

Addis Ababa University
College of Education and Behavioral Studies

Curriculum Planning Process for the Primary Level
Education in Post-1991 Ethiopia: The Case of Southern
Nations Nationalities and Peoples Regional State

By
Lemma Setegn

Department of Curriculum and Teachers Professional
Development Studies

Advisor: Professor Deribssa Duffera (PhD)

June 2015
Addis Ababa

Addis Ababa University
College of Education and Behavioral Studies

Curriculum Planning Process for the Primary Level
Education in Post-1991 Ethiopia: The Case of the
Southern Nations Nationalities and Peoples Regional
State

Lemma Setegn

A Dissertation Submitted to
the Department of Curriculum and Teachers Professional
Development Studies
Presented in Fulfillment of the Requirements for the
Degree of Doctor of Philosophy (Curriculum Design and
Development)

Addis Ababa University
Addis Ababa, Ethiopia
June 2015

Addis Ababa University
School of Graduate Studies

This is to certify that the Dissertation prepared by Lemma Setegn, entitled:
*Curriculum Planning Process for the Primary Level Education in Post-1991
Ethiopia: The Case of Southern Nations, Nationalities, and Peoples' Regional
State and* submitted in fulfillment of the requirements for the Degree of Doctor of
Philosophy (Curriculum Design and Development) complies with the regulations
of the University and meets the accepted standards with respect to originality and
quality

Signed by the Examining Committee:

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Chair of Department or Graduate Program Coordinator

Acknowledgements

I greatly acknowledge my dissertation advisor Professor Deribssa Duffera for his unreserved professional guidance and support to make this dissertation to appear in its present form.

My appreciation goes to all those ICDR heads, Academic Subjects' Curriculum Planning Team Coordinator and the panel members, the CDICPD Director and experts who have been working at the MOE and willing to take their time and provide me the necessary information and documents for the study. I also express my gratitude to those Curriculum and Educational Materials Supply Core Performers and Subject Performers in SNNPRS Regional Education Bureau, the sample Zones and Special Woredas' Education Departments, who willingly participated in the pilot test and main data collection. I also thank those textbook writers, content and language editors, members of the Regional State's Culture and Tourism Bureau who collaborated in providing the necessary resources prepared on the ethnic groups of the region in soft copies and those teachers and officials who supported me to get the necessary data required on the issue .

My whole hearted appreciation goes to my wife, Wizero Etabezahu Adinew Bekele who has been with me at all times encouraging and supporting me in the whole of the study period. I have to give high credit to the support rendered to me by my son Amanuel Lemma who was with me as an assistant data collector while I was collecting the data in the SNNPRS and processing that then after.

I have to acknowledge my colleagues in the Department of CTPDS for their willingness to read the instruments and the constructive comments given on the instruments and the draft of the dissertation. I also acknowledge COEBS of Addis Ababa University for the financial, material and moral support it rendered for the study and the scholarship it offered me. Last but not least, I acknowledge my mother Likyelesh Yemenzwork Awoke and my Aunt Kassech Tachibelie Wolde Giorgis who brought me up with a work discipline, hope and staying on one's study for a long time, which contributed its share to this lengthy dissertation writing

Table of Contents

	page
Acknowledgements.....	i
List of Figures.....	viii
List of Tables.....	ix
Acronyms and Abbreviations.....	xi
Abstract.....	xiii
Chapter One: The Problem and Its Approach.....	1
1.1 Background of the Study.....	1
1.2 Statement of the problem.....	19
1.3 Objectives of the research.....	23
1.4 Research Questions.....	25
1.5 Significance of the study.....	26
1.6 Delimitation of the Research.....	27
1.7 Limitations of the Research.....	28
1.8 Operational Definitions of key Terms.....	29
1.9 Organization of the study.....	32
Chapter Two: Review of Related Literature.....	33
2.1 Introduction.....	33
2.2 Theoretical and Conceptual Framework.....	34
2.3 Introductory Remark on Education, the Primary Level Education Curriculum and the Curriculum Planning Practice.....	38
2.4. Curriculum: Definitions, Characteristics, Models, and Curriculum Framework.....	42
2.5. The Curriculum Development Process and the Ethiopian Practice.....	45

2.6. The Need for Planning the Curriculum.....	56
2.7.The Objectives Model and Curriculum Planning Process.....	56
2.7.1.Making Needs Assessment/Diagnosis of Needs: the Concept, Areas, Sources and Instruments.....	58
2.7.2. Formulation of Educational Objectives.....	60
2.7.3.The Selection of Contents and Learning Experiences.....	61
2.7.4.The Organization of the Contents and Learning Experiences/the Curriculum.....	64
2.7.5.The Determination of Curriculum Evaluation Mechanisms.....	66
2.8.Curriculum Development under Centralized Education Systems.....	68
2.9. Curriculum Planning Process in Decentralized Systems and the Opportunities.....	70
2.10. Experiences of from Africa.....	76
2.11. The Ethiopian Primary School Curriculum Planning Process in Retrospect.....	78
2.11.1. The Prewar /French-Oriented Education and Curriculum Objectives, Content and Curriculum Planning Process.....	79
2.11.2. The Italian-Oriented Education and the Curriculum (1936-1941).....	80
2.11.3. The British-Oriented Period: Objectives, the Curriculum and Planning Process (1942-1950's).....	81
2.11.4. The American-Oriented Curriculum: Objectives, Contents and planning (1950's- 1974).....	83
2.11.4.1. The Establishment of National Committee and the National Commission for Education.....	86
2.11.4.2 The Commission's Report and the Curriculum planning as an issue.....	87
2.11.5. The Socialist-Oriented Curriculum and the Planning Process (1974-1991).....	91

2.11.5.1. The Transitional Curriculum.....	92
2.11.5.2. The School Experimental Program (General Polytechnic Education): the Objectives, Contents, Structure and Outcomes.....	94
2. 11.6. Evaluations of the Ethiopian School Programs and the Results on the Curriculum Planning.....	96
2.11.6.1.The Evaluative work of the Long Term planning Committee.....	96
2.11.6.2. The Education Sector Review (ESR)	97
2.11.6.3. The Evaluative Research on the General Education System of Ethiopia (ERGESE)	98
2.11.6.4. Evaluative Study on the General Polytechnic Education System and the Planning Process.....	99
2.12. Education in Post-1991 Ethiopia: The Education and Training Policy and the Primary Schools' Curriculum Planning Provisions.....	100
2.13. Formative Evaluation of the New Primary School (1-8) Curricular Materials.....	104
2.14. The Decentralization of the Education Service Delivery Process in Ethiopia.....	105
Chapter Three: Research Design and Methodology.....	105
3.1. The Research Setting	107
3.2. Research Design.....	107
3.3. Research Method.....	111
3.4. Sources of Data.....	112
3.5. Samples and Sampling Procedures.....	114
3.6. Instruments and Procedures of Development.....	115
3.6.1. Interview.....	119

3.6.2. Questionnaire.....	121
3.6.3. Document Analysis.....	124
3.7. Pilot Test on the Questionnaire.....	126
3.8. Data Collection Procedures.....	127
3.9. Methods of Data Analysis.....	129
3.10. Ethical Issues and Considerations.....	133
Chapter Four: Presentation, Analysis and Interpretation of Data.....	134
Part one: Presentation and Analysis of Questionnaire, Interview and Documents	
4.1. Introduction.....	134
4.2 Characteristics of the Respondents.....	135
Part one: The Qualitative and Quantitative Data Presentation and Analysis.....	143
4.3. The Knowledge about the Education and Training Policy Provisions’ on Curriculum Planning, Training, Skills and Beliefs of the Curriculum on Performers ‘and Cluster Supervisors’ of the SNNPRS.....	143
4.4. Respondents’ Views on the Curriculum Planning Practice, Use of Needs Assessment, Recognition of Purpose and the Planning of Local Curriculum for Primary Schools from the Perspectives of the Learners and Stakeholders.....	144
4.5. Localization of the Primary School Curriculum and the Society as Service Provider.....	160
4.6. The Determination of the Contents and Learning Experiences and the Level of Flexibility of the Planned Curriculum to Adapt to Local Conditions.....	175
Part two: Content Analysis on Documents	214
4.7. The Content Analysis on Sample Textbooks of the Primary Schools of SNNPRS and Discussion.....	214
4.7.1. Introduction.....	214

4.7.2 The Students' Textbooks of the Earlier Years of 1996/97 (2003/4 and 2005) and Discussion on the Results of the Content Analyses.....	215
4.7.3. The Revised Syllabi and Textbooks' Contents and Learning Experiences: A New Phase of Practice and Discussion on the Results of the Content Analysis.....	229
4.7.3.1. The Syllabi of the Sample Subjects and Grades.....	230
4.7.3.2. The Data on the Newly Prepared Students' Textbooks.....	231
4.8. The Work Relationship between the Federal Ministry of Education and the SNNPR Education Bureau in the Curriculum Planning Process for the Primary schools: Assumptions, Practices and Results.....	246
4.9. Achievements, Problems and Challenges in the Curriculum Planning Process.....	262
4.9.1. Achievements of the Curriculum Planning Process.....	263
4.9.2. The Problems Faced in the Planning Process.....	270
4.9.3. Challenges Encountered in the Planning Process.....	271
Chapter 5. Summary, Conclusions and Recommendations.....	273
5.1. Summary	273
5.2. Conclusions.....	288
5.3. Recommendations.....	291
5.3.1. The SNNPRS Education Bureau Level.....	292
5.3.2. The Federal Ministry of Education Level.....	295
References.....	298

Appendices

- A. Questionnaire Set for Pilot Test
- B. Questionnaire Set to be Filled by SNNPRS Curriculum and Educational Materials
Supply Core Process Performers, Subject Performers, Cluster Supervisors,
Textbook Writers, Content and Language Editors
- C. Content Analysis Data Collection Format
- D. Content Analysis Data Summary Sheet
- E. Cronbach Alpha Coefficient Reliability Index for the Pilot Test
- F. Interview Items for Set ICDR Heads
- G. Interview Items Set for ICDR Academic Subjects Planning Team Coordinator
- H. Interview Items Set for ICDR Panel Members
- I. Interview Items Set for CDICPD Director
- J. Interview Items Set for CDICPD Experts
- K. Interview Items Set for SNNPRS' CEMSCP Performer
- L. Interview Items Set for SNNPRS' CEMSCP Subject Performers
- M. Interview Items Set for SNNPRS' Textbooks Writers
- N. Interview Items Set for SNNPRS' CEMSCP Zonal and Special Woreda
Performers
- O. Sample Format used to Collate Interview Results
- P. Primary School Education Goals, Subjects and Students' Profiles for the First
Cycle (Grades 1-4)
- Q. Primary School Education Goals, Subjects and Students' Profiles for the Second

Cycle (Grades 5-8)

- R. Detailed Division of Tasks between the Federal Ministry of Education and the Regional State's Education Bureau , Zone and Woreda Education Departments
- S. Sample Minimum Learning Competencies(MLCs) set for Environmental Science(Grades1-4)
- T. Sample Minimum Learning Competencies(MLCs) set for Integrated Science (Grades 5-6)
- U. Interview Items set for Content Editors

List of Figures

	page
Figure1: The Roles of the Federal and Lower Level Education Structures on Curriculum Related Tasks.....	16
Figure 2: Conceptual Framework	36
Figure 3: Syllabus Planning Format.....	51
Figure4: Learning Outcomes that cannot be Measured by Paper –Pencil Tests ...	67
Figure 5: Subjects and Periods for General (Grades 1-8) Polytechnic Schools.....	95
Figure 6: Political Map of SNNPRS.....	108

List of Tables

	Page
Table 1: Target Population and samples Selected from the Population	117
Table 2 .Respondents' Distribution by Sex, Age, Qualification and Specialization of The Planners.....	138
Table 3. Distribution of Respondents by Subject Taught, Level of School Taught and Working Place.....	140
Table 4 Distribution of Respondents by Current Position, Years of Service in Current Position, and Total Service in Years.....	141
Table 5: Distribution of Respondents by Mother Tongue and Part of Involvement in the Curriculum Planning.....	142
Table 6 Regional Level Curriculum Planner's Theoretical Knowledge and Practical Skills Acquired on Curriculum and on the Education and Training Policy	152
Table 7: Respondents' Views on the Benefits of Planning Local Curriculum for the Learners and the society.....	170
Table 8: Respondents' Response on Localizing Primary School Curriculum as a Process and Practice.....	178

Table 9: Respondents' Reaction on Localizing Primary School Curriculum as a Practice	180
Table 10: Responses on the Nature of the Syllabi Contents of the Primary Schools	187
Table 11: Responses on the Textbooks' Preparation and Adaptations of Learning Experiences to Local Condition and the Learner.....	195
Table 12: Responses on the Learning Experiences (Activities) of the Textbooks.....	203

List of Acronyms and Abbreviations

BESO	Basic Education System Overhaul
CD	Community Development
CDICPD	Curriculum Development and Implementation Core Process Directorate
CTEMSCP	Curriculum and Training Educational Materials Supply Core Process
CTEMSCPP	Curriculum and Training Educational Materials Supply Core Process Performer
CTEMSSP	Curriculum and Training Educational Materials Supply Subject Performer
ERGESE	Evaluative Research on General Education System of Ethiopia
ESDP	Education Sector Development Program
ESLCE	Ethiopian School Leaving Certificate Examination
ESR	Education Sector Review
ETP	Education and Training Policy
FAO	Food and Agriculture Organization
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Package
ICDR	Institute for Curriculum Development and Research
IMF	International Monetary Fund
LC	Local Curriculum
MDGs	Millennium Development Goals
MMR	Mixed Methods Research

PDRE	Peoples Democratic Republic of Ethiopia
PLSC	Planning Localized School Curriculum
PMAC	Provisional Military Administrative Council
PSC	Primary School Curriculum
QUAL	Qualitative
QUAN	Quantitative
REB	Regional Education Bureau
SNNPRS	Southern Nations, Nationalities and Peoples Regional State
SWED	Special Woreda Education Department
TGE	Transitional Government of Ethiopia
TTCs	Teacher Training Colleges
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund
USAID	United States Aid for International Development
WB	World Bank
WED	Woreda Education Department
WOGAGODA	Wolaita, Gamo Goffa and Dawro
ZED	Zonal Education Department

Abstract

Curriculum Planning Process for Primary Level Education in Post-1991 Ethiopia: The Case of Southern Nations Nationalities and Peoples Regional State

Lemma Setegn, Addis Ababa University, 2015

Diversifying primary school experiences has been considered as a solution to accommodate differences through school curriculum and the government of Ethiopia set an Education and Training Policy (ETP) that provides provisions on localizing primary school curriculum to make the education relevant and responsive to the learner and the society. To materialize the policy, the roles of the Ministry of Education (MoE) and the Regional Education Bureau (REB) with regard to curriculum planning process for the primary school were described. Researches on access, equity, quality, efficiency and relevance, which necessitated the launching of the declaration of the Education and Training Policy, were made. However, there have been scarcities of research reports on curriculum planning process for primary schools in post-1991 Ethiopia, especially on Southern Nations, Nationalities and Peoples' Regional State (SNNPRS). Thus, a descriptive case study and content analysis were conducted with a purpose to examining and getting clear understanding on the implementation of the policy provisions by assessing to what extent the curriculum planners have been acquainted with the theoretical knowledge, the rationales of curriculum planning and localization of the primary schools' curriculum and possess required technical skills. It also examined how open and flexible the syllabi were to incorporate local experiences and to accommodate local differences, the work relationship between the Federal and the SNNPR Education Bureau; the achievements, problems and challenges of the localization of the primary school curriculum. To this end, a mixed methods research design has been employed and samples of curriculum planners were selected from former Institute for Curriculum Development and Research (ICDR) and the current Curriculum Development and Implementation Core Process Directorate (CDICPD) from the Ministry of Education using snowball and availability sampling techniques respectively. At the regional level, the Region's Education Bureau, six Zones and a Special Woreda Education Departments' Curriculum and Educational Materials Supply Core Performers, Subject Performers, textbook writers and editors were selected using stratified, availability and snowball sampling techniques. A total of 54 samples were made to fill in a questionnaire. In addition, thirteen students' textbooks were selected using stratified sampling technique for content analysis. Semi-structured interview items were used to collect data from the two heads, two panel members and a coordinator; a director, two experts of the ICDR and the CDICPD at the federal level. One core performer, nine subject performers, eight textbook writers, and three content and language editors were interviewed at the SNNPRS. The data collected through the interview, questionnaire and content analysis were analyzed using both qualitative and quantitative (mixed methods) approaches. The qualitative data analysis has been done using narration while the quantitative data were analyzed using frequency count, percentage and mean values to determine the position of level of agreement of the respondents. The analysis of the data showed that the primary

school curricula of the regional state were drafted by the MoE the validations were made by representatives of the region when they were invited in both the Transition period and after the founding of the FDRE. The objectives model has been used to plan, but with no needs assessment data. However, the Transition Period Charter, the FDRE Constitution, agreements the country had signed and ratified, the students' profile of the level and the Education Sector Review(1970s) and the Evaluative Research on General Education System of Ethiopia(1980s) were consulted. The region's representatives were informed that the syllabi were open and flexible to be adapted to local conditions at the time of validation workshops. Minor adjustments in sequence of contents were made at the preparation of textbooks on those subjects that were left to the region. The adaptations or localizing the contents to local conditions were made using the practical activities, group projects, exercises and questions in both earlier and latter phases of textbook preparations. The region's curriculum sections were staffed by subject area graduates who had no training on curriculum design and development. The work relationships between the federal MoE and the regional education bureau have been characterized as supportive, or cooperative, but not hierarchic. The use of mother tongue languages and English as media of instruction, the utilization of local resources (materials and institutions) for the instructional process, the acquisition of skills to write textbooks, develop syllabi and writing textbooks for the mother tongue languages, the increased enrolment and retention of students in schools, employment opportunities in the zones and special Woredas to work in school and offices have been considered as some of the achievements of the curriculum localization/adaptation in the region . However, the absence of trained and experienced human resource at the initial period to localize the syllabi, write and edit textbooks, shortages of reference materials and financial support have been the outstanding problems in the planning process encountered during the beginning years. There have been some kind of resistance on the localization of the primary school curriculum and the use of mother tongue languages as media of instruction by some groups, reluctance of those educated groups to participate in changing the curriculum; the diversity of the people in the region and the difficulty to localize the curriculum documents to each of them have been the major challenges. Thus, the restructuring of the Region's Education Bureau, Zonal and Special Woreda Education Departments with a primary school curriculum section, which is staffed with trained and experienced staff; playing its ascribed roles as per the policy provisions; conducting needs assessment to further localize the curriculum and accommodate differences through the devolution of the curriculum planning power to the zones, special Woredas and schools are recommended to the Regional Education Bureau. Similarly, the Federal MoE needs to strengthen its assistance and setting practicable curriculum planning framework and standards; arranging training and experience sharing programs to build the capacity of the planers both at home and abroad on curriculum development matters; and working to restructure and staff the CDICPD with appropriate experts that work in teams on specific subject lines and levels. It needs to work on creating awareness that localizing the primary school curriculum would not be a threat to national integrity as long as it is done with a purpose of achieving education objectives of the country.

Key Terms: Curriculum planning, local curriculum, curriculum relevance, responsive curriculum, Power Devolution, Content diversification, and Integrating experience

Chapter One: The Problem and Its Approach

This chapter provides information on the background of the study, the statement of the problem, the objectives and questions of the research, the significance, delimitation and limitations of the study, definitions of terms and organization of the study.

1.1. Background of the Study

Formal education is considered as socially purposeful activity and plays personal and social roles if it is consciously planned, organized and implemented being considerate to the concrete political, social, economic and cultural settings. It is one of the inputs in the development efforts of all communities. It is clear that well- established and guided formal education becomes the source of trained human resource (Cohn, 1979; Aggarwal, 1996). The education of a country or a region, or locality plays its positive roles in socio-economic development if the curriculum, which is the central component of the education system, is developed by all the stakeholders and considering those influencing factors and making it to pass through the specific steps.

Curriculum development is a long term and multi-staged activity that involves policy makers, planners, practitioners, textbook writers and school teachers, who participate in planning, implementing and evaluating the curriculum at different levels (Lewy, 1977; McNeil, 1996). Technically, curriculum development as a multi-staged activity, in using the objectives model, passes through the determination of general educational objectives, curriculum planning process, which is the translation of policy statements into curriculum materials; conducting the preliminary try out of the draft syllabi and other curricular materials in selected sample schools of the level and making revision; field trial (the testing activity) with the revised materials; implementation and

quality control (Pratt, 1980; Tanner and Tanner, 1980; Lewy, 1977; Marsh and Willis, 2007; Deribssa, 2004).

In light of the above mentioned model, curriculum development is a dynamic and cyclic process, which never stops once it is made to begin and function in the education system for it demands continuous adjustments to changes in the society and it is this nature that makes it dynamic and gives a chance to make adjustments to changes in society from time to time. Thus, curriculum development process passes through multiple stages and makes the curriculum planning process one of those stages where both curriculum professionals and all other stakeholders need to come closer and exert their effort to address the needs of the society and of the learner. Such a process has been a common practice in using the objectives model (Deribssa, 2004; Abebe, 1991).

The model has been in use since the introduction of modern western education into Ethiopia at the beginning of the 20th century (Edessa, 1994; Woube, 2014). It has been common to read learning objectives of different educational programs, or training sessions and lessons of teachers at a classroom level. At all times, objectives have been set for all educational or training programs and lessons ahead of time and all the subsequent activities are dictated by the objectives set and are required to comply with the preset objectives both in the documents and the actual practices including the assessment of results.

Normally, curriculum planning process as part of the curriculum development activity provides opportunities to involve different social groups and professionals including teachers in the making of the curriculum. It makes conducting needs assessment compulsory as an initial activity in the translation of the general educational

objectives into curricular documents (Taba, 1962). Thus, syllabi development, writing students' textbooks, teachers' guides, manuals and worksheets cannot be properly done without needs assessment reports under normal conditions. Needs assessment is a prerequisite activity that focuses on diagnosing the needs and interests of the society and the learner, about the teacher, the capabilities of the society to support the schools, or programs in terms of supplying the physical, material, human, financial, and other resources to run the school system, or the program, to identify the major economic, social, political and cultural activities, which the curriculum should reflect, address, identify the major problems, challenges, and future aspirations of the society including its trends (Tyler, 1949; Nicholls and Nicholls, 1974).

Collecting data about teachers and the parallel systems part of the school system as a whole is an element of the needs assessment task (Nicholls and Nicholls, 1974). In all these activities, studies about the contemporary society and the learner and the suggestions of subject specialists are considered as the major sources of data to decide on the educational objectives. It is a prerequisite task to formulate objectives, which ultimately serve as reference in the selection of contents and learning experiences and the determination of the assessment mechanisms (Urevbu, 1985; Tyler, 1949; Nicholls and Nicholls, 1974; Orniestin and Hunkins, 2009). Thus, needs assessment demands the consideration of the prevailing political, economic, social, cultural, environmental, religious, linguistic, etc. factors that influence the curriculum planning processes (Marsh and Willis, 2007; Doll, 1974; Urevbu, 1985).

The incorporation of the values that the beneficiaries propose has been a matter of right of each community. The parents of school children have been empowered to

decide on the nature of the education that their children learn in the schools (Universal Declaration of Human Rights, 1948, Article, 26(2) as long as the inclusion of it does not affect others. They do these to socialize the learner with the value systems of that particular society, which they consider are important in the learners' life today and later in his/her life. Therefore, it becomes obvious that making decision on the nature of the curriculum is not only political, but also economic, social, cultural, moral and developmental (Doll, 1974; Kelly, 2009). By the same logic, it has been a matter of right in modern society to take responsibility on the education of the young people and to participate in making decision on the development of the school curriculum of their children directly or indirectly. Hence, the involvement of the community members, especially the parents help schools ensure that the children are getting the right kind of education (Lawton, 1975). Similarly, parents in many countries strongly demand that the school curriculum to be relevant, responsive, timely and meaningful to the learner and the society.

Despite the presence of strong global pressures and high demands of communities for such localized and responsive school curriculum, many governments in the developing countries have been found with a choice of highly centralized school curriculum because of political and economic issues. The political position has been taken because of fear of social distances and small enclaves that would be created among the different groups, which could lead to disintegrations of their countries in the long run while others attach it to the problem of economic capacities to support the schools (Marsh and Willis, 2007). However, research reports on those localized curriculum indicated that the curricula were made relevant to the local needs and the community became active

participants in the implementation activities and they considered themselves as owners of the whole curriculum process. According to Marsh and Willis (2007), those who participated in the curriculum planning process showed commitment to its full implementation. Even they were able to adapt it to their changing needs from time to time. They made use of it as their means to exercise their rights. It was also used to address their crucial needs for the development of their cultural values. It actually made the society and the learner contribute their share to the overall development of the locality and their countries as a whole. The practice made them consider themselves as part of the wider community on equal basis (Marsh and Willis, 2007).

Furthermore, nowadays, more than any time before, it has become essential to make the curriculum fit to the local needs of the society and it gets better acceptance by the community for it makes them do consciously what may be required of them. They make use of the curriculum to develop abilities and essential skills to solve their immediate local problems, realize their future aspirations and be ready to share what they have for others, which might be unique to their specific local areas. This in turn, makes the young people learn to develop the sense of interdependence and mutual support (Rassekh and Vaideanu, 1987).

As has been practiced in the multicultural societies of the West, such as USA and Germany, in addition to the devolution of political power, localizing the curriculum through the decentralization process made the countries to be socially stable; more integrated and relatively to be free of social conflicts, be economically productive, and to be better accommodated than what had been before (Work, 2002). Thus, the provision of educational services to the community, especially to the young children at the primary

school levels has become the mandate of local governments and the specific communities of each area in most politically and administratively decentralized systems (Tegegne and Kassahun, 2007)

Many developed and few developing countries have solved the problem of providing socially relevant and responsive education by devolving the education service in general and making the curriculum responsive to local community's demands in particular. Experiences of India, U.S.A, Germany, Australia, and South Africa showed success in localizing the primary school curriculum and providing opportunities for the multicultural social groups to decide on their choices and manage the practices within the Federal frameworks agreed upon in each country. Their primary school curricula have been made to incorporate local experiences that have been relevant for their life (Work, 2002; Manning and Baruth, 1996). The experiences of the above cited countries have shown that the decentralizations of the services have been accomplished on the basis of certain guidelines set at the center as curriculum frameworks and agreed upon by the parties. Such curriculum frameworks helped the localities in each country to do the curriculum planning process within the central curriculum framework. They have developed curricula templates that guide the local bodies to use them as they are if they wish or to make further adaptations to the curriculum frameworks.

Along with localization of the primary school curriculum, there have been strong pressures from certain social groups to make the school curriculum focus on diverse global values and creating a common home of humanity with the expansion and development of global culture and citizenship in the world. The diversifications of school curriculum and activities have become the order of the day. Of the two common

proposed ideas, the trend for the diversification has been more successful in the multiethnic, multicultural and multi-linguistic societies. Because diversification has served as a means of satisfying the interests of each social group and it has proved to be a functional solution to a number of questions of this time (Banks and Banks, 2001). As a result, curriculum planning process for primary schools has been made to focus on local cultures and grass root level practices so as to help the learner understand it easily.

Recent global conventions and practices showed that primary school curriculum planning processes at local levels have been getting grounds in many developing countries because of the pressures from within and outside of the countries. Usually, the strong pressures have been coming from within the countries themselves as a means to accommodate diverse interests of the different groups. Similarly, it has been one of the major agenda for many political forces that have been exercising political power as ruling parties, or many educators and other groups aspiring political power being as opposition political forces (Banks and Banks, 2001; Manning and Baruth, 1996). The support and pressures from major international organizations and financial institutions such as the World Bank (WB), International Monetary Fund (IMF), the United Nations (UN) specialized agencies such as UNESCO, UNICEF, etc. demand the decentralization of the education service delivery and the localization of the curriculum planning process to make it relevant. These institutions have been supporting the decentralization and democratization of the education management and making the curriculum to be responsive, practical and relevant to the local needs and the learner (Tegegne and Kassahun, 2007).

Decentralization of power and making the various curricular activities participatory, transparency and accountability to the people at various levels have become indicators of good governance and signs of modernity, liberalization and the observation of the human rights of a country. As a result of this, many developing countries are, therefore, trying to localize the curriculum and make the service delivery to the lower levels of their administrative structures. Decentralization of power and democratization of the service delivery along with empowering local people and social groups in making decision on their own affairs have been the common agenda for many national and international conferences. Education Policy making process made it mandatory to identify the needs of the beneficiaries and developing a mechanism to use and work on the growth and development of the local culture (material and spiritual). The cultures of the people have become the major sources of school curriculum contents, methods and activities. In addition to this, the conscious incorporation of the global values such as learning the art of democracy, developing sense of responsibility, passion for social justice, working towards peace and security, respect for vocations, recognition of individual differences, developing scientific attitudes as opposed to conservatism (Rassekh and Vaideanu, 1987) have got strong support on a world wide scale.

Furthermore, the attention given to the learners' needs, interests, attitudes, developmental tasks, readiness, motivation, and the like on one hand, and the issue of learning and the application of learning theories in curriculum planning on the other hand have been given similar weight in considering the nature, structure, the possible methods, frequencies of practices, issues of transfer of learning and the assessment of learning and other strategies in planning the school curriculum. In the same way, the impacts of the

advancement of science and technology on what to include and how the curriculum should be made fit to time and responsive to changes need attention. It has become mandatory to consider contemporary cross-cutting issues such as environment and climatic change, gender equality, cultural sensitivity, maintaining global peace and security, multilateral agreements to reduce/eliminate poverty, providing services that are locally relevant and accessible to the community (Marsh and Willis, 2007). For quite a long time, the delivery of the primary education service has been the task of local communities in the developed societies. Most developed countries have decentralized the education services and management. Localized primary school curriculum has been a common practice in those countries. Even in some developed societies, it has been the duty of school teachers to plan the primary school curriculum individually or in groups. To this effect, every parent and each community member feel that they have taken the responsibility of providing appropriate education through a curriculum that is planned on the basis of the community's discrete philosophical outlook, social conditions, historical, social and psychological foundations (Deribssa, 2004; Marsh and Willis, 2007). Thus, developing the syllabi, the preparations of students' text books, teachers' guides, manuals, worksheets, and other instructional materials based on the syllabi, have been made either at school level or at the closest education offices, or private enterprises in the developed countries. The learners are educated not only to become citizens, who are aware of the existing socio-economic and political orders, engage in different activities, think critically, do tasks according to the requirements of time, and to be active participants in the social processes. Thus, for a long time, in many developed societies,

the community members of specific locality have been responsible to help the individual child to be who he/she would be (Aggarwal, 1996)

The devolution of power to local areas and localizing the curriculum planning process down to the community and the school levels demand political decision and a controlling mechanism for the planning should be in place at different levels of the multi-sectoral process (Oliva, 2009). The author further noted that localized curriculum preparation and its implementation has been a working solution in most diverse societies of the developed countries. This became a working solution to the problem of diversity after other attempts had failed. Though there have been variations, localization has been a shared practice by those countries whose government structures were decentralized in their organizations (Doll, 1974; Oliva, 2009).

Historically, decentralization of the education service began in opposition to the centralization of the service and maximum control over it in the 1960s. Decentralization is the transfer of part of the powers of the central governments to regional or local communities in different forms (de-concentration, delegation, devolution and privatization) to make the service to be responsive to the demands of diverse groups (Manning and Baruth, 1996). The document further discusses that decentralization works better if a better system of collaboration between the national, regional and local centers of decision making is put in place.

The preparations and application of local curriculum became a significant practice with the Federal form of government apparatus (Manning and Baruth, 1996). The same document further associated Federalism with the decentralization of power to local authorities and resolving conflicts of interests among the different social groups of which

the provision of services such as education and healthcare have become the major responsibilities of local governments.

Ethiopia being a country of diversified multiethnic, multicultural and multilingual groups had an experience of a centralized unitary form of government for a long time.

In the early years of the introduction of the western education, the curriculum planning processes were inexistent for the curricula were imported from the foreign countries with which Ethiopia had stronger attachment and support or influence than others. It was reported by educators that “the curricula and the educational materials were either copied or imported from abroad until the late 1950s and early 1960s” (Ayalew, 1964; Tadesse, 1964).

Even though, there were a number of changes in the education orientations, such as French, Italian, British, American, and Socialist –oriented education and curricula, all of them were highly influenced by the countries in one way or another at each period (Edessa, 1994) All the practices of the education systems were centralized and the changes that were made in the education of the country were not radical until late 1950s.

The French- oriented period (1908-1935) was time when the French curriculum and all instructional materials were imported except for Geez and Amharic as home language studies. The Italians imported their school curriculum for their citizens and those Ethiopian citizens who were admitted to the schools. They all had to learn the subjects taught at schools. No curriculum was planned in Ethiopia (Edessa, 1994). In the British-oriented system (1940s-1950s), the curriculum was mainly prepared abroad and imported until late 1950s where a national committee was established to plan the curriculum at home and it was done at the center (Ayalew,1964). In the American –

orientation (1950s-1974), it was reported that the curriculum was totally planned in Ethiopia though the influence of the American advisors was high. In the Socialist – oriented period (1974-1991), the curriculum planning process was not different from its immediate predecessor. It was planned in the country, but at the center by the Ministry of Education using the Institute for Curriculum Development and Research (ICDR).

