996).

b. Information about the learner

The learner is another source of information in the process of needs assessment. According to Pratt (1980), learners need to be included in the needs assessment, since they are at the receiving end of the program, therefore, have the right to be assessed. Learners are considered by conciseness that, the needs and aspirations of them will help in designing objectives, as a source of objectives. Learners need is assessed to address the gap that exists between the present status of the learner and the intended one. Assessing the needs of learners include knowledge, ideas, interest, beliefs, attitude, practice etc.

Thus, addressing the interest of learners will help learners to involve actively i.e., when the interest and needs of the learner is considered learners will be motivated to involve in it. Fullan (2001), moreover, knowing learners interest will help in selecting contents and learning experiences that are an important component of the curriculum. Therefore, assessing learners need is very important in the process of curriculum development.

c. Information about the subject-matter

The other important source for determining the fruitfulness of curriculum development are understanding the subject matter and gathering the necessary information. This was explained by Bruner (1960:12-13) that it is very important to study and understand the type and structure of subjects, their scopes and limitations, their basic ideas or functional principles. When studying the structure of the subject, the curriculum worker finds it easy to outline the structure of a subject, including topics to be covered, their order of presentation, and the appropriate grade level for each topic (Oliva, 1988:230).

Besides, the use of predetermined analysis of the structure may prove a wiser course of action for curriculum workers than making their own analysis from scratch.

The above three information sources are keen to formulate educational objectives. Saylor et al (1984:138) point out that the firm relationship of information about the learner, society and knowledge may be linked to the legs of a three cornered school supporting curriculum development. If one of these legs is too long or too short, curriculum development losses its balance.

2.6.1.2 The screening Devices of Educational Objectives

The next task in the Tyler's scheme is to rank the tentative objectives in a rough hierarchy so that those which are unimportant or impossible to achieve can be discarded. This ranking is accomplished through the use of two screens: Philosophy of education and psychology of learning (Salia-Bao, 1989).

a) The use of Philosophy of Education as a screening Device

Educational philosophy helps in determining whether the school should develop people who fit to the present society as it is or have a revolutionary mission to improve the society. According to Tyler (1949) clearly identified philosophy of education helps in:

- finding out what is highly valued value,
- using time and space appropriately;
- making the number of objectives fewer and representative; and
- maintaining approximately the same level of generality and specificity.

According to Salia-Bao (1992), what Tyler had in mind was not an elaborate educational philosophy, but the set of values one has about what should be taught in schools. The educator uses the philosophical screen to relate these values to the tentative objectives and deletes any that are inconsistent with them. Finally, the curriculum maker should divide the remaining objectives

into those which must be achieved if time permits, and those which need not be achieved.

b) The Psychology of Learning as a Screening Device

The consideration of psychological screen is the other one in studying the three sources previously mentioned. According to Tyler (1949:37-43) the knowledge of psychology of learning enables curriculum developers:

- distinguish changes in human beings that can be expected to result from a learning process from those that can not;
- distinguish goals that are feasible from those that likely to take a very long time or are almost impossible of attainment at the age level contemplated;
- get the idea of the length of time required to attain objectives and the age levels at which the effort is more efficiently employed (grade placement);
- determine the sequence of learning that is implied for particular objectives;
- identify the conditions required for the attainment of certain types of objectives;
- determine those learning experiences that have multiple learning outcomes or results;
- decide on a unified formulation of a theory of learning, which helps outline the nature of the learning process, how it takes place, under what conditions and what sort of mechanisms operate;
- check and differentiate between the able, appropriate to the age level, the general and the unattainable, inappropriate to the age level, the specific and those which are in conflict with the psychology of learning.

Thus, it is worthy to note that all the objectives derived from the various sources cannot be taken. They cannot be used as guides for curriculum

planning. They have to be screened and ordered according to priority. Then, the selected objectives are used as frames of reference for the subsequent learning activities. Generally, educational philosophy and psychology of learning help to curriculum worker to identify, determine and list out the relevant objectives.

2.6.2 Formulation of Precise Educational Objectives

As a result of the preceding step the curriculum maker has selected a small list of important objectives that are feasible of attainment. Since these objectives have been obtained from several sources they are likely to be stated in various ways. Hence, according to Tyler (1949), in organizing a single list of important objectives it is desirable to state these objectives in a form which makes them most helpful in selecting learning experiences and in guiding teaching.

Regarding a form of objectives to be stated while the process of curriculum development, Tyler (1949) states as follows:

- any statement of the objectives of the school should be a statement of changes to take place in students;
- Objectives should be stated in listing topics, concepts, generalizations, or other elements of content that are to be delt with in the course or courses;
- Since the purpose of a statement of objectives is to indicate the kinds of changes in the student to brought, then the instructional activities can be planned and developed in a way likely to attain these objectives;
- Statements of objectives should be expressed interns of which it identify the kind of behavior to be developed in the student and the content or area of life in which this behavior is to operate.
- It is often useful to employ a graphic two-dimensional chart (the behavioral aspect and the content aspect) to express objectives concisely and clearly.

In general, curriculum developers should be able to select and formulate objectives in relation to the three sources previously mentioned in order to make successful curriculum development.

2.6.3 Selection of Contents and Learning Experiences

2.6.3.1 Selection of Contents

According to Wheeler (1967), contents are elements of a subject matter, which help the learner in the acquisition of knowledge, the development of skills, habits, attitudes, values, etc. contents are the experiences help the individual to achieve the required changes.

Ornstein and Hunkins (2004) also explained that content is the “Stuff” of the curriculum. It is the “What” that is to be taught, the “What” that students are to learn. Content refers to facts, concepts, principles theories, and generalizations.

Regarding the selection criteria for contents, Wheeler (1967), Taba (1962) and Nicholls and Nicholls (1972) forwarded criteria for content selection which include:

- the availability of the subject matter;
- the significance of the subject matters;
- appropriate balance of scope and depth;
- appropriateness to pupils needs and interests;
- the durability of the subject matter;
- logical relationship of the subject matter content to main ideas and basic concepts;
- learn ability of the subject matter;
- possibility of the subject matter to interact with or attract data from other subjects;
- contents that contribute to the development of the society.

2.6.3.2 Selection of Learning Experiences.

According to Tyler (1949) the term "learning experience" refers to the interaction between the learner and the external conditions in the environment to which he can react.

Learning experiences are opportunities that are planned and guided by the school institution including societal opportunities arranged by the institution school, the nature of the school community, the relationships between students and teachers, variations arising from individual differences and levels of readiness, the actual content and methods by which it is presented to the learner (Wheeler, 1967).

The criteria for the selection of learning experiences are plenty and these criteria are closely related to practice, social values, facilities, coincidence to the interests and abilities of the learners, groupings, etc. according to Tyler (1949), Taba (1962), Lawton (1973), Doll (1974) and Keer (1968), the selection criteria for learning experiences included the following.