After the overthrow of the previous government in May 1991, and the establishment of the Transition Government of Ethiopia (TGE) in July 1991 and subsequently the Federal Democratic Republic of Ethiopia (FDRE) in 1995, the country has shown the interest in making use of the benefits of Federalism and its structure in all its faces to resolve a number of problems the country have had. As it is stated in the Constitution (FDRE Constitution, 1995), one of the major reasons for the choice of a federal form of government is to decentralize the political, administrative and financial functions of the government so as to solve the multifaceted problems of the country. Similarly, the Education and Training Policy (TGE, 1994a) has made changes in the education administration, the curriculum and the teacher education programs as the three most emphasized priority areas. In the same manner, making the country's education relevant, accessible, equitable, equal and efficient at all levels were taken as the other rationales for the change of the education practice after the 1991(TGE, 1994b). As a result of the reform in the education system, the long time practiced centralized primary school curriculum planning process was to be replaced by regional state primary school curriculum preparation in the regions with the intent to make it relevant and responsive to local demands. This has been intended to make the syllabi and the students' textbooks

preparations to meet the pedagogical and psychological principles of teaching and learning (TGE, 1994a).

In addition to this, there has been a plan to replace the former curriculum, because of its failure to address local needs being centralized, rigid and lack of practicality. Furthermore, the former primary school curriculum and the planning processes were seen as too much dependent on foreign experts since the introduction of modern western education in the early 20th century (Edessa, 1994; Abdurrahman, 1983). Even after the EPRDF took the leadership, the influence of a single dominant foreign force has not yet been clearly observed, there came many groups to work with the government on Ethiopian education. Of the many countries that have been participating in the process, the USAID through the BESO project has been closer than others in supporting the curriculum planning process. In the Transition Period, the curriculum planning was limited to minor changes on the already working curriculum where few mother tongues became the media of instruction in those regions where there were readiness and capability to do so. At the end of the transition period, the Education and Training Policy was drafted and launched in April 1994 (TGE, 1994a) making the policy on education clear.

The Education and Training Policy (ETP) was drafted by many professionals from the central level institutions and Addis Ababa University staffs (Solomon, 2008). It was reported by the Ministry of Education (MoE, 2002; Solomon, 2008) the draft was discussed by the public through formally organized workshops and discussion forums were arranged both at the center and the regions (MoE, 2002). The document prepared by the Ministry of Education further elaborated that the most important areas of emphasis on

the policy discussions were to avoid the long standing problems of inequitable access, inefficiency, lack of relevance and continuous decline in quality and standards of the education system, which were identified as the problems of the pre-1991 education systems of Ethiopia. It has been reported that the earlier systems were not designed with concrete conditions of the country in mind. It was simply copied from the experiences of which ever country happened to be close to the government at any one given time. It could be America, England, and East Germany, or any. Therefore, the curriculum was not structured to address the pressing needs and problems of Ethiopia. Even then, there were not enough textbooks for students (MoE, 2002:11).

As it is stressed and clearly written in the document (MoE, 2002:15), the chief goal of the newly formulated and launched Education and Training Policy has been, “The cultivation of citizens with an all- round education capable of playing conscious and active role in the economic, social and political life of the country at various levels”. Furthermore, the policy brought changes in the organizational arrangement of the education system, which centered on primary education being taken as a stage that makes the great majority of the people have relatively easy access to education and the children of the broad majority are made to study for eight years.

Accordingly, the academic knowledge of the school children was to be broadened. Additional vocational training of six months with the backing of modern technology was expected to make these young trainees better farmers, blacksmiths, potters and pastoralists. Therefore, it was thought to produce dependable rural workforce in the effort to create favorable conditions to change the countryside and introduce more effective forms and techniques of production (MoE, 2002:19-20). In addition to these expectations,

it was reported that attempts were made in the education planning and implementation of different programs where the curriculum issue was central to the education reform and it was required to be diversified for the following reason:

The curriculum will not be one that is dominated by the political education of a given party. Nevertheless, one mission of the curriculum is to instill the worth of the national constitution in the minds of the student population, stipulate the Democratization of the curriculum and emphasize that its chief contents should be the cultivation of democratic culture, tolerance, peaceful resolution of differences through dialogue, and a sense of responsibility towards one's own society. It stresses that students must be taught to value equality, liberty, justice and democracy and that their formation reflect high ethical standards. The Federal Ministry of Education with the regional governments has been doing to remove fundamental obstacles that stand in the way of quality and relevant education. The education strategy focused on three components; change of curriculum, sufficient provision of educational materials and equipment and the improvement of teacher training in quality and quantity (MoE, 2002:23).

The policy that aimed at the replacement of the former education system and the curriculum planning for the schools criticized the former practices as inevitably undemocratic and non-problem solving at all levels. The document further presented that the current practice “set out at transforming education to be an instrument in the service of both rapid development and enrichment of democratic culture. This in turn necessitated the consideration of the content, organization and delivery of the curriculum” (MoE, 2002:27).

In the attempt to change the curriculum and the provision of educational materials and equipment, the Ministry of Education has been guided by the Education and Training Policy, the Education Sector Strategy (TGE, 1994b) and latter by the Education Sector Development Programs (ESDP, I-IV), which elaborated the actual activities that should be done to implement the policy at different periods. They all showed the responsibilities

of the Federal Government, especially the Ministry of Education and Regional States Education sector bodies. Accordingly, the regional governments have been responsible to prepare their primary school syllabi, students' textbooks and make follow up of the implementation as well as the evaluation of the programs and students' performance. The roles of the Federal Ministry of Education and the Regional States including their lower bodies have been clearly stated (UNESCO, 2006/07). Accordingly, the specific functions of the Federal and Regional level governments with regard to education in general and curriculum planning process in particular were clearly set as in the following figure.

Figure1 The Roles of the Federal and Lower Level Education Structures on Curriculum Related Tasks

MOE	REB	ZEO	WEO
Determines the curriculum of secondary and higher institutions and assists regions in curriculum preparation for first and second cycles of primary education	Prepares and implements the primary school curriculum	Supervises the implementation of the curriculum	Inspects the implementation of curriculum at school level. Recommends improvement
Makes available adequate quality and quantity of materials	Ensures the provision of textbooks and educational materials	Facilitates the distribution of textbooks and educational materials on time	Distributes textbooks and educational materials to schools on time

Source: UNESCO, 2006/07, pp7-8.

On top of this, the Education and Training Policy (TGE, 1994a) elaborated the ways by which the curricula shall be prepared. As it is reflected in the policy document, the

Ministry of Education shall do tasks where the curriculum preparations and the subsequent activities will take place as follows:

1. *The preparation of curriculum will be based on the stated objectives of education ensuring that the relevant standard and expected profiles of students are achieved;*
2. *ensure that the curriculum developed and textbooks prepared at central and regional levels are based on sound pedagogical and psychological principles and up to international standards and giving due attention to concrete local conditions and gender issues (TGE, 1994a).*

As it is cited above, the Federal Ministry of Education and Regional Education Bureaus have discrete roles. The Federal Ministry of Education “assists the regions in curriculum preparation for first and second cycles of primary education”. In the same manner, “Regional Education Bureau prepares and implements the primary school curriculum” whereas, the Zone Education Office, “supervises the implementation of the curriculum” while Woreda Education Office “Inspects the implementation of curriculum at school level and recommends improvement” (UNESCO, 2006/07:7-8). The federal level education documents have set the general objectives and listed down the expected profiles of the learner at the end of each level (TGE, 1994b). Accordingly, the goals and the subjects of the primary education were decided in ways that serve as guides.

A number of researches have been conducted on access, equity, females’ enrollment and achievements, efficiency, financial allocation, staff appraisals, school improvement programs, Civics and Ethical Education and many more (Shiferaw, 2010; Akalewold, 2005; Wondimagegnehu, 2014). However, there have been no sufficient researches conducted on the primary school curriculum planning process and on the roles played by the Federal Ministry of Education and the SNNPRS Education Bureau as the two structures that represent the two-tiers of the country’s State structure.

A research conducted by Wondimagegnehu (2014) on the primary schools' curriculum relevance to the children of the pastoralists in the SNNPRS showed that it has been less relevant to the local conditions. Furthermore, the Southern Nations, Nationalities and Peoples' Regional State has vast territory and diverse social groups and the cultural differences within the region are quite clear. The diversity gives a vivid opportunity to diversify the primary school curriculum provided that the region is ready, well guided and supplied with the required resources.

Under the contemporary social, economic and political conditions of Ethiopia, the needs and interests of such diverse social groups have been frontline agenda to be addressed and accommodated. It is believed that meeting such local needs leads to meeting national and global needs and standards. This has been the goal, which the Education and Training Policy advocates for. Doing this makes people feel that their voices are heard and think that they are the ones who will decide on their own affairs (Tegegne, 2010).

Besides this, the region being the home of 56 Nations, Nationalities and Peoples with diverse cultures and economic activities has been using Amharic as medium of instruction for some time and gradually some of the social groups made a shift to the use of the mother tongue languages in the primary school grades as per the policy provision (TGE, 1994a). Recently, the regional state decided to use English as a medium of instruction for the second cycle primary school grades, grades 5-8 as of 2011/12 (SNNPRS Education Bureau, 2013).

The Federal Ministry of Education has been preparing the syllabi and other instructional materials for the English language. But recent reports indicate that the preparations and

copyright ownership of the school textbooks belonged to the Federal Ministry of Education (SNNPRS Education Bureau, 2013). It distributes the textbooks to schools from eight selected centers in the region including the SNNPRS Education Bureau. There has been no clearly set and publicized information on why such things have happened.

In addition to this, the attempt to devolve the power and responsibility to plan primary school curriculum to the regional level has been a different experience in the history of Ethiopia. This too made the necessity to conduct this research to fill in the knowledge gap created on the practice in the country in general and the regional state in particular. Thus, exploring the tasks that have been accomplished at different levels in the region in the last few years and identifying the problems the Federal and regional governments' education sector bodies faced and challenges encountered with regard to curriculum planning for the primary schools seem timely issues. Hence, conducting a research on how the primary school curriculum has been planned and adapted to the regional conditions within the Education and Training Policy framework has been the research agenda.

1.2. Statement of the Problem

Both theory and practice have shown that adapting or localizing the primary school curriculum helps in making the curriculum relevant and responsive to local needs and the learners. Localization of primary school curriculum provides opportunities to exercise the rights of the individual as well as the different social groups. It also creates conditions that make the schools use local resources and cultures to the benefits of the learner and the society at large. Such arrangements and localized curricula make the education practice to play its personal and social purposes. It also enhances the level of

participation of every individual in the development of the locality and the country in all sectors. This makes significant contributions to individual's personal growth and to the economic, social, political, cultural and environmental development of the region and the country (Davies, 1976)

In Ethiopia, from the very beginning of modern western education, education has been the major input in the country's endeavor to growth and development. At all orientations practiced, the expansion of primary education was given priority to expand for it has been considered as the basis for all developments. Evidences show that until late 1940s, the curriculum was imported and implemented in all schools (Ayalew, 1964). Even after the planning of Ethiopian primary school curriculum began at home with the support of donors in the specified periods and later, the curriculum was evaluated as poor, too theoretical and failed to reflect the concrete conditions of the country and having problems of relevance (Edessa, 1994; TGE, 1994a).

The FDRE Constitution (FDRE,1995) and the Education and Training Policy (TGE, 1994a) statements have offered opportunities for self- rules, accommodation of diversities and provision of quality education services respectively. This indicates what the policy stands for. However, the implementation of the policy provisions seems different from the provisions at least in planning the primary schools' curriculum both at the Federal and regional levels. Recent researches conducted by Molalign (2007) and Shiferaw (2010), on curriculum planning process in Amhara and Oromia Regional States respectively indicated that the shares of work as related to curriculum preparation between the federal and regional governments are not clearly observable.

The Regional Education Bureau, which is responsible for the curriculum planning process, was either unable to plan its own curriculum, or to adapt the federal syllabi to its regional reality or has not been in a position to exercise its duties. This could be seen from Shiferaw's report (Shiferaw, 2010), which was made on Oromia Regional Education Bureau's practice. His report showed that the region lacked the placement of trained curriculum specialists at the Bureau level, which in turn made the region, fail to do the expected curriculum planning tasks as it was desired. In the same way, Molalign's findings (2007) on Amhara Regional State's practice showed that the regional government took the federal syllabi and gave the task of curriculum materials preparation to the Teacher Education Colleges (TTCs) that were found within the region. In addition to this, informal discussions with colleagues and discussions on students' projects work presentations on curriculum courses in the graduate program repeatedly showed that the curriculum development policy statements set in the Education and Training Policy and other documents were different from what have been seen on the ground.

In the transition period, the present SNNPRS was organized in five regions (Regions 7-11), where some of the regions later became zones after the establishment of the FDRE and the SNNPRS in 1995. However, with the establishment of the FDRE, the SNNPRS got clearly set roles with regard to curriculum planning process and its implementation (UNESCO, 2006/07:7-8). The regional state was expected to plan, or prepare its primary school curriculum so as to fit it to local realities and make it relevant. The SNNPRS, the focal area of this study, is known for its diversified ethnic, linguistic and cultural groups (56 in number). Their interests in the nature of formal education have been different because of geographical variations, historical, economic, social, cultural,

environmental differences as well as future aspirations they would like to achieve. Practically, the shift from a centralized education system to the decentralized education practice demands the knowledge, skills and resources of various nature for the later system's practice provides opportunities to include those cultural values (material and spiritual) into the curriculum contents and learning experiences (activities and methods of teaching). It also helps students acquire the expected changes in the behavior. Both the contents and learning experiences in the curriculum, all serve as means to accommodate differences and help the provider meet the demands of the society and of the learner. It is in these areas that localization takes place along with resource identification and assessment mechanisms.

Though it has been a long time since the federal and the regional government have been engaged in the realization of the policy provisions of decentralized educational service delivery and its management for the schools in general and the planning of primary school curriculum in particular, there have been few research reports on the curriculum planning process for the primary level education. Among the few researches conducted on the curriculum of the region, the participation of teachers in curriculum development for the primary schools' Teacher Training program by Amdemichael, (2003), and the comparative study on the level of decentralization of the administration of the SNNPR and the Ethiopian Somali Region by Abdullahi (2008) have touched little on the planning issues. There have been no clear evidences on needs assessments about the learner, the society, the teachers, the school and parallel systems (Ketema et al., 2011), which is a prerequisite to any curriculum planning in using the objectives model.

The preliminary informal discussions with few of the Region's Education Bureau curriculum workers and graduate students in the department of CTPDS (former Curriculum and Instruction) failed to show how the region's syllabi and textbook preparations have been done. No reports were accessed on how the regional government has been making the primary school curriculum relevant, responsive, and accommodate differences using socially accepted cultural values of the people as sources of contents and learning experiences for the primary level education. These gaps that exist with regard to the primary schools curriculum planning process in the SNNPRS were found being questions that need clear answers.

Thus, the purpose of this research was to examine how the ETP provisions with regard to the curriculum planning for primary schools have been put into practice in the Southern Nations, Nationalities and Peoples' Regional government checking the human resource conditions. It also aimed at investigating to what extent the curriculum has been made open and flexible, relevant, and responsive to incorporate experiences from the local conditions and accommodate differences reflecting students' immediate environment, social activities, local skills, expected students' profiles in the preparation of the textbooks, and how the curriculum contents and learning experiences have been selected and organized.

1.3. Objectives of the research

The major objective of this study was to examine to what extent the Federal Education and Training Policy provisions have been used as guides in the planning of primary school curriculum at the Southern Nations, Nationalities and Peoples Regional State (SNNPRS). It also aimed at identifying the mechanisms employed to adapt the

curriculum by incorporating and reflecting the socio-economic, cultural, historical, environmental and political conditions of the region and make the primary school curriculum relevant, responsive, diversified and localized including the achievements, problems and challenges encountered in planning the curriculum documents. Thus, the specific objectives of this research were to:

1. identify to what extent the curriculum planners at the Regional state (SNNPRS) have been knowledgeable about curriculum planning process, the Federal Education and Training Policy provisions with regard to curriculum planning and put that into practice while planning the primary school curriculum;
2. assess to what extent the primary school curriculum documents set at the federal level have been flexible and open to incorporate/ integrate the specific experiences/ conditions of the region so as to select the contents and learning experiences and make it relevant and responsive to the needs of the society and the learner ;
3. examine the availability of appropriate human resource in terms of capacity in using local resources for the realization of the provision of the policy with regard to curriculum planning;
4. investigate how the curriculum localization/adaptation has been accomplished in the region so as to provide locally relevant, responsive and pedagogically sound education to the learner;
5. explore the kinds of work relationships that have been established between the Federal Ministry of Education and the Regional State's Education Bureau in line with the principles of decentralization of education service delivery and the curriculum planning process for the primary schools;

6. identify the achievements, problems and challenges encountered at the Regional State (SNNPRS) and lower bodies with respect to localizing primary school curriculum planning.

On the basis of the above mentioned objectives, the following research questions were set as guides for the research.

1.4. Research Questions

The study attempted to get clear answers to the following research questions

1. To what extent the curriculum planners of the Regional state (SNNPRS) have been knowledgeable about:
 - a) the general curriculum planning theoretical framework and the rationale for localization?
 - b) the provisions of the Federal Education and Training Policy with regard to curriculum planning process for primary schools and the mechanisms put into practice?
2. How flexible and open the primary school curriculum has been made:
 - a) to incorporate and reflect the specific life experiences/conditions of the region?
 - b) easy to select the contents and learning experiences?
3. Does the regional state have the appropriate curriculum planners who have the specific theoretical knowledge and beliefs in the values of local curriculum and technical skill/training in curriculum planning and materials production using local resources for the realization of the provisions of the policy with regard to curriculum planning?

4. What attempts have been made to localize/adapt the primary school curriculum in the region so as to provide locally relevant, responsive and pedagogically sound education to the learner?

5. What kinds of work relationships have been established between the Federal Ministry of Education and the Regional State's Education Bureau as per the requirement of the principles of decentralization of education service delivery and the curriculum planning process for the primary schools?

6. What achievements, problems and challenges were observed at the Regional State (SNNPRS) with respect to localizing primary school curriculum planning?

1.5. Significance of the study

Researches on curriculum that link the activities of the federal with a regional government in curriculum development practice has been rare and would be a new practice in Ethiopia. Thus, the research findings on this particular issue would:

1. help the education community at all levels and the public in general get research-based information on how the primary school curriculum has been framed at the Federal level and made localized in the region. It creates an awareness on the curriculum planning process and make all the concerned bodies to be involved in the process for a better and strengthened results where their active involvement is sought;

2. help policy makers get to know to what extent the localization of the curriculum has gone and the degree of devolution of power in the realization of the policy. Therefore, the result would help them further examine the policy and make decision if there is the need to improve the curriculum localization process so as to meet the level of diversity to the extent desired;

3. provide information to the planners and implementing agents such as the Federal Ministry of Education, Regional Education Bureau, Zonal, Woreda and Special Woreda Education departments, school community members, sponsors, donors, partners, the community, students and parents on the need for the localization of primary school curriculum and the rationale behind in doing that;
4. serve as source of information for the research community and institutions. It adds relevant information on the nature, scope, benefits, opportunities and possible threats of localization of the curriculum in the federal forms of states. Thus, it serves as source of information for those who conduct further research on the issue and related practices.

1.6. Delimitation of the Research

This research was delimited to curriculum planning process, which focuses on the translation of the predetermined general educational aims, or objectives into curricular documents focusing on syllabus development and preparation of students' textbooks on those four selected subjects of the primary level education. It is delimited to examining and creating an understanding to what extent the Federal Ministry of Education has been engaged in the curricular planning matters of the primary schools' curriculum in the SNNPRS.

As it was very difficult to clearly separate the roles played by the FDRE Ministry of Education and the SNNPRS Education Bureau with regard to the curriculum planning process, the roles played by the Federal Ministry of Education's have been used as background to show the region's practice. Accordingly, it was done giving strong considerations to the functions of the Federal Ministry of Education and the Southern Nations, Nationalities and Peoples' Regional State to determine whether or not it was

done as it was reflected in the Education and Training Policy of Ethiopia and other relevant documents with regard to the preparation of the primary school curriculum. Spatially, the research was mainly delimited to the activities of the Southern Nations, Nationalities and Peoples' Regional State's Education Bureau and its lower level education departments (Zones and Special Woredas) as they were made the major actors in adapting the primary school curriculum at the planning phase too. In terms of time, the research covered the post-1991 primary school level curriculum planning activities up to 2013/2014 academic calendar.

1.7 Limitations of the Research

Absence of locally conducted research reports on curriculum planning and other relevant related literatures at both the Federal and regional levels made it very difficult to consult and enrich the nature of the problem. Scarcity of documented evidences was one of the difficulties faced, which forced the researcher to rely on few available theoretical sources with limited empirical evidences.

In addition to the scarcity of well-documented materials, or research reports on curriculum planning, the people interviewed were very much skeptical and highly reserved to give information about their experiences on the curriculum planning process. This made the researcher to take more time to get the required data and use less productive methods of data collection. Most of the interviewees refused to be tape-recorded except a few of them. Though the problems were very serious, the researcher tried to solve such problems using the possible alternative ways. Notes were taken as they were responding and the interview results were given to most of the interviewees for confirmation.

Furthermore, the instrument used for the content analysis of the textbooks was written based on literatures reviewed, but no references were made to any preset textbook preparation guideline in the Region, for there was no one well organized and distributed to the textbook writers and editors. As a result the instrument employed to collect and analyze data might have limited the tasks on textbooks' content analysis to descriptions and classification of the textbooks' contents, activities, exercises and illustrations as local/regional or general/Federal for the purpose was to check these.

1.8. Operational Definitions of Terms

The following terms and phrases are used in the research with the following meanings.

Adaptation: Adjustments/localizations made on the curriculum to fit to the specific group of learners and local conditions

Contents: are the elements of a subject matter such as facts, main ideas, concepts, principles, laws and theories, procedures, techniques, etc.,

Cultural values: refers to values acquired from past generations in all areas of life and still functioning.

Curriculum design: is the structural arrangement or setting the blue print as to how the curriculum planning should be done in a sequential order (Pratt, 1980).

Curriculum development: is the setting of the curriculum of specific stages of the development activities by involving all the concerned bodies whose outcomes could be curriculum documents.

Curriculum objectives: refer to the statements that indicate the expected learning outcomes/end results in terms of students' behavior.

Curriculum planning: is the translation of the general educational objectives into curriculum documents such as outlining the syllabi, writing the text books, teacher's guide and other instructional materials

Curriculum relevance: is the worth that the curriculum has to the society and the learners being capable to reflect the concrete reality of the country, or the locality.

Decentralization: is the transfer of part of central power to lower level bodies to execute it within the given jurisdiction.

Delegation: refers to the power and authority transferred to a lower level to represent the higher body and execute the tasks under the higher body's control

Exercise: Questions or tasks/drills that are given in the textbook on the basis of the explanations made on certain issue(s) with the aim of stabilization of learned material

Federal State: is a form of state established by member states where political power is divided between the federal and state level bodies.

Federal structure: is the government structure that shows the power distributions of the federal government in a vertical manner.

Historical foundation; is related to the consideration of the past history of the region, the concrete conditions of the present and the future tendencies.

Illustration: refers to diagram, or a picture, or a photograph drawn, or displayed to provide visual images about the text explanation in the textbook.

Learning experiences: refer to the opportunities that the curriculum offers to the learner to act or react and acquire the desired changes in behavior. It includes the different activities and methods of teaching suggested to be used.

Local curriculum: is a curriculum developed at regional level taking into consideration the socio-economic, political, environmental, historical and cultural conditions of the regional state and its lower localities.

Nation, Nationality and People:- refers to a group of people who have or share a large measure of a common culture, or similar customs, mutual intelligibility of language, belief in a common, or related identities, a common psychological make-up, and who inhabit in an identifiable, predominantly contiguous territory(The Constitution of the FDRE , Article 39(5))

Objectives model: refers to a model that advocates the use preset objectives as frame of reference in developing the curriculum and checking the results with the objectives

Philosophical foundation: is related to what knowledge and its structures, sources and acquisition mechanisms are clearly determined and how the means are selected, organized, put into practice and assessments of the process and end results are evaluated.

Psychological foundation: is a foundation related to the knowledge about the nature, growth and development of the learner as an actor/actress, learning and learning theories that serve as the basis for curriculum development

Regional government: is a government established at a regional state level as an executive body next to the federal government at the center in Ethiopia.

Students' Activity: A task given in the textbook demanding students make use of local and commercially available resources and perform practical involvement of students either individually or collectively.

1.9. Organization of the Study

The study has five chapters. The first chapter deals with the introduction and presents background of the study, statement of the problem, research questions, objectives of the study, delimitation, limitations, and significance of the study, definition of key terms, and organization of the study. The second chapter presents the review of related literature and the curriculum planning model developed for the study. The third chapter focuses on the research design and methodology. The fourth chapter presents the research data, the methods of data analysis and interpretations and finally, chapter five presents the summary, conclusions and recommendations of the research to the concerned bodies and for further research in the area.

Chapter Two: Review of Related Literature

2.1. Introduction

In this part, reviews of those relevant and accessible theoretical and empirical evidences are presented and analyzed. The reviews on theoretical issues are made to focus on what curriculum is, curriculum development and curriculum planning as highly interrelated activities but that cannot be used interchangeably, the curriculum planning process and its components including the curriculum planning models, the practices of curriculum planning in centralized and decentralized education systems and experiences of some countries are presented.

The reviews on the theoretical aspects are made to focus on the very components of curriculum planning practices on the dominantly selected and long practiced model in Ethiopia. It was done with the view that the reviews would make clear about the planning practice and the expected roles at the central and regional level. It shows what the central body focuses on in setting standards and guide the regional level curriculum planning body to consult the curriculum planning framework. It shows as to how the regional level body makes a detailed plan of its own taking into account the concrete conditions of the region as sources of content and learning experiences so as to help the learner acquire the desired profiles in terms of knowledge, skills, and values.

The literature review has been made in a way that it elaborates the assumptions made on the diversification of contents and learning experiences in curriculum planning to help the learner understand the immediate environment and proceed to the remote. Theoretically, learning occurs at best when students get meaning out of what they learn. Thus, localizing school curriculum to the young learner at early grades enhances

students' learning through integration of experiences at later time. The society's activities, problems and future aspirations serve direct experiences and sources of curriculum objectives(Tyler,1949). Reviews are made to show that contents and activities selected and used as curricular means on the basis of predetermined educational objectives make no risk, but better success if used carefully. Attempts are made to show the benefits of diversification and making students to start learning with what is immediate to them and begin with what they know is long practiced pedagogical principle. Hence, localization of school curriculum makes possible the use of diversified contents and learning experiences to achieve the same objectives. It makes local people feel that their values are incorporated and valued. This is shown in the conceptual framework developed. The review elaborated each component cited in the conceptual framework one after the other. The conceptual framework has been developed on the ideas of the objectives model elaborated by proponents of the model such as Tyler (1949), Taba (1962), Wheeler, (1967), Lawton (1975) and many more other authorities.

In the other part of the review, those accessible research reports and documents on Ethiopian modern education and the curriculum planning practices for the primary schools in the last sixty or more years are reviewed. The part is made to follow the chronological order of the development of Ethiopian education in general and the curriculum planning practice in particular.

2.2. The Theoretical and Conceptual Framework

Curriculum at the center of all educational activities fits to purpose if it is developed being considerate to the identified educational philosophy, socially appreciated cultural value, historical conditions, psychological foundations, and technological factors

at the concrete period and the future (Aggarwal, 1996; Apple,1990; Pratt,1980). The above mentioned curriculum planning foundations advocate the consideration of the knowledge areas to be selected and the organization, the emphasis on those socially accepted values, the past histories of the country and locality, the concrete conditions of the present and future trends, the overall condition of learning and the learner, and the dynamic nature of conditions and the mechanisms of adjustments to the changes in life while planning the curriculum at any level respectively.

Planning school curriculum focusing on what is concrete and observable to the learner help the learner acquire the expected knowledge and develop the desired cognitive ability, participate in practical activities and develop different skills, and learn those values that are socially approved in the immediate community (Lawton ,1975; Pratt,1980; Marsh and Willis, 2007)

With the assumptions mentioned above and reviewing the objectives model, the practical procedures followed in the Ethiopian curriculum planning practice, the following conceptual framework has been developed and used as a guide for the research activity.

Figure 2 indicates the conceptual framework.

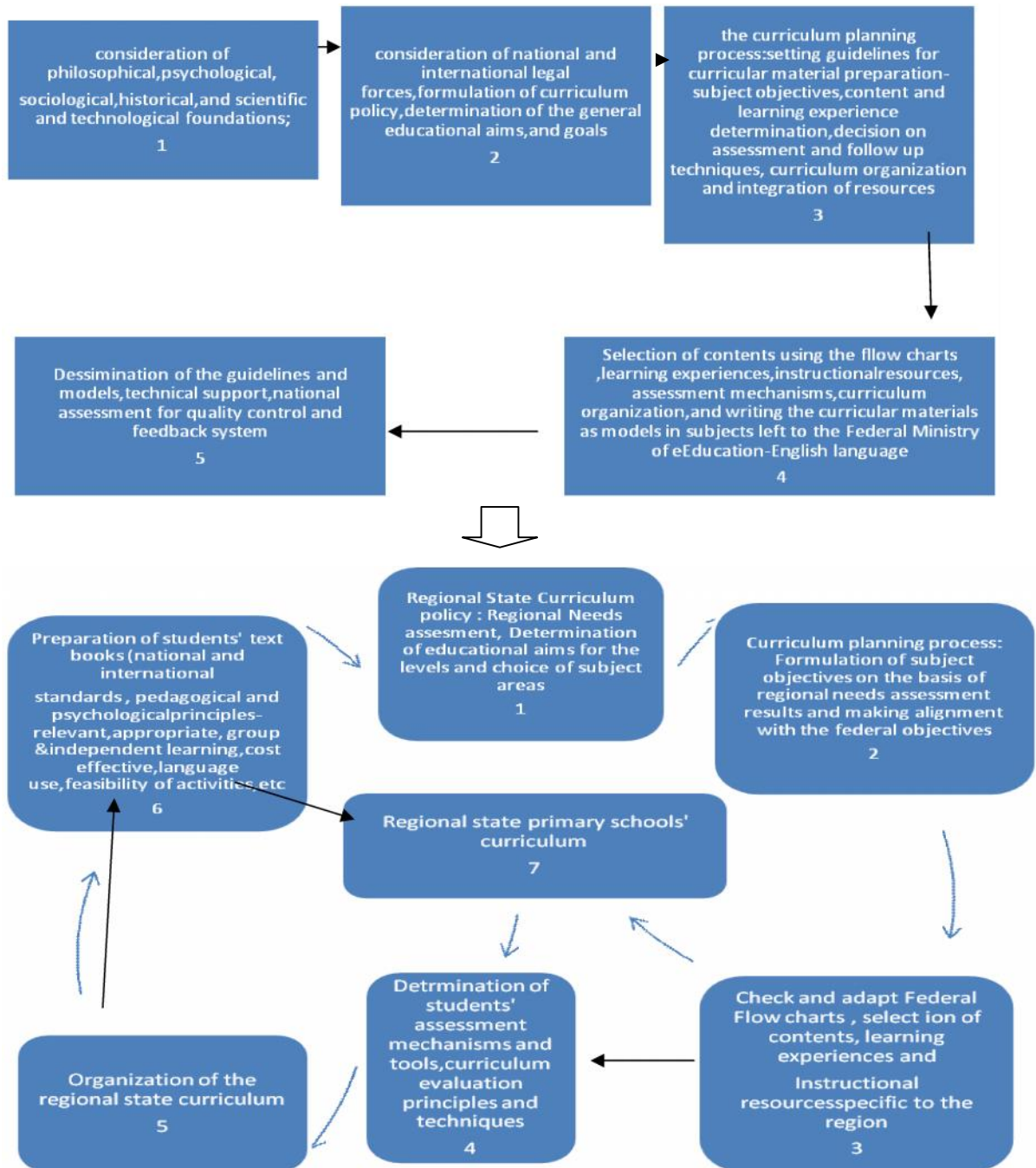


Figure 2. The Conceptual Framework

The framework has been developed after observations and extensive reviews made on the experiences of some federally structured countries and templates. It shows the division of work between the federal and the regional state with regard to curriculum planning process. The relationships of the curriculum planning components at both the federal and regional state level are highly interrelated and the interactions are multiple in nature though the flow of the activities are more linear than networked. Each activity is accomplished after the activity that precedes it finalized and feedback is secured. Thus, each component of the planning process can be seen within the external and internal socio-economic and political environment of the country and the regional state.

Accordingly, the consideration of the constitutional, curriculum planning foundations, the education and training policy, the basic state documents and reports, the international conventions the country had signed and ratified, the set guidelines on the curriculum planning processes, the decision made on the major subjects, the ways of the dissemination of the guidelines, and the possible supports available to be given are set as the expected and commonly applied practices at central level (Nicholls and Nicholls, 1972; Taba, 1962; Tyler, 1949; Marsh and Willis, 2007).

The regional states including the SNNPRS have been expected to do their task on the basis of the Central, or federal documents and preparing their own specific guidelines. Normally, they are expected to consider their economic, social, political, cultural, historical, psychological and environmental factors (Stenhouse, 1975; Pope, 1983; Pratt, 1980) to address their unique concerns of the learner and the people and adapt the central curriculum so as to make it fit to local demands. In doing the planning tasks the regional

state is practically required to conduct needs assessments, determine the educational objectives, the subject matter contents and learning experiences. It is expected to further adapt the central statements of objectives, contents and learning experiences, the educational materials the region decides to use, the organization and assessment mechanisms. It makes the syllabi ready to write the textbooks, teachers' guides, and other curriculum materials that would form the regional curriculum for the primary schools.

The conceptual framework is framed to depict the flow of the curriculum planning processes from the central/ federal to the regional/local level. It is constructed by adapting the objectives model that has been in use for a long time and referring to practices of those countries that made use of the adaptation processes to local condition so as to make the primary school curriculum relevant to the learner and responsive to the demands of the society.

It elaborates the theoretical issues about curriculum planning process and practical procedures to be followed for the localization of primary school curriculum. African and Ethiopian primary school curriculum planning process experiences are briefly reviewed.

2.3. Introductory Remark on Education, the Primary Level Education Curriculum and the Curriculum Planning Practice

Formal education is a purposive social phenomenon that has been in practice either for change and development or as a means to perpetuate the existing socio-economic and political status quo depending on the nature of the social force(s), which has/have been exercising political power (Apple, 1990). The formal form of education has been both a social and political phenomena and practice in character. This form of education practice and its curriculum go along with the governing political thought, the socio-economic and

political policies of a given country. Therefore, to make the curriculum compatible with the prevailing political and socio-economic reality, the curriculum development and its planning process need to fit to the dominant political system.

The schools as social institutions provide education that serves the preset purposes of the state. The curriculum planning activity for the schools would be the target and crucial area of change as the political system changes. This has been seen in Ethiopia at least at two occasions in mid-1970s and early 1990s. The changes in curricula were among the priority areas and the changes have been made to reflect the concrete conditions (MoE, 2002). Thus, schools as direct social agents of the socialization process in democratic societies would be given the responsibility to pass on the dominant values and thoughts of the society to the learner. If the schools do such tasks properly, they produce citizens who fit to the system, but if they fail to accomplish their functions, the values of that particular generation becomes different and gets into conflict with the existing socio-economic and political reality and makes the learner out of the expected profile and the society may not get the expected human resource from the schools. Thus, in order to reduce the gap, schools are always expected to provide education that would enable their students to understand their expected roles and be able to serve the dominant economic, ideological and social system as well as the particular political order (Davies, 1976).

Primary schools as beginning social institutions for the formal education practice in many countries aim at providing education that helps the learner attain the preset educational aims/objectives and produce citizens who manifest the most appreciated students' profiles , or competences after completing the syllabi for the different subjects

and grade level (MoE, 2002). Such tasks have been observed in the education systems of both the developed and developing countries. At the same time, the primary level education in many countries aims at developing the physical, mental, social and moral development of the primary school students.

The curricula for the primary schools mainly focus on Language Studies, Arithmetic, Science, Social Studies, Physical Education and Health, Civic and Ethical Education, Art and Music (Edessa, 1994). The Curriculum planning, implementation, and evaluation of students' learning differ from country to country and system to system. For instance, in USA, the Federal government provides a primary school curriculum framework as templates while those that have unitary state forms plan the detailed curriculum at the center and send them to the schools through the lower level structures of the sector for implementation.

As the primary education structures of many countries range from grades 3/4 to 8/9, the planning of the general education curriculum usually centers on environmental studies, basic literacy, arithmetic and physical exercise and sports. The aims have been developing the physical, mental, social, and moral developments and appreciations to nature and social environment. The education at this level enables the learner to read, write, and calculate, which gradually develops to a higher order learning outcomes that demand higher order thinking, skills and value characterization (MoE, 2002). As it is reported by many organizations such as UNESCO, UNICEF and World Education Reports, in many countries, the primary school curriculum focuses on reading, writing, calculations, and discovering the learner's immediate environment. So does the Ethiopian primary school curricula (MoE, 2002).

Formal education in Ethiopia has been used as instrument to develop the learner physically, mentally, socially, morally and emotionally. In addition to this, education in Ethiopia has been used as an instrument to raise the level of consciousness of the general public, though it was not possible to create access to the vast majority. Even those who got chances to go to schools had no opportunity to learn those things that were relevant to their life as the curriculum was either imported or imposed by foreign forces that had closer attachment with Ethiopia (Edessa, 1994).

Curriculum as the core aspect of any education to bring about the desired changes in the learner cannot be left to foreign advisors or the teacher as has been observed in Ethiopia until 1960s. It was in the early 1960s that full-fledged national curriculum was developed at home with the establishment of Curriculum Development and Material Production Department under the Ministry of Education and Fine Arts (Ayalew, 1964; Tadesse, 1964).

The French-oriented (1908-1935), the British-oriented (1942-1950s), the American oriented (1950s-1974), and the Socialist- oriented (1974-1991) curricula were influenced by those countries with which Ethiopia had most preferred contact. This had been a feature from the beginning of modern western education in 1908 up to 1991. The Italian Fascist invaders in their five years control (1936-1941) made attempts to change the curriculum and fit it to their purposes of producing interpreters, peoples militia, native propagandists, trained manual laborers and to indoctrinate their colonial ideology so as to make the young and the people to surrender to their rules (Edessa,1994). However, it did not make significant influence due to its relatively short period existence.

In the British –oriented education practice, national curriculum planning began at least for Amharic and some academic subjects.

As curriculum planning process is part of the curriculum development process, it seems appropriate to start from the definition of curriculum and proceed to the development activities and then to the curriculum planning process in Ethiopia with the chosen curriculum planning model.

2.4. Curriculum: Definitions, Characteristics, Models, and Curriculum Framework

Many definitions have been given to the term curriculum because of positions people have held on what education is. For instance, Marsh, (2009:5) defines curriculum as, "The totality of learning experiences that help students attain general skills and knowledge at a variety of learning sites" This indicates the consideration of curriculum as a product, or a program or a document that provides opportunities to acquire knowledge, develop skills and form value systems. A document issued by the Ministry of Education in Ethiopia defines it as, "Curriculum is set or packages of different materials in which objectives and contents of education for students of all types of schools are defined, the corresponding teaching methods and materials/aids are described as well as evaluation mechanisms are stated" (Ministry of Education, 1987 E.C). Thus, curriculum is a document/plan that sets contents and activities for the generation of values and skills as well as the inculcation of knowledge. From the second definition, one learns that curriculum is composed of different curricular materials such as the syllabus, the teacher's guide, students' textbooks and the different manuals. The same document elaborated a syllabus as "an outline of a definite subject, which shows the objectives, content, methods of teaching, materials, evaluation mechanisms and the time allotment

for a specific subject and grade”. This indicates that a syllabus is a part of a curriculum but it is for a specific subject and a grade. The definition by the Ministry of Education has been taken for it has been considered in the country as a whole. Students’ textbooks are reading materials for the students and teachers prepared following certain criteria. Teacher's guide is a document that provides information for the teacher what he/she has to do, how he/she should handle specific topics and problems for a specific subject. It is prepared on the basis of a syllabus and students' textbooks.

Curriculum as a document that elaborates what students learn in the school and practice part of it outside is characterized by the concern it shows with the experiences of learners, making decisions about both content and process, a variety of issues and topics, involving many groups in decision making at many levels. In addition to this, curriculum could be conceived as student-centered, society-centered, Knowledge-centered and eclectic in its conceptions (Marsh and Willis, 2007). The eclectic approach is chosen in this paper for it combines all conceptions and helps to consider the issues at hand.

Curriculum development, curriculum planning, and curriculum design are the other commonly used ideas on curriculum literatures and discussions but with certain confusion. As these are points of agreement or departures, it seems important to differentiate each of them at this point of the review. Curriculum development is the planning of learning opportunities intended to bring about certain desired changes in the learners through a process and the assessment of the extent to which these changes have taken place (Nicholls and Nicholls, 1972). It is a long-term activity, which involves politicians, government officials who are accountable to the public, planners, textbook

writers, supervisors, school directors, teachers and students. It involves the curriculum planning, implementation and evaluation phases.

Curriculum planning on the other hand, is the translation of the educational aims into specific curricular materials. It is preparing the syllabus for specific subjects by writing educational objectives, selecting contents and learning experiences, organizing the contents and learning experiences with the required materials and setting the evaluation mechanisms as tools for feedback purposes and to make educational decision (Pratt: 1980:5), whereas curriculum design is a deliberate process of devising, planning and selecting the elements, techniques and procedures that constitute the planning process. It is a blue print, which sets the strategies for the implementation of those things put in the blue print. It is a structural arrangement (Nicholls and Nicholls, 1972).

Curriculum planning makes use of models, which “provide useful database perspectives on some particulars of the curriculum in action, but not the total picture. Thus, curriculum planning models refer to “the conceptualization and help to establish certain step-by-step procedures” (Marsh, 2009:13). Of the many models available, the objective model has been in practice with a number of varieties being identified as Tyler’s rationale (1949), Taba’s (1962) Induction Model, the Intended Learning Outcome’s model (Posner, 1974); Interaction Model (Cohen, 1974); P-I-E model (plan, implement, evaluate) by Johnson (1967); and Understanding by Design Model by Wiggins and McTighe (1998). Understanding by design is also known as,” Backward Design Method” now being widely used in the USA, and it is a prescriptive and linear (Marsh, 2009: 24-25).The designing method involves identifying desired results, determining acceptable evidences, planning learning experiences and instruction stages.

The other competing curriculum planning models have been the descriptive models, which include Walker's (1971) Naturalistic Model and Stenhouse's (1975) Process Planning Model. According to Stenhouse (1975:85), every form of knowledge has structure and it involves procedures, concepts and criteria. Thus, contents can be selected to exemplify the most important situations in which the criteria holds.

As a matter of practice, curriculum planners in decentralized education systems use curriculum frameworks, where curriculum frameworks are defined as a group of related subjects or themes, which fit together according to a predetermined set of criteria to appropriately cover an area of study. Each framework has the potential to provide a structure for designing subjects, a rational and policy context for subsequent curriculum development of these subjects (Marsh, 2009:36). Thus, the curriculum frameworks have been known by different names such as Core Subjects, Foundation Subjects, and key learning areas that facilitate curriculum planning by providing greater flexibility for planners. Marsh further elaborates that curriculum framework is a comprehensive frame that provides detailed features such as rationale or platform, which give a statement of the values, principles, and assumptions, including content examples, teaching and learning principles and guidelines for evaluation of subjects included in the framework (Marsh, 2009:38).

2.5 The Curriculum Development Process and the Ethiopian Practice

The curriculum development process normally involves large number of people ranging from policy makers down to the school teachers. It requires a relatively long time. The curriculum development and planning model practically applied in Ethiopia has been the objectives model. It is justified by practitioners that the model saves time and

becomes relevant to solve problems for it focuses on attaining the preset objectives. Very recently, a competency- based approach was introduced in the revision of the former primary school curriculum as per the GEQIP requirement. The Federal Ministry of Education made the curriculum planning to focus on specific competencies for each subject over the grades. It made the learning outcomes more specific than what has been set using the objectives model in a general form. However, both the objectives model and the competency–based curriculum planning practices indicate the expected learning outcomes of each subject over the grades (Appendices S and T).

According to Lewy (1977), the specific stages of curriculum development using the objectives model include the determination of general aims/objectives of education; the planning process; conducting the preliminary tryout stage; making the field trial /testing/ stage; the implementation; and quality control.

Thus, curriculum development involves the determination of general educational aims. As has been true in the previous practices, the recent Ethiopian practice shows that the central government set the Education and Training Policy (TGE, 1994a) listing down the education and training aims/ general education objectives that serve as guides for all education and training activities. Therefore, the current Ethiopian Education and Training objectives are set to:

- 1. develop the physical and mental potential and problem solving capacity of individuals by education and in particular by providing basic education for all;*
- 2. bring up citizens who can take care of and utilize resources wisely who are trained in various skills, by raising the private and social benefits of education;*
- 3. bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice, and peace endowed with democratic culture and discipline;*
- 4. bring up citizens who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society; and*

5. *cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs.*

Though the determination of the general aims of education is mainly political (Apple, 1990), it is also pedagogical decision. As a matter of practice, the determination of educational objectives requires assessing the concrete condition of the society, the nature of the learner, learning and related activities before passing decisions.

Just after the determination of the general objectives, the curriculum planning process comes as the second stage. It makes use of the education aims/ general objectives as guidelines to write all types of curricular objectives for the development of syllabi or courses to all educational or training programs. All educational institutions are obliged to consult the document and write their program, or course objectives in line with the policy. They derive the objectives and accomplish their tasks to achieve the anticipated completers' or graduate profiles. The assessments mechanisms are set on the bases of the objectives for the assessments must comply with the expected outcomes.

The curriculum planning process is left to the responsible bodies. In our case, the Ministry of Education and its sector offices at the federal or regional, or school/institutional level translate the objectives into specific curricular materials. The subject syllabi or courses of different education and training programs, students' textbooks, teachers' guides, modules and manuals for schools and education/training institutions shall be planned. Practically, at this stage, decisions are made concerning the objectives of different subjects or courses of studies, the subject, contents, the learning experiences (mainly methods and activities) to be employed, including the communication media to be used for the presentation of the subjects. It is at the stage of

curriculum planning where expert work is much more important. Technical knowhow is expected more than the preceding stage and decisions are made on the organization, delivery of the dosage as well as frequency of exposure of the learner including assessment mechanisms are suggested (Lewy, 1977)..

The post-1991 Ethiopian practice shows that setting the curriculum planning framework for general education (grades 1-8) has been the duty of the Ministry of Education at the central level and regional education bureaus and offices are empowered to plan the curriculum for the level and implement it in their schools(UNESCO, 2006/7). Thus, the curriculum planning process deals with preparation of the syllabi, students' text books, teachers' guides, manuals and work sheets for the different school subjects. Textbook writers will be provided with the syllabus to write textbooks and to prepare teachers' guides, manuals, and worksheets with other professionals. After the development of the curricular materials the preliminary try out activities will be done and the activities demand a lot of experts and time.

Thus, curriculum planning process as a part of the development process is a stage where the curriculum planners make decision on the contents, methods of teaching, different activities as part of the learning experiences, instructional resources (media) and mechanisms of students' learning assessment. It is a stage where the opportunity to localize the curriculum by integrating local experiences in line with the interests of the local community is made possible. Normally, there are plenty of contents, learning experiences (activities and methods of teaching), local instructional resources and assessment opportunities as ways to achieve the preset objectives and assess the results. It gives opportunities for the selection of any valid contents and those efficient learning

experiences (activities and methods of teaching for the interaction of the learner with) among the many opportunities to be used (Deribssa, 2004).

The syllabus development, the preparation of students' textbooks and teachers' guides require thorough knowledge of the subject matter, pedagogical, psychological, sociological knowledge along with strong belief in curriculum localization, current global practices and the trends. It has become so important because the dominant contemporary philosophies of education, the global trends and thinking about curriculum and curriculum planning process in diversity demand to go along with time. Thus, the planning process goes beyond mere listing down of contents from well-written books, suggesting activities and methods of teaching, or instructional resources and assessment mechanisms (Deribssa, 2004; Lemma, 1996).

As it is mentioned above, a syllabus is an outline of specific subject for a grade shows the general objectives/learning outcomes/ of the subject at the end of the specified grade, or the learning competencies expected at the end of each unit, the contents to be covered in the particular grade including time allotment, the suggestion of the possible methods of teaching, the instructional materials, the evaluation and follow up mechanisms to be employed for each unit. Doing this is the major task in curriculum planning for general education in schools.

In syllabus development, subject syllabi are organized after the preparation of the subject matter content flow charts that breakdown the major content areas into detailed components. This makes it easy for the selection of contents without omission of the fundamentals of the subject and help planners maintain the criteria of continuity, sequence, scope and depth of the contents including balance in the curriculum

organization later. However, curriculum planning process is not the same in a centralized and decentralized education system. The institutions or bodies that take responsibility differ.

In decentralized school systems, the central bodies are limited to providing the major themes of the subject area leaving the details to be done by the regions or the local school districts or schools themselves in the details. Experiences of Federal countries indicate that the states or schools select the contents and learning experiences (methods of teaching, activities), resources and assessment techniques within the purposes of education as set in the Federal education frameworks. Such practices help the states or the schools address local needs and use resources that are available in each locality. The required federal educational outcome indicators will be checked by Federal government using its own checking mechanisms (tools), and would be communicated to all responsible bodies to consider while planning the curriculum. However, the learning outcomes of the learners are not expected to be limited only to the federal educational outcomes .The regions and localities are made to know it, or are advised to provide education that they feel is appropriate to their local needs. This helps students adapt to life requirements in their immediate environment and proceed to what is remote but anticipated. In the earlier times, the Ethiopian schools' subject syllabi were completed at the Ministry of Education level and were sent to the regions. The syllabus development format used for all subjects was shown in figure 3.

Introduction- statements about the subject how to use the syllabus and general information are included.

General objectives: The statements that show what students are expected to be able to know do and the values, habits and attitudes to be formed after the syllabus is completed.

The following syllabus planning format highlights the elements considered in developing a given syllabus.

Unit 1 Title...

General Unit objectives: statements that show what students are expected to be able to know, skills and abilities to be developed and values formed after each unit is completed:

Competences	Contents in units & sub-units	Time allotment (in periods)	Methods of teaching	Instructional materials	Evaluation and follow up mechanisms
	1.unit title 1.1 1.2 1.3		Appropriate to the topics & objectives	The best instrument(s) and materials	

Source: MoE, (1994), Curriculum Development Guide.

Figure 3: Syllabus Planning Format

As a matter of practice, after the syllabus for a specific subject and grade is developed, textbook and instructional materials are written. The students' textbooks and teacher's guides, manuals and worksheets are produced one after the other. Textbooks are the most important instructional materials used in Ethiopian schools for the teaching and learning activities. They are used by students and teachers of the specified grade. Furthermore, adaptation of the curriculum to local needs and the learners can be made in writing the textbooks. The local culture (material and spiritual) can be included and

different activities can be incorporated by considering the local conditions and demands, the nature and abilities of the learner. If the textbooks are written well, they help students read, do and know the diverse processes, local features, different activities and problems using the written materials. They may visit, collect data, make data analysis on the tasks given and bring their findings into the classroom to discuss them with their fellow friends and their teachers.

The textbooks' contents are prepared by considering the preset learning outcomes and textbook preparations need textbook writing skills, good knowledge of pedagogy and psychology of learning, where the support of specialists in the preparation of the texts is needed to achieve the diverse educational objectives. Under normal condition, students' textbooks need to reflect the economic, social, political, cultural, historical and environmental conditions of the locality. The primary schools' textbooks need to provide lessons on the immediate economic, social, cultural, and political activities, the historical past, environmental conditions, pressing problems, public activities, and current issues on development, heritage conservation, public health, demographic problems, etc. so as to help the learner get to know and understand about his/her immediate environment and concrete and gradually move to those that are remote and more abstract (MoE, 1987E.C).

As most teachers make use of the textbooks, they need to know about their use and how they should be used. Therefore, it has been one of the important tasks of the school directors and teachers to have clear information about the functions of textbooks and other forms of instructional materials (Azeb; 1984). According Azeb (1984) the students' textbook for a subject describes what a teacher is required to teach in a particular subject, provides the materials to which reference can be made by students

before the lesson and for self-learning, saves the students from mechanical note taking in class, helps the teacher interpret and delineate the syllabus and course of study, is a means to cultivate desired attitudes and values, and serves to disseminate knowledge.

Teachers' guides are prepared after the textbooks are written on the basis of the syllabi focusing on the specific steps the teacher has to follow in teaching each lesson, the answers for those activities and questions raised in the textbooks. The textbooks prepared need to be tried out in sample schools and grade for which they are written before they can be used in the whole schools of the locality or the country if they are written as new texts. However, revised textbooks may not need to go through the preliminary tryout stage for they will be revised on the basis of data collected from the field. It is a form of minor change in the curriculum by introducing something new to the already working curriculum (Lewy, 1977).

The third stage in the development of a curriculum is the preliminary try out of the drafted syllabus, students' textbook(s), teacher's guide, manuals and worksheets will be distributed to sample schools. During the tryout stage, the curriculum developers carefully observe the teaching ' learning process in the classroom situation. They employ a variety of formative evaluation instruments. Tests and worksheet activities will be conducted. The developers encourage both teachers and students to point out any problems or difficulties encountered in using the materials in the program. This is tried out in carefully selected sample schools to find out any weakness in the curricular materials. The purpose is to improve them on the basis of the feedback. At this stage, every instructional material will be tried out and revisions are made for further testing in larger sample schools. For instance, the present primary school (grades 1-8) curriculum

was tried in more than 100 sample schools selected from the whole of the country. It requires time to collect data, process it and make further revision on the syllabus and other curriculum materials (Dereje, 2010).

The field trial stage of the revised curriculum is the fourth stage in the curriculum development process. After the preliminary try out and revision of the curricular materials the revised and modified versions of the materials will be distributed to larger sample schools and classes for further checking purpose. The sample schools need to be representative of the target population. It is at this stage that the operation of the whole program is properly checked. The situations of the field trial need to resemble its actual expected use in the whole school system. Thus, the field trial stage differs from the preliminary tryout stage with respect to goals, program characteristics and evaluation design

The above mentioned activities followed by implementation of the planned curriculum, which is the stage of the open use of finalized curricular materials on the basis of results of the field trial or the testing stage throughout an entire school system (Lewy, 1977). This depends on the school systems. In centralized educational systems, the materials become compulsory for all schools of a certain type or at least shall be among a list of authorized alternative programs. Any school interested can choose out of those which are seen as the most suitable for its needs. In any of the cases, implementation entails certain changes within the system. Teachers are in need of further training in the content areas of the new subjects, teaching methods, strategies or class management practices. At this stage teachers plan their lessons and adapt the contents and learning experiences in accordance to the concrete conditions of the schools and the

nature of the learners. As this is a stage, or a major phase in the development activity next to the planning process, teachers are authorized to modify the contents and activities and fit them to the context. Adaptations are possible if teachers feel and consider the need for adjustment. They can make use of local experiences and resources for further localization.

Quality control is the last stage of the curriculum development process where curriculum evaluation is done to check the implementation of the planned curriculum. Curriculum planners and other practitioners encourage schools to learn from those schools that are very much successful in the implementation and to extend their support to those schools where the implementation has been faulty. In addition to this, quality control may reveal when some or all portions of the program should be altered or replaced. In this way, it may result in the updating of an old program or the development of new programs.

It is obvious that there is close relationship between curriculum planning and evaluation activities as parts or phases of curriculum development. Both formative and summative evaluations are done in different forms at each development and planning levels at the end on curriculum implementation respectively. They are tools for the improvement of the planning process and the implementation stages. Each formative evaluation contributes to the shaping of the curriculum Thus; curriculum development is multi-staged, long term, dynamic and a continuous process that requires improvements through curriculum evaluation results at all stages and time. Once the development starts at a certain time, the process continues with some changes in a cyclic manner.

2.6. The Need for Planning the Curriculum

Curriculum planning as a major development activity affects the quality of the program and the implementation activities of the schools. The curriculum planning process under the objectives model is a vital activity for a planned curriculum helps meet the interests of the general public and employers; makes the inclusion of new innovations and adjustments to the changes in society possible; makes the rearrangement of knowledge possible with the changes in knowledge and the rate of obsolescence; makes the use of the changes in the teacher-student relationships and attitudes easy; provides opportunities to introduce and apply a great variety of teaching methods; makes the use of a wide- range of audio-visual aids easy; and gives a chance to apply new techniques of examination and evaluation (McNeil, 1996; Marsh and Willis, 2007).

Therefore, planning the curriculum makes the use of human and non-human resources easy. Societal demands and the needs of the learners can be met. The use of different methods, materials and evaluation techniques in an interlinked manner contributes to the effectiveness and efficiency of the educational programs (McNeil, 1996; Marsh and Willis, 2007).

2.7. The Objectives Model and Curriculum Planning Process

As it has been discussed above, planning the curriculum involves making decisions concerning the objectives of a particular subject or course of study, the selection and organization of contents and learning experiences, the decision on the communication media and the teaching learning strategies to be employed so as to achieve the intended objectives (Tyler, 1949; Wheeler, 1967; Pratt, 1980; Pope, 1983; McNeil, 1996; Marsh and Willis, 2007).

According to Tyler (1949), the proponent of the objectives model, planning the curriculum involves asking and getting answers to questions, “What educational purposes should the school seek to attain?” “What educational experiences can be provided to attain these purposes?” “How can these educational experiences be effectively organized?” “How can it be determined whether these purposes are being attained?” (McNeil, 1996:426). Tyler’ rationale or model is criticized for its linear approach and simplification of the planning process (Pope, 1983). Taba’ (1962) inductive activities of the objectives model involve seven steps sets detailed hierarchic starting from needs assessment/ diagnosis of needs and moves to the formulation of educational objectives; the selection of contents organization of contents; the selection of learning experiences organization of learning experiences; and the determination of what to evaluate, and the ways and means of doing it.

Pope (1983) considers the attributes of the objectives model to include a systematic analysis of the teaching learning process by showing the interacting elements, which are identified as aims and objectives, contents, methods of teaching and evaluation. Thus, objectives are so fundamental to this model for the objectives make curriculum testing process easy, which could be impossible without them; essentially, the model proposes that every act of planning should be undertaken in such a way that one can, if he/she wants to get reliable information about its effects in every defined aspects of the curriculum; and it makes evaluation mandatory and embodies quite a specific view of the purpose of curriculum evaluation for all knowledge of both content and process, which is constructed to some degree and its architecture can never be perfect. The

curriculum can never be good enough but it needs continual effort to improve it (Marsh and Willis, 2007).

Though there are slight variations among the proponents of the objectives model, the task of planning demands making needs assessment, formulation of objectives, the selection and organization of contents and learning experiences, and determination of the evaluation mechanisms (Tyler, 1949; Wheeler, 1967; McNeil, 1996; Marsh and Willis, 2007). Looking at each of them seems appropriate for it helps to understand how the current school curriculum is done.

2.7.1. Making Needs Assessment / Diagnosis of Needs: the Concept, Areas, Sources, and Instruments

In planning the curriculum using the objective model (Taba, 1962), needs assessment/ diagnosis of needs is the collection of data about the school system, the nature and the conditions of teachers, the community (society), and the parallel systems-national and international (Nicholls and Nicholls, 1972; Pratt, (1980); and Taba, (1962). Needs assessment, or diagnosis needs is a precondition to the curriculum planning process with all varieties of the objectives model (McNeil, 1996).

Sources of data for the needs assessment could be school teachers, students, school directors, supervisors, the community, the employers, and parents; the participants, philosophers, etc. According to Pratt (1980) the sources of data include politically influential individuals and pressure groups such as committees within government offices, teacher organizations, and members of school boards, school administrators and teachers, religious or political groups, commentators and writers with special interests in education. The various groups provide information and create an

environment, which is favorable to the implementation of the curriculum. Public representatives, community agencies, interest groups, frontier /leading thinkers, social experts (sociologists, psychologists, and anthropologists), labor organizations, taxpayers, etc. can be the possible sources of data in curriculum planning for schools.

The possible instruments/tools/ that can be employed to collect data in needs assessment include questionnaires, interviews, public hearings, analyses of social indicators such as data about major issues, concerns and problems in the society. The social indicators could be statistical evidences on employment, consumption, health, crime and delinquency, population, social services, and other related matters. The other possible instruments could be document analysis and observations where records and other written documents containing data about the learners and jobs to which the potential areas of job employment after completing the programs. The analyses of data serve to identify priority areas and to identify the possible objectives for the level of education.

The required information can be collected by using parent interviews, administration of questionnaire on interests, recreational choice and problems, personal and social relations, reading habits, work experiences, etc of the learners; administration of tests, document analysis, student records, etc. Both vertical and cross-sectional studies help planners know about the learners (Tyler, 1949; Saylor and Alexander, 1954; Pratt, 1980). Subject specialists can help in providing information on what should be included in the curriculum (Tyler, 1949).

2.7.2. Formulation of Educational Objectives

Educational aims, goals and objectives are statements of the expected end results. They are indicators of the learning outcomes differing in level of generality, or specificity and level of immediacy to the learner including the time scale required in achieving each of them. Educational aims are general statements, which show the direction to a set of more detailed intentions for the future (Davies, 1976; Pope, 1983). They are visionary statements that indicate what is intended to be done and are achieved in a long time. They serve to answer the question, " Why to educate?" and more of slogan like statements. They indicate general changes intended to be brought about in the learner. They are very broad and general indicating the end results of the educational system. They guide all educators in all of their activities and are open to interpretation. Educational aims can be broken down into a number of educational goals of various natures, which will in turn serve to write instructional objectives at a classroom level by teachers.

The objectives drawn by consulting the three sources; the society, the learners and the subject specialists provide more objectives than any program should attempt to incorporate in its educational program. As has been found out by educators and practitioners, well stated educational objectives form the basis for a well-worked out method and rational planning in education; encourage educators to think and plan the curriculum in detailed and specific terms; encourage educators to make explicit previously concealed values; provide a rational/basis for evaluation; prescribe the choice of instructional means; form the basis for a self-improving system; provide a system that eventually achieves internal consistency and a system, which eventually realizes in

practice the aims set in theory; serve as media of communication and they can be made the basis for individualized instruction (Davies, 1976).

2.7.3. The Selection of Contents and Learning Experiences

At this stage the planners need to consider a large number of variables and work much to accommodate the differences of the learners and meet the demands the society. Curriculum localization relies on the contents and learning experiences selected and instructional resources applied. As has been agreed among practitioners and proponents of the objectives model, contents are elements of a subject matter, which help the learner in the acquisition of knowledge, the development of skills, habits, attitudes, values, etc (Wheeler, 1967).

Contents are the means that help the individual to achieve the required changes in behavior. They are vehicles for the development of the learners' intellectual and physical abilities and skills as well as value systems. They serve as tools to develop the social, emotional, ethical and aesthetic qualities. Contents are tools to transmit the knowledge, skills and values of generations to the learners (Davies, 1976; Taba, 1962).

They all are selected out of the accumulated experiences of the society being selective and only a fraction of the culture. The selection of contents from the cultural values of the society is essential because they are the means of their survival. The cultural values include the means for the procurement of food, clothing, and shelter and other necessities of life. The society also involves in activities such as voting, discussing on social issues, appreciating nature and respecting system of laws .These activities provide chances to learn skills, rules of conduct and aesthetic principles comprising what the specific social groups have learned about the world, the ways of using them, and of

improving its qualities. Therefore, selecting contents is a must for there are scarcity of human and non-human resources and the absence of interests from the part of any society to transmit and preserve each and everything it has at hand (Davies, 1976; Abebe, 1991). The contents are selected by considering the nature of the subject, the learners, and the methods of research, its durability, etc.

The commonly used criteria include validity and significance of the subject matter; appropriate balance between scope and depth; appropriateness to learners' needs and interests; the durability of the subject matter (the test of survival); logical relationship of the content to main ideas and basic concepts; learnability of the content and its capacity to interact with other subjects; and the contribution to the development of the society

Whatever the criteria could be, the selection of contents has been difficult for there have always been more contents to learn than any student could learn in the time, which is given. In every subject, there are alternative contents, which can be taught to achieve the specified educational objectives. The available time, developments in areas of specialization and the extensive use of improved educational technologies made it very difficult to curriculum planners to select contents in any field of study.

The selection of learning experiences is the other area of selection in curriculum planning. Learning experiences are defined as opportunities that are planned and guided by the school/ institution including societal opportunities in institutions/schools, the nature of the school community, the relationships between students and teachers, variations arising from individual differences and levels of readiness, the actual contents and methods by which it is presented to the learner (Tyler, 1949; Wheeler, 1967). Learning experiences as opportunities give answers to the question, "How do students

acquire the desired changes in behavior?” which implies that learning experiences are the means to achieve the desired end-results. There is no possibility to bring about behavioral change unless the learner is made to involve in some activities through different methods of teaching. The actions and reactions of the learner determine what he/she learns. Therefore, curriculum planners need to select those kinds of activities and methods of teaching learning that serve as the means to achieve the desired knowledge, skills and values.

According to Tyler (1949), Taba (1962), Lawton (1973), and Doll (1974) the selection criteria for learning experiences, especially the activities aspects in writing the students' textbooks, include the activities that should allow the practice of the behavior which is suggested in the objectives; express what the learner believes that he/she is expected to know; sometimes be of self-activating type; foster whenever possible, an intimate face-to face relationships within small groups; be as varied as the objectives they represent; be continuing and consistent; be based on socially accepted values of the current society; need to be very effective and efficient; not be limited to classrooms; involve the total behavioral development of the learner; contribute to the all-round development of the individual; and be feasible to accomplishment.

There is an agreement among theoreticians and practitioners that the activities and methods of teaching that should appear in syllabi and textbooks could be only those that can be materialized with the existing human and non-human resources (Davies, 1976). He further elaborated that one should not be ambitious and select learning experiences that cannot be transformed into practice. The method aspect of learning experiences are expressions about the relationships between the students, the teacher, the

materials, the organization of the content, manner of presentation and activities of the teacher and students. Thus, the worth of a method lies in the extent to which it facilitates the interactions and contributes to the achievement of objectives.