- Learning experiences should allow the practice of the behavior which the objectives have suggested;
- Learning experiences should express what the learner believes that he/she is expected to know;
- Learning experiences should sometimes be self activating type. The learners need opportunities to proceed at their own rate through subject matter, which suits them;
- Learning experiences should foster whenever possible, an intimate face to face relationships within small groups;
- Learning experiences should be as varied as the objectives they represent;
- Learning experiences should be continuing and consistent;

- Learning experiences should be based on socially accepted values of the current society;
- Learning experiences need to be very effective and efficient;
- Learning experiences shouldn't be limited to classrooms. They have to go to out side of the classroom;
- Learning experiences should involve the total behavioral development of the learner; and
- Learning experiences should be feasible to accomplishment.

2.6.4 Organization of the Curriculum /Content and Learning Experiences/

According to Tyler (1949), Curriculum Organization is a systematic arrangement of objectives, learning experiences and materials in a unified and consolidated manner. It is a process of putting contents and learning experiences together to form some kind of coherent program.

The behaviorists define learning as “a permanent change in behavior,” and education is the process by which this change in behavior is brought about. Change in behavior is understood as a time taking process that develops slowly by means of contents and learning experience. Tyler (1949), attempted to illustrate this time taking process by saying “educational experiences produce their effects in the way water dripping up on a stone wears it away. In a day or a week or a month there is no appreciable change in the stone, but over a period of years definite erosion is noted.” Correspondingly, by the cummulation of educational experiences profound changes are brought about in the learner.

Hence, according to Tyler, to make contents learnable and to bring about this slow but profound change there is a need to organize contents and learning experiences in such a way that they reinforce one another. The reinforcement of

content and learning experiences at different levels is assumed to bring a cumulative effect.

The selection of contents and learning experiences could be adequate enough but the out come could be a failure due to lack of proper organization. Organization is thus seen as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learner.

In order to achieve maximum results from the selected contents and learning experiences, advocates of the objectives model advise curriculum workers and teachers to examine the relationship of the experiences over time and also from one area to another. These two kinds of relationships are referred to the vertical and horizontal relations respectively.

In addition to this, Tyler and Other curriculum specialists identify the major criteria to be considered in building an effectively organized group of contents and learning experiences. These are: scope of the curriculum, sequence of contents and learning experiences, sequence of contents and learning experiences, integration of the various components of the curriculum; and the balance of the total learning.

Tyler, also identified the organizing elements (concepts, skills and values) as organizing threads that run vertically and horizontally. These elements are known as the warp and woof of the fabric of curriculum organization, and they need to be woven together.

Similarly, in organizing the curriculum especially in sequencing the contents and learning experiences, it is also essential to identify the organizing principles by which these threads shall be woven together (Tyler, 1949). Some of these organizing principles identified are:

- starting from the simple and proceeding to the complex;
- the whole to the part;

- chronological approach;
- sequence on the basis of concentric circle; and
- sequence based on prerequisite teaching.

In general, curriculum developers should give attention to the selection and organization of content and learning experiences while they are developing curriculum materials like syllabi, text books, and teacher's guide so as to achieve the objectives.

2.6.5 The Determination of the Curriculum Evaluation Mechanisms

Evaluation is the decisive factor for the development of any society at large and besides for the effectiveness of curriculum development. That is why Connel et al., (1965) stresses this:

Without evaluation there is no means of knowing just how relevant and effective the content and learning experiences have been in achieving the desirable goals. With the aid of evaluation, it is possible to determine in what ways of the contents and learning experiences have been adequate, and in what respect inadequate.

According to Devis (1980:49), curriculum evaluation is the process of delineating, obtaining and providing information useful for making decisions and judgments about curricula. Similarly, Tyler (1949), noted that the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction.

As to Saylor, et al, (1984:317), curriculum evaluation should answer the following basic questions:

- Is the curriculum fulfilling the process for which it was designed?
- Are the objectives themselves valid?
- Is the curriculum appropriate for that particular group of students with whom it is being used?

- Are the instructional methods selected, the best choices in light of the goals sought?
- Is the content the best that may be selected?
- Are the materials recommended for instructional purposes appropriate?

Hence, getting valid evidence about the kinds of behavior represented by the educational objectives, which caters about knowledge, attitudes, interests, intellectual skills, appreciations and the like of learners, is an appropriate evaluation procedure. For this purpose, curriculum makers should use objectives as reliable and valid instruments in the evaluation of curriculum materials.

2.7 Some Problem of Curriculum Development

Problems of Curriculum rise from many sources. In some instances, the deviation of the goals of education from the actual needs and problems of the learner and the society result in an irrelevance curriculum. In other words, one of the sources of irrelevance in the curriculum of developing countries is the discrepancy between the intention of the schools and the demands of the society up on the schools (Urevbu, 1991:127).

Another source of problems of curriculum is an importation of foreign educational experience without attempting to adapt it to the actual conditions of the developing counties (Aeth, 1978 and Lewy, 1977). It has been described that the gap between the activities of the school and the demands of real life becomes very wide in several cases where educational programs are prepared by foreign experts or are merely translations of foreign programs without considering the local needs and problems (Lewy, 1977:253). This has been proved true in several counties. If we take the case of Ethiopia, curriculum development has been subject for foreign educational experience that Ethiopian education is criticized as being irrelevant to the needs of the country (Tekste, 1991).

In this connection, most often imported curriculum does not prepare students for the type of roles they are sought to portray. Instead, the product of such programs will be ignorant of themselves and their surroundings (Tadesse, 1974 and Meaza, 1958).

Additional curricular problems, which could be mentioned, are centralized curriculum. In this situation, the disparity among regions and localities is one of the sources to the problem (Bowmn and Anderson, 1982). In a centralized education system, curriculum is designed on the basis of nationally formulated gals. Such a curriculum does not take in to account the local ecosystem, cultural and religious values, occupational opportunities, and the learning experience of students (Ibid).

2.8 Curriculum Development Practices in Ethiopia

The first elementary school curriculum for grades one to six was worked out by committee consisting largely of foreign staff of varying nationalities and subsequently the Elementary School Curriculum; Grade I-VI was published in 1947 (Solomon, 2008). He further mentioned that, beginning the first formal curriculum until the end of 1993 different school curriculum was developed. In this developed curricula he noted that the curricula were highly influenced by Western culture, hardily related to the realities of the country and academic oriented.

According to the research made in Evaluative Research on the General Education System of Ethiopia (ERGESE) (MOE, 1986), ICDR (1999) and ICDR (2004), some of the problems considered as 'bottlenecks' affecting the quality and coverage of the education system of Ethiopia were described as follows:

- The Ethiopian Education System before 1993/94 had problems with quality, equality, efficiency and relevance;
- The curriculum was irrelevant in that it was unable to respond the demands of the society and the needs of the learners;

- The objectives of education did not take cognizance of the society's needs and did not adequately indicate the future direction;
- Since there were no specific profiles set for students at different levels, neither the students nor the teachers had a clear vision about why they were teaching or learning.
- The contents of the curriculum both in primary and secondary schools were found over loaded by more theoretical narrations than practical elements; and
- The centralized system of education in Ethiopia which did not allow curriculum relevance, equity between the urban and the rural, gender consideration, quality and efficiency.