Methods are best or right as long as they enable the learner in the attainment of the set objectives. The methods of teaching that are selected for both the syllabus and classroom teaching are to be selected by considering the objectives set, the nature of the content(s) at hand, the ability, experience, etc of the learners, the facilities/conditions available and the teachers' personality (education, training, dedication, etc). It is true that students don't learn by the same method equally, as one may not achieve many objectives by a single method.

Teachers as planners and practitioners involve in the selection, organization of contents and learning experiences at school level though their roles differ from time to time and place to place (Abebe, 1991). If they are working in a decentralized school they do the selections, if they are not, they don't. These are the areas that are more applicable in the localization of the school curriculum for there are plenty of contents and learning experiences that can be used as a means for different grades and subjects.

2.7.4. The Organization of the Contents and Learning Experiences/the Curriculum

Curriculum organization is a step in curriculum planning process where the contents and activities are arranged in a coherent manner. It is a systematic arrangement of objectives, contents, 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. Thus, curriculum organization involves the setting of educational objectives, contents, and learning experiences vertically (in time) by

considering the learners' ability in the grades and horizontally considering the relationships between different subjects at the particular grade level.

Vertical relationship is an expression of relationships that exist within a subject while the horizontal relationship deals with considering the relationship with the different subjects. The objectives, contents, learning experiences and materials will be distributed over a period of time in the grades. The organization depends on the complexity level of the subject and the performance capacity of the learners. In the organization, the applicable criteria thought to be the scope of the curriculum; continuity and sequence of contents and learning experiences; integration of the various components of the curriculum; and the balance of the total learning. It is a point on which curriculum planners give due attention to fit the curriculum to the learner and to the field of study (Davies, 1976; Pratt, 1980; Abebe, 1991).

It is a common practice to organize the curriculum on a subject line, social problems, child's interest and social efficiency. Accordingly, the structuring includes subject - based such as linear/approach, broad - fields integrated approach, core /unified approach; learner - centered approach, etc. The Broad-fields/integrated approach combines those closely related subjects (Urevbu, 1985; Abebe, 1991; Deribssa, 2004). The approach is against the fragmentation of human knowledge into isolated subject/teaching units distinct to a subject. It is an organizational device that deals with a subject-based curriculum in a more flexible and effective way. It combines the discrete subject matters instead of dealing with individual subjects. Organizing the curriculum using this approach can be done taking themes, competence, correlation, common skill areas, or problems of different subjects. The approach gives the opportunity to integrate

ideas, concepts, principles, and theories of the different subjects. It doesn't respect subject lines for it serves as a means to get rid of the linear approach (Deribssa, 2004)

Integration requires designing the curriculum by considering the nature of the fields of study and reduces the number of subjects to be taught. It systematizes the presentation of knowledge, skills and values to be acquired. It combines different subjects under larger fields of study and facilitates more rational and functional organization of knowledge. It allows broader coverage of material by eliminating very excessive factual details. It gives greater flexibility in the choice of the contents (Pratt, 1980). The present 1st cycle primary grade subjects (grades 1-4) in Ethiopia are organized in an integrated approach (MoE, 2002).

2.7. 5. The Determination of Curriculum Evaluation Mechanisms

Curriculum evaluation is a systematic collection and analysis of all relevant data necessary to promote the improvement of the curriculum and analyze its effectiveness within the context of a particular institution (Brown, 1996). It is a means to collect data, analyze and make decision on the improvement of a program in any educational instruction. It is considered as a means to compare the actual outcomes against the expected objectives. According to Gronlund (1976), curriculum evaluation is a systematic assessment of the value or the worth of a program, a technique, or strategy used in an institution or a fieldwork, educational materials or a situation prevalent in a particular community. It is the collection and use of information to make decision about an educational program. Thus, curriculum evaluation is a process used to weigh the relative merits of alternatives at a given time within the domain of curricular practice. The aim of

curriculum evaluation is always to strengthen and improve the instructional process and educational programs.

Teachers use different instruments to measure students' achievements and personality profiles. Tests, observations, peer appraisal and self- assessment techniques are the other instruments. These help teachers in assessing student achievement comprehensively.

Figure 4: Learning outcomes that cannot be measured by typical paper - pencil tests

Outcome	Representative Behaviors
Skills	Speaking, writing, listening, oral reading, performing laboratory experiments, drawing, playing a musical instrument, dancing, gymnastics, work skills, study skills, social skills, etc
Work habits	Effectiveness in planning, using time, use of equipment, use of resources, the demonstration of such traits as initiative, creativity, persistence dependability,
Social attitudes	Concern for the welfare of others, respect for laws, respect for the property of others, sensitivity to social issues, concern for social institutions, desire to work towards social improvements, etc.
Scientific attitudes	Open – mindedness, willingness to suspend judgment, sensitivity to cause – effect relations, an inquiring mind, etc
Interests	Expressed feelings towards various educational, mechanical aesthetic, scientific, social, recreational, vocational activities, etc.
Appreciation	Feelings of satisfaction and enjoyment expressed towards nature, music, art, literature, physical skills, outstanding social contributions, etc.
Adjustments	Relationships to peers, reaction to praise and criticism, reaction to authority, emotional stability, social adaptability, etc

Source Gronlund, N.E, (1976), Educational measurement and evaluation, P.428

Observations, both scheduled and participatory approaches help teachers and program evaluators get sufficient data to make value judgments. Those learning outcomes such as skills, work habits, scientific attitude, social attitudes, interest, appreciation and adjustments can be measured by observation techniques. Students' evaluation feeds curriculum planners with the required information about the attainment of the intended objectives. The planners identify the areas of weakness and take appropriate measures. Therefore, the data about the program and students' achievement help to determine to what extent the desired educational objectives are achieved.

2.8. Curriculum Development under Centralized Education Systems

The curriculum development process under the centralized education systems is done at the central level of the sector and all lower bodies are expected to put it into practice as it is or they may be given the autonomy to adapt it to their local situation to a limited level. Thus, it is the central body that will take responsibilities to conduct the need assessments, the formulation of the educational objectives, the selection and organization of content and learning experience or the curriculum and making decisions on the assessment mechanisms either by itself or involving all stakeholders.

Though there are criticisms against the objective model (Tyler, 1949; Taba, 1962; Pope, 1983) or the Understanding by Design Model advocated by Wiggins and McTighe (Ornstein and Hunkins, 2009), it makes differentiation of the contents and learning experiences possible and helps students achieve similar ends where ever they are as long as the planning is done well.

Most of the time, the centralized educational service delivery usually fails to be relevant to most of the society and the learners, who are at different socio-economic and

cultural level of development. This so happens for it mainly focuses on major areas of subject matter contents and activities ignoring the cultures of local communities. Centralized curriculum planning does not give equal opportunity for every social group in the regions, or people with different interests such as urban and rural development, religious and non-religious, the educated and the uneducated, and the like. The useful traditions of local communities, indigenous knowledge and skills, ways of life, protection of the environment from hazards, preservation of cultural values, skills of resolving conflicts, saving styles, medication of the sick persons, etc, may not be entertained with the centrally developed curriculum unless they are commonly shared by the vast majority.

In general, differences are not accommodated. It cannot satisfy the interests of each locality and people usually get into conflicts and they start to defy the central authority and/or undermine the school activities. The parents show little interest in schooling for it may alienate the learner from actual life. Centralized curriculum by its very nature is very rigid and shows no flexibility to teachers and communities either to add their local cultures or use the school curriculum to address their peculiar problems. The central bodies usually feel that if local cultures are allowed to be integrated to the central curriculum, it erodes national unity/integrity giving more attention to their local values and people may try to go away when they are forbidden to practice their own and do something what may not be worthy to their life.

2.9. The Curriculum Planning Process in Decentralized Education Systems and the Opportunities

Decentralization is the transfer of authority from the center to the periphery (Khan and Mirza, 2011:1; Crawford, 2004). According to Khan and Mirza, (2011:1) “Decentralization transfers powers and responsibilities to either the region, which could be regional governments in a form of states, or provinces, or regional offices” They further elaborated that decentralization is a process that comprises changes in the ways by which decisions are made on designing curricula and managing local schools. Hence, decentralization of the education system has been taken as a workable mechanism to improve students' learning achievements, increase efficiency and local accountability and leads to higher quality. It contributes to quality service delivery and resource utilization (Khan and Mirza, 2011). They further indicated that the success or failure of decentralization of educational service delivery depends on cultural context in which devolution of education takes place, political support from national leaders and local elites, adequate planning, management and local empowerment. Failure in implementation of decentralization occurs, if objectives of decentralization are set at a central level. A discrepancy arises between responsibilities people are given and the rights and powers to act these responsibilities.

According to USAID (2001:147-148) report, the framework for the implementation of decentralization in education service including curriculum planning can be divided in to segmented tasks such as the legitimizing or getting the policy accepted as important, desirable and worth activating; the constituency building or gaining active support from groups that see the proposed reforms as desirable or

beneficial and they act to achieve the policy objectives; the resource accumulation to support implementation requirement in terms of financial and human resources; organizational design or structure which involves adjusting objectives, procedures, systems; mobilizing action, which focuses on identifying, activating and pursuing action strategies, and monitoring.

Decentralization of education promotes local participation in education (Izajda, 2006:116). The types of decentralization could be functional or territorial. Functional decentralization is when a Ministry of Education hives off some of its functions to parallel bodies, while the territorial decentralization refers to downward distribution of control among the geographic tiers of government such as nation, states, districts and schools. The territorial decentralization includes de-concentration, delegation and devolution.

De-concentration is the process through which a central authority establishes field units, staffing them with its own officers. Delegation implies stronger degree of decision making power at a local level, but power in a delegated system still basically rests with the controlling authority, which has chosen to lend them to the local one. Devolution is the most extreme of these three forms. Powers are formally held at lower levels, the officers of which do not need to seek higher level approval for their actions. The Indian practice is quoted and it shows that some important powers have been decentralized to the state level, but centralized within the state level (Izajda, 2006:115).

Decentralization is the transfer of authority and responsibility for public functions from the central government to intermediate and local governments or quasi-independent government organizations and/or the private sector. It is empowering local governments

and makes the lower bodies to do their share of work. For instance, Crawford (2002:2) elaborates that educational decentralization has often been a manifestation of wider administrative and political decentralization. It is a complex process that can result in major changes in the way school systems are organized, development and implementation of the curriculum is accomplished, policy is made, revenues are generated and funds are spent and schools are managed.

The educational decentralization is seen as the shift in authority. It is a shift in the location of those who govern and transfer of authority from one location or level of educational organization to another, and it may occur across different levels: central government, state or regional governing bodies, or municipal, or district government, and school. Crawford (2002) lists down some of the motives of educational decentralization, which include increasing efficiency and accountability; increasing decentralization and community participation; limiting the power of some groups; becoming more responsive to local needs; mobilizing resources; and developing finance responsibility.

Thus, the major argument for supporting decentralization in developing countries is grouped under two broad categories: economic and political. The political purpose focuses on increasing democratic participation, equity, and stability. The economic rationale is that decentralization is necessary to accelerate the pace and spread of the benefits of growth, to integrate diverse regions in heterogeneous countries and use scarce resources more efficiently (Crawford, 2002).

Normally, decentralization brings governments closer to the people allowing poorer groups to get a bigger share of government services and the beneficiaries in planning and decision making at the local level. Decentralization of social services

including education appears to be embedded in the larger decentralization processes that are occurring in the regions. According to Winkler, a research carried out on education in Tanzania showed that the national political goal to provide the same education for all has suppressed the need to adjust primary education to significant local condition. Educational service decentralization and its implementation demand finance and delivery of government services in a decentralized manner (Winkler, 2005).

Today, in most developed countries, devolution of power and authority to local level institution and establishing federal state structures have become the common features and practices. They are going smoothly in the provision of services to the local community. Tanwenwald (1998:2) elaborated the objectives of devolution of power and listed that it has more effect on provision and production of public service; better alignment of the costs and benefits of government for a diverse citizenry; better first between public goods and their special characteristic; increased competition, experimentation, and innovation in the public sector; greater responsiveness to citizens' preferences; and more transparent and accountability in policy making.

Thus, it has been true that decentralization creates better conditions for the educational services in socially diversified societies that have set different state structures. As decentralization is the transfer of decision making authority closer to the consumer or beneficiary, it makes education service to be well practiced. It demands fiscal decentralization, which is done in Ethiopia quite recently (Tegegne and Kassahun, 2007). The purpose of fiscal decentralization in relation to education decentralization is associated with four objectives: democratization, regional and/ or ethnic pressures, improved efficiency and enhanced quality of schooling.

In general, experiences of others show that decentralization in education in general and the curriculum planning in particular is designed to increase the voice of the local citizens to empower them more and fully participate in decision making at the local level. The decentralization shows that there have been pressures from regionally based ethnic and language groups to develop their own curriculum, teach in their own languages, and manage their own school; better matches between services provided and the preferences of citizens; is increased outcome relative to resources or expenditures (Work, 2002).

Work further discusses that when education is decentralized in pursuit of decentralization or in response to regional /ethnic pressures, it is usually just one of the several services being transferred to local or regional governments. It can address problems of poverty, gender inequality, environmental concerns, and the improvement of healthcare, education and access to technology. Furthermore, decentralization is not only conditional on the involvement of community organizations, stakeholder in the private sector, but also international organizations and citizens (Work, 2002). Accordingly, decentralization brings decision-making closer to the people and therefore, yields programs and services that better address local needs.

Community participation and boosting grass root developments play key roles in the sustainability of programs and quality of life improvement. It brings stakeholders together to define properties for projects and programs, increased interest and sense of ownership, which in turn promotes sustainability.

Federalism as a form of state organization is often accompanied by decentralization. A federal system is expressive and institutionally complex. It requires high level of cooperation and capacity at the sub- national levels to ensure the enhancement of good

governance. The argument then is that “a federal state is more apt for decentralization since the administrative and political structures are already in place” (Work, 2002:7).

Thus, decentralization can facilitate empowerment and encourage creative local solutions. Practices show that decentralization is primarily a political process. It will not be successful unless adequate provision is made to finance the developed decentralized responsibilities. The fiscal arrangement as a requirement is satisfied in the Federal Democratic Republic of Ethiopia because of the fiscal decentralization measure taken quite recently by devolving the financial issues to the Woreda level (Kumera, 2007). Therefore, there might be no significant problems related to financial administration.

Though the interest in this research is about decentralization of the education service and localizing the primary school curriculum planning, it seems important to see how federal government structures make the decentralization of the education service possible and empowers the regional states to involve actively in localizing the primary school curriculum to their needs and the learner.

As Federalism is a state system with the power devolving to the lower structures of government and planning a curriculum at regional or lower level is possible. The decentralization of power provides opportunities to do tasks at local level and addresses both the felt and anticipated needs and interests of the regions and their entities (Tegegne and Kassahun, 2007). Thus, regional states can have as many local contents and learning experiences as possible and make it diversified while retaining the general objectives of education of the country as frame of reference. It can be allowed as long as they do not ignore the federal framework.

Local resources and assessment mechanisms can be used as they are the means to achieve the general purposes set as long as they are valid instruments. The students' profiles set for each cycle at the federal/central level can be achieved as they are expected through different contents and experiences. This provides rooms to incorporate whatever is considered useful at the local level. They can make use of contents and learning experiences as long as they are in their interest and the national goals are maintained. There would be no threat to national integrity for what people have chosen to learn and what they want to consider is important for their locality at any corner of a country. They can make use of different contents and learning experiences of their own (Marsh, 2009). Thus, such opportunities provide each group to develop their culture, language, history, common psychology, environment, etc., which definitely help them contribute their share to the development of the country. It cultivates a sense of belongingness and a feeling that they are equally important as all other fellow citizens and social groups in the development of their common country

2.10. Experiences from Africa

Although there are beginnings in localizing primary school curriculum in some African countries along with the decentralization of school management, there are scarcities of literature on many of those which have begun the practice .As a result only few countries' experiences are reviewed.

Ghana has decentralized its education service taking it as a means to provide opportunities for active participation of citizens individually and in groups. The people have been empowered to decide on a number of things, including curriculum development process. It has been a real practice of the transfer of part of the powers of

the central government to regional or local authorities in response to demands of diversity. It was reported that Ghana used decentralization as a response to diversity and the need of the people (Crawford, 2004). The same document further elaborated that decentralization as less centralized decision- making made national public institutions to be more effective and local governments and civil societies to be more competent in the management of their own affairs. It has been reported that it promoted cooperation between the government and NGOs, increased transparency, accountability, and the response capacity of institutions. The local actors themselves determine the direction of their development and implement them rather than the implementation of development policies decided by external actors.

Nigeria also has had an experience of decentralization of education service delivery as a mechanism of empowering lower level bodies to make decision on the education services in general and curriculum planning, implementation and evaluation of results. Uganda's experience has been an encouraging one as in other East and Central African countries. In general, decentralized education services in Africa became recent phenomena, because of the failures of the centralized forms of state intervention and relation of the de-concentration had its limits with the renewal of free- market theories embodied by structural adjustment and macro- economic stabilization policies (FAO, ND).

The document further elaborates that devolution has been the transfer of functions, resources, and decision making to citizens themselves who would exercise the powers ceded to either local government or representative organizations. It is not free of limitations. For instance, the common problems observed on devolution in the USA

included the dangers of intensified interstate competition and the inability of states to take functions developed from the federal government (Tanwenwald, 1998:4).The later point has been a manifested problem in Africa too.

2.11. The Ethiopian Primary School Curriculum Planning Process in Retrospect

Ethiopia was isolated from the Europeans and other foreign countries for at least two centuries. The isolation began just after the expulsion of the Jesuit missionaries at the beginning of the 17th century. After two centuries, in the 19th century, missionaries (protestants, Swedish Evangelical, seventh Day Adventists, etc) began to come to Ethiopia to preach the Holy Word of God (Christianity) in the vernacular languages (Edessa, 1994).The different missionaries began to establish educational institutions along with medical centers in the country.

The gradual emergence of the country from its state of isolation, the increasing diplomatic and military contacts the country had created with other nations forced the country's leaders to introduce modern western education. For instance, Ethiopia's victory over the Italian aggressors at the battle of Adwa in 1896 showed that the survival of Ethiopia depends on its readiness to accept innovations, especially in science and technology. Thus, the first state supported western type of school- the present Menilik II school was established in Addis Ababa in 1908 (Edessa, 1994; Ministry of Education and Fine Arts, 1961).

After a year, a proclamation was declared to urge parents to send their children who were at the school enrolment age and above. Stipend was given to attract children (Ministry of Education and Fine Arts, 1961). To encourage the participation, a Directorate General for Public Instruction was created. This continued until the Italian

invasion of 1935. Since 1908, Ethiopian education has been practicing different curricula, which have been influenced by dominant forces of the time. Their school curricula or technical assistance have been reflected in the Ethiopian school curriculum. Each of the orientations had unique features with regard to curriculum planning in the country. Brief descriptions of the major phases are presented here under.

2.11.1. The Pre-war /French-Oriented Education: Curriculum Objectives, Contents and Curriculum Planning Process

The prewar/ French-oriented education was implemented between 1908 and 1935. The education was supported by the French government. The pre-war/ French-oriented education aimed at producing translators, interpreters, ambassadors, emissaries to foreign countries with which Ethiopia had established contacts. It also aimed at producing trained manpower for the government offices and enterprises. The medium of instruction was French and final examinations for those who completed the elementary level were imported from France (Edessa, 1994).

The curriculum and textbooks were imported from France and there were no or little planning at the Ministry of Education (Edessa, 1994). The education was dominated by the French type of education system. It was reflected in the school building style, the courses, the teachers' guides, and students' textbooks. The curriculum was made to focus mainly on the study of foreign languages such as French, English, Italian and Arabic to facilitate the increased relations with foreign countries in political and economic areas.

In addition to the foreign Languages, Geez and Amharic were taught from Ethiopian languages. Other subjects such as History, Geography, Science, Chemistry, Physics, Mathematics and Gymnastic were taught. Dress making and Household

Management were offered to the few girls, who attended schools (Tadesse, 1964). Except the two Ethiopian languages, all other subjects' syllabi and other instructional materials were imported from France. The medium of instruction was French for all subjects.

Thus, the curriculum was French-oriented, where the study of languages was given priority. It was mainly intellectual education producing office workers. It did not continue for the Italian Fascists disrupted the already existed system and introduced the colonial education system. The curriculum planning was limited to the two languages; Geez and Amharic.

2.11.2. The Italian-Oriented Education and the Curriculum (1936-1941)

The education system, which was introduced at the Italian - oriented period was a colonial type. It was similar to the education that was introduced elsewhere in the Italian colonies. The aims of education at this period were geared to producing skilled manual labors, interpreters, militia, people's soldiers and native propagandists (Edessa, 1994). The Italian Fascists even discouraged the already existed traditional and missionary education. The only missionary groups left were the Italian and the German missionaries. The education of the natives was limited to grade 4. The medium of instruction changed and they began to use the Italian language and major nationality languages as media of instruction. Some of the languages used in the instructional process were Amharic, Tigrigna, Oromigna, Somaligna, Harari, Sidamigna and Arabic in Muslim areas (Edessa, 1994).

As it is reported by the same authors, the curriculum was composed of subjects such as the Italian language, Arithmetic, Geography, History, Hygiene, Moral Instruction, Physical Education and Military Drills. The classes were organized on a self-contained

system. A period was one hour in length. The school day was from 8:30 AM in the morning to 5:00 P.M. in the afternoon. There were no classes for the Muslim children on Friday afternoon. The materials written for instruction purpose were more of propaganda materials than textbooks of academic nature. The following statements of the contents taken from those materials would prove this statement.

"O"! Children of Ethiopia love the three colors of the Italian flag; salute it, raising your right hand towards it, and promise to serve it with faithfulness and honor" "O"! Children of Ethiopia, you must feel proud to belong to the great Italian nation and to work under the "Insignia" of Mussolini" (Edessa, 1994).

As the curriculum was imported from Italy or its colonies in Africa, there was no curriculum planning process at home. They used education to divide and rule purpose

2.11.3 The British-Oriented Period: Objectives, the Curriculum and Planning Process (1941-1950s)

As the Italian fascists were expelled after five years, the British type of education was introduced. By the time schools were opened, the government had a lot of educational problems such as shortages of teaching materials, trained teachers and finance to construct and run the schools. Thus, the Ethiopian government made agreement with Great Britain, which opened the way to a British-oriented education (Ministry of Education and Fine Arts, 1961).

The British-oriented education aimed at producing manpower for the restored and newly opened government offices. English became the medium of instruction for both primary and secondary schools. The education system was structured to be 6-4 for the years from 1941-1948. By 1948, a slight modification was introduced and it became 8-4. The two years were added to alleviate public pressures created on the government to get junior level secondary education to help students develop intellectually at their

nearby schools before they leave for senior secondary education at remote places usually at provincial towns (Ministry of Education and Fine Arts, 1961).

It is reported that the Ministry of Education was re-instituted and a Board of Education was established. Local Education Boards were established in the provinces being chaired by the governor-generals. In the British-oriented period, the curriculum was made to include the teaching of English, Amharic, Mathematics, Biology, Chemistry, Physics, History, Geography, Gymnastics, etc. The curriculum was dominated by the focus on academic subjects for the purpose was to produce mental laborers. Those members of the British army, who fought against the Fascist forces along with the patriots, were made to teach. A number of teachers were brought from England and English speaking countries.

Those students who got the best results in the London Matriculation (GCE) were sent to Britain for further education. Further expansion of schools was made. The government introduced the second education tax on cultivated land in 1947 to support further expansion of education in rural areas. However, the relation between Ethiopia and the British government became less and less and gradually the British government's support was reduced and later on the American government replaced the British. It was at this period that the first formal written curricula for the elementary and secondary schools were planned and published. The curriculum was developed by committees, which consisted of Ethiopians and foreigners (Ayalew, 1964; Edessa, 1994).

2.11.4. The American-Oriented Curriculum: Objectives, Contents and Curriculum Planning Practice (1950s-1974)

This was a period, where the active participation of educated Ethiopians was observed. The government focused on the training of teachers, supervisors and school administrators for the various educational institutions using the Teacher Training Institutes and the Faculty of Education of Haile Selassie 1st University (Edessa, 1994).

It was with the support of the American government and Non-governmental organizations that a number of educational departments and institutions began to work. An educational reform was made with the establishment of the Long Term Educational Planning Committee to expand primary and Teacher education. However, the reform made its contribution to the deterioration of the quality of education, which made the government to initiate the Education Sector Review, which was aborted and did not materialize.

The educational aim at this period was the production of semi-skilled and skilled manpower for the different aspects of life, mainly for the economic activities. The education system de-emphasized the academic subjects by further enhancing vocational and technical education. The educational aims for the primary level (grades 1-6) as of 1963/64 showed the following.

1. Fostering in children the traditional values of loyalty, unity and devotion to the Emperor and the country, which have sustained the nation for thousands of years;
2. meeting the urgent needs of spreading literacy throughout the nation and providing basic education in the shortest possible time in the national language;

3. helping children develop a sense of citizenship of their own country and of the world and in doing so to help them develop an appreciation for education, not only as a means of acquiring academic knowledge, but also as a means of acquiring healthy minds, healthy bodies and proper moral and spiritual values;
4. giving to children the kind of knowledge and experiences that will enable them to become more happy, useful and productive citizens when they have completed their basic education and returned to work in their own communities.
5. giving to those who complete the elementary school course, a proper foundation to which they can successfully complete secondary education in an academic or vocation schools (Ayalew,1964)

More practical subjects were introduced in the two years of Junior Secondary Schools. Agriculture, Health Education, Culture and Crafts, Physical Training and Economics were introduced. In the junior grades (grades 7&8) concentrated courses in English were given to make up for the possible deficiencies in the teaching of the subjects in Amharic at the primary level. Extensive guidance and vocational programs were introduced to assist the less academically inclined students to reduce the dropouts and failures. Further de-emphasizing action on the academic subjects was passed during the 1960s.

It was in the early 1960s that the Division for Curriculum Development and Material Production was instituted. It began to work on curriculum development and material production. It was reported that many professionals were made to engage in developing the curriculum. Thus, the syllabi for the different subjects, students' textbooks, teachers' guides, and other instructional materials were prepared. The

curriculum and other materials for the schools were planned by a national committee organized at the Ministry of Education and Fine Arts. The committee was composed of curriculum experts, schools' directors, advisers, teachers and other competent individuals (Ayalew, 1964).

Hence, the syllabi, students' textbooks, the teachers' guides, and other instructional materials were prepared and distributed to schools from the center. Later the syllabi were revised by a committee assigned to evaluate the implementation of the 6-2-4 education structure and the effect of the medium of instruction (Amharic) in the elementary schools. The Curriculum Development and Material Production Division of the Ministry of Education and Fine arts (Ayalew, 1964) was responsible for all of these activities. The subjects set to be taught at the Primary Schools of the country were planned at the center and were the following.

Figure 5 - Subjects Offered at the Primary School and the Period allotment per week

Subject	G	R	A	D	E	S
	1	2	3	4	5	6
Amharic	5-8	5-8	3	5	5	5
English	10minutes daily	10minutes daily	5	5	5	5
Arithmetic	5	5	5	5	5	5
Social Studies	-	1	3-4	3-4	4	4
Morals	1	2	1	1	2	2
Health & Safety	15minutesdaily	15minutesdaily	1-2	1-2	1	1
Music	15minutes daily	15minutes daily	1	1	1	1
Arts and Crafts	5	5	2-3	2-3	1	1
Agriculture	2	2	1	1	1	1
Home making	-	-	2-3	2-3	1	1
Physical Training & games	5	5	3-4	3-4	2-3	2-3
Total	28-31	29-32	28-32	33-38	33-34	34-35

Source: Ministry of Education and Fine Arts, 1960

Grades 7 and 8 were considered as junior secondary grades until post- 1991 education structure was set. The curriculum was set by the Ministry of Education. For the purpose of comparing the previous and current subjects taught, the subjects and the period allotments are presented below.

Figure 6: Subjects Offered at the junior secondary Schools and the Period Allotment Per week

Subject	Grade 7	Grade 8
I General Education		
· History	3	3
· Geography	3	3
· Mathematics	5	5
· Science and Health	5	5
· Amharic	3	3
Total Periods per week	19	19
II Language Concentration English Language skills	9	9
III Fine and Practical Arts		
· Physical Training	1	1
· Music	3	3
Domestic Science (all student will spend)	3	3
(Three periods per week Arts and Crafts) in each of any three of the general shop	3	3
· Agriculture	3	3
· Commercial training	3	3
Total Periods per week	10	10
IV Supervised Study		
· Guidance & Student Activities	2	2
Grand Total	40	40

Source: Ministry of Education and Fine Arts, 1960

2.11.4.1. The Establishment of National Committee and the National Commission for Education and the Impact on the Curriculum

A national committee, whose task was to investigate the deterioration of the quality of secondary education, low achievements in the ESLCE, and to check the

implementation of the new program was appointed by the Council of Ministers in 1966 (Ministry of Information, 1973). The committee was given a Term of Reference for its work. It was reported that after series of meetings, data collections and analyses, the committee reported its findings forwarding 61 recommendations. Though the report had points outside of its term of reference, the government accepted the recommendations positively and established a “National Commission for Education in Ethiopia” for a purpose of thorough review of the pattern and the philosophy of the educational system (Ministry of Information, 1973:30).

The commission was established in 1969 and it had the tasks of formulating the aims and objectives of education; devising the means for the expansion of educational opportunities more equitably; ensuring the co-ordination of education at all levels and identifying the role of education in enhancing national integration and development. The commission members were from different disciplines composed of Educators, Engineers, Agriculturists, Medical Doctor, a Lawyer, an Economist, a Social Worker, a Representative of the Clergy, etc. The commission officially launched its function in October 1971 (Niechoff and Wilder, 1974).

2.11.4.2. The Commission’s Report and the Curriculum as an Issue

The commission collected the relevant data, listened to reports, gathered public opinions, students, government officials, teachers, directors, and private individuals. After making a critical analysis and interpretations, it was reported that the commission proposed three alternative strategies (Niechoff and Wilder, 1974).

1. Alternative Strategy I

The alternative provided for a continuation of the then existing 6-2-4-education system with certain significant changes and improvements. The suggested curriculum was to be more practical by the inclusion of additional work-oriented and environmental studies. It was assumed that certain economic benefits would be achieved by operating the school on a two-shift basis. The number of schools operating on a two-shift basis was to increase. The number of hours per day that a student attends would be reduced to three and one-half by extending the school year to 220 days, the total number of hours per year remained approximately the same.

The junior and senior secondary schools would continue to function essentially as they were with more relevant curricula. Expanded mass media programs were to serve both formal and non-formal programs of the educational system. It was assumed that the enrollment would be 66% of the relevant school aged population by 1999-2000. But it was rejected soon as being too similar to the existed system. It was taken the same as the 1958 UNESCO Sponsored Sector Review Proposed in the “Ten Year Expansion Program for the Ethiopian Educational System”.

2. Alternative Strategy II

It proposed that the formal school system would be structured on a 4-4-4 basis and there would be major changes in curriculum and instructional methods in both first and second level schools. Inquiry rather than rote methods of learning were proposed. The course materials were to be integrated into cohesive areas of study instead of presenting as separate subjects. The first level was made to be composed of a program called Minimum Formation Education (MFE). It was expected to employ a revised

curriculum arranged in cohesive areas of study, which would include communication and occupational skills; physical culture and self-expression; practical arts; and environmental studies. The entry age was held flexible. It was assumed that most of the students would require four years to complete the MFE program.

However, it was emphasized that the length of time required to complete the program was determined by the number of years they invested in the MFE program. The organizational structure was a 4-4-4 and it was hypothesized that if a student took two or three years to complete the MFE program, this should be the length of time required for him/her to stay in the program. The alternative had two shifts per day, three and half-hours per shift and 220 days per year (Niechoff and Wilder, 1974: 64). In the second four-years of alternative II consisting of grades 5-8, subjects were to be offered being integrated into study areas except the more differentiation into courses such as language composition and mathematics than in the first cycle. The contents and skills were to be more practical and academic.

Community practices were expected to provide skill training for those who may drop out of the second level. According to Alternative Strategy II, by the year 2000, 90% of the relevant school aged population would be enrolled in MFE programs.

3. Alternative Strategy III

It was the most radical of the three proposals. It called for a two-track system. One was a 4-2-4 system to replace the 6-2-4 formal structure. The first four years were the same as alternative strategy two. The two years were assumed to be junior secondary and the four years senior secondary schools. All blocks were terminal in nature as in

alternative II. The entry age for MFE in Alternative strategy II was a minimum of 9 years. This was prescribed for two reasons

1. It was thought that the older age of entry would allow for the acceleration of the presentation of material in program;
2. By entering at age nine, the student would complete the program at age thirteen.

This is closer the age when a student would enter the labor market as an independent individual. The second track was composed of a two-year block called “Basic Formation Education” followed by a three years block called “Secondary Formation Education” It was designed for older students who had not had a prior opportunity to attend formal schools. The entry age was to be between 13 and 16. The adaptation of the lessons to the age levels was proposed. The three years program was anticipated to be practical and vocational. The contents were expected to be oriented to rural development focusing on agriculture and public works. It was planned to provide the most rapid rate to the attainment of universal mass education. It proposed the attainment of 90% enrolment in the elementary education in 1984, which was 16 years before alternative strategy II at the elementary level.