These problems have led to a constant and series of changes in the Ethiopian Education System in general and curriculum in particular. Hence, after the 1990s change of political power and the socio-economic restructuring process, reform in the education system was found to be imperative. Consequently, the need for drafting the education and training policy was felt which also called for the curriculum reform, a prime strategy set for the policy implementation (ICDR, 1999).

Accordingly, ICDR (1999:32) has adopted and used the following 12 steps of curriculum and development process as a working model or framework for the Ethiopian context:

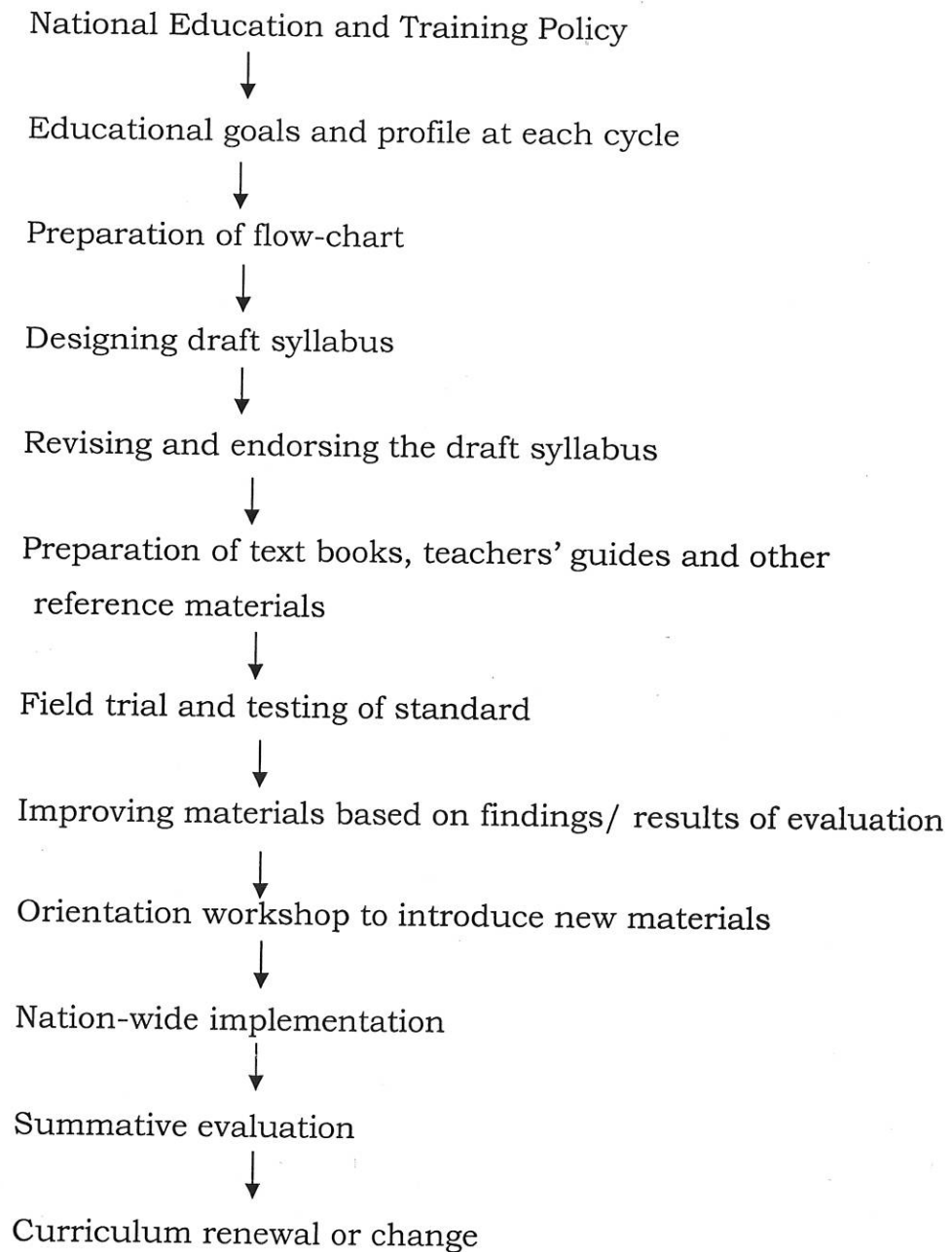


Fig.6 Steps of Curriculum Planning and Development in Ethiopia.

According to the Education and Training Policy (1994), primary education will be of eight years duration and offering basic and general primary education to prepare students for further general education and training.

Based on goals of education and other general directions for primary education stated in Education and Training Policy (1994), ICDR (Institute for curriculum

Development and Research) prepared the syllabi and a guide at national level. The Regions took the responsibility to develop primary education curriculum materials (textbooks and teachers' guides) by their own experts and commission writers (MOE, 2006).

CHAPTER THREE

3. Research Design and Methodology

3.1 Methodology

This study used qualitative way of researching the issue. It is selected for the reason that investigating issues that are related to human factor can be best addressed through qualitative approach. Moreover, qualitative approach is used because it helps to understand the case understudy in depth. It also enables the researcher to understand the over all context of the case understudy in a better way.

According to Gay, et al., (2009), qualitative research seeks to probe deeply into the research setting to obtain in-depth understanding about the way things are, why they are that way, and how the participants in the context perceive them. They further explained that the central focus of qualitative research is to provide an understanding of a social setting or activity as viewed from the perspective of the research participants (informants).

Patton (1990) also explained that qualitative method enables the researcher to examine the case in depth and detail. Qualitative approach focuses on the depth of information rather than generalization about a much smaller number of people and cases.

According to Gay, et al., (2009), there are different types of qualitative research approaches: case study, ethnography, ethnology, ethnomethodology, historical research and narrative research. Hence, among these approaches a case study research is found to be relevant and appropriate for this study. It is selected for the reason that, case study research allows a researcher to study phenomena that are not easily or appropriately studied by other research method. It is appropriate when the researcher wants to answer a descriptive question or an explanatory question. It is also an appropriate choice of research method

because it allows the researcher to understand an issue and recommend change.

3.2 Selection of Informants

According to Gay, et al., (2009), qualitative sampling is the process of selecting a small number of individuals for a study in such a way that the individuals chosen will be good key informants (i.e., collaborators, co-researcher) who will contribute to the researcher's understanding of a given phenomenon. They furtherer explained that, the characteristics of a good key informant include the ability to be reflective and thoughtful, to communicate (Orally, in writing, or both) effectively with the researcher, and to be comfortable with the researcher's presence at the research site.

When choosing sampling technique and the sample itself, Gay, et al., (2009) emphasized that, researchers need to remember the primary goal: selecting participants who can best add to the understanding of the phenomenon understudy, not participants who necessarily represent some larger population.

Regarding selection of informants in qualitative research, Gay and his associates described that, because many potential participants are un willing to under go the lengthy demands of participation, sampling in qualitative research is almost always purposive.

Concerning the numbers of informants in qualitative research, according to Gay, et al., (2009), two general indictors are commonly used to determine if the selection of participants is sufficient. The first is the extent to which the selected participants (informants) represent the range of potential participants (informants) in the setting. The second indicator is the redundancy of the information gathered from the participants (informants).

Hence, finding information rich source of data instead of looking a representative sample that contain the characters of the whole has been used in this research. Therefore, finding information rich person from Oromia

Education Bureau Department of Curriculum and Evaluation Work Process has been accomplished by non-probability sampling techniques i.e, purposive sampling technique. Finally, five informants from Curriculum and Evaluation Work Process of Oromia Education Bureau and one informant from Curriculum Materials Development and Distribution Process of Federal MOE were selected.

3.3 Data Collection Instruments

The desired information for the study is obtained through different instruments. Marshall and Rossman (1999) in Best and Kahn (2003) point out that three techniques are critical instruments for collecting qualitative data: observation, document analysis (review) and in-depth interviewing.

Accordingly, three kinds of data collection instruments i.e., interview, document analysis and observation checklist were employed to gather detailed information about the case under study.

3.3.1 Interview

The purpose of interviewing is to find out what is in or on some one else's mind. Its purpose is not to put things in someone's mind but to access the perspective of the person being interviewed (Patton, 1990).

Similarly, Gay, et al., (2009), explained that an interview is a purposeful interaction in which one person obtains information from another.

They further explained that, interviews permit researchers to obtain important data they cannot acquire from observation alone. In addition to this, interviews can provide information that is inaccessible through observation.

Hence, the interview questions were prepared and used to obtain information about the Practice of Curriculum Development for Primary Education in Oromia Regional State from a coordinator and curriculum experts of Oromia Education Bureau; and a coordinator of Curriculum Materials Development and Distribution Work Process of Federal Ministry of Education.

3.3.2 Document Analysis

According to Best and Kahn (2003) and Merriam (1988) document analysis is one of the most important means to collect data in qualitative case study. Therefore, to find out qualification and fields of specialization of informants, stages of curriculum development carried out for primary education, the type of model used to develop curriculum materials and stakeholders' involvement in developing curriculum materials for primary education, document analysis is used.

3.3.3 Observation Check List

The observation checklist was prepared and used for checking the availability and the adequacy of facilities necessary for developing curriculum materials such as stationery materials, chairs, tables, shelves, reference books, computers, printers, scanner, flash, laptops and photo camera etc, in the office of Curriculum and Evaluation Work Process of Oromia Education Bureau.

3.4 Procedures of Data Collection

Before gathering the information through interview, document analysis and observation checklist, interview guide questions were pilot tested using two informants of curriculum experts from Oromia Education Bureau for the final study. As a result, it was found that two interview guide questions which were presented for curriculum experts were identified to be inappropriate to experts in such a way that these questions should be presented only for curriculum coordinator.

Next, the informants of the study were identified and interview questions were presented for curriculum experts and curriculum coordinators of Oromia Education Bureau and Federal Ministry of Education. The responses were received in face-to face communication and put on paper verbally while the informants gave answers orally. Furthermore, documents that show process of preparation and distribution of curriculum materials for primary education,

which were prepared by a group of BPR of Oromia Education Bureau and other curriculum materials such as syllabi, text books and teachers' guide were studied. In addition to this, through observation checklist the availability and adequacy of facilities necessary for curriculum materials development were checked.

3.5 Data Analysis Strategy

Data analysis in qualitative research involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undeniability (Gay, et al., 2009). They further explained that, qualitative data analysis is based on induction: the researcher starts with a large set of data representing many things and seeks to narrow them progressively in to small and important groups of key data. Borgan and Biklen (1992) also explained that qualitative data analysis naturally employed argumentation of words than numeric justification.

Accordingly, the information gained through interview, Observation checklist and document analyses for this study were examined and discussed (described) in words. The study and examination was done by referring the field note (that are used in the process of collecting data). By doing this the collected information is presented, interpreted and concluded.

3.6 Ethical Consideration

- I explained everything that may the informants ask about the research.
- I tried to fit the interviewee's schedule not to my own.
- I respected their right not to cooperate for the interview fully in answering the questions in the discussion.
- I did not mention the names of my informants.
- I did not interfere in their rights to refuse to take part in the interview.
- I did not ask questions which are too personal.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

4.1 General personal Information about Informants

Under this topic personal data of the six curriculum developers (experts) and two curriculum coordinator are presented.

Table 1: Types and Major Characteristics of Respondents

| No | Types of Respondents | Respondents' characteristics | | | | | | | | | |
|----|---|------------------------------|-------|-------|-------|------------|------|--------|-------------------------------------|------------------------------------|---|
| | | Age | | | | | Sex | | Level of Education | Experiences of respondents in year | |
| | | 25-30 | 31-35 | 36-40 | 41-45 | 46 & above | Male | Female | | In curriculum development office | Out side of curriculum development office but in field of education |
| 1 | Coordinator of curriculum development in OREB | | | | | ✓ | ✓ | — | MA in curriculum and Instruction | 15 | 7 |
| 2 | Coordinator of curriculum materials development and distribution process in Federal MOE | | | | | ✓ | ✓ | — | MA in curriculum and Instruction | 17 | 10 |
| 3 | Expert of curriculum in Mathematics | | | | | ✓ | ✓ | — | MA in curriculum and instruction | 11 | 17 |
| 4 | Curriculum expert in Biology | | | ✓ | | | ✓ | — | BA in Biology | 4 | 11 |
| 5 | Curriculum expert in Health and physical Education | | | ✓ | | | ✓ | — | BA in Health and physical Education | 13 | 9 |
| 6 | Curriculum expert in History | ✓ | | | | | ✓ | — | BA in History | 2 | 6 |

As it is shown in table one, majority (83%) of the respondents are in the group of thirty six to forty and forty six and above years. This seems that the curriculum experts have a good experience, either in the use or the task of curriculum materials development. On the other hand, no female is assigned as curriculum expert in the department.

Regarding respondents' level of education and experience they had, the above table indicated that most of the curriculum experts in Oromia Education Bureau had a qualification of BA/BSC in different fields. Thus, out of twelve curriculum experts and one curriculum coordinator in Oromia Education Bureau, only two of them have specialized (had second degrees) in curriculum and Instruction. Concerning the work experience of respondents, the above table shows that the experts served in the field of education out side of curriculum development office as well as in the curriculum development office.

From the above discussion it seems that, the curriculum development department of Oromia education Bureau lacks specialized curriculum experts who contribute to a better curriculum work experience.