It was further reported that a final conference was conducted in July 1972, which was opened by the Emperor. It established several policy directions. After discussion on the alternatives, a fourth alternative emerged and it became the preferred alternative. The new strategy recommended by the conference was a modification of Alternative strategy II and it proposed the seven years entry age of Alternative strategy II, the Basic Formation Program and Secondary Formation Program of Alternative Strategy III, and the Village Development Center (VDC) to offer the training for the youth and adults in

practical trades, arts, crafts, and agriculture (Niechoff and Wilder, 1974). The 'Education Sector Review', which was done mainly by Ethiopian nationals and professionals, was strongly opposed by teachers, students, and the public. It was made to abort. The social revolution of 1974 erupted. Its aim was to Ethiopianize the education practice though it was to strengthen the centralized education including the curriculum planning.

2.11.5. The Socialist-Oriented Curriculum and the Planning Process (1974-1991)

The social, economic and political crisis of the early 1970s in Ethiopia led to the social revolution of 1974. Hebrete Sebawinet (Socialism) became a policy of the state in 1976. It served as a guide for the development of the Transitional Curriculum and later to the School Experimental Program (General Polytechnic Education) along with other party and government documents that were made to work in all the schools of the country and 70 sample schools selected from the different regions (Asefa, 1993).

Both the Transitional Curriculum for the primary and secondary schools and the General Polytechnic Education curriculum for only experimental schools were planned on the basis of the different proclamations and policy statements declared at different times at the center. There was no regional participation in planning the curriculum. The major guiding principles used in the development of the transition school curriculum of 1976, and the General Polytechnic Education were taken from the National Democratic Revolution (NDR) Program and the Program of the Workers' Party of Ethiopia respectively (Edessa, 1994). All the curricula were planned at the center by the Ministry of Education, especially by the ICDR.

2.11.5.1. The Transitional Curriculum and its Planning

The statements of the National Democratic Revolution Program (NDRP) served as the bases for the designing of the curriculum for all school levels. The education was set to be anti-feudal and anti-imperialist. The very statements written about the nature of education read as follows:

There will be an educational program that will provide free education, step by step to the broad masses. Such a program will aim at intensifying the struggle against feudalism, and imperialism. All necessary measures to eliminate illiteracy will be under taken. All necessary encouragement will be given for the development of science, technology, the arts and literature. All necessary efforts will be made to free the diversified cultures from imperialist cultural domination and from their own reactionary characteristics. Opportunities will be provided to allow them developing, advance, and grow with the aid of modern means and resources (Ministry of Education, 1984:14).

On the basis of the above policy statements, the education of the country was geared towards the development of the all-rounded socialist personality under the guiding principles of “Education for production” “Education for social consciousness” and “Education for scientific inquiry”

Thus, the education was made to focus on political, economic, social and cultural areas of development and it was reported that the school curriculum was made to provide both academic and vocational education and training. The educational practice was a socialist-oriented type. Mainly the Union of the Soviet Socialist Republic (U.S.S.R) and the former German Democratic Republic (G.D.R) were supporting the education system. Other Socialist and Socialist-oriented countries were helping the education practice through material, financial, human and human resource training. The curriculum was planned by the Ministry of Education and the contents of the curriculum were made to

focus on ideological, intellectual, vocational, technical, and aesthetic and physical education (Abdurrahman, 1983; Abebe, 1991).

The subjects offered under these areas include Intellectual Education, which was composed of Mathematics, Languages, Natural sciences, Social Sciences; Ideological /Moral/ Education consisted of the Philosophy of Marxism composed of Leninism, Scientific Socialism and Political Economy; Vocational and Technical Education having Basic Technology (Agriculture, Handicrafts, Drawing, General Polytechnic); Cultural Education composed of subjects such as Literature, Oratory, Arts, Drama and Dances, Music; and Physical Education offering Gymnastics and Sports, Health Education and Military Education (Abebe, 1991). Political education was offered at the primary schools. The education was expected to play great roles in enhancing the revolutionary process (Abdurrahman, 1983).

The primary education system was reorganized and the primary schools were composed of the primary level (1-6) for the ages of 7-12 for the Transition Curriculum while the General Polytechnic Education was made to be grades 1-8. The education system was expected to facilitate the Cultural Revolution; create the needed manpower, make the working people free from the old system, cultivate the citizens with scientific and revolutionary ideology, and mould citizens with an all-rounded socialist personality. The education aimed at inculcating the socialist ideology in the entire society (Abdurrahman, 1983; Abebe, 1991).

Thus, one would conclude that the education practice was geared towards cultivating Marxist-Leninist ideology in the young generation. It also aimed at developing knowledge in science and scientific inquiry, in the new culture and the arts, to

integrate and co-ordinate researches with production and to enable the revolution move forward and secure productive citizens. The curriculum planning was done by the Ministry of Education. No involvement was there from the regions.

2.11.5.2. The School Experimental Program (General Polytechnic Education): the Objectives, Contents, Structure and Outcomes

It was reported that after the founding of the Workers' Party of Ethiopia (WPE) in September 1984, the planning and the improvement of a new curriculum continued. The General Polytechnic Education, (School Experimental program), began first in twenty-five schools around Addis Ababa with a radius of 100 kilometers in 1982/83. It continued to be experimented in 70 selected schools from all administrative regions from grade 1 to 8 (Abdurrahman, 1983; Edessa, 1994).

Polytechnic Education had been a dominant feature of socialist education practice and aimed at upbringing citizens with an all-rounded socialist personality. It was considered as one of the key factors in the socialist life style. Thus, cultivating the child's mental and physical potentials, aesthetic appreciation, moral and productive abilities were highly appreciated. It also aimed at orienting the learner with the basic principles of technical and vocational education (Abdurrahman, 1983).

The Polytechnic Education in Ethiopia aimed at enabling citizens to be aware of different political forces both at home and abroad; to participate actively in the social and economic areas; to be physically fit; to appreciate nature and work in art and literature. Polytechnic education gives emphasis to intellectual development by providing knowledge of the natural and social sciences to help students understand the laws of nature and society respectively. The rationale for the introduction of Polytechnic

Education in Ethiopia was to advance the economic, cultural, technical and vocational development of the country (Ministry of Education, 1983).

Figure 7: Subjects and periods for General (1-8) polytechnic schools

Subjects and Grades	1	2	3	4	5	6	7	8
Amharic	7	7	7	6	5	4	3	3
Mother tongue	2	2	2	-	-	-	-	-
English	-	-	4	5	4	4	4	4
Mathematics	6	6	6	5	5	5	4	4
Environmental Sc.	2	3	3	4	-	-	-	-
History	-	-	-	-	2	2	1	1
Geography	-	-	-	-	2	2	2	2
Civics	-	-	-	-	1	1	1	1
Biology	-	-	-	-	2	2	2	2
Physics	-	-	-	-		2	2	2
Chemistry	-	-	-	-			2	2
Physical Education.	3	3	2	2	2	2	1	1
Music	1	1	1	1	1	1	1	1
Arts	2	2	1	1	1	1	-	-
Polytechnic instruction								
· Handicraft	2	2	2	2	2	2	-	-
· Agriculture	2	2	2	2	2	2	-	-
· Technical Drawing	-	-	-	-	-	-	1	1
· Productive technology	-	-	-	-	-	-	5	5
Home Economics	-	-	-	-	-	-	2	2
Total periods per Week	25/27	26/28	28/30	23	29	29	31	31

Source: Handbook on the School Experiment, MOE 1983:55

The transitional curriculum continued until it was replaced by the new primary school curriculum in post- 1991 set for grades 1-8. In general, primary school curriculum planning at home began in the later part of the British –oriented period and further

expanded in American- oriented education period (1950s-1974).The curriculum planning activities were carried out by Ethiopian nationals with the technical support of foreign advisors (Ayalew, 1964).

Before 1991, the primary schools curricula were planned abroad and imported and later the planning began at home. Those that were planned at home were planned at the center by the Ministry of Education and all curricular materials were disseminated to the regions to be implemented in the primary schools. They all were criticized for their failure to address the socio-economic, cultural, linguistic, ethnic, ideological, gender, environmental, etc. differences (Niechoff and Wilder, 1974).This continued until the overthrow of the former government by the EPRDF forces in May 1991 (Edessa, 1994)

2.11.6 Evaluations of the Ethiopian School Programs and the Results on the Curriculum Planning Process

There have been a number of program evaluations conducted in Ethiopia. Some of those, which were conducted at nationwide level, have begun since the 1950's .Their objectives, and the ways by which they were designed and/or planned, the evaluation mechanisms and their products were different. Summaries of the evaluations are presented below for some of those results that have been considered in the curriculum planning process even in post- 1991 Ethiopia.

2.11.6.1. The Evaluative Work of the Long Term Planning Committee

It was reported that the Long Term Planning Committee was established in 1953 to examine and shape the education sector and to plan a Ten-year Plan for the Controlled Expansion of Education. It was reported that there was no any serious attempt until 1953, which was done to measure the effectiveness of the school curriculum. The committee

did its tasks and came up with the following recommendation. It forwarded the introduction of community schools for basic education, and the controlled expansion of the existing primary, middle, academic secondary, technical and commercial secondary schools; and the introduction of Trade Schools, a Technical Institute and a College of Engineering (Ayalew, 1964; Tadesse, 1964)

It was reported that the government attempted to expand education with the revision in the primary school curriculum at the center and the structural change from 4-4-4 to 6-2-4 where Amharic replaced English as a medium of instruction at the primary grades (1-6). Books were written in Amharic and Teacher Education Programs began training teachers to teach in Amharic in the primary schools. The curriculum planning was done at home at the center (Ayalew, 1964).

2.11.6.2. The Education Sector Review (ESR)

The commission began its work in the early 1970's. The objectives of the commission were to conduct research and come up with recommendations. According to Niechoff and Wilder (1974), the objectives of the Education Sector Reviews were to analyze the education and training system of Ethiopia and its capacity of promoting economic, social and cultural development; suggest necessary ways to improve and expand the education and training system in order that it might achieve aims relevant both to the society and the overall development of the country; suggest ways in which education could best be utilized to promote national integration; and identify priority studies and investments in education and training.

The findings of the research showed that the objectives of education have not been clearly stated. The educational experience was inadequate to relate to the Ethiopian

reality and materials and teachers were alien to Ethiopian culture and unable to respond to the needs of the majority of the Ethiopian population.

On the basis of the findings and conclusions made, there were recommendations forwarded for educational reform. They were plenty in number and all inclusive in suggesting points such as fostering a national and scientific outlook on life; to cultivate objectivity's intellectual curiosity, tolerance and broad mindedness; replace the traditional negative attitude towards manual work by a positive one; increase the learning capacity for the individual by providing the relevant skills and knowledge; make people economically self-reliant; cultivate the desire for life-long education, when formal schooling has been completed; provide scientific, technical and vocational education, particularly at the secondary level, in keeping with the needs of the Ethiopian society and economy; Ethiopianize the content of education and to give practical orientation to instruction at all levels; create an integrated society by drawing upon diverse cultural and linguistic elements and creating the conditions for the formation of a truly national culture; reduce the generation gap between the educated young and the traditionally-oriented old to bridge the gap between school and society; prepare the nation's youth to live in a world community; equalize access to education among all parts of the country; provide universal access to education as rapidly as possible (Niechoff and Wilder,1974)

2.11.6.3. The Evaluative Research on the General Education System of Ethiopia (ERGESE)

ERGESE was done in the early 1980's focusing on general education from the primary to the secondary level. It had four task forces, which focused on curriculum development and the teaching learning process; educational administration, structuring

and planning; educational logistics, supportive services and manpower training; and educational evaluation and research.

It was reported that the task forces reviewed the then existing literature in their specific areas, formulated research objectives, selected variables, sample and methods, designed instruments and collected data at the central level and in the field. The task forces came up with certain results and recommendations. The results showed that there were expansions in the education services, but with low level of quality in all areas.

Based on the findings and conclusions made the task forces recommended ideas for the improvement of the education service, one of which was the curriculum. Accordingly, taking measures for the professionalization of educational personnel; increasing the supply of resources and efficiency of their utilization; a re-examination of the curriculum with respect to national needs and the nature of the learner; rationalization of the organization and management of the education system; the creation of a comprehensive structure and plan for scientific research and evaluation of educational programs and projects and assessment of pupil performance (Marew, 2000).

An in-depth study on personnel, facilities, contents and process of instruction, organization and management as well as scholastic achievements was recommended. But no measures were taken either on the general education or on planning the curriculum.

2.11.6.4. Evaluative Study on the General Polytechnic Education System and the Planning Process

The school experimental program or the general poly technical education was introduced in Ethiopia with the assistance of the socialist countries, especially the USSR and the GDR. It was experimented in the schools at grades one to eight. Amharic was

used as a medium of instruction and English was taught as a subject starting from grade one.

The program had different evaluation phases and objectives. The first evaluation was conducted in 1983 to examine the strength and weaknesses of the program for the sake of further improvement and development including the estimation of extra-cost nationwide (Asefa, 1993). It was found out that the program was evaluated through evaluation of inputs, process and outcomes. It was reported that the data for the evaluative study were collected using questionnaires, interviews, observations, content analyses from criterion-referenced achievements, attitude measurement tests, and inspection forms for document analysis.

The study found out that the curriculum and the material distribution were good in most areas and students' achievements were higher than ordinary school programs. Recommendations were made to make field trial of the program in a limited number of schools to ensure close follow up. Close observations on the teaching learning process and the collection of data by employing formative evaluation technique were suggested. The curriculum planning was done at home and tryouts were made followed by field trial before implementation in the experimental schools. But the planning was done at the center.

2.12. Education in Post-1991 Ethiopia: The Education and Training Policy and the Primary Schools' Curriculum Planning Provisions

The Transition Period Education guidelines and the Education and Training Policy, all advocated the education to be more practical, relevant, accessible, equal, with high quality and efficient. The Policy and the subsequent documents advocated for the

provision of quality education at all levels. The ETP and the strategic documents elaborated that the planning of the curriculum for the primary schools has to be done by the Regional Education Bureaus and address the local needs. It has been set with the assumption that local curriculum at the primary school level can make it relevant to the learner and responsive to the demands of the society.

Thus, according to the Education and Training Policy (TGE, 1994a: 12-13), the curriculum development is to be done through public participation and it reads as follows:

1. *The preparation of curriculum will be based on the stated objectives of education, ensuring that the relevant standard and the expected profile of students are achieved.*
2. *Create a mechanism by which teachers, professionals form major organizations of development and beneficiaries participate in the preparation, implementation and evaluation of the curriculum*
3. *Ensure that the curriculum developed and textbooks prepared at central and regional levels are based on sound pedagogical and psychological principles and are up to international standards giving due attention to concrete local conditions and gender issues.*
4. *Create a mechanism for an integrated educational research and overall periodic evaluation of the educational system, whereby a wide-ranging participation is ensured to foster appropriate relations among the various levels of education, training, research, development and societal needs maintaining the required standards.*

Assessing the practice of education in federalism and the attempts made to accommodate diversity, Asefa (2006:131-136) writes that “ with the ratification/adoption/ of the Federal Constitution in August 1995, the formation of the FDRE became a reality and the federal system has been seen as a means to solve the long existed/lived ethnic tensions”. He further explains that the federal arrangement was introduced as a means of decentralizing power, in response to the rather too high concentration of power at the center, as well as to empower ethno- linguistic groups.

As is reported by the same author, the SNNPRS was originally divided into twelve zones. But later, it was divided into thirteen zones and five special Woredas. Recently, four Special Woredas were combined to form a zone and the number of Zones increased to Fourteen while the number of Special Woredas was reduced to four (Alemu, 2013). It is obvious that the accommodation of diversity, the sharing of power and resources are some of the principles of federalism. Asefa (2006) further writes that power is distributed to the federal and state governments (not concurrent) separately, the state governments, including SNNPRS have powers to:

- *formulate and implement the country's policies, strategies, and plans in respect of overall economic, social and development matters; and*
- *establish and implement national standards and basic policy criteria for public health, education, science and technology (Asefa, 2006:139).*

From what is reported herein above, one can see that the Federal Constitution empowered the regional state to formulate and execute its own economic, social and strategies and plans for the state (FDRE Constitution 1995, Art 52(2c)). This practically shows that the SNNPRS is authorized to formulate and execute its social and development policies within the overall federal framework (The Revised SNNPRS Constitution, 2001; Asefa, 2006: 146-157). Furthermore, he described that the Ethiopian Federal Government is a two-tier system of federalism and some of the regional states, including SNNPRS, with their relative greater level of political and economic development have guarded their autonomy, authority and have relatively greater administrative capacity.

He further explained the situation that is affecting the decentralization and its results under the Ethiopian federal practice. He wrote that:

What is currently prevailing is that the party structure in Ethiopia undermines the federal division of power and subordinates the regional

governments to the federal government. It is this situation alone that affects the policy making process that can be explained as the centralizing trend in the federal system. Therefore, the present party and state control under the same groups influenced the region's roles. The constitutional rights of the state to formulate and implement plans and policies are severely diminished by the fact that the state government follows centrally designed policies and plans (Asefa, 2006).

Thus, it has been obvious that such a practice has been reflected in the education services and the curriculum planning process. All what is set at the center are taken for granted and put into practice without any significant adjustments made to fit to the locality at the regional level.

In the present day primary schools of Ethiopia, especially in the SNNPRS, most of the first cycle (grades 1-4) lessons have been made in many Mother Tongue languages. This began just after the launching of the Education and Training Policy in 1994. It was reported that by 1995/1996 academic year, six mother tongue languages Sidamigna, Dawroigna, Hadigna, Wolitigna, Kefichogna, Gediogna and Amharic were in use as media of instruction in the primary schools. This number has increased and became 24 in the SNNPRS in 2013/14 (SNNPRS October, 2013). The ETP (TGE, 1994a) and the country's Language Use Policy has helped the young children learn through their mother tongue and made learning easier than it was before (Dereje, 2010). Recently, the Regional State decided to make use of English as a medium of instruction in the second cycle grades on the basis of its right to use any language of its choice as medium of instruction (TGE, 1994a)

In the primary grades, especially, in grades 1-4, the subjects have been integrated and self-contained classroom organization has been applied (MoE, 2002). The students' achievement assessment focused on students' learning and the assessment has been

practiced on continuous bases and children at the lower classes, from grade one to grade three get promotion automatically taking continuous assessment results (TGE, 1994b).

Children attending the first cycle (grades 1-4) learn how to read, write, calculate and understand their environment. Any attempt to provide them with more than those basic skills is considered as counter-productive as their young minds would be strained to absorb more than these basic subjects. Thus, in the first cycle of primary education (grades 1-4), children learn reading, writing, arithmetic, personal hygiene and environmental awareness. Anything more would indeed tax their mental capacity and their disposition as children (MoE, 2002:123).

Though the organization has been one and the same for all schools in the country, the components of continuous assessment tools could vary from region to region, even within the schools and subjects. This could be one of the areas where the primary school curriculum could be localized and left open to regions and schools.

2.13. Formative Evaluation of the New Primary School (1-8) Curricular Materials

As it is set in the Education and Training Policy (TGE,1994a), there would be a school curriculum with a relevant standard and expected profile of students, curricula and text books that will be prepared on sound pedagogical and psychological principles, etc. To materialize this, the primary school curriculum, students' textbooks and teachers' guides were prepared for grades one to eight both in the Transition Government and later in the FDRE government. The central (MoE) prepared the subject syllabi and the other curricular materials and they were tried out in sample schools at the experimental phase, where teachers, regional education personnel, directors and pertinent educators participated in the evaluation of the new curricular materials (MoE, 2002, Dereje, 2010).

It was reported that the objective of the evaluation was to generate solid data about the strengths and weaknesses of the new curricular materials before they were printed and implemented at the national level in all primary schools of the country. The results showed that there have been encouraging improvements in most regions, but some problems related to the preparation and distribution of curricular materials, low quality of some materials, and low school-community relationships were the weaknesses observed. In addition, absence of qualified teachers for the second cycle primary schools was a serious problem (MoE, 2002).

2.14. The Decentralization of the Education Service Delivery Process in Ethiopia

As decentralization is a process of transferring of power from the center to the lower body of the state structure (Asefa, 2006), it empowers the lower body to perform the delegated tasks. The higher body in the structure may limit itself to supervising the lower bodies, which are working on the specified tasks. Such arrangements may be created either by the constitutions or by the higher body of the sector. As practices have shown in some countries, especially in unitary and centralized state forms, it has been a common practice that a higher body delegates lower bodies of the sector. The other practice has been that the power can be given to both the central and local bodies by a constitution and if it happens so, the higher/central body does not have any way to take back the powers delegated by the constitution. The decentralization works well and all bodies do their given tasks strictly. But if the power is given by the central body, there is a possibility of taking it back denying the lower body not to do that delegated task at any time it feels unsafe (Asefa, 2006).

As there are different forms of decentralization, the power distribution depends on the form and type of the decentralization adhered to. In the same way, the forms of the state structure make the differences. In federal forms of state organizations, the decentralization may take different forms. As a matter of practice, decentralization creates a possibility of giving responsibilities to the sub-national levels where their institutional arrangements are closer and more accountable for their own people with little or no intervention by the center.

As one of the purposes of decentralization is to make the attainment of objectives efficiently and making the curriculum responsive, broadening access to government services and economic resources and encouraging public participation in government. Therefore, it has become a means to provide the basis on which diverse groups can live together peacefully and to create stability of the state by giving attention to groups and making groups to remain with it.

The FDRE Constitution, the Education and Training Policy and other documents advocate the decentralization of power (MoE, 2002). I am in favor of decentralizing the primary school curriculum development for it provides opportunities to the local community to exercise their right and address their needs.

Chapter Three: Research Design and Methodology

In this part of the dissertation, the research design and method, the data sources, samples and sampling techniques, data collection instruments and procedures of data collection, pilot testing on the questionnaire, methods of data analysis and the ethical codes considered are presented.

3.1. The Research Setting

The change in the form of state and government in Ethiopia after the fall of the Peoples Democratic Republic of Ethiopia (PDRE) in May 1991, both the Transitional Government of Ethiopia (TGE), which existed from 1991- 1995 and the Federal Democratic Republic of Ethiopia (FDRE), brought about changes in the overall education system of the country. Just after the overthrow of the previous government, the EPDRF took the initiation and invited other political forces and groups to form a Transitional Government and established it in July, 1991 with the Transitional Period Charter (Tsegaye, 2004). Then after, the Transitional Government of Ethiopia (TGE) made changes in the government structure, where regional states were organized mainly on the basis of language lines in 14 regions (Tsegaye, 2004:1).

After long time discussions, the Federal Constitution was adopted on 8 December 1994 and became effective as of 22 August 1995 with the establishment of the FDRE. Accordingly, the administration division of the FDRE was made to be composed of nine regional states and two city administrative governments (Addis Ababa and Dire Dawa). Obviously, one of these 9 regional states has been the Southern Nations, Nationalities and Peoples' National Regional State (SNNPRS) (FDRE Constitution, 1995).

The SNNPRS has 113, 539 Square Kilometers and a population of 14,942,954 people. It is located in South and Southern Western part of Ethiopia, boarding with Kenya in the South, the Southern Sudan Republic in the South West and Gambella National Regional State in the North West and Oromia National Regional State in the North and the East. The region has about 56 officially regionalized Ethno-linguistic and cultural groups (CSA, 2007). Thus, the regional state has heterogeneous groups, with distinct languages and cultures that made the regional state much different from other regional states, which have relatively less diversity.

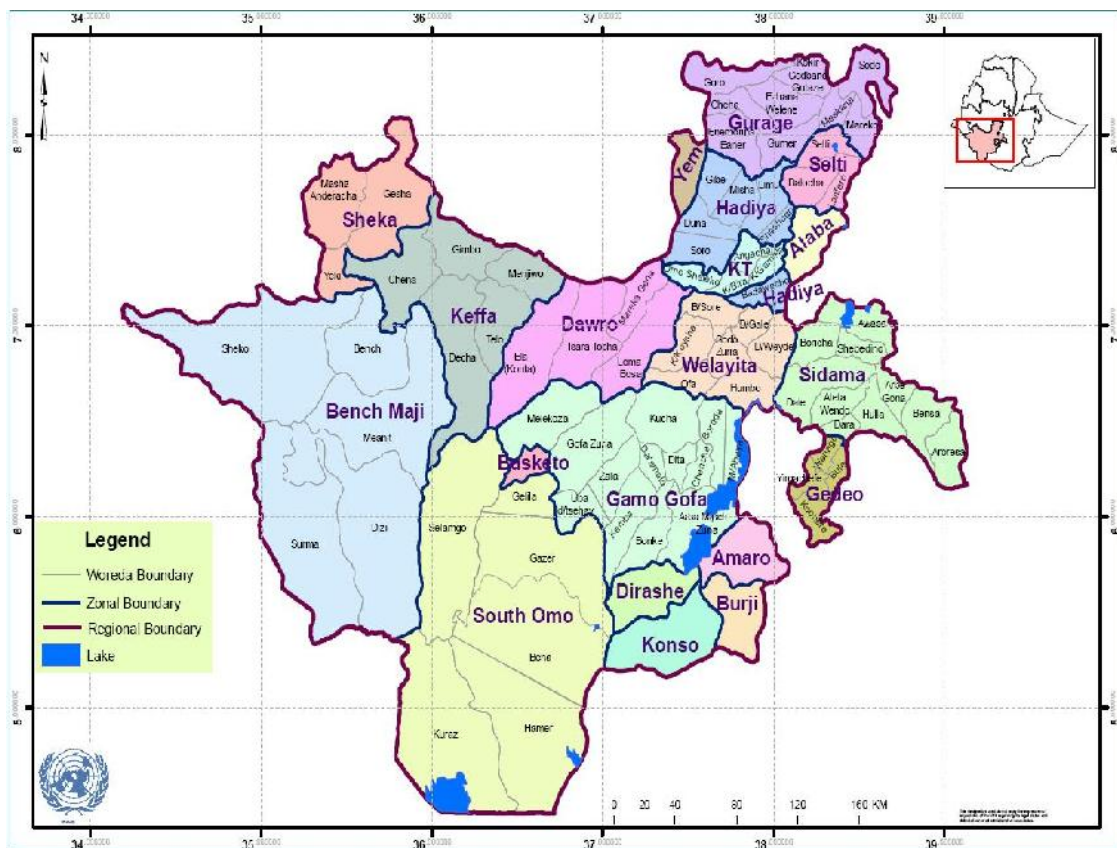


Figure 8: Political map of SNNPRS

The region has 14 Zones, one City level administration equal to a zone, 4 Special Woredas and about 128 Woredas. Most of the Zones and their Woredas and the Special

Woredas have been organized dominantly on the basis of ethnic or linguistic lines, or combinations of the two, or other criteria.

About ninety percent of the regional state's population lives in rural areas. The population density of the region was 104.6 persons per square kilo meter in 2006 but the high land areas of Gedeo, Sidama, Kambata- Timbaro, Hadiya and Gurage have a density of more than 400 to 500 persons per Square kilo meter. However, zones such as South Omo and Bench-Maji have low population density.

Economically, agriculture is leading and provides 90 percent of the total employment opportunity in the regional state. The regional state is one of those that contribute the largest coffee to the national market. It is also the home for 75-80 percent ethnic groups that are officially identified in the country. The Ethnic composition of the regional state shows that the region is the home of many diverse groups who speak different languages and have different cultures. They belong to the Cushitic, Omotic, Semitic and Nilotic language families. Of these Sidama, Wolita, Gurage, Hadiya and Siltie are the five major ethnic groups whose population is more than one million or close to one million (CSA, 2007). According to the 2007 National Population and Housing Census, Sidama was the largest group with 1.8 million people, followed by Wolaita 1.1 Million, Gurage, 870.000, Hadiya 861,000 and Siltie 727, 000.

According to the Region's Education Bureau Annual Performance Report for 2013/14 academic year, there were 5,961 primary schools offering education for 4,070,792 students, of which 2,674,278 students were in grades 1-4 and 1,396,514 students in grades 5-8. The primary school teachers were about 75,313 (45027 Diploma holders; 1827 certificate graduates; and 28,459 attending in-service training courses in

the kiremit program for their Diploma) and school directors were 7,677 (SNNPRS Education Sector Report, August, 2014).

The Regional Education Bureau, especially, the Curriculum and Educational Materials Supply Core Performing; a body accountable to curriculum planning, implementation and evaluation in the region has been responsible to prepare the primary school curriculum. This includes the planning of the syllabi, writing and distribution of the student's textbooks, teachers' guides, manuals and worksheets. Officially, the body has been expected to write down the curricular materials based on the National Curriculum Guide. It has been staffed with Ethiopians who have been working in the region as teachers or office bearers. They all were required to have first degree qualification, work experience, especially with school taught subjects, and competence to transform the national curriculum guidelines set by the Federal Ministry of Education for the implementation of the ETP statements.

By the time data were collected, the Region's Education Bureau, Zonal and Special Woreda Education Departments' Curriculum and Educational Materials Supply Core Performers and Subject Performers were teachers. Most of them had the subject area qualifications (BA, BSC and MSC) on subjects that have been taught both at the primary and secondary schools. But almost all of them had no formal education, or training on curriculum design and development, or certification on curriculum development process. The working organizational structure for the region education bureau has been set with a single position for each subject area and only one person was assigned to coordinate each school subject at the regional bureau, but a person was has

been accountable to coordinate related subjects at Zonal and Woreda Education Departments.

3.2. Research Design

In conducting the research, mixed methods research embedded, concurrent, qualitatively dominant research design was selected and used for it helps to combine both qualitative and quantitative approaches (Onwuegbuzie and Johnson, 2006). It has been seen as an appropriate design to examine and understand how the curriculum planning process for the primary level education has been accomplished in post -1991 Ethiopia taking the division of roles between the regional state's education bureau of the SNNPR as one of the regions and the Federal Ministry of Education. The design has been used with the assumption that it would help in looking at the theoretical and practical considerations of curriculum planning process in Federal system.

Practically, the mixed research methods embedded concurrent research design has been selected because of the reason that it gives opportunities for detailed in-depth investigations through data collection, analysis and interpretation of both qualitatively and quantitatively data at same time and complementing each other (Creswell, Plano Clark et al., 2003, in Creswell, 2003). Checking the curriculum planning practice for the primary school curriculum in the region against the ETP provision using both qualitative and quantitative research approaches thought to be appropriate for it allows collecting data from large data sources using varieties of instruments.

Thus, using the mixed methods approach, an attempt has been made to identify what, why and how the curriculum planning and its guidelines have been made at the center and regional levels as they were done. Attempt has been made to examine to what

extent the drafted syllabi were made open/flexible to incorporate local contents and activities so as to address the needs of the learners and the diverse interests of the local community. By doing so explorations have been made to investigate how relevant, responsive and appropriate the curriculum has been made to the learner and the society.

Thus, both qualitative and quantitative research approaches were applied in collecting, analyzing and interpreting the data on planning the curriculum of primary schools of the SNNPRS. The study also examined to what extent the students' textbooks and other curricular materials were made being considerate to the pedagogical and psychological principles. Hence, the research was designed using the QUAL+ quan concurrent and embedded approach. Therefore, the research design gave dominant weight to qualitative approach over quantitative approach. According to Creswell, (2003), Onwuegbuzie and Johnson, (2006)), such a mixed design provides an advantage over either qualitative or quantitative research design separately.

3.3. Research Method

As has been mentioned above, a mixed research methods approach that integrates both qualitative and quantitative research approaches have been used to the study of the case. Thus, both descriptive case study and content analysis were the employed methods to examine about the curriculum planning process at the regional state. Quantitative content analysis as a method of research was employed on sample textbooks to triangulate to what extent the data collected through the other instruments were informing the condition of the issue under treatment. The content analysis on the school textbooks was also used to reveal the extent of the localization of the curriculum the regional

features as the textbooks writing was left to the regional state as the dominant means to achieve the localization process.

The concurrent and embedded mixed methods research approach was selected for it provides the opportunity to conduct the research activities such as data collection, data analysis, and interpretation simultaneously or separately in the research. It also makes easy to use varieties of data collection instruments and methods of data analysis in the research. Furthermore, the mixed methods research helps to merge the quantitative and qualitative data in the preferred sequence to discuss about the topic under research in any areas of educational activities (Creswell, 2003), where curriculum planning process is one of them. As it was elaborated by other authorities, the mixed methods research approach helps to overcome the limitations of either the qualitative or quantitative approaches that could be created when used independently (Creswell, 2003; Ary, Jacobs and Razavieh, 2002). Therefore, with these and many more potential advantages, the mixed methods research approach was selected and used to collect data from many and diversified sources.

In general, both the qualitative and quantitative data collections, methods of data analyses and interpretations were accomplished concurrently, where comparisons and contrasts and interpretation of the results were made to reach to certain conclusions. As a result, it helped the researcher to examine the curriculum planning practices followed by the Federal Ministry of Education and the SNNPRS as ways to the implementation of the Education and Training Policy provisions with regard to curriculum planning for the primary schools of the region.

3.4. Sources of Data

Both primary and secondary sources of data were used to collect the required data on what has been done in the area of the study. The primary sources of data were the curriculum workers who were engaged in curriculum planning, implementation and evaluation being assigned with titles as ICDR Heads, Academic Subjects' Curriculum Planning Team Coordinator and Panel Members who were working in the former ICDR and the Curriculum Development and Implementation Core Process Directorate (CDICPD) as Director and members of the Core Process of the Federal Ministry of Education.

The Curriculum and Educational Materials Supply Core Process Performers (CEMSCPP) and Curriculum and Educational Materials Supply Core Process Subject Performers (CEMSCPSP) who are conventionally known as curriculum planners and implementation coordinators, and subject area curriculum planners and implementers in the region respectively, Commissioned Students' Textbook and Teachers' Guide Writers, Content and Language Editors under the SNNPRS Regional Education Bureau were the other primary sources of data.

The Curriculum and Educational Materials Supply Core Process Performers (CEMSCPP) and Curriculum and Educational Materials Supply Core Process Subject Performers (CEMSCPSP), textbook translators and adapters at Zonal and Special Woreda Education Departments including Subject Cluster Supervisors at a Special Woreda were the other primary sources.

Secondary sources data used were books on curriculum and education, research reports, curriculum planning guidelines, journal articles and other accessible documents

from the Federal Ministry of Education and Regional Education Bureau, sample Zones and Special Woredas, students' text books, Education Statistical Abstract, and annual education reports and the International Education Conference Proceedings.

3.5. Samples and Sampling Procedures

The populations of the study were those individuals who were engaged in curriculum planning process in one way or another in post-1991 Ethiopia at the Central, or Federal Ministry of Education and/or the SNNPRS. Out of those who have been involved in curriculum development in general and the curriculum planning process in particular, sample informants were selected using probability and non-probability sampling techniques.

At the Federal Ministry of Education, the Director of Curriculum Development and Implementation Core Process Directorate (CDICPD) was selected using purposive sampling technique for the person has been heading the directorate on curriculum matter and has the required information on the recent practices. Two other subject curriculum experts of the CDICPD were also selected using availability sampling technique with the support of the Director's office. Two of the former ICDR Heads, one Academic Subjects' Curriculum Planning Team Coordinator and two former Curriculum Development Panel members/ experts were selected using snow ball sampling technique for they are now out of the Federal Ministry of Education or the curriculum development area.

At the regional state level, the Acting Curriculum and Educational Materials Supply Core Process Performer (CEMSCPP) and Curriculum and Educational Materials Supply Subject Performers (CEMSCPSP) were selected using availability sampling

technique for the acting performer was in the positions by the time the data were collected and the others were found at their offices.

The six Zones out of 14 and one Special Woreda of the SNNPRS out of four were selected using stratified sampling technique. The stratification was made as Zones and Special Woredas excluding those three Zones, one Zone Status City Administration and one Special Woreda Education Departments, which were used for pilot testing of the questionnaire. First, the Zones and Special Woredas were listed down separately and the required number of sample Zones and a Special Woreda were selected using simple random sampling technique by a lottery method. Accordingly, Sidama, Wolita, Gurage, Gamo Goffa, Keffa, and Dawro Zones and Konta Special Woreda were selected for the study.

The Curriculum and Training Educational Materials Supply Core Performers at the sample zones and a Special Woreda were selected using purposive sampling technique for they were the coordinators in each zone and special Woreda. The Curriculum and Educational Materials Supply Subject Performers and the Cluster Subject Supervisors were selected using availability sampling technique.

Accordingly, 54 sample respondents were selected from the Region's Education Bureau and the sample Zones and Special Woreda to complete the questionnaire and the CEMSCPP and CEMSCPSP, Textbook writers and editors were contacted and used for the interviews.

Almost all of the respondents have participated either in national workshops or regional level curriculum planning activities being representatives of their respective zones or special Woreda. Thus, the samples were selected from those who have

participated at the Federal Ministry of Education and those who have been involved in adapting regionally prepared students' textbooks and teachers' guides while translating them into the mother tongues and in making follow ups in the implementation process at school levels, especially the cluster supervisors. The textbook and teacher's guides writers, content and language editors were selected using snowball sampling technique for they were made to do the task on contractual basis while working their teaching career in the schools. The attempt to select and match only those textbook writers and editors of the sample textbooks was not possible for some of them were transferred from their working places, or the region.

Table 1 Target Population and Samples Selected From the Population

Place of Work and Respondent Group	Population at Data collection	Selected Samples
1.Regional Education Bureau		
1.1 CEMSCPP	1	1
1.2 CEMSCPSP	9	6
1.3 Textbook Writers	NDA	8
1.4 Content Editors	NDA	2
1.5 Language Editor	NDA	1
2.Zone Education Departments		
2.1 Sidama	4	3
2.2 Wolaita	4	3
2.3Gamo Goffa	4	2
2.4Gurage	3	2
2.5 Dawro	4	3
2.6 Keffa	4	3
3.Special Woreda Education Department		
3.1CEMSCPP	1	1
3.2CEMSCPSP	2	2
3.3Cluster Subject Supervisor	19	17
Total	-	54

Key: NDA-No Data Available

Secondary sources, especially the students' text books of the first and second cycles' subjects were selected after determinations were made to focus on one of the four

subjects that were prepared at the regional level. The books were Mathematics, Physical Education and Music as Aesthetics, Environmental Science and later Natural Science Subjects and Social Studies and Mother Tongue language as a subject in zones and special Woreda. These were the subjects left to the region at the earlier period and where adaptations were thought to be possible to help students know their immediate environment from the transition period till now. The preference was made to take Environmental Science and later Natural Science Subjects and Social Studies with further divisions and suitable to see the level of adaptations at the planning level.

The selection of samples from the first phase textbooks was done using availability sampling technique for they were found only in the open market places of old books in the city. Accordingly, grades one and two Environmental Science textbooks of 2004/5 and 2005/6) and those of 2004 published textbooks of grades 6 and 7 Social Studies textbooks and Textbooks for Biology grade 7 and grade 8 of 2003/4 and 2005/6, Chemistry for grade 8 (2004) and Physics grade 7 of 2003/4 were selected with the availability sampling technique.

Those textbooks written by commissioned writers at the Federal Ministry of Education with the participation of the region's representative teachers include grades two, three and four of Environmental Science, and grades five and six for Integrated Science (2011/12) textbooks were selected using simple random sampling technique using the lottery method. The first cycle subjects were prepared with the participation of teachers from the region or people who speak the language(s). The second phase textbooks on Environmental Science, Social Studies and Integrated Science textbooks

were selected using lottery method of simple random sampling technique focusing on the sciences excluding other textbooks.

The reasons for such decision were that from the very beginning, English and Amharic language textbooks as second languages, and Civics and Ethical Education have been prepared at the federal level with the assumption to acquaint the school children with the basic language skills and some identified common values respectively. In addition, the selected sample subjects' textbooks were considered as subjects that best serve the adaptation of contents and activities so as to help students know about their immediate environment (Dereje, 2010). Thus, they were selected for content analysis using availability and convenient sampling techniques.

3.6. Instruments and Procedures of Development

The data were collected from the different sources using interviews, questionnaire, content analyses of textbooks and other secondary sources as appropriate to the target group and documents. Each of them was used for the values it rendered in the study.

3.6.1. Interview

It was the dominant data collection instrument and it was used to collect qualitative data through the face-to-face contact with the interviewees. An interview by its nature provides opportunities to conduct an in-depth investigation and helps to extend further questions on the basis of responses of the respondent (Creswell, 2003; Berg, 2009). Best and Kahn (2003) also wrote that interview is the instrument that gives a chance to the interviewee to explain more explicitly what he/she knows and feels on the issue. Therefore, semi-structured interview items were constructed and used to collect data from the interviewees at the Federal Ministry of Education and Regional State

Education Bureau and lower levels; Zonal and Special Woreda Education Departments and those student textbook writers, and content and language editors in their working places, mostly in their schools as they were appropriate to get the required data.

In this research, interviews were used to collect data from a total of 29 participants including the Federal Ministry of Education, the former ICDR heads and academic subjects' curriculum planning team coordinator and panel members and from those who have been working in Curriculum Development and Implementation Core Process Directorate as a Director and experts at different times. The interview with the later interviewees (the director and the experts) were done very lately to get information on the recent developments with regard to the curriculum preparation and get further clarity on those ideas forwarded at the regional level.

The interviews with the Regional Education Bureau Curriculum and Training Educational Materials Supply Core Performers (Curriculum planning and implementation coordinators), and Subject Performers (Subject curriculum planning and implementation experts), Commissioned Textbook Writers, Content and Language Editors at the Regional Education Bureau level and Zonal and Special Woreda Education Curriculum and Educational Materials Supply Core Performers and Subject Performers of sample Zones and Special Woreda Education Departments were done at the same time.

Before making use of the items, all the interview items were submitted to the advisor for comment and copies of the same were given to colleagues in the Department of Curriculum and Teachers' Professional Development Studies for comments before they were finalized and used. It was after the incorporation of comments and necessary improvements that the interview items were used. The interview items were semi-

structured in nature for such items provide opportunities to extend further questions on the basis of responses given to the semi-structured items and at the same time, such items were considered as time saving for both the researcher and the interviewees.

Though almost all of the contacted interviewees showed their willingness to participate in the research, except few of the respondents, most of them were not ready to be tape-recorded for their maximum safety. As it was ethical not to record their voice while they were not willing to be tape recorded, the researcher was forced to write their responses.

All the interview items were prepared in English and were used as they were set. The interviewees were graduates and teachers who taught in the secondary schools and colleges. All the interviewees were informed about the purpose and were made to feel free and tell what they know and think it is important. The copies of the interview question items were given to make them read and follow the sequence of the interview as they were interviewed. This was done to minimize possible misunderstanding or omission of asked ideas respectively. It worked out well. The researcher was the interviewer and it took no longer than an hour on average with each interviewee. After the interview, the notes taken from the interviewee were organized and given to the interviewees to check them and verify for their correct recordings. This was done to minimize or avoid any misunderstanding and/or misquotation of ideas on the issue at hand.

3.6.2. Questionnaire

The second instrument used in this research to collect data was a questionnaire. The questionnaire was used for the advantages that it provides to collect data from many

target groups in a short time (Best and Kahn, 2003). It was constructed in a close-ended Likert items and scales to be rated by respondents and to get information from selected respondents in Southern Nations, Nationalities, and Peoples National Regional State, its Zones and Special Woreda. The items were demanding the respondents to rate each item and express their level of agreement or disagreement on selected areas. The items were categorized in five identified areas with a five point rating scale values. They were given values that range from strongly agree (5) to strongly disagree (1).

The questionnaire items were constructed and categorized based on the research objectives and questions. They were set in groups focusing on examining the theoretical knowledge, training, beliefs and practical skills of the curriculum workers of the region about the Education and Training Policy, curriculum planning in general and localizing primary school curriculum in particular, the current global trends in curriculum planning including the textbooks that have been in use in the primary schools of the region.

The items were made to focus on the Education and Training Policy provisions on primary school curriculum preparation, student textbooks' contents, activities and their organizations, the nature of the syllabi contents of the curriculum, the specific subject contents of the curriculum, especially on localizing primary school curriculum in post-1991 Ethiopia as a new practice for the country and the SNNPRS. The questionnaires were distributed to 54 respondents including the curriculum workers placed at different positions as Curriculum and Educational Materials Supply Core Performers and Subject Performers, Textbook Writers, Content and Language Editors and Cluster Supervisors.

The content validation of the questionnaire items was made using eight PhD holder senior academic staff members of the Department of Curriculum and Teachers'

Professional Development Studies and two Curriculum Design and Development PhD candidates. Ten draft questionnaire papers were distributed to the above mentioned groups of curriculum professionals along with papers that provide information about the research title, objectives and questions to help them get information and check the validity of each item to collect relevant data for the study (Appendix A).

The items were set in Likert scale to let them rate each item's level of appropriateness to collect data for the research checking against the objectives and questions set. It was to be rated out of five points. All ten questionnaire papers were rated and returned with written comments for improvements and cancellation of few of the items.

The ratings of the staff and graduate students were tallied and calculated for the validation of each item. Those items rated low and whose cumulative values were less than three were dropped. Those items whose cumulative values were equal to three and greater than three were taken as valid. Those items, which were commented for lack of clarity by many of the reviewers, were read repeatedly and corrected. All other comments given in a written form were read critically, analyzed and discussed with few of those who commented the items for further clarity before they were improved and became part of the items in the questionnaire. In addition to this, the comments given by the advisor on the items of the questionnaire were discussed for clarity and they were taken and finalized the questionnaire for a pilot test and to check their reliability.

The finalized questionnaire was used to collect data from Regional, Zonal, Special Woreda Departments' Curriculum and Educational Materials Supply Core Performers and Subject Performers, Cluster Subject Supervisors, Textbook Writers, Content and

Language Editors (Appendix B). It served as a means of data collection for it gave time and freedom to the respondents to fill it at their work place, or to take it to their home and think over the items/recall the events, or the processes that were followed in the curriculum planning process, and/ or the textbook preparations, the nature of the syllabi and about the textbooks for those who have been involved in cluster supervision of the implementation of the planned curriculum in the region. This was done after conducting pilot tests for the reliability of the questionnaire items in sample Zones and Special Woreda and finalizing the items on the basis of calculated values of each item (For further detail see 3.7 below).

3.6.3. Document Analysis

The other instrument used in this study was document analysis. It was used to conduct textbooks' content analysis and those available documents. Content analysis as a method of research and data collection instrument can be descriptive, or inferential (Amare, 1998). The descriptive aspect was selected to describe what has been manifested in the textbooks and the documents used. Identification of the possible thematic categories for data collection was made on the basis of literatures reviewed, preliminary readings made on some of the textbooks and consultations made with the advisor and colleagues.

Possible themes were identified and categories and subcategories were set to code the contents of the textbook units and subunits and activities, exercises, projects and illustrations as local/regional, when the themes of the contents of each topic, activities and illustrations were made to focus on the economic, social, historical, political, cultural, environmental, ethnic groups, geographic, demographic, etc issues of the region. The

coding of the contents and categorizing of the contents, activities as well as illustrations were categorized as general/federal when the themes were found with the message that could be commonly shared or applicable in any of the regions in the country or elsewhere in the world. Activities, exercises, questions and end of unit questions including the illustrations were also categorized by considering their nature as per the scheme set for the content areas.

The preset categories and themes were used to go through the selected students' textbooks and to collect data on both the content areas and the activity aspects of the textbooks set for grades 1-8. The issues considered as major categories and themes were taken as areas that may provide opportunities to reflect local or/and general features (Appendix C).

Two data collectors were selected and given orientation on how to use the tool. They were made to exercise in coding the textbook contents of each unit and subunits on a separate paper/sheet as local, or general. Two of them were made to exchange the textbooks as they finish collecting the data on each textbook. The coded data on the items were transferred to a data sheet to find out the points of agreement on those items of the textbooks. The data collected by the two data collectors were made on each unit and subunits of the textbooks. The reliability for inter-raters' agreement were calculated using the formula, $PA = A/N * 100$, where PA stands for Point of Agreement; A=Agreement; N=Total number of segments.

The Points of agreement found were 0.80 and above for all textbooks and all were above the acceptable level inter rater reliability. Thus, the data collected were taken,

organized, analyzed and interpreted along the other data as needed and separately (Appendix D).

Attempts were made to collect data from other documents, which were found both at the federal and regional levels. However, because of unavailability of sufficient documents such as minutes, communications made, newsletters, journal articles, etc. in hard copies made it was difficult to apply the instrument in data collection as it was required. The few documents found were in soft copies being uploaded about the education sector strategies, reports to international organizations and statistical documents and proceedings. These were referred to and data were collected and analyzed.

3.7. Pilot Test on the Questionnaire

As the major purpose of the questionnaire was to collect data and get to know about the planners' knowledge about the ETP provisions on curriculum planning, the rationale for localization of the primary school curriculum, the theoretical knowledge and practical skills on curriculum planning process, their acquaintance with the conventions on primary level education and global trends with regard to the primary school curriculum planning, the training they have had while they have been participating in curriculum planning process, and related issues, it was mandatory to check its reliability.

After the content validation, the reliability of the items was checked through pilot testing in three Zones, one Town and one Special Woreda Education Departments, which were selected purposefully on the basis of their accessibility. A total of thirty Curriculum and Educational Materials Supply Core Performers, Subject Performers and Cluster Supervisors were made to complete the questionnaire. The groups used were curriculum

workers in Siltie, Hadiya and Kembata -Timbaro Zones, Hawassa Town and Halaba Special Woreda Education Departments.

The data collected were entered into SPSS Version 20 and analyzed for the reliability. The analysis made using Cronbach's Alpha Coefficient reliability index for the questionnaire items was found to be 0.972 and it was statistically with the highest reliability index category and was taken for use to collect the data for the study. Any Cronbach's Alpha Coefficient reliability index with a value of 0.70 and above is within the range of acceptance level and the items were taken as reliable and can be used to collect data.

3.8. Data collection Procedures

Once the instruments were finalized, the data collection for the study began and it was accomplished following specific procedures. First of all, the data collection at all levels was made by the researcher after getting permission from the appropriate authority of the department and the consent of the selected respondents. The researcher used to inform the respondents about the purpose of the research and the level of confidentiality of the data they offer. At all times, the letter from the researcher's department was handed over to the concerned body and copy of the specific instrument was given to the respondent to read it and understand the issues at hand so as to respond to the questions.

The researcher used to refer to the data that were given by the former ICDR heads, the planning team coordinator for academic subjects and panel members and responses of the region's respondents while collecting data from the CDICPD Director and experts later in the study. As the ICDR respondents were the ones who were engaged in almost all former tasks related to the newly introduced curriculum planning work for

the schools of the country until recent time, their views were used as guides to all other data collection activities. The CDICPD professionals were interviewed very lately with the purpose of getting to know about the recent relationships between the Federal Ministry of Education and the Regional Education Bureau and what have been going on in recent times with regard to curriculum revision, textbook preparations and the implementation of the General Education Quality Improvement Package (GEQIP) and the later Education Sector Development Strategies (ESDPs) as related to curriculum planning.

The data from the Federal Ministry of Education, the Region and Zones and Special Woreda in the SNNPRS were collected just after the ICDR members were interviewed. The data using the questionnaire and the interview in the region were collected concurrently. The document analysis on those office archives were done as the researcher appeared at the Regional Education Bureau and the sample Zones and Special Woreda Education Departments of the region.

The old textbooks were searched and bought from open market in the regional capital, Hawassa and those that were electronically available copies of the newly prepared and later published textbooks and few teachers' guides were received from the Regional Education Bureau. All were read later after the researcher returned from the region for the task was time taking. A total of 13 sample textbooks were read to check to what extent the contents, activities and illustrations were localized to the region. The syllabi for the primary school level were read to check whether there were possible improvements made at the regional level.

3.9. Methods of Data Analysis

The questionnaire data collected from the SNNPRS Education Bureau, Zonal and Special Woreda Education Departments' Curriculum and Training Educational Materials Supply Core Performers and others were counted, classified as regional, zonal and further grouped to the six Zones and a Special Woreda. Each questionnaire paper was edited and two questionnaire papers were found being incomplete and they were dropped. The remaining 52 questionnaire papers were given numbers where both the bio-data and the question items sections were coded and entered into SPSS version 20.

The questionnaire items were set using five points rating scales to determine the views of the respondents with regard to specific issues on curriculum planning process. Thus, the questionnaire items were set under five headings in ways that help the researcher get clear responses to those research objectives and questions raised before. In the analysis of the responses, the level of agreement and disagreement of the respondents to each item were taken as two clear cut areas of the positions of the respondents. Thus, the two levels of agreements (strongly agree and agree) and the two levels of disagreements (disagree and strongly disagree) were combined and added as agreement and disagreement and analyzed as two distinct positions. The responses for "undecided" were taken as neutral positions to the issue under treatment and all were taken as they appeared in the frequency count and analyzed separately as it seem important.

In addition to the frequency counts and percentage, the mean values of each item were calculated to determine where the level of agreement or disagreement lies as related to each item. Accordingly, mean values of 3.5 and above were considered as indicators of

agreement while 2.5 to 3.4 and 2.4 and below were taken as responses showing 'undecided' and 'disagreements' respectively.

The qualitative data collected through interview from one of the ICDR interviewees, which was tape recorded was transcribed while those, which were taken as notes and written by the researcher were given to the interviewees for verification and validation purposes. The interview results for each interviewee were coded using open coding of the raw data and later grouped using axial coding (Strauss and Corbin, 1998) according to the meanings they have to the research objectives and questions. The categorized responses were written in a data sheet under selected themes (Appendix O), where the research objectives and questions were used as major sequencing criteria to make the data ready for analysis.

As the interview items were set in line with the research objectives and questions, they helped in the facilitation of the coding of the interview results and analysis on each item. The initial analyses of the interview results were done concurrently while the data collections were conducted in the field. The interpretations were made soon, which were later merged and further analyses and interpretations were made with the other data and re-written as the draft of the dissertation. The data from the interviews were presented and analyzed using narrative analysis for it was taken as a possible approach to describe the curriculum planning process.

The quantitative data were analyzed using descriptive statistics such as frequency count, percentage and mean values to check the participants' level of agreement or disagreement on the planning practice, the documents in use (textbooks), and views on the region's primary school curriculum as a whole. The analysis of the data was done on

five selected major issues of the practice, beliefs and materials in use as they were grouped in the questionnaire. The areas of analysis focused on the regional curriculum planners' general knowledge about the Education and Training Policy and its provision on curriculum planning issues; the syllabi contents of the different subjects put into practice; the activities and explanations contained in the textbooks prepared and which teachers and students have been using in the schools; the localization of the primary school curriculum; and the benefits and how the curriculum has been made to reflect the region's diversity and concrete conditions.

Specifically, the questionnaire items were used to know to what extent the Education and Training Policy Provisions were used in the curriculum planning process in post-1991 Ethiopia in general and at the regional state in particular. To make things clear, the quantitative data were analyzed, interpreted, and used along with the qualitative data.

The qualitative data collected from the Federal Ministry of Education, especially from the ICDR were used as starting points (reference) to the study for the initial tasks in the curriculum planning process were done by the institution. In the presentation and analysis of the qualitative data, the interviewees were given codes (Pseudo names) so as to make them safe from any possible risk that might arise as a result of the research report (if any). Thus, the names used in this study are not real names of the respondents.

The textbook content analysis data were analyzed using thematic approach quantitatively in a separate part. The textbooks' content analysis data were collected from two phases, or generations of students' textbooks. This was done for the textbooks were written at different times with different groups of textbook writers, especially for the second cycle subjects. The first phase textbooks were prepared at the regional level while

the second phase textbooks have been prepared by commissioned writers who won the bids to write textbooks at the Federal Ministry of Education.

As it is found out, the new practice began quite recently after the introduction of the GEQIP. In the analysis of the general features of the students' textbooks, the contents of the textbooks were divided into the primary first cycle, which have been written at the regional level and the primary second cycle, which were formerly written at regional level and now at the MoE. Most of the recent textbooks for the first cycle subjects have been written at the regional level, while the second cycle textbooks were written in English by bid winners at the Federal Ministry of Education (Alemu, 28 October, 2013; Tariku, 14 April, 2014). Thus, in the analyses and interpretations for the first phase textbooks of the lower levels were taken first and the second cycle textbooks were made to appear later focusing on subject matter contents. The analyses on the illustrations and activities, exercise and questions were made along with the content analyses. The same sequence of analyses was made to the second generation of textbooks.

The textbooks' illustrations, practical activities, activities, projects, and questions were found being set to be used make each lesson topic clear. Each of the illustrations, practical activities, activities, projects, and questions were recorded, quantified and analyzed quantitatively and interpreted. Finally, tables were employed to present, analyze and interpret the quantitative data.

The textbook content analysis results were quite often used as supplements to the qualitative data analysis or as a means to triangulate the data collected through other instruments where it was thought appropriate. Thus, it was done to show how the ideas and practices on the primary school curriculum planning process were the same, or

different as they were collected from those people who were involved in the different curricular planning activities. Surprisingly, the interview responses of the participants at the federal, regional and lower levels bodies within the sector were more alike than they were different.

3.10. Ethical Issues and Considerations

In conducting the study, ethical issues related to data collection, analysis and interpretation were observed to the level required. All informants were informed about the purpose of the study, the data collection processes, procedures followed and their consents were secured before the collection of data. Those interviewees who were not willing to tape-recorded, but willing to provide information on what they know if it was to be hand written by the researcher were interviewed respecting their demand.

The interviews were done separately in separate and safe places being away from any other colleagues or any other people. The notes taken from the interviewees were written and most of the interviewees read the written interview results to check and verify them whether they were properly listened and quoted. The data analysis was done making use of codes, or pseudo-names for safety purpose. The respondents were told that the data were to be used only for the research purpose and they all were to be kept confidential for the safety of all those who involved in the study. Unfortunately, no consent forms were signed. Finally, all sources of information used for the study were duly acknowledged.

Chapter Four: Presentation, Analysis and Interpretation of Data

4.1 Introduction

This part of the dissertation deals with the presentation, analysis and interpretation of data collected from both primary and secondary sources. To make it clear and coherent, the characteristics of the respondents is presented first and the data collected on the issue are presented, analyzed and interpreted in two parts. Part one deals with the presentation, analysis and interpretation of the qualitative and quantitative data collected through the questionnaire, interview and document analysis. Part two presents the content analysis made on the selected sample primary school subjects' textbook prepared in two phases. The separate treatment on the content analysis data was done to show to what extent the actual textbooks prepared were adapted to the local conditions of the regional state. The preparation of the textbook with the adaptation of the syllabi was a task initially left to the regional state as a mechanism for localization, or adaptation. The sequence of the presentation, analyses and interpretation of the data followed the research objectives and questions.

As the research was a mixed research approach with a qualitative aspect being made dominant over the quantitative approach, the presentation and analysis of the qualitative data took the precedence being supplemented by the quantitative data presentation and analysis in an integrated manner. Thus, the QUAL+ quan dominant, concurrent and nested or embedded approach is followed in the analysis and interpretation of data.

The data collected at the Federal Ministry of Education from two Heads, the Academic Subjects' Curriculum Planning Team Coordinator and two panel members of

the former ICDR, and the Curriculum Development and Implementation Core Process Directorate (CDICPD) Director and two other members of the directorate are presented as starting points and reference to proceed to the analysis of data collected from the Southern Nations, Nationalities and Peoples' National Regional State. This was chosen to show what has been done at the federal and the regional levels with regard to specific issues of the research agenda. Both the questionnaire and the interview data are merged whenever necessary.

The data on content analysis of the sample textbooks are presented and analyzed either along with the other data, or separately to show to what extent the local experiences and features of the learners' immediate environments are reflected in the textbook preparation as part of the primary schools' curriculum planning process in the specified time and levels. Here, emphasis was given on what has been done on the determination of the contents and learning experiences as a means to localize the primary school curriculum in the regional state

4.2. Characteristics of the Respondents

The respondents who participated in this research can be categorized as interviewees and respondents to the questionnaire. The interviewees at the federal government level were two ICDR heads, one Curriculum Development and Implementation Core Process Directorate (CDICPD) Director, two Panel members and one Academic Subjects' Curriculum Planning Team Coordinator of ICDR and two CDICPD experts.

The two heads had worked for a long time and participated in decision making, training and curriculum development activities of the Ministry of Education. The ICDR

heads, the team coordinator and panel members of the ICDR, had a minimum of an MA degree in Curriculum Studies and a qualification in subject matter for their first degree field of study. The two heads of the institution (ICDR) had experiences of working as panel members, panel chairs and became ICDR heads. The two heads actively participated in the formulation of the 1994 Education and Training Policy and led the curriculum planning process in the Transition Period and the early years of the federal government. It is learned that one of the heads assumed higher level federal government position but later left the Ministry of Education.

Both Heads of the ICDR, the Academic Subjects' Curriculum Planning Team Coordinator and Panel members had gone either for retirement, or left the Ministry and had joined other government, non-government, or private institutions. Their exposures to foreign countries and curriculum development process have contributed their shares to the curriculum planning activities while they were working in the institution. For instance, the academic subjects' curriculum planning team coordinator had strong academic background, high level qualification and work experience in teaching at schools and in the curriculum planning process before and after the change of the government. The informant worked in one of the panels of the ICDR as a panel chair before he became a team coordinator. The two panel members also had the necessary academic qualification with professional training in curriculum development and left for a different academic career. They participated in the development of the post- 1991 school curriculum planning as committee members. Their qualifications and work experiences were very high and appropriate.

The CDICPD director and the other two experts have a minimum of first degree qualification in a subject area they have been working on and curriculum planning practice as experts after the change of the government. Some of them had additional training in curriculum design and development both at home and abroad. They were selected as informants to collect data on recent curriculum activities and work relationship with the regions including the SNNPRS.

All the informants selected for the interview were willing to respond to the questions posed to them and they had sufficient information on curriculum development practices of the time. They have acquired the knowledge about the specific curriculum planning model used for the planning of the primary school curriculum. It was also reported that three of them were made to work as members and group leaders on nationally established ad hoc committees at the Ministry of Education. They have contributed their share to the process. Therefore, one would say that they were the appropriate persons to give information on the curriculum planning process for they have been working in the actual planning process.

The Curriculum and Educational Materials Supply Core Performers and Subject Performers at the Regional Education Bureau and Zonal and Special Woredas have been all teachers either at the primary or secondary level schools. They all have subject matter certification of at least a Bachelor's degree with little or no training in curriculum planning and preparation of other learning materials. Some of the respondents have relatively short period work experiences on curriculum planning practice after joining their respective departments. As it was informed by the respondents, the turnover of the experts in the region and lower levels were very high. Most of the current respondents

joined the departments to fill in the vacant positions in their subject areas and learned what has been done in the department as they were working there.

At the Regional Education Bureau, the interviewees were three male and one female curriculum coordinators and working as subject performers. At Zonal and Special Woreda level, five of the interviewees were males while two were females. The textbook writers and editors contacted and interviewed were those who were recruited from school teachers and have experiences of preparing textbooks and editorial work in the region. The textbook writers and content editors for the Environmental Science were grouped from teachers of Biology, Chemistry, Physics and Geography. The second cycle subject teachers were grouped together and were made to prepare on their areas of specializations. The Language Editors were language teachers whose orientations on text book writing and editing were little. The content editors were those who had the necessary qualification and teaching experience in the subject area.

Table 2: Respondents' Distribution by Sex, Age, Qualification and Specialization

Sx	F	%	Age	F	%	Qualification	F	%	Special.	F	%
M	46	88.5	25-30	13	25	Diploma	3	5.8	Lang.	8	15.4
F	6	11.5	31-35	9	17.3	BA/BSC/BED MA/MSC/MED	47	90.4	Soc. Sc.	11	21.2
			36-40	2	3.8				Nat. Sc	19	36.5
			41-45	10	19.2				Maths	5	9.6
			46-50	7	13.5				Educ.	9	17.3
			51&ab	11	21.5						
T	52	100		52	100		52	100		52	100

As indicated in Table 2, 46 (88.5 percent) of the respondents are males and 6 (11.5 percent) are females. In terms of their age composition, twenty eight (54.2 percent) of the

respondents are 41 and above years of age. The majority, 47 (90.4 percent) have a Bachelor's Degree and 2(3.8 percent) have Master's Degree in their areas of specialization. The groups that belong to Natural Science account 19(36.5 percent), to Social Science, 11 (21.2 percent), Education 9 (17.3 percent) and Language 8 (15.4 percent).

From the above data, one can see that the respondents represent the different target groups in terms of sex, age and areas of specialization. Thus, the information collected from such groups can be taken as representative of the curriculum performers of the region. They are groups who were well- informed and who can give information on the study area. The composition of the interviewees and questionnaire respondents in the region indicated that the data were collected from those target groups who had sufficient information about the planning process in the specified time. The professionals at the Regional, Zonal and Special Woreda level were subject area graduates. The day-to-day work, both at the offices and the fields gave them the chance to know about the working curriculum thoroughly and how it has been made. This was observed when they were interviewed and made to complete the questionnaire.

The respondents' teaching experience on the subjects, the level of the school where they taught and where they are working would show how reliable the sources of information are. The table below presents the data on these issues.

Table 3: Distribution of Respondents by Subject Taught, Levels of School Taught and Working Place

Subjects Taught	F		Levels Taught	F		Current Working Place	F	
		%			%			%
Language	10	19.2	Primary school	7	13.4	Reg. Educ. Bureau	21	40.4
Social sciences	9	17.3	Secondary school	42	80.8	Zonal Educ. Dept	19	36.5
Natural sciences	24	46.2	Teacher Training	3		Spec. Woreda Educ.	12	23.1
Mathematics	5	9.6	Colleges		5.8	Department		
Education	4	7.7						
Total	52	100		52	100		52	100

As is shown in Table 3, 24 (46.2 percent), 10(19.2 percent) and 9 (17.3 percent) of respondents have experience of teaching in Natural Sciences, Language and Social Sciences respectively. Forty two (80.8 percent) and 7(13.4 percent) of the respondents have teaching experiences at Secondary and Primary schools respectively. Most of the respondents, that is, 21 (40.4 percent), 19 (36.5 percent) and 12 (23.1 percent) have been working in the Regional Education Bureau, Zonal and Special Woreda Education Departments respectively.