4.2 The Process/stage of Curriculum Development for Primary Education

Regarding the process of curriculum development for primary education in Oromia Regional State an interview was made with curriculum experts and document was analyzed. In connection to this, among the informants I₁, explained that,

The need assessment was made by the Ministry of Education. Based on the need assessment made the objectives were developed by the Ministry of Education. Next to this, the syllabus was prepared by the Ministry of Education in collaboration with curriculum experts of the regions. Taking the syllabus as a framework of the curriculum for primary education and based on the objective situation of our region, we adopted the syllabus and prepared text books and teachers' guide from the syllabus (18/03/10).

Concerning the process of curriculum development for primary education the informant I₆, also responded similar response to that of informant I₁.

As it is discussed in Shiundu and Omulando (1992), the four major stages of curriculum development in Tyler (1949), are so broad and show the planning process. They also conceal the many details of curriculum development activities. As a result, they suggested a more detailed curriculum development process with nine stages:

- Situational Analysis (Need Assessment),
- Formulation of Objectives,
- Setting up the curriculum project,
- Programme building
- Pilot the new programme in selected schools,
- Improving the new programme,
- Implementation,
- Evaluation
- Maintenance.

It fits with what is practically followed in the real practice. Almost all the informants who participated in the study agreed that the process of curriculum development for primary education started by assessing the needs of the stakeholders. This task was accomplished by the Curriculum Materials Development and Distribution Process of Federal Ministry of Education.

In connection with this, informant I₂, explained that,

The process of developing a curriculum for primary education began from the need assessment of students, parents and the community, which was done by MOE. Based on the need assessments made the objectives were set out and the flow chart was prepared by MOE. After the preparation of flow chart, syllabus for each grade and subject was prepared by MOE. Next, curriculum experts from the regional education bureaus were invited by curriculum materials development and distribution process of Federal Ministry of Education to discuss, comment on and modify (improve) the prepared

syllabus. Based on the syllabus prepared by MOE and the objective situation of our region, we translated it to Oromifa and from that we prepared the text books and teachers' guide. In the process of preparing text books and teachers' guide, curriculum experts from Oromia Education Bureau, Teachers from colleges and; teachers from different primary schools were participated. Finally, the prepared text books and teachers' guides were tested in selected schools and based on the field trial feedbacks collected from teachers and students the text books and teachers' guide were modified and ready for final implementation (18/3/10).

The rest informants share similar ideas. The document analysis concerning this issue confirms the response of the informants.

Regarding the process of developing a curriculum, especially in the current education system Ethiopian starting from the need assessment is an appropriate and mandatory. As a result, it is possible to develop a curriculum which is relevant to needs of the society.

4.3 The Model Used to Develop Curriculum Materials for Primary Education

In developing a certain program/curriculum, there are different models that can be used to guide the process based on philosophical perception, value given to education by educators, etc. Among the different models, the objectives model, which advocated by Tyler (1949), Taba (1962), and others is use objectives that are expressed in terms of behavior as a means to guide the process of curriculum development and measuring the purpose of education. Objectives are very important in guiding the process of curriculum development, and in helping to make a decision with regard to methods of learning and teaching. In this connection (Taba, 1962:140) as cited in Shiundu and Omulando, (1992) explained that objectives are important and "it is impossible to make good decisions about the method of learning and teaching apart from considering objectives that students should attain."

With regard to the model used to develop the curriculum of primary education in Oromia Regional State, responses gathered from informants did not show

any tangible evidence about the model used in the process of the curriculum development for primary education beyond personal opinion of the informants. This is reflected in their responses.

In connection to the model used to develop the curriculum of primary education in Oromia Regional State, two of the informants I₂ and I₅, explained that,

The model used to develop the curriculum of primary education in Oromia regional state was the objectives model (18/03/10).

On the other hand, another informant I₁, explained that,

Even though there is no clearly identified model for developing curriculum materials of primary education in Oromia regional state, it was developed based on the fact that it should be student centered approach or activity oriented or problem solving approach (18/03/10).

Regarding this issue another informant I₆, explained that,

It is difficult to identify explicitly the model used to develop the curriculum for primary education. I can say the combination of different approaches or model of curriculum development was used to develop the curriculum of primary education (26/03/10).

Regarding the model used in developing the curriculum of primary education, two of the informants I₃ and I₄ explained similar ideas as:

There is no clearly or explicitly identified model used in developing a curriculum for primary education. What we know and used in our case was that the curriculum for primary education was developed based on the fact that it should be student centered and problem solving approach. We did not know and even we have not heard what is "Tyler Model" or "Taba's Model" of developing a curriculum (23/03/10).

In the document analysis, too, the models used to develop the curriculum for primary education is not clearly indicated and stated.

From the above discussion of informants and documents analysis, it is possible to understand that some of the informants responded that objectives model is

used to develop the curriculum for primary school education in Oromia regional state. On the other hand, from the responses of most of the informants and document analysis, it seems that there is no explicitly identified model used in developing the curriculum for primary education in oromia regional state. Even though, it seems that no explicitly identified model used in developing a curriculum, the responses of most informants shows that the developed curriculum for primary education was based on problem solving approach or activity oriented or students centered approach.

4.4 Evaluation of Curriculum Experts Involved in the Process of Curriculum Development for Primary Education

Those who participated in the curriculum development process should possess the knowledge of an agreed up on model. The developer should be an investigator rather than a reformer. He should start from a problem not from a solution. In addition, he should not aim to be right, but to be competent (Stenhouse, 1983:120).

Thus, to make the curriculum materials including the course of study basically sound, they must be built on knowledge and understanding. They must be backed by sound research (Krug, et al., 1956).

In addition to this, Krug and his friends stated that, those who are working in the area of curriculum development should have knowledge and access to the basic research in such broad areas as child growth and development, and in the selection of content and further determination of instructional materials.

In this section i.e., about an evaluation of the curriculum experts in terms of experience, competency and qualification, the view of the coordinator of the curriculum and evaluation work process department in Oromia Education Bureau and the document analysis is presented.

Regarding this issue, the informant, I₁ explained that,

There is a difference among the curriculum experts in their knowledge or understanding about the curriculum development. There are experts who have relatively adequate knowledge or understanding and there are also curriculum experts who are less in their understanding about the process of curriculum development. But, what is appreciable about these curriculum experts is that they fully devoted and self initiated in their work. Concerning their qualification, there are only two personnel from the department who have MA (Masters in curriculum and Instruction). The rest have a qualification of BA/BSC in different subjects. Regarding the experiences of each curriculum expert in curriculum development process, the minimum service of years as a curriculum expert is two years (18/03/10).

The document analysis also assures that in Oromia Education Bureau department of curriculum development there are twelve curriculum experts and one curriculum coordinator. From these only two of them have specialized in Curriculum and Instruction (MA in curriculum and Instruction the rest eleven curriculum experts have a qualification of BA/BSC in different fields.