As is indicated above, the respondents have teaching experiences of different subjects but their experience in teaching at the primary school level was not considered in the recruitment either to place them to the office positions or in the preparation of the curriculum materials for each person was responsible for the subject from the lower grades to secondary schools and the teacher education colleges. However, their teaching experiences of the secondary school subjects might have given them mastery of the fields

on which they have been teaching and writing textbooks. The practice might have undermined the ability and experiences of the learner at the primary level.

As most of them have been working at or with Regional Education Bureau, they have good exposure to respond on what has been done at the level. Those who have been working at Zonal and Special Woreda Education Departments seem to have sufficient information on what has been taking place in their respective levels and schools where they have been working for there have been close interactions with the schools. Thus, it is possible to believe that the information given by such firsthand informants through the questionnaire items seems acceptable to any outsider who studies about the process.

Table 4: Distribution of Respondents in terms of Current Position, Years of Service in Current Position and Total Service in Years

Current Position	F	%	Total service in Years	F	%	Service in current Position	F	%
Curriculum planning main performer/coordinator	10	19.2	0-5 years	1	1.9	0-5 years	45	86.5
			6-10 years	12	23.1	6-10 years	6	11.5
			11-15years	12	23.1	11-15years	-	-
			16-20 years	2	3.8	16-20years	1	1.9
			21-25years	9	17.3			
Textbook writer	6	11.5	26years&ab.	16	30.8			
Content editor	1	1.9						
Language editor	3	5.8						
Total	52	100		52	100		52	100

As is indicated on Table 4, 25 (48.1 percent) have been working as curriculum planning Core Performers (coordinators) and in curriculum planning subject performers. The others, 17 (32.7 percent) have been working as cluster supervisors. The textbook text book writers, content and language editors were 10 (19.2 percent) of the respondents. Twenty four (46.2 percent) of the respondents have 6-15 years total service, while 45 (86.5 percent) have 0-5 years work experience in their current position. Only one (1.9 percent) of the respondents had long years service in curriculum planning area which is with a total service between 16-20 years.

The Table shows that the data for the research were collected from such diverse professionals whose total service and service in current positions could make them represent those who have been involved in the different curriculum planning activities within the region. Their responses can be taken as information from the informed sources.

Table 5: Respondents by Mother Tongue and Involvement in the Curriculum Planning

Mother Tongue	F	%	Part of Involvement	F	%
Sidamigna	3	5.8	Syllabus Development	10	19.2
Wolitigna	7	13.5	Textbook writer	6	11.5
Gamogna	2	3.8	Textbook Adapter	1	1.9
Guragigna	2	3.8	Content Editor	13	25
Keffigna	3	5.8	Language Editor	5	9.6
Kontigna	8	15.4	Cluster Supervisor	17	32.7
Dawrogna	5	9.6			
Amharigna	19	36.5			
Others	3	5.8			
	52	100		52	100

As can be seen from Table 5, most of the curriculum planners, 19 (36.5 percent) belong to Amharigna, 8(15.4 percent) to Kontigna, 7 (13.5 percent) and 5(9.6 percent) to Wolitigna and Dawroigna mother tongue language speaking groups respectively. Of the respondents, those who have been working as cluster subject supervisors were 17 (32.7 percent) and the textbook content editors were 13 (25 percent) and those who participated as syllabus developers accounted 10(19.2 percent). Others have participated in the completion of the questionnaire were few in number and the mother tongue they speak too. The data about the respondents imply that different language speaking groups have been involved in the curriculum planning process. It also shows that they were involved in all areas of the curriculum development areas ranging from the planning to the implementation. The greater number of Amharigna speakers in the preparation of the curriculum planning could be because of the reason that the text book preparations at the regional level have been done in Amharic for the primary grades, especially grades 1 to 4.

The number of those whose mother tongue is Kontigna was large because of the large placement of cluster supervisors at the Special Woreda and Woreda level close to the schools. The data for the study were collected from those who were involved in curriculum planning process at the regional level and working in the implementation of its lower bodies. Some of the respondents have participated in more than one area.

Part one: The Qualitative and Quantitative Data Presentation and Analysis

The data collected through the different instruments are presented, analyzed and interpreted here under. In the analysis and interpretations, attempts are made to use

research findings in similar areas citing authorities to show the similarities and differences in the practice.

4.2. The Knowledge about the Education and Training Policy Provisions on Curriculum Planning, Training, Skills and Beliefs of the Curriculum Performers and Cluster Supervisors of the SNNPRS

In this part, the interview results and the quantitative data related to the implementation of the Education and Training Policy provisions with regard to curriculum preparation for the primary schools of the region, the knowledge, skills, beliefs and related issues on curriculum, curriculum planning process with the chosen curriculum planning model and the experiences that are technically required to realize the policy statements at the regional level are presented, analyzed and interpreted in line with the research objectives and questions.

The interview made with the Curriculum and Training Educational Material Supply Core Performers, the Subject Curriculum Planning Performers, the Textbook Writers and Content and Language Editors at the regional level and Zonal and Special Woreda Education Departments' Curriculum and Training Educational Materials Supply Core Performers and the Subject Curriculum Planning Performers have witnessed that they all were familiar with those articles relating to the curriculum preparation. Thus, it has been obvious that the curriculum preparation for the primary schools has been known that it has been the responsibility of the regional state.

However, it was reported by the interviewees that starting from the time of Transitional Government of Ethiopia (TGE), and after the founding of the Federal Democratic Republic of Ethiopia (FDRE), the Ministry of Education has been organizing

and directing the preparation of subject syllabi with limited number of representatives of the regions, where the SNNPRS has been one. At the Transition period, there were five regions in the South and Amharic was used as a medium of instruction in the primary schools. Some of the Regions' Education Bureaus were engaged in translating the subjects' syllabi, textbooks and teachers' guides to those few mother tongues (Nega, 21 October, 2013).

Later with the establishment of the FDRE in 1995, the Region was founded as SNNPRS and its Education Bureau's tasks have been consolidated and have been increased beyond the translation of the curricular materials to more mother tongues. The region began writing the textbooks in Amharic and let the capable Zones and later the Special Woredas to translate the Amharic versions to the mother tongues at Zonal levels and Special Woredas. The region gave the mandate to translate the documents into the mother tongues to each of them for grades 1-8.

Recently, in the second cycle primary school grades (Grades 5-8), the medium of instruction has been changed to English and the preparation of the textbooks for these grades became the role of the Regional Education Bureau in collaboration with the Federal Ministry of Education. The syllabi for Amharic as a second language belonged to the Federal Ministry of Education as it has been done for English and other subjects such as Civics and Ethical Education and History.

At sometime in the past, the Zones and the Special Woredas were delegated and became responsible to develop the syllabi for the mother tongue languages' syllabi for the primary and secondary schools. However, the recent practices on the revisions of the mother tongues' syllabi were made at the Federal Ministry of Education. It was learnt

that it has been a practice as of the beginning of GEQIP for the whole of the education system. Despite the takeover of such tasks by the central body, some Zones have begun course development for the mother tongue studies at college level in collaboration with the Teacher Training Colleges found in the Zones of the region.

As the region's population is highly diversified, the Regional Education Bureau had limited its task of preparation of the textbooks in Amharic for the first cycle primary schools. Then, it allowed the Zones and Special Woredas, which have been ready and capable to translate, adapt to and use their mother tongue languages. Thus, the textbooks for the first and second cycles were written at the regional level, published and distributed from there (Alemu, 28 October, 2013). The Region's Education Bureau has been coordinating and providing technical support (Tefera, 14 September 2013). The same responses were repeated by the Zonal and Special Woreda Curriculum and Training Educational Materials Supply Core Performers and the Subject Curriculum Planning Performers. They all appreciated the practice for it gave them a chance to identify and use their own experiences in their own languages, which facilitated the students' learning. In addition to this, making use of their languages and cultural values has been used as mechanisms to raise the status of the language and the culture of the locality (Tesfa, 13 November, 2013).

The syllabi developments for the other subjects have been done by the Federal Ministry of Education with little participation of the regional representatives in limited workshops. The interest in raising the quality of general education through the GEQIP has reduced the curriculum planning functions of the Regional Education Bureau. In addition to that, the recent decision of the Region to use English as a medium of

instruction and the preparation of textbooks in English has also taken the rights of Zones' and Special Woredas' participation. The planning of the syllabi, students' textbook and teacher's guide preparation for Civics and Ethical Education, Amharic and English as second languages have been made at the MOE while the region's task has been implementing the planned documents.

The Federal Ministry of Education has begun to prepare the syllabi for the regions including the SNNPRS, which made the region to translate the materials to the mother tongue languages. The Federal government's guideline has provided the task of preparation of the primary school curriculum to the regional state, but most of the tasks have been done by the Federal Ministry of Education with an increased areas where the region seems more dependent upon the Federal Ministry of Education than it was before and learning to wait for more initiations from the above.

The interviews made at the Federal Ministry of Education with the former heads of the ICDR, the Academic Subjects' Curriculum Planning Team Coordinator and panel members, and the director and members of the CDICPD have showed that the curriculum preparations have been done mostly at the MoE level, but with a lot of changes from the former practices. The differences have been that the participation of the representatives of the regional state in the discussion and validation of the documents, though the times of workshops were short. The region has been given the opportunity to adapt the documents to the regional conditions as much as it can within the framework set. The writing of the textbooks has been devolved to the region.

The absence of trained and experienced human resource, scarcity and lack of experiences in adaptation/ localization of the primary school curriculum made the Federal

Ministry of Education to do it by itself. The low level of knowledge and skill to accomplish the task of preparing the materials even now made the Federal Ministry of Education to do it here and to invite and coordinate the region's subject representatives at the curriculum validation workshops as it did for all other regional states (Tariku, 14 April, 2014).

It was also reported that the ICDR panel members that higher education staffs and teachers' colleges' instructors were made to participate in doing the tasks. As two of the former heads of the ICDR, the coordinator, the recent curriculum development and implementation core process director and members have stressed it that it has not been only lack of experience, but also shortage of trained professionals, lack of reference materials, and other resources that have made it a necessity to do the planning at the center instead of letting the region to do the planning of the syllabi and other materials at the regional state level.

Furthermore, as the practice has been new to Ethiopia, it was difficult to do and achieve it separately. The center also had lack of experience to set the central framework and let the region go ahead. Though the syllabi were done at the center, the region had the right to adapt them to its local conditions. This was responded by two of the ICDR heads and those who participated in the planning of the syllabi for primary school (Beyene, 20 December, 2013 and Tefera, 14 September, 2013).

The interviews made with the Federal and region level informants on the implementation of the ETP provisions have shown that the Federal Ministry of Education conducted much of the syllabi development, the preliminary try out and distribution of the final results to the regional state. Thus, at the initial time, the region translated the

documents to few of the region's languages (which were used as media of instruction) and later the preparation of students' textbooks and teachers' guides were left to the SNNPRS. Almost all the interviewees agreed that planning the curriculum at regional level at the initial time was difficult and costly to do (Beyene, 20 December, 2013; Tefera, 14 September, 2013). Beyene further elaborated that the practice was somewhat done in the few well staffed regions, while it was unthinkable in the underserved regions (Afar, Gambella, Benishangule- Gumuz, and Somali regional states). In the later group, there were no qualified curriculum planners as representatives for the subjects in the workshops invited by the Ministry of Education. The curriculum planning for these regions was done by the ICDR and the CDICPD.

The responses of the respondents at the Federal Ministry of Education, especially the former ICDR heads and panel members showed that the rationale for the change of the curriculum planning system for the primary schools seem quite convincing. The curriculum that was made at the center before the reform was remote and alien to local experiences. Thus, the curricula had problems of relevance and were not responsive (Beyene, 20 December, 2013; Janka, 19 September, 2013).

The other head who actively participated in the formulation of the Education and Training Policy responded to the same question saying that "The policy had the assumption that the regions would have the necessary human resource and can prepare their curriculum on what could be relevant to the local condition. It was to empower the regions and make the immediate people to participate in the curriculum planning process as it has been true to the management of the school system" (Tefera, 14 September, 2013).

The response of Beyene, (20 December, 2013) on the model used showed that “The curriculum planning model used before the reform was the objectives model and it continued to be used at this time too” He further added that the earlier curriculum planning processes were dominated by those foreign forces that had closer attachment to the Ethiopian governments. For instance, the socialist model advocated the Democratic Centralism and uniformity. But the planning model followed in the post- 1991 Ethiopia has been a model that intended the active participation of the beneficiaries for it was thought that it makes people to own the service delivery and use local resources (Beyene, 20 December, 2013).

The regional curriculum performers at the Regional Education Bureau, Zones and Special Woreda Education Departments also responded that they know the rationale for the change of the curriculum planning practice for the primary schools. It was thought that such an arrangement would satisfy the local needs by accommodating the diversity the region has had. In addition to the interviews made, questionnaires were distributed and data were collected from those who have been participating in the curriculum planning and implementation at the regional level. It was used to know whether they have the required knowledge, skills, experiences and beliefs on curriculum, curriculum planning process and models, the policy provisions and implementation as well as related issues on the primary school curriculum in the region.

For simplicity and better understanding of the issues under discussion, the levels of agreements and disagreements of the respondents, “Strongly agree and Agree” were taken as agreements, “Agree” on one hand, and “Strongly disagree and Disagree” as “Disagree” on the other. The responses were added up, presented and analyzed to show

the magnitudes of responses on the two differing positions. The “Undecided” was taken alone. This applies for all data in the constructed tables presented and analyzed.

In each table, the frequencies, percentages and mean values for each item were presented and analyzed followed by the interpretation of the results in a way that helps in making conclusion on the item. Finally, at the end of each theme of the table, the general picture of the curriculum planning component or item was shown. The data collected using the interviews and documents were used as supplements or to show the differences in a form of triangulation. Thus, the data on content analysis of the textbooks is used to clarify the state of the practice and at the end of the presentation the qualitative and quantitative data, the analysis on the textbooks is presented separately to show to what extent the localization has been made. Along with this, accessible research reports are presented and used to show similarities and differences observed with this research.

Table 6. The Regional Level Curriculum Planners' Theoretical Knowledge and Practical Skills Acquired on Curriculum and the Education and Training Policy and Curriculum Planning Process

N	Items		SA	AG	UD	DA	SD	MV
1	Post-1991ETP provides opportunities for the localization of the school curriculum	F	20	23	6	1	2	4.1
		%	38.5	44.2	11.5	1.9	3.8	
2	Primary School Curriculum (PSC) is made to meet the education objectives MLC using local experience	F	19	20	9	4	-	4.0
		%	36.5	38.5	17	7.7	-	
3	PSC of the region is made relevant to the learner.	F	13	27	11	1	-	4.0
		%	25	51.9	21.2	1.9	-	
4	PSC is made responsive to the local needs	F	14	21	13	3	1	3.8
		%	26.9	40.4	25	5.8	1.9	
5	PSC is adapted /adjusted to the particular features of the region.	F	17	21	10	4	-	4.0
		%	32.7	40.4	19.2	7.7	-	
6	PSC syllabi are taken as they are set at the federal level.	F	1	10	8	15	18	2.3
		%	1.9	19.2	15.4	28.8	34.	
7	PSC syllabi are made to reflect the unique socio- economic cultural etc. features of zones and special Woredas.	F	15	25	10	2	-	4.1
		%	28.8	48.1	19.2	3.8	-	
8	The PSC made to suit to the principles of decentralization of the primary school services.	F	13	28	7	3	1	3.8
		%	25	53.8	13.5	5.8	1.9	
9	Further localization of the curriculum has been left to subject teacher in planning lessons & improves it.	F	12	25	8	5	2	3.8
		%	23.1	48.1	5.4	9.6	3.8	

Key: SA-Strongly agree; AG-Agree; UD-Undecided; DA-Disagree; SD-Strongly disagree; MV-Mean value; and PSC-Primary School Curriculum.

As can be seen from Table 6, 43 (82.7 percent) of the respondents agree that the post-1991 Education and Training Policy provided opportunities for the localization of the primary school curriculum. Thirty nine (75 percent) of the respondents also expressed their agreement, or belief that the primary school curriculum is made to meet the education objectives, or the Minimum Learning Competences (MLC) using the local experiences. The two items were rated with a mean value of 4.2 and 4.0 respectively showing that most of the respondents agree that the Education and Training policy provides the opportunity for localizing the primary school curriculum and helps to meet the preset educational objectives. Quite a large number of the respondents, 40 (76.9 percent) responded that they do agree that the primary school curriculum is made relevant to the learner and 35(67.3 percent) of the respondents also agree that the primary school curriculum of the region is made responsive to the local needs. These two items were rated with mean values of 4.0 and 3.8 respectively indicating that there is an agreement among the respondents on the relevance and responsiveness of the primary school curriculum of the region. They were also asked whether the Federal primary school subjects' syllabi were adapted or taken as they were. Their responses show that the region has adapted them rather than taking them as they were. It is learned that 38 (73.1 percent) of the respondents agreed that it has been adapted and the item got a mean value of 4.0 showing that the majority of the respondents agreed that the curriculum as it has been adapted to the local condition.

The same pattern of response was repeated by respondents for question number 6, that 33(63.4 percent) respondents have shown their disagreement to the statement that "PSC syllabi are taken as they were set at the federal level" The mean value of 2.3 for the

item shows that it was not taken as it was set at the center justifying that it was adapted and showing the consistency of the respondents on adaptation of the curriculum.

Though a limited number of the respondents asserted that the syllabi were taken as they were set at the federal level, most of the respondents agreed that the syllabi were adapted, but not taken as they were set. Furthermore, a look into the syllabi of selected subjects of the first cycle indicated that there were little insignificant rearrangements so as to suit that to the textbook preparation. Thus, one would say that the syllabi were taken as they were set in most cases without any significant improvement of either on the list of contents and learning experiences or sequence of the syllabi contents at all grade levels studied. However, the interview respondents at the Federal Ministry of Education responded that though the syllabi were fixed, the region was informed to localize the curriculum in writing the textbooks and teaching the subjects in the classroom (Tefera, 14 September, 2013; Beyene, 20 December, 2013).

The responses of 40 (76.9 percent) of the respondents showed their agreement to the statement, “The primary school curriculum syllabi are made to reflect the unique socio- economic, cultural, etc. features of the Zones and Special Woredas” whereas, only 10 (19.2 percent) of the respondents chose “undecided” being doubtful to determine whether it is made to reflect or not. Quite a large number of respondents, 41 (78.8 percent) agreed that “The primary school curriculum is made to suit to the principles of decentralization of the primary school curriculum” The responses on the preceding items were rated with mean values of 4.1 and 4.0 respectively showing the agreement that the syllabi were made to reflect the local features and were made to suit to the decentralization principles of primary schools’ curriculum materials at the first cycle.

Of the respondents, 37 (71.2 percent) agreed that “Further localization of the curriculum has been left to each subject teacher in planning lessons and implementation” The same item got a mean value of 3.8 indicating the agreement that the documents were localized to the extent that can be done on papers and most of the adaptations were left to the classroom teachers to adapt them to their specific local conditions.

Though it was open to adaptation, it seems very unlikely to be implemented in a school practice where teachers’ annual and daily lesson plans have been checked by the department heads for their compliance with the subject syllabi and other documents. In addition to this, the teachers’ training, will and ability to do the adaptation make one to think and ask to what extent and how often the adaptation would be done?

The respondents who disagreed to most of the questionnaire items are insignificant in number. However, those who chose “Undecided” to the questionnaire items 1,3,4,5, and 7 show that their responses could be either because of what they have sensed, or lack of opportunity to have closer attachment to the primary school curriculum, or have limited number of years of service in their current positions.

In general, the data presented above indicate that the regional curriculum planners at the regional, zonal and special Woreda levels have the knowledge about the Federal Education and Training Policy and its provisions, which demand the curriculum planners to localize the primary school curriculum to the region. But the SNNPRS, because of its diversity and multicultural nature more than any of the other regional states has been allowing the Zones and the Special Woredas to translate the syllabi, teachers’ guides and students’ textbooks of the subjects for grade 1 to 4 into their mother tongue languages that have been used as media of instruction. The practices of the region showed that

where there are two or more languages in a Zone, the language spoken by the majority is given priority while preparations have been undergoing in some Zones to offer the instruction with the other additional languages (Berako, 30 October, 2013).

The preparation of the mother tongue languages' syllabi, textbooks and teachers' guides have been done by Zonal and Special Woreda Education Departments. The Regional Education Bureau used to coordinate and support technically until the recent revisions were made at the Federal Ministry of Education. The translation and use of the mother tongues as a practice has been appreciated for the contribution these have made to the development of the languages, the cultural values of the people and the confidences that people began to develop in making use of their languages.

In addition to this, it was reported by some of the interviewees that students have shown interest to go to school and continue their learning. This has minimized the dropout rate and failures (Tesfa, 13 November, 2013; Berako, 30 October, 2013). The practice provided opportunity to develop students' ability to express their feelings and improve it as a result of the change in the medium of instruction, though there are some that are using Amharic as medium of instruction.

Most of those who were interviewed at the Regional, Zonal as well as Special Woreda levels have witnessed the improvements made. It was repeatedly said that the primary school curriculum has been made to meet the educational objectives/ minimum learning competences using local experiences. The majority of the respondents were of the opinion that the curriculum has been made relevant to the learner and responsive to local needs at the first cycle (Haile, 25 October, 2013; Debebe, 21 October, 2013; Alemu, 28 October, 2013).

The responses of the respondents in the above table (Table 6) also showed that the curriculum has been adapted/ adjusted to life in the region and made to reflect the unique socio-economic, cultural, etc features of the zones and special Woredas while writing the textbooks. The content analysis made on the sample textbooks have also revealed that the content of the textbooks and the activities, questions, exercises and the illustrations of the first cycle primary schools' subjects were made to focus on life experiences of the region in helping students achieve the desired objectives. This idea was repeatedly confirmed by the Regional, Zonal and Special Woreda Curriculum and Educational Materials Supply Core Performers and Subject Performers. They showed that the Zones and Special Woredas were made to translate the curriculum materials prepared in Amharic into the mother tongue languages and to adapt them further to their specific local features. It was also known through the interviews that the Zonal and Special Woreda level translators have tried to change some of the facts and ideas of the text books and added their specific facts and ideas that have been found in their specific environment.

The students' textbooks written in Amharic and in English for the first and the second cycle primary school grades at the region in the first phase (1996/97-2004) and used had made the questions at the beginning of each topic and subtopics focused on generating ideas from the learners, which had been acquired from their locality and experiences. It was suggested as a common practice in all sample textbooks analyzed. They all had questions at the beginning and the middle of each lesson topic. Teachers were advised to ask the set questions on topics and subtopics to make students to tell what they have observed in their immediate environment. These types of questions and

almost all suggested projects, activities, exercises and review questions of the first cycle primary school textbooks were open to be adapted to specific local experiences. Such practices have continued in the textbooks written at the regional level for the first cycle in the recent preparation. The second cycle textbooks were more subjects' content-centered and the text localization was found being very limited both in the first phase and recently published textbooks at the region and Federal level.

The responses to the question item that reads, "The primary school curriculum planning practice goes with the principles of decentralization of the primary school service" also showed that most of the respondents have agreed that it fits to the principles of decentralization. It makes the beneficiaries participate in decision making and owning the programs (Marsh and Willis, 2007). Majority of the respondents are of the opinion that further localization of the primary school curriculum can be done by each subject teacher in planning daily lessons and the implementation of them in the classrooms as Jon and Bondi (2007) stated it in their report about teachers' involvement in planning.

The responses of the interview respondents at the federal level on the curriculum planning model chosen and used showed that they have been using the already identified and established model, which was in use before the reform. One of the ICDR heads said that

We used the Tyler, or Taba model for it was appropriate for countries that need to use the scarce resources wisely. It helps to exert one's limited materials, time, and other resources to achieve the identified objectives and makes the assessment of results easy. It also gives a chance to diversify the contents and activities to the nature of the learners and conditions. It makes its use easy and target-oriented (Beyene, 20 December, 2013).

As it was presented above, the objectives model has been in use and the syllabi were drafted and validated at the central level, where the region and its zonal and special Woreda levels including teachers have been bound to plan their documents and lessons using the already stated educational objectives. Thus, the objectives set have been in use for the selection of contents, methods of teaching, instructional resources and determination of assessment tools as it was advocated by the proponents of the objectives model (Tyler, 1949; Taba, 1962; and Wheeler, 1967). All the syllabi and the students' textbooks read and analyzed for the study showed that the objectives model has been applied in curriculum planning since the beginning of school curriculum at home (Ayalew,1964).

The region and its lower level curriculum planners were interviewed about their theoretical knowledge and training they have had on curriculum development and design. The responses they have given indicated that a few of them have taken a course in curriculum studies when they attended classes for their teachers' education program. The majority of the groups have not taken formal course(s) as others did. Most of the interviewees said that they have not taken any training on ways of integrating local experiences into the already developed syllabi or how to adapt it while writing students' textbooks and editing them, except some limited orientations on what was expected at the end of the session (Abdul, 25 October, 2013).

The currently working Curriculum and Education Materials Supply Core Performers and Subject Performers were sure that they have knowledge and teaching experiences on the subject matter, but not on curriculum planning and its integrations. Even some of the interviewees felt that this has been the knowledge gap they have had

and proposed that they need to get further education and training on what they are expected to do for it will not be late as long as they are engaged in curriculum development in any of the levels within the region. They know what is expected of them, but not fully engaged in the practical areas. They felt that their knowledge and skills on curriculum issues are limited on those areas, which they are made to do. It was difficult to understand why failed to assign experts who have training in curriculum as its workers in the Regional Education Bureau.

The region has got graduates in curriculum and instruction in other institutions. It can get access to the different higher education institutions to educate its curriculum workers in the graduate programs of curriculum design and development.

4.4. The Respondents' Views on the Curriculum Planning Practice, Use of Needs Assessment, Recognition of Purpose and the Planning of Local Curriculum in Terms of the Learners and Stakeholders

The Education and Training Policy (ETP) in Ethiopia has been the governing document that elaborates about all education and training related issues in the country. The policy and the subsequent strategies and other documents prepared on it serve as guides for all educational activities. The curriculum planning process, its implementation and the assessment of students' learning and of the program cannot be done without reference to the policy. As a rule and practice, all Education and Training Institutions are expected to do their task according to the provisions of the policy and the specific decisions made on the various educational functions.

The policy states that the change in the curriculum of the schools is one of the priority areas of the policy (TGE, 1994a) and it emphasizes that the curriculum planning

shall be done in cooperation with the concerned stakeholders. The document further elaborated that a number of professionals and social groups will participate in the preparation and implementation of the school curriculum.

Thus, the SNNPRS as one of those relatively better staffed and capable regions of the country in those early years of the change was assumed that it can discharge such responsibility. Accordingly, the Federal Ministry of Education was expected to support the region, as it did to others in its efforts while planning the primary schools' curriculum. Regarding the specific tasks accomplished with regard to the above mentioned subtitle of the dissertation, the results of the interviews made with the former ICDR and the CDICPD officials and experts as well as the regional government's Education Bureau's Curriculum and Educational Materials Supply Core Performers and Subject Performers are presented, analyzed and interpreted as follows.

Tefera, an interviewee who worked as head of the ICDR in the early years of the curriculum reform responded to the interview question, "Why in the Transition period and later at the Federation, the Ministry of Education took the responsibility to plan the primary school curriculum while the task was given to the region?" saying:

The practice was new to the country and the regions including the SNNPRS at the initial time. The region had problems of having trained human resources. There was lack of experience and resources to consult. Furthermore, the Ministry of Education could not provide the region with the required technical support for there were no enough experts who can go and work with each region including the SNNPRS. The only choice left was to do the task at the MoE and invite the region's representatives in the syllabi validation workshops and make them get acquaintance with what they can do when they go back to the region (Tefera, 14 September, 2013)

The same question was posed to the other ICDR head who assumed the role of leading the different curriculum panels after Tefera. A summary of his response showed

the following. We in the ICDR were responsible to give support to the regional government's Education Bureau in its effort to plan the primary schools' curriculum. But, the region had no experience of planning its curriculum, for there was lack of trained human resource and materials to refer to. Most teachers were not happy and cooperative. Teachers' association was divided into two groups and that phenomenon also influenced some of the teachers. This and many other factors made the Ministry of Education to carry out the preliminary work at the center and involve the region in the discussion, finalizing the syllabi and to make use of the syllabi to prepare its own textbooks and teachers' guides in the region as others did it. In addition to that, there was a room to further adapt the syllabi and make them relevant and responsive to the region. He further stressing that though it was done at the center, the region was responsible to accomplish the remaining duties of its own. The pressure was very high for it was one of the priority areas of the change in the education system (Beyene, 20 December, 2013).

The views of the Academic Subjects' Curriculum Planning Team Coordinator and the panel members of the ICDR and the Director and the experts of the Curriculum Development and Implementation Core Process Directorate (CDICPD) at the Federal Ministry of Education were the same. At the early years, it was difficult to support each region by sending experts to each region for the Ministry had no enough experts at the center. The only option existed by then was to do the planning at the center and invite representatives to participate and enrich the draft with the possibility to adapt the syllabi when they write the textbooks and teachers' guides (Janka, 19 September, 2013; Tariku, 14 April, 2014)

A question was posed to the Director and the curriculum experts in the CDICPD on, “How the revision task has been treated in the recent time?” The summary of the responses of the director and the members of the institution indicate that in the recent activities, the Federal Ministry of Education set the Minimum Learning Competencies (MLCs) as standard references and gave support towards accomplishing the tasks. Each region has been responsible to do most of the tasks planning the curriculum for the level at the region.

Tariku, an interviewee at the Federal Ministry of Education, on his part responded that the region’s representatives participated in the curriculum revisions on each subject sharing their views on areas of improvement. The ideas of each region were presented to the small subject groups for discussion. The group members revised the draft syllabi and presented it to the workshop participants in large groups for discussion, comments and to finalize the syllabi set. Each group member and expert of the CDICPD used to take notes on comments forwarded by the participants and other experts, which were used to incorporate to the syllabi when it was found useful by the team members. Thus, this has been done in the recent revisions made to achieve quality and raise the standards of the education practice as per the GEQIP guideline and ESDPs (Tariku, 14 April, 2014).

Based on the above responses of the former heads and panel members of the ICDR and the CDICPD director and experts, it is possible to conclude that it was the absence of trained and experienced curriculum planners at the regional level and the demand for the accomplishment of the activities in a short time that made the Ministry of Education to devise such a strategy to implement the ETP provisions. Thus, lack of experience to prepare local curriculum at a regional level or lower bodies; absence of materials in the

region to refer to and the resistance observed from teachers and the division the teachers' professional association into two and its influences were the barriers to the involvement of those experienced teachers in the curriculum planning process. Because of these and many pressing conditions, the Ministry of Education took most of the tasks and did it at the center leaving the preparation of few of the textbooks and teachers' guides to the region.

One of the interviewees at the MoE said that “There has been no one way to do the task and render support in education in general and the curriculum planning in particular. The Ministry of Education did it the way as it was done. What was done so far was a good practice” (Tariku, 14 April, 2014). Even though it was done the way it was handled in the early years of the reform, however, the recent level of development of the country and time to get training and experience from anywhere seems enough. Contrary to the policy statement with regard to the planning process, the Federal Ministry of Education engaged itself in more activities that were left to the region than it was before.

The education sector program that the Federal Ministry of Education has launched such as GEQIP made the SNNPRS to fully engage in the implementation of those specific tasks both at the primary and secondary schools. Thus, curriculum planning, especially the syllabi development and the revisions made, the textbook preparations for the second cycle subjects made the Ministry of Education the major actor in the curriculum preparation, which some interview respondents considered it as ‘recentralization’ of roles of the region’s education bureau by the Ministry of Education. Some of the interviewees in the region’s education bureau and its lower bodies expressed

their fear that the region will be limited only to implementing the programs of the GEQIP having nothing as an input of its own (Tesfa, 13 November, 2013).

The syllabi of the different subjects including the mother tongue were revised at the Federal level workshops where participants were invited from the regional states. The experts from the Ministry of Education and international consultants participated in the revision workshops as can be read from the workshop documents. Thus, it seems possible to conclude that be it in the earlier period of the reform or now, the curriculum planning for the primary schools has been done at the center. The recent, takeover of the textbook preparations mainly for the second cycle primary schools by the MoE makes the policy provision as partially implemented. There has not been a delegation of any form for there has been no such provision either in the constitution, or the ETP. The Federal Ministry of Education took the task with the view of improving the quality of education if the planning is done and resources are given from one center (Alemu, 28 October 2013).

The interviews made with the former ICDR heads, the academic subjects' curriculum planning team coordinator and panel members, on how the planning was done showed that the primary school curriculum planning was done making use of the reports of earlier research findings that were kept at the Ministry of Education with little or without any attempt to use them and take measures before. Tefera, head of the ICDR, who was a member of the Education and Training Policy framers, responded to the question, "Which documents you consulted in the preparation of the primary school curriculum- the Constitution, the Education and Training Policy, the needs assessment reports, strategies, and/or regional documents?" saying the following.