From the above explanation of the informants and the document analysis it is possible to understand that, though there was a good work experience of the experts, their level of education to the work of curriculum materials development is not adequate.

4.5 Stakeholders' Involvement in the Curriculum Materials Development

In principle, curriculum development is not an activity of a single individual or few individuals. It rather needs the involvement of many parties in the process of developing it. This is because; the designed curriculum is going to be implemented and changed in to reality in order to attain the objectives intended. For attaining these objectives different parties like teachers, students, administrators, etc in addition to curriculum experts should be involved. With regard to this, Fullan (2001), Pratt (1980), Ornstein and Hunkins (2004), explained that, different groups such as learners, clients, teachers, parents,

associations, administrators, community leaders etc should be involved and actively participate in the process of curriculum development.

Regarding the stakeholders involved in the development of curriculum for primary education, informant I₂ explained that;

The stakeholders involved in developing a curriculum for primary education were teachers, curriculum experts from Oromia Education Bureau, students and the community (23/03/10)

All the informants share similar idea with informant I₂. The document analysis also showed that the stakeholders in the process of curriculum development for primary school education were the students, the community/ the society, UNICEF, UNESCO, USAID ETHIO-ITALIAN COOPERATION, and commission for pastoralists of oromia region.

Form the discussion with the informants and the document analysis made, it is possible to understand that the stakeholders involved in the process of developing the curriculum for primary education were teachers, students, community/society, different organizations (government and non government), and regional curriculum experts. As clearly indicated in the document entitled "The process of preparation and distribution of curriculum materials for primary education in Oromia regional state", the demand/request of stakeholders in the preparation of curriculum materials was assessed by teachers and curriculum experts of the region. Based on these assessment curriculum materials were prepared.

4.6 Provision of Inputs such as Working Space, Personnel, Time, Materials and Financial Support

Successful curriculum development demands the necessary materials and financial support, including sufficient time and the like. The arrangement of adequate and properly arranged working space, necessary clerical staff, and travel funds need attention. All these need to be available for those who are

engaged in the activity of curriculum materials development (Krug, et al., 1956:118).

Furthermore, those doing curriculum work need to have samples of current instructional materials available. Curriculum workers should have access to the best professional books in the fields of which they are working. These provide general background, suggest new approaches, list up-to-date materials, stimulate creative thinking and give the points of view of recognized leaders in the various fields (Bishop, 1985:247-248).

Similarly, Derebsa (2004) noted that, some predetermination must be made before initiating curriculum development. There must be tangible resources; the required personnel and sufficient time should be available to allow reasonable expectation of success.

Regarding the provision of inputs (tables, chairs, shelves, stationery materials, reference books, textbooks and teachers' guide, computer, laptops, internet, scanner, photo camera, flash and personnel) observation checklist was made at office of curriculum and evaluation work process of Oromia Education Bureau. The observation made show the following result.

Table 2: Summary of Observation Check list about Availability/ Provision of inputs for the purpose of Curriculum Development

| Inputs | Inputs are available for the purpose of curriculum development | | Comments on sufficiency and availability of inputs |
|----------------------|--|----|---|
| | Yes | No | |
| Tables | ✓ | | |
| Chairs | ✓ | | |
| Shelves | | ✓ | |
| Stationery materials | ✓ | | |
| Library | ✓ | | There is lack of reference materials in the library necessary for the purpose of curriculum development |
| Text books | ✓ | | |
| Teachers' Guide | ✓ | | |
| Computer | ✓ | | |
| Internet | ✓ | | Its service began from 13/04/10 on wards. |
| Laptop | | ✓ | |
| Flash | | ✓ | |
| Scanner | ✓ | | |
| Photo camera | | ✓ | |
| Personnel | ✓ | | Only one curriculum expert for each subject area. |
| Working space | ✓ | | In one office there are three sub processes working together/coordinated by one process owner/. |

The above table, shows the result of the observation checklist about availability or provision of inputs for the purpose of curriculum development at Oromia Education Bureau Department of Curriculum and Evaluation Work process. It depicts that;

- there are no shelves;
- the library and department of curriculum development are not in the same place i.e., they are at two different places (the library at around Saris and the department of curriculum development at Sarbet).
- in the library there is shortage of reference materials necessary for the development of curriculum materials, specially no reference materials on curriculum development, and experience of curriculum development of different counties.
- for each subject area there is only one curriculum expert which makes, only 12 curriculum experts for 12 subjects.
- there are no laptops, flash and photo cameras for curriculum experts
- The curriculum experts got the service of internet beginning from 12/04/10 which is too late.

Concerning the number of curriculum experts required/needed/ for each subject area, the informants were interviewed to forward their ideas. Among the informants, I₃ and I₄ explained that,

Assigning only one curriculum expert for each subject area is not enough. For instance, if we want to conduct research on the subject area or if we want to evaluate and modify the curriculum material already prepared the involvement of more than one curriculum expert for each subject area is very important (18/03/10).

On the other hand, regarding the confortability of the working space for the curriculum development, informants forwarded their ideas. Among these, informant I₃ explained that,

When we were around Shiromedia in the building of ICDR, approximately from 1984 to 1990/91 E.C, there was a problem to work there. Next, we were transferred to around Saris where most of the offices were container and not comfortable for the curriculum work. Relatively, our current work place at Sarbet is good, but the three sub processes i.e., the curriculum development subprocess, the Evaluation and certificate delivery subprocess and the ICT group were made to be in one office. Here the voice of

one sub process disturbs the work of the other sub process because there is no partition which separates one sub process from the other (23/04/10).

From the above discussion it is possible to understand that, shelves, which are very important to keep the necessary documents properly and safely, for each curriculum expert, are not adequately provided. Laptops, flashes and photo cameras which are also very important for the curriculum work, are not provided for curriculum experts. In addition to this, which is very important for the effective curriculum development, is getting the service of library and internet. Since, it is time of high scientific and technological discoveries, the number of new discoveries and inventions each year are numerous. But, the curriculum experts of Oromia Education Bureau are not getting service of library through which these new discoveries and inventions are transmitted. In the library, which is too far from the department of curriculum development, there are no reference materials, especially references on process of curriculum development. Regarding getting the service of internet, they are too late to get the service. The confortability of the working space is not sufficient. Making the three sub-processes as with no partition that separates one sub process from the other, noise of one sub process disturbs the work process of the other sub process, though it has limited advantage.

4.7 Major Problems of the Development of Curriculum Materials for Primary Education in Oromia Regional State

As it was mentioned in the previous section, according to Urevbu (1991) one of the source of problem of curriculum is the deviation of the goals of education from the actual needs and problems of the learner and the society which results in an irrelevance curriculum.

Another source of problems of curriculum, according to Aeth (1978) and Lewy (1977), is an importation of foreign educational experience with out attempting to adapt it to the actual conditions of the developing countries.

Furthermore, other curricular problem that could be mentioned is centralized curriculum (Bowman and Anderson, 1982). According to the authorities, in a centralized education system, curriculum is designed on the basis of nationally formulated goals. Such a curriculum does not take in to account the local ecosystem, cultural and religious values, occupational opportunities, and learning experience of students.

Regarding the major problems encountered throughout the process of primary education curriculum materials development in Oromia Regional State, informant, I₁ explained that,

People give less attention to the curriculum work. From this point of view, they say that "every teacher can prepare a curriculum material". Inability to discuss with the society about the curriculum, absence of short term training for curriculum experts, shortage of curriculum experts on some subject areas such as music are some major problems of the development of curriculum materials for primary education in Oromia Regional State since 1995(18/03/10).

Another informant, I₄ also explained it as follows:

In our library we couldn't find relevant reference materials that help us in developing the curriculum materials. It is difficult to get reference materials about the experience of different counties in developing the curriculum. In addition to this, up to 13/04/10 there was no access to get the service of internet. We are too late to get internet service. Sometimes there was a case in which MOE do not invite us to participate on preparation of the syllabus. Making the three sub processes (the curriculum development sub process, the assessment and certificate delivery sub process and ICT sub process) to work in one office creates disturbance on the work process among the three sub process (23/03/10).

Sharing similar ideas, informant, I₃, also explained that,

The place of work for developing curriculum materials was not suitable. Relatively now it is better except the three sub processes are made to work in one office where the voice of one sub process disturbs the work of the other sub processes. We have no relevant reference materials in the library that could help us in developing the curriculum materials. We are also too late to get the internet service. The probability of joining higher education (especially MA

programme) was narrow. Assigning only one curriculum expert for one subject area is not enough. The reason is two or more curriculum experts on one subject area do better than one curriculum expert. Finally, there is shortage of budget for experience sharing with the curriculum experts of other regions (23/03/10).

In general, from the above discussion and observation made, it is possible to understand that though the present atmosphere for developing curriculum materials of Primary Education in Oromia Regional State seems better than that of certain years back, still there are some major problems encountered in the whole task of curriculum materials development. The informants' view and observation made on the major problems of development of curriculum materials in Oromia Regional State are listed as follows:

- there is no short term training for curriculum experts;
- lack of related reference materials in the library that could help curriculum experts in developing curriculum materials;
- absence of partition in evaluation and curriculum work process office that separates one sub process from the other in order to minimize the disturbance of noises among the three sub process in one office;
- lack of professionals on the areas;
- lack of budget to share experiences of different curriculum experts of different regions;
- too late to get the service of internet;
- probability of up grading curriculum experts through education was less (probability of getting scholarship for graduate program is rare); and
- inadequacy of material support like shelves, flash, laptop and photo camera for curriculum experts.

CHAPTER FIVE

5. Summary, Conclusions and Recommendation

5.1 Summary

Education, as a very important factor to human development, is a process by which man transmits his experiences, new findings and values accumulated over the years, in his struggle for survival and development, through generations. It also enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (TGE, 1994).

These roles of education can be materialized when the curriculum is designed reflecting the needs of the social forces existing in society. Because of this fact, some prominent educators (Tyler, 1949; Taba, 1962) stressed that curriculum issues are central to education and the curriculum is taken to be at the heart of the educational enterprise. Similarly, Shiundu and Omulando (1992) noted that, the study of curriculum is a major aspect of the study of education as a discipline.

Hence, the Education and Training Policy of Ethiopia formulated in 1994 emphasized that the education and training programs need to be as relevant as possible to the needs of the society and maintain a certain level of standards. The curriculum in use, also, has to have a direct bearing on the existing socio-economic policies and directions so that students who come out of the system are active actors and beneficiaries of the system (Dereje, 1998).

In addition to this, the Ethiopian Government has devised a decentralization education management, which enables regional states to pursue educational development goals based on their own objective conditions, on identified objectives and needs (MOE, 2002). Furthermore, the responsibility to develop, implement and evaluate primary education curriculum is given to regional education bureaus (ETP, 1994).

Therefore, the main purpose of this study was to investigate about the practice of curriculum development for primary education in Oromia Regional Education Bureau since 1995.

More specifically, this study have the following objectives:

1. To explore the model used for the development of primary school curriculum.
2. To investigate and describe the stage of curriculum development process considered while the curriculum developers of Oromia Education Bureau develop curriculum for primary education.
3. To assess the availability and adequacy of inputs (personnel, time, materials, and financial support).
4. To identify who are the stakeholders involved in the development of curriculum for the primary schools.
5. To check whether or not what is in practice goes with the basic theoretical constricts of the identified model.
6. To examine the awareness of curriculum developers about the identified model.
7. To investigate the major problems encountered in the process of developing primary school curriculum in the study area.

In an attempt to achieve objectives of this study, the following basic research questions were set:

1. What type of model is used to develop curriculum materials for the primary school?
2. What are the stages considered during the development of curriculum for primary education?

3. Are the inputs (personnel, time, materials and financial support) availability and adequacy to the curriculum development for primary school curriculum?
4. Who are the stakeholders that are involved in the development of curriculum for the primary school curriculum?
5. Does the practice of curriculum development process since 1995 go with the basic theoretical constructs of the identified model?
6. Are the curriculum developers well aware of the identified curriculum development model?
7. What are the major problems encountered in the process of developing the primary education curriculum in the region?

The researcher employed qualitative research method in general and case study research methods in particular to find out answers for these basic questions. To effect this, four curriculum experts and one curriculum coordinator from Oromia Education Bureau and one Curriculum Materials Development and Distribution Process Coordinator from Federal Ministry of Education were selected purposively.

Interview, document analysis and observation checklist were used to collect data about the case understudy. The collected data were examined and discussed in words. Based on the research method employed, as in the following major findings have been documented in response to the basic research questions raised in the study.

The study revealed that:

- In Oromia Education Bureau, department of curriculum development there are 12 curriculum experts and one curriculum coordinator. Of these, only two of them have specialized in curriculum and instruction. The rest curriculum experts (11 of them) have BA/ BSC in different subject areas.

- The stage of curriculum development process for primary education in oromia region include that:
 - First the need assessment was analyzed by MOE;
 - Next, the objectives were formulated by MOE;
 - Based on the formulated Objectives, the syllabus was prepared by MOE,
 - Taking the syllabus prepared by MOE as a framework, the Oromia Regional Education Bureau Prepared its own syllabus for primary education based on the objective condition of the region,
 - From the syllabus prepared by the Federal Ministry of Education, the Oromia Education Bureau prepared textbooks, teachers' guide and manuals.
 - Before the actual implementation of the prepared curriculum, the textbooks and teacher's guide were tested in some selected schools.
 - Based on the feedback obtained from the try out, the curriculum materials were modified and finally made ready for implementation.
- The study also disclosed that in developing the curriculum for primary education in Oromia Regional Sate, it is prepared based on “student-centered approach” or “activity oriented” or “problem solving approach”.
- The document about the process of development and distribution of curriculum materials and interview with informants revealed that, the stakeholders involved in the process of developing the curriculum for Primary Education in Oromia Regional State were:
 - students,
 - the community (representatives) ,
 - the Regional Health Bureau, Regional Agriculture Bureau and different sectors of the regional government,

- different organizations like UNICEF, UNESCO, USAID and ETHIO-ITALIAN COOPERATION.
- Commission for Pastoralists of Oromia Region.
- Regarding provision of inputs for the purpose of curriculum development, observation and interview with informants showed that,
 - there are no shelves for keeping the hard copy documents safely;
 - laptops, flashes and photo cameras are not provided for curriculum experts;
 - for each subject area only one curriculum expert is assigned;
 - three sub processes i.e., curriculum development sub process, evaluation and certificate delivery sub process and ICT sub process use one office commonly;
 - there is lack of reference materials in the library which are necessary for the purpose of curriculum development. The location of library is too far from the present location of Oromia Education Bureau. The person who is assigned as a librarian is not trained in library science and unable to collect resource.
 - Curriculum experts had no access to the service of internet in the department of curriculum development up to 13/04/10

5.2 Conclusions

Based on the above major findings of the study, the following conclusions are made.

- Most of curriculum experts in Oromia Education Bureau who played major role in the curriculum work are not specialized for curriculum development. Except the experience acquired through the involvement in

the task of curriculum development they have, no formally learned knowledge in the area of curriculum development.

- The stages of curriculum development for primary education in Oromia Regional State seem that it passed through the stages of curriculum development to be passed.
- Even though the curriculum developed for primary education in Oromia Regional State was “student centered approach” or “activity-oriented” or “problem solving approach”, there was no clearly indicated and stated type of model used for curriculum development. The curriculum experts, except those who have specialized in curriculum and instruction, are not well aware of the concept of model of curriculum development. Perhaps, this emanated from the following condition:
 - most of the curriculum experts were not given a chance of specializing in the area of curriculum development process;
 - absence of short term training for curriculum experts;
 - absence of related reference materials in the library, and
 - curriculum experts were too late to get the service of internet in the department of curriculum development.
- An encouraging attempt has been made to involve the concerned stakeholders who should be involved in the process of curriculum development for primary education in Oromia Regional State.
- The study also indicated that there is inadequate provision of materials and facilities like shelves, laptops, flashes and photo cameras which are necessary for the purpose of curriculum development. Moreover, the work of one sub process was affected by the noise of another sub process due to the sub process are using one office commonly.

- The curriculum experts of oromia Education Bureau were too late to get the service of internet in the department. Because of lack of reference materials in the library, curriculum experts are not exposed to get information about he practices of different counties in developing the curriculum.

5.3 Recommendation

Based on the findings obtained and the conclusions reached, the researcher recommends the following.

- To develop effective curriculum, most of curriculum experts in Oromia Education Bureau need to get specialized training in the areas of curriculum development process. Moreover, due attention should be given during budget allocation by Oromia Education Bureau for short term training of curriculum experts and sharing of experiences with curriculum experts of other regions.
- Curriculum work needs special attention, so that the Oromia Regional Education Bureau should facilitate the task of curriculum work in the department of curriculum development with necessary materials such as shelves, laptops, flashes and photo cameras.
- Oromia Education Bureau should give due attention to transfer the library from Saris to the present location (Sarbet) of Oromia Education Bureau. The library needs attention to be equipped with necessary reference materials, especially which are necessary for the purpose of curriculum development.
- Even though the curriculum for primary education in Oromia Regional Sate was developed based on the fact that “Student centered approach” or “Activity Oriented” or “Problem solving Approach”, the type of model for curriculum development needs to be clearly stated; and the curriculum

developers need to be aware of it. So that, it enables them in discharging the curriculum development activities competently and effectively.

- Making sub processes use offices of their own by making partition that prevents the noise of one sub process from the other sub process. By doing this, it is possible to minimize the disturbance created because of the noise of one sub process affecting the work process of other sub process.

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Addis Ababa University
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Department of Curriculum and Teachers Professional
Development Studies

Interview items to be Conducted with a coordinator of Curriculum Development and Curriculum-experts for primary Education in Oromia Education Bureau.

Introduction

The purpose of this interview is to get pertinent information about the practice of curriculum materials development for primary education in Oromia Regional State Since 1995.

Part I: Personal Information

1. Age _____
2. Experience and field of specialization _____
3. Experience in the field of education in years _____

Part II: Interview guide questions for curriculum coordinator and curriculum experts in Oromia Education Bureau.

1. How was all the process of the primary school education curriculum materials development going on since 1995? Where was it stated? What was done? Who did that?

Was there a curriculum development model provided for primary school education curriculum development?

What type of model was it?

Were the curriculum experts well aware of the identified curriculum development model? (only for curriculum coordinator)

2. What issues were considered in the identified model during the curriculum development process for primary education?
3. What were the stages of curriculum development process considered during the development of curriculum for primary education?
4. How do you evaluate the personnel involved in the development of the primary education curriculum materials in terms of experience competency and qualification? (only for curriculum coordinator)
5. Who were the stakeholders involved in the development of curriculum for primary education?
6. Do you think that the inputs: such as working space, personnel, time, materials, and financial support, were provided sufficiently? If your answer is “not sufficiently provided” why?
7. What, in your opinion, were the major problems of the development of the curriculum materials for primary education in Oromia regional state since 1995?
8. Do you have any comments or suggestions that we did not mention so far?

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Interview items to be conducted with a Coordinator of a Curriculum Materials Development and Distribution sub-process in the Federal Ministry of Education.

1. What were the bases for revising primary education curriculum in 1995?
2. Do you think that the curriculum materials development and distribution sub process provided curriculum development model that can guide the task of developing curriculum materials of primary education? What type of model was it?
3. Have you been working with Oromia Regional Education Bureau, concerning development of primary education curriculum materials? How?
4. Do you have any comments or suggestions that we did not mention so far?

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Observation Checklist

The purpose of this checklist is to gather relevant information on the availability/provision and adequacy of inputs for the purpose of curriculum development. Hence, observation is made at offices of curriculum development departments in Oromia Education Bureau.

| Inputs | Inputs are available/provided for the purpose of curriculum development | | Comments on sufficiency of materials |
|----------------------|---|----|--------------------------------------|
| | Yes | No | |
| Tables | | | |
| Chairs | | | |
| Shelves | | | |
| Stationery Materials | | | |
| Library | | | |
| Textbooks | | | |
| Teachers' Guide | | | |
| Computer | | | |
| Internet | | | |
| Laptop | | | |
| Flash | | | |
| Scanner | | | |
| Photo camera | | | |
| Personnel | | | |
| Working space | | | |

Declaration

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the study have been dully acknowledged.

Name Shiferaw Geneti

Signature 

Date 15 Jun 2010

This thesis has been submitted for examination with my approval as univeirsy advisor.

Name Lemma Setegn

Signature 

Date 15/06/2010