He responded that the planners did their best to consult the national documents such as the ETP, strategies and the earlier research reports. The planning process was done without conducting needs assessment in its proper sense. Reports of the Education Sector Review (ESR), and the Evaluative Research on General Education System of Ethiopia (ERGESE) were used. These two documents were consulted for their findings were taught to be all inclusive and reflecting the major problems of Ethiopian primary level education and the demands of the society. It was also reported by Janka (19 September, 2013) that other documents were referred to get views about primary level education in Science Education. The group that worked on Science Education referred to African Science Education document. But there were no needs assessment reports or documents on any of the regions including the SNNPRS. The ICDR panel members also responded in the same way that there were no needs assessment reports, but few earlier national research reports (Aboye, 7 April 2014; Woldemariam, 7 April 2014).

The above responses of those who were close to and actively participated in the planning process at the MoE indicated that the curriculum planners relied much on the reports of earlier research findings on the Ethiopian Education as their major references in the planning process. Of course, the referred documents were recognized as major tasks accomplished on Ethiopian education. However, they were done a long time ago and they were done under different contexts and systems. The real conditions of the country were not the same. Definitely, the socio-economic, political, cultural, historical and environmental conditions were different. Fortunately, there were long lists of facts and ideas about Ethiopian education in the reports, but many of the things have been changed in today's national and global context. Therefore, too much emphasis given on

the earlier researches might have dictated the curriculum planners lose sight of the current conditions of the country and the global demands for diversification of the education practice and accommodation of differences. The planning was done relying more on the past facts than considering the prevailing conditions as if all the past activities were good for today's Ethiopia.

These and many unforeseen conditions have influenced the curriculum planners and the curriculum planning process without needs assessment reports. Under all conditions, needs assessment has been seen by curriculum scholars as an important means to collect data about the school system, the learner, the teacher, the society and parallel systems as Taba (1962), Nicholls and Nicholls (1972) and Pratt (1980) reported on it. It is believed that the needs assessment data show the demands of the society and the learner, the capacity of the society to support the education system in terms of physical, material and financial means. As can be seen from the interview results, this was not done in the planning of the primary school curriculum both at the center and the region. Planning a curriculum without needs assessment reports would affect the supply of material resources and teachers to the schools. Recognition of the learner would be out of sight.

Thus, referring to needs assessment report has been an outstanding prerequisite in curriculum planning when the objective model is used for it helps the country meet both national needs and global standards. A curriculum planned on the basis of needs assessment data saves resources for all tasks would be goal-referenced. If it is done contrary to such considerations, the attainment of the desired changes in behavior of the learner would be difficult. Planning a curriculum without needs assessment report

becomes writing objectives that the planners feel are important, listing down of contents and activities, resources and assessment mechanism without any consideration to the learner, the teachers, the society and the ideas of other social groups on the subject and human learning. Such activity makes the curriculum planning process to go out of the basic principles of the objectives model (Tyler, 1949; Taba, 1962; Davies, 1976).

Even though the curriculum planning model is not explicitly expressed in any of the government's documents, what is observable and functioning in Ethiopia has been the objectives model. Accordingly, all the syllabi were written, though they were not developed on the basis of results of needs assessment data and priorities made ahead of time, it is thought that the objectives for each subject syllabus have been derived from the general objectives of Education and Training Policy. It has not been uncommon that the curriculum planners sometimes derive subject syllabus objectives on the basis of their knowledge of the subject matter contents that are thought to be taught at schools. Such practices sometimes go down to the classroom lesson objectives of the teachers.

Thus, most teachers copy the objectives set in students' textbooks, which are written by the textbook writers referring to the syllabi objectives for reasons that they either do not get the syllabus, or they do not refer to it. The syllabi objectives and the objectives set for each syllabus are expected to match with the general educational and training objectives of the country. The curriculum for the school should rely on the needs assessment reports and other compulsory documents such as the constitution, international agreements the country has ratified, research and evaluation reports.

A good example of such a practice could be seen from one of the Zonal Education Departments in the SNNPRS where the mother tongue language syllabi developers who

planned the mother tongue syllabi referring to the syllabi of English and Amharic syllabi, which were set at the Federal Ministry of Education. The planners read and learned what was done at the Federal level. They tried to write subject objectives, develop contents, activities, resources and assessment mechanisms for the mother tongue syllabi (Yodit, 11 November, 2013). They did not conduct any needs assessment, but consulted the federal language syllabi and developed the mother tongue language syllabi. Thus, it has not been a new phenomenon to copy contents and activities in curriculum planning for schools at most levels of the education system.

It is well understood that planning a curriculum with certain beliefs of the planners and anticipated outcomes would significantly influence what they do. If the planners have clear views on what they do, the task can be done well. But if the task is done without the knowledge and a strong and positive belief in what is being done, it surely affects the quality of what they do and its outcomes. Some selected questionnaire items were set and those who participated in planning of the curriculum at the regional level were asked to complete it and show their position on the benefits of localized primary school curriculum in terms of the learner and society as stakeholders. The responses are presented in Table 7 below.

Table 7. Respondents' Views on the Benefits of Planning Local Curriculum for the Learners and the society

N	Items		SA	AG	UD	DA	SD	MV
1	PLC for PSs is a means that cultivates students sense of interdependence of the human kind	F	11	28	9	3	1	3.9
		%	21.2	53.8	17.3	5.8	1.9	
2	Obey the conventions Ethiopia signed and ratified on the education of the child	F	16	26	9	1	-	4.1
		%	30.8	50	17.3	1.9	-	
3	Promotes the sense of responsibility	F	15	27	7	3	-	4.0
		%	28.8	51.9	13.5	5.8	-	
4	Helps Ethiopian meet the millennium goals and beyond	F	22	17	10	2	1	4.1
		%	42.3	32.7	19.2	3.8	1.9	
5	Develops students' sense of equality	F	19	22	6	4	1	4.0
		%	36.5	42.3	11.5	7.7	1.9	
6	increase possibilities to get international support	F	12	23	13	3	1	3.8
		%	23.1	44.2	25	5.8	1.9	
7	makes the curriculum be functional to timely local demands	F	10	31	9	2	-	3.9
		%	19.2	59.6	17.3	3.8	-	
8	Contributes its share to the global commitment that focus on the caring for the child	F	10	26	12	4	-	3.8
		%	19.2	50	23.1	7.7	-	
9	serves as a means to the dissemination science and technology to the community easy	F	14	23	10	5	-	3.9
		%	26.9	44.2	19.2	9.6	-	
10	makes the young citizens engage in preserving the cultural heritages humanities	F	18	20	9	5	-	4.0
		%	34.6	38.5	17.3	9.6	-	
11	contributes to wise-use and conservation of resources as in the immediate environment	F	17	24	7	4	-	4.0
		%	32.7	46.2	13.5	7.7	-	

KEY: SA-Strongly Agree, AG-Agree, UD-Undecided, DA-Disagree, SD-Strongly disagree, MV-mean value, PLC-Planning Local Curriculum, PS-Primary school

As can be seen from Table 7, the respondents have shown their level of understanding about the benefits of localized primary schools' curriculum for the learner and the society.

Accordingly, 39 (75.0 percent) of the respondents agreed that planning local curriculum serves as a means to cultivate students' sense of interdependence and the whole of humankind and 42 (80.8 percent) of them agreed that it helps the country observe the conventions the country has signed and ratified on the education of the child. These two items got mean values of 3.9 and 4.1 respectively showing the consensus among the respondents that localized curriculum cultivates the sense of interdependence and helps the country to obey the conventions that it had signed and ratified. Forty two (80.7 percent) of the respondents agreed that the planning process promotes the sense of responsibility and 39 (75.0 percent) of them felt that the process helps Ethiopia meet the millennium development goals and beyond. The items were rated with the mean values of 4.0 and 4.1 respectively indicating the agreement among the respondents. Forty one (78.8 percent) of the respondents agreed that the practice develops students' sense of equality and 35 (67.3 percent) of them agreed that the practice increases the possibility of getting international support. The calculated mean values for the two items were 4.0 and 3.8 respectively showing the presence of high level of agreements among the respondents.

Forty one (78.8 percent) of the respondents agreed that the planning process makes the curriculum to be functional to timely local demands. Thirty six (69.2 percent) respondents agreed that planning the primary school curriculum, "Contributes its share to the realization of the global decisions that focused on caring for the child" The calculated mean values of the items were 3.9 and 3.8 respectively, which are above average showing the agreements observed among the respondents that the planning would be functional to the timely local demands and contributes to the discharging of international commitments on the child care.

Thirty seven (71.1 percent) of the respondents agreed that the practice “Serves as a means to the dissemination of Science and Technology to the community easily”. The contribution of the practice in making young citizens engage in the preservation of the cultural heritages of human kind got 38 (73.1 percent) of the respondents’ agreement. In the same manner, 41(78.9 percent) of the respondents agreed that planning local curriculum to the primary school, “Makes students contribute their share to wise- use and conservation of resources in their immediate environment” The calculated mean values of the three items showed 3.9, 4.0 and 4.0 respectively indicating the agreement on the benefits that a localized curriculum offers.

As a whole, the data collected through the questionnaire and presented above indicate that the majority of the respondents showed their agreement rating each item as either very high or/and high. Those who chose “undecided” to the given items rest between 6 and 13 in number, which range from 11.5 percent to 25 percent, respectively. This could be because of doubts that they had on each item, or they may be new to the positions, which they have held, or had little attachment to the practice as such. On the other hand, the responses of those who showed their disagreement to the items set under Table 7 are very few in number and their views are very much limited when the disagreements are compared with the agreements shown by the respondents.

Most of the respondents showed their agreement that localizing the primary school curriculum cultivates students’ sense of interdependence, which is one of the timely issues that the young citizens need to develop and work together for the benefits of the human kind; that is, thinking and doing for peace and economic benefits of all parties involved on such global issues. Individuals and countries benefit from such kinds of

thinking and actions for the world has become the concern and home of all the humankind. It demands everyone to interact smoothly and share the benefits it creates and eventually to face and solve the problems that may arise at any level.

Similarly, keeping oneself away from the unwanted acts and learning to know the effects of what is happening in any part of the world would help young citizens get to know that interdependence begins at home and may go to the wider environment even to the extent of the international level. They gradually realize that the interdependence is not only social but also natural.

In the same way, making the primary school curriculum to focus on local conditions first makes students learn what is close to them and proceed to what is remote. The current global issues such as respecting the rights of the child to education show that the education should enable the learner to learn many things that start from what is immediate and move to the further through a curriculum that provides such opportunities. Doing this helps the country fulfill its global commitments in addition to what it wishes to achieve nationally.

The promotions of sense of responsibility and achieving the millennium development goals and beyond are items that were rated high by the respondents. If the curriculum planning considers the local demands, there is the possibility of achieving the millennium development goals and future expectations. It also makes the learners develop sense of equality and the country gets increased international recognition and support whenever it needs. If it is done well, it makes the curriculum functional to timely demands both at local and country-wide levels.

The responses of the respondents also showed that planning local curriculum to the primary schools contributes its share to the realization of global decisions that focused on ‘caring the child’ and serves to ‘The dissemination of Science and Technology to the community’, ‘engage the young citizens in the preservation of the cultural heritages and conservation of resources in their immediate environment’. These all imply that the planning of the primary school curriculum focusing on the local environment helps the learner discover his/her immediate environment and to actively participate in those activities that demand his/her contribution. These definitely contribute to the national and global interests in developing capacity, preservation of cultural heritages and other resources. Thus, to achieve these benefits, the curriculum contents and activities can be localized and help the learner learn with what is available in the immediate environment. These may make them extend what is learned to a wider perspective if they are put in practice.

The knowledge construction by the young learner begins when local and concrete things are used. The contents that they learn and activities that they do would make them think about their environment first and eventually go beyond their locality. New ways of doing things and problem solving skills can be cultivated in the young citizens using the local experiences that can be transferred to bigger and new problems through time. It is not only the simple recall of facts, ideas, concepts and theories that should be learned but also higher order thinking such as analysis, synthesis and the ability to evaluate processes contextually (Abebe, 1991).

If the students are made to know and participate in the preservation of their immediate natural and social resources, it would contribute its share to the national and

international commitments. It helps the learners think globally and contribute their share in resolving regional problems. This in turn contributes to addressing global agenda such as preservation of cultural heritage locally, which would definitely contribute to the preservation of the global heritages, which benefit both the learner and the society.

Hence, from the responses and discussions made above, one learns that the curriculum planners have been familiar with the importance of localizing primary school curriculum. They understood it well for there would be no one who can be independent of others in today's world. They know what happens in any part of the world will have its effect on others to a certain extent with the level of power it will have. The contributions one does at home will have its positive impact on the immediate society and gradually on the remote areas and people.

Finally, one would conclude that the curriculum planners in the region know the benefits of localizing primary school curriculum. If they get the required kinds of training on the appropriate technical skills of planning and are made to involve in preparing local curriculum, it seems that they would be able to do it well.

4.5. Localization of the Primary School Curriculum and the Society as Service Provider

Local curriculum planning for the primary schools provides the opportunity to include those local experiences into the school curriculum and makes the parents and the general public to be active participants in the process. The parents can help the learner at home and can support the school in what is important. Curriculum localization practices elsewhere have shown remarkable results in developing the cultural values of the local

community and make them contribute their share in the making of shared values in the larger society.

Thus, localization makes each student to learn the values of the immediate community and to involve in solving local problems and to develop a sense of belongingness. It makes the individual, social groups and institutions exert their efforts to the implementation of the curriculum and its success possible.

The interviews conducted at the Regional, Zonal and Special Woreda levels made these ideas clear. The Regional Education Bureau Curriculum and Educational Materials Supply Core Performer, who was acting as the head of the Curriculum and Educational Materials Supply Core Performing body told the researcher that writing the textbooks and teachers' guides on the basis of the region's life experiences made the provision of the educational service possible to each locality depending on their immediate environment. It helped the learners know about their immediate environment well. It also reduced, or eliminated the number of drop outs, which was common in the earlier education practices and those who fail at the primary first cycle grades, being supported with the students' evaluation and promotion policy, especially at the lower grades.

Quite a large number of the local communities in the region made their children to learn with the languages they speak at home. This made learning easier than before. They learn the letters, numbers and the subsequent activities one after the other and the mathematical operations at the lower level, which gradually develop in their level of complexity. Their pace in learning increased and their participations in a class were enhanced (Alemu, 28 October, 2013).

The supply of the instructional materials is so facilitated well. The preparations and publishing of materials locally enabled the inclusion of the pressing issues of the region and enabled the learner get into solving those crucial problems. It was reported that no time has been lost waiting for responses from a remote education bodies as it used to be before. The Zonal and Special Woreda Curriculum and Educational Materials Supply Core Performers also confirmed the idea that they were engaged in the provision of the service so closely and have observed differences in the education of the child in the region. One of the respondents in Dawro Zone said that “Observing the provision of educational service using one’s cultural values gives satisfaction from within and motivates everyone to do more and use local resources (Tesfa, 13 November, 2013).

The data collected through the questionnaire item to know ‘to what extent those who have been engaged in the primary school curriculum planning were knowledgeable about the localization of the centrally set curriculum or curriculum framework to local conditions’ showed that the majority of the curriculum workers at the Regional Education Bureau and the lower bodies had general knowledge on localization and the data are presented in Table 8 below

Table 8: Respondents' Views on Localizing Primary School Curriculum as a Process and Practice in the Regional State

N	Localizing PSC Practice:		SA	AG	UD	DA	SD	MV
1	is part of the democratization process in the country as a whole	F	23	13	10	5	1	4.0
		%	44.2	25	19.2	9.6	1.9	
2	makes the service delivery easy	F	15	24	6	7	-	3.9
		%	8.8	46.2	11.5	13.5	-	
3	makes unity in diversity possible by taking local culture as experience	F	18	23	7	3	1	4.0
		%	34.6	44.2	13.5	5.8	1.9	
4	encourages the inclusion of indigenous knowledge and skills easy	F	17	22	9	4	-	4.0
		%	37.7	42.3	17.3	7.7	-	
5	makes students' learning more relevant	F	16	24	10	2	-	4.0
		%	30.8	46.2	19.2	3.2	-	
6	accommodates cultural diversity in real sense	F	17	21	10	4	-	4.0
		%	32.7	40.4	19.2	7.7	-	
7	minimizes the fear of social groups of national integration at the levels	F	11	20	15	5	1	3.7
		%	21.2	38.5	28.8	9.6	1.9	
8	makes students mobility easy within the region and the schools.	F	13	19	13	5	2	3.7
		%	25	36.5	25	9.6	3.8	
9	makes the community feel that they are treated equally and fairly	F	14	24	8	5	1	3.9
		%	26.9	46.2	15.4	9.6	1.9	
10	makes local peoples sense that their culture is worthy teaching in the schools	F	16	22	11	3	-	4.0
		%	30.8	42.3	21.2	5.8	-	

As can be seen from Table 8, 36 (69.2 percent) of the respondents showed their agreement that the practice can be taken as part of the democratization process taking place in the country as a whole. In the same table, item number two, shows that 39(75 percent) of the respondents agree that the practice makes the provision of education service delivery easy and 41(77.8 percent) of the respondents agree that the process

makes unity in diversity possible by taking local culture for school experiences. The calculated mean values for the items are 4.0, 3.9, and 4.0 respectively showing their agreement on the items described. About 39(65 percent) of the respondents considered the practice as ‘encouraging the inclusion of indigenous knowledge and skills into the curriculum easy’ Thirty eight (73.1 percent) and 40 (77 percent) of the respondents showed their agreement to the items that read as ‘planning the local primary school curriculum accommodates cultural diversity in the real sense and makes students’ learning more relevant than before’ respectively. The calculated mean values of the items were 4.0for each of the items indicating the high level of agreement of the respondents that localizing the primary school curriculum serves to include local knowledge and skills and makes learning more relevant and accommodates cultural diversity.

Thirty one (59 percent) and 32 (61.5 percent) of the respondents agreed that the localization process,’ minimizes the fear of social groups of national disintegration at all levels and makes students’ mobility from school to school, zone to zone, and Woreda to Woreda easy within the region if their parents move by any reason respectively for it enables each learner get the required education for the level. Fifteen (28.8 percent) and 13 (25 percent) of the respondents responded, ‘Undecided’ and ‘Disagreed’ respectively. The responses of the participants indicate that 38 (73.1 percent) of the respondents agreed on items number 9 and 10 respectively that ‘the practice makes the community feel that they are treated well and fairly and people sense that their culture is worthy of teaching in the schools’.

As can be seen from the above analysis that the curriculum workers as a whole see localizing primary school curriculum as a process and practice that helps the region and

the country in the democratization process, maintain unity in diversity, use local knowledge and skills, make the students' learning relevant, and the community realize that what students learn in schools would help them be productive in their life. Thus, one would conclude that the curriculum workers are knowledgeable about the benefits of localization.

Table 9: Respondents' Reaction on the Localized Primary School Curriculum as a Practice

SN	Items		SA	AG	UD	DA	MV
1	Promotes students' overall development to be continually from local to global	F	19	25	5	3	4.2
		%	36.5	48.1	9.6	5.8	
2	Enhances the link between classroom instruction and life	F	19	25	5	3	4.2
		%	36.5	48.1	9.6	5.8	
3	Makes learning to start from what students know and proceed to the unknown	F	19	25	5	3	4.2
		%	36.5	48.1	9.6	5.8	
4	Makes students learning pedagogically sound	F	15	26	6	5	4.0
		%	28.8	50	11.5	9.6	
5	Promotes the use of local resources for schooling	F	18	23	8	3	4.1
		%	34.6	44.2	15.4	5.8	
6	Establishes norms to respect individuals rights at all level	F	14	26	9	3	4.0
		%	26.9	50	17.3	5.8	
7	Creates condition for timely curriculum revision when it seems appropriate	F	11	24	13	4	3.8
		%	21.2	46.2	25	7.7	
8	Makes relationship of schools and the community stronger than before	F	16	26	7	3	4.1
		%	30.8	50	13.5	5.8	
9	Makes the transfer of appropriate technology from the school to the community	F	9	28	9	6	3.8
		%	17.3	53.8	17.3	11.6	

As can be seen from Table 9, forty four (84.6 percent) of the respondents agreed that the localization practice promotes students' overall development to be continually growing from local to the global. Those who agreed to the consideration of the practice as a means that enhances the link between classroom instruction and life account 45(86.5 percent) and 44 (84.6 percent) of the respondents agreed to the item, "The practice makes

learning to start from what students know and proceed to the unknown” The calculated mean values of the three items were 4.2 for each indicating an agreement among the respondents on the values that localization of primary school curriculum provides in terms of service providers.

Forty one (78.8 percent) of them agreed that “The practice makes students’ learning pedagogically sound” and still 41(78.8 percent) of the respondents agreed that the practice “Promotes the use of the local resources for schooling” Those who agreed to the item, “The practice establishes norms to respect individual’s rights at all levels” were 40(76.8 percent) respondents. The calculated mean values for the three items became 4.0, and 4.0 respectively, which indicate the agreement among the respondents.

Thirty five (67.4 percent) respondents agreed that the practice “Creates conditions for timely curriculum revision when it seems appropriate” and 42 (80.8%) of the respondents agreed that the practice “Makes relationship of schools and the community stronger than before”. In the same way, 37 (71.1 percent) of the respondents agreed that localization of the primary school curriculum “Makes the transfer of appropriate technology from the school to the community possible” The calculated mean values for the three items are 3.8, 4.1 and 3.8 respectively showing that the respondents agreed on the practice’s contribution to the learner and the community as a whole. Those who were doubtful and chose to be neutral responded, “Undecided” and were larger than the sum of those who ‘disagreed and strongly disagreed’ altogether. Thirteen (25 percent) of the respondents chose “undecided” to question item 17, which deals with timely revision of the curriculum. It shows that the respondents are not sure whether the revisions have been made at the local level or not.

The responses presented about the benefits of the localization of the primary school curriculum from the perspectives of the society as service providers give a picture about ideas that the respondents have on localization in terms of providing the service to the learner. The respondents have sensed that the practice is part of the democratization process; makes the provision of the service delivery easy; makes unity in diversity possible; makes accommodation of cultural diversities easy; minimizes the fear of disintegration at all levels, etc. As has been practiced here and elsewhere, the provision of education focusing on local practices and contents makes learning easy and meaningful. It has not become harmful and it will not do unless it is intentionally geared to divisive purposes as some limited practices have shown (Beyene, 20 December, 2013).

The students' textbooks written at the regional level, especially for the first cycle grade subjects were found giving attention to what the learners' need to know and focusing on their immediate environment. They have shown strong link with the resources and institutions that are found in each locality. The textbooks' topics and subtopics have been made to begin with questions that give opportunities for teachers to know the learners' entry behavior on each topic and sub-topics at all lesson sessions (Environmental Science Students' Textbook, 2003/4E.C). These help teachers get to know where the students are and how he/she can handle the lessons in the classes. There are a number of questions that make students to think and explore their environment and get to know about a number of issues (Alemu, 28 October, 2013).

4.6. The Determination of the Contents and Learning Experiences and the Level of Flexibility of the Planned Curriculum to Adapt to Local Conditions

In this part of the presentation, attempts are made to present and analyze what has been done at the federal level and the level of flexibility or openness to incorporate/integrate the specific life experiences of the region in the localization process. It deals with the possibilities of conducting the needs assessment of the region, especially on the society's demands, the nature of the learner and learning in ways that help the planners to select the detailed contents and learning experiences for localization or adaptation of the primary school curriculum.

One of the ways of accommodating differences is the provision of diverse activities that appear in the students' textbooks, manuals and the use of different teaching methods. Making use of multiple contents has been a common practice in localizing school curriculum in multicultural societies, which are like ours. It is what is done at the planning stage that makes the difference in the implementation and the assessment processes. It is a point where people can make use of their choices but achieving the common ends. Diversification of contents and learning experiences (activities and methods of teaching) makes it possible to accommodate differences. It is with such theoretical formwork that the idea of localization of the school curriculum has been taken as a remedy to many countries of a multicultural nature with different demands.

To this end, interviews were made with those who were involved in the planning process and sample textbooks of the primary schools of the Region were selected and read for content analysis. The content analysis was conducted with a view to determine to

what extent the contents, activities, illustrations, exercises and questions were used to localize the curriculum. The data are presented and analyzed as follows.

According to Tefera (14 September, 2013), the curricula for the primary schools of the region, as it was for others, were to be prepared by the region on the basis of its own reality. It was thought at the initial period that the region would do that and make the curriculum relevant to the learner and responsive to the society. It was also believed that the local curriculum would make learning clear and be pedagogically sound to the learner. He further elaborated that the representatives of the regions were given the opportunity to comment, reduce, or add contents and activities on the basis of the flow charts set. In addition to this, the Ministry of Education drafted the syllabi in collaboration with other Ministry Representatives, such as Ministry of Agriculture and Ministry of Labor and Social Affairs. It was made public to the participants and Regional Education Bureau representatives and was finalized and it was not rigid that cannot be modified. They were informed that they have the right to take the syllabi, modify it to their situation either by adding new contents and activities or modifying the organization. Thus, one would say it was set flexibly and was open to adaptation by those who can do. Unfortunately, most of the regions including the SNNPRS preferred taking the central syllabi and used it to write textbooks. Some tried to do their best in adapting it through contents and activities based on local conditions. What was done in the SNNPRS was not different from others.

It was reported that after the validation of the syllabi, the region took the syllabi and began to write the textbook and teacher's guides at the regional level using commissioned textbook writers. The SNNPRS wrote its textbooks where the Ministry of

Education participated only in the search for publishers (Tefera, 14 September, 2013). The considerations to the social, economic, cultural, historical, political and environmental conditions were left to each region. Thus, the change in the practice (decentralization) empowered the people to use their mother tongues as media of instruction and to incorporate their cultural values (Beyene, December 20, 2013).

Woldemariam (7 April, 2014), a panel member of the ICDR said that it was easy to say but very difficult to materialize it under those particular situations, especially in those earlier years when the institution was pressed very much. The other panel member, Aboye (7 April, 2014) on his part said that the principle of curriculum planning demands the consideration of many things. But reality may not allow doing all those things. What we did in those earlier years might have certain limitations when they are seen in a relaxed time and more stable situation now. The ICDR might have taken over the responsibilities of the region. But it should not be taken as denying the region's rights. It was done for the common good of the region and the country. It was obvious that the region had no sufficient trained human resource in the area. In the planning process attempts were made to refer to the policy and the strategy very frequently.

The heads of the ICDR, the team coordinator, and the panel members were asked as to how they determined the subjects to be taught and the selection of contents and the learning experiences for each subject and the ways employed to organize it. Beyene, head of ICDR responded to this question saying:

We referred to the government documents as our guides. The transition period charter, the federal constitution, the ETP and the objectives set in the policy. On the basis of that we first decided the subjects that have to be taught. Then, we drew the flow chart followed by the selection of contents and determined the sequence. After that we selected the different methods,

instructional resources and the assessment mechanisms. It was highly interrelated process (Beyene, 20 December, 2013).

As can be seen from the interview made with the head of the ICDR, one can learn that they decided on the subjects that were to be taught considering the fields' representativeness of the subjects to the learner and the time they were in. After such decision, they were engaged in designing the flow chart and to select the contents for the syllabi. It was learnt that the objectives of teaching the subjects were derived from the general education objectives incorporated in the ETP.

Thus, the planners used the education objectives and the preset profiles of the learner (TGE, 1994b; UNESCO, 2006/07) along with the various government documents for the selection of content and methods of teaching. They prepared the flow charts, which show the structures of the subjects and that were followed strictly. Hence, it was less likely to omit any of the contents from the flow chart and this in turn makes the planned syllabi less flexible/ open for adaptation. Technically, it was difficult to omit those new ideas and concepts that were already framed and established in the subject-oriented curriculum by subject area graduates.

It could safely be concluded that the syllabi development was a finished task at the MoE level, where the SNNPRS Education Bureau's possible choice was to comply with the documents. However, it was thought that the student textbook writers would adapt it. What was done in the SNNPRS with regard to this was that the textbooks and teachers' guides were written in Amharic and the Zones translated them to the mother tongues languages with the possibility of further adaptation to their specific conditions.

Content selection and determination of the learning experiences were usually done on the basis of objectives set for the syllabi. The curriculum workers, who were

identified as the Curriculum and Educational Materials Supply Core Performers (the coordinators), and Subject Performers (Planners), textbook writers, content and language editors, and Cluster Supervisors at regional, zonal and special Woreda levels were asked to complete the questionnaire items prepared on the nature of the contents of the syllabi were selected. The responses are presented in the following table. The interview results are used in the analysis and interpretation of the data.

Table 10: Responses on the Nature of the Syllabi Contents of the Primary Schools

N	The Syllabi contents:		SA	AG	UD	DA	SD	MV
1	are valid to the syllabi objectives / purposes for each grade and subject	F	16	26	7	3	-	4.1
			30.8	50	13.4	5.8	-	
2	focus on significant area of the subject	F	15	29	8	-	-	4.1
		%	28.8	55.8	15.4	-	-	
3	have maintained the appropriate balance between scope and depth	F	11	25	12	4		3.8
		%	21.2	48.1	23.1	7.7	-	
4	are composed of durable contents that are applicable at different times	F	11	29	7	5	-	3.9
		%	21.2	55.8	13.4	9.6	-	
5	are comprehensive to cultivate the cognitive, affective & psychomotor	F	15	24	5	8	-	3.9
		%	28.8	46.2	9.6	15.4	-	
6	are extracted from the cultures of the region	F	11	24	12	5	-	3.8
		%	21.2	46.2	23.1	9.6	-	
7	are as varied as the objectives of the syllabi. matching the objectives	F	7	31	11	3	-	3.8
		%	13.4	59.6	21.2	5.8	-	
8	are made the curriculum appropriate to the maturity level of the learner	F	13	22	13	4		3.8
		%	25	42.3	25	7.7		
9	contribute to the overall personality development of the individual	F	11	25	10	6		3.8
		%	21.2	48.1	19.2	11.5		

As indicated in Table 10, 42 (80.8 percent) of the respondents showed their agreement that the syllabi of the different primary school subjects were valid to the syllabi objectives /or enable the learner to achieve the purposes set for each grade and subject. Forty four (84.6 percent) of the respondents agreed that the syllabi are made to focus on significant subject areas and 36 (69.3 percent) of them agreed that the contents of the syllabi have maintained the balance between scope and depth. The calculated mean values for the three items were 4.1, 4.1 and 3.8 respectively showing the agreement on the messages of the items. However, 12 (23.1 percent) disagreed to item number three showing that there was no balance between scope and depth in the arrangement of the contents within the subject.

Forty (77 percent) of the respondents agreed that the primary school subject syllabi, “are composed of durable contents, which are applicable at different times” and 39(74.4 percent) of them agreed that the syllabi ‘are comprehensive to cultivate the cognitive, affective and psychomotor areas”. Thirty five (67.4 percent) of the respondents agreed that the syllabi contents, “are extracted from the cultural values of the region”, while 12(23.1 percent) chose ‘undecided’ showing their doubt whether or not the syllabi contents were selected from the cultural values of the region. However, the calculated mean values for the three items are 3.9, 3.9 and 3.8, respectively indicating that the respondents’ agreements on the items set.

Thirty eight (73.1 percent) of the respondents agreed that the syllabi contents are, “as varied as the objectives of the syllabi/ match with the stated objectives” whereas 11 (21.2 percent) of the respondents chose the ‘undecided’. Thirty five (67.3 percent) of the respondents agreed to the item that reads “the syllabi contents are made to make the curriculum appropriate to the maturity level of the learner” while 13 (25 percent) of them chose ‘undecided’. Thirty six (69.3 percent) of the respondents agreed that “the syllabi

contents contribute to the overall personality development of the individual”, while 10 (19.2 percent) chose ‘undecided’.

In the same pattern, the calculated mean values for the three items became 3.8 for each showing the agreements shared among the respondents that the curriculum localizing practice made the learning experiences match to the objectives, appropriate to the maturity level of the learner, and contribute to the overall personality development of the learner. Those who disagreed and strongly disagreed altogether in almost all items are less than ten percent. However, those who rated disagree and feel that the syllabi contents are not as such comprehensive to cultivate the cognitive, the affect and psychomotor developments account 8 (15.4 percent) of the respondents.

As it is presented in the table, it seems possible to learn that the syllabi planned at the Federal Ministry of Education for the primary schools were made to achieve the stated objectives for the grade and are focusing on significant areas that help the learner get the fundamentals of the subject. It is also expressed that the syllabi contents have maintained a balance between scope (coverage/ breadth) and depth of the contents so that making students to learn those contents that are not too vast or treat the subject matter digging deep beyond the ability level of the students to understand.

The respondents’ assessments of the syllabi contents indicate that they were made to focus on those areas that are more durable, solid and applicable at different times and places. They also showed that the syllabi are made up of contents that are comprehensive to develop the cognitive, affective and psychomotor areas of development, which represent the acquisition of knowledge, the development of values and skills respectively. Though they are few, the respondents who showed their disagreement are quite

considerable. They didn't see the comprehensiveness of the content areas and similarly those who chose undecided want to show their reservation and that they are doubtful whether or not the syllabi content are derived from the region's culture. More or less, most of the respondents feel that there is a match between the syllabi objectives and the contents were selected by considering the values in terms of what the contents contribute to the overall development of the individual and the society.

The implication of the information that is presented and analyzed above shows that the syllabi contents, whether they were fixed at the Federal Ministry of Education or adapted to the regional concrete features. They were selected by considering those applicable content selection criteria such as validity, significance, breadth and scope, learnability, durability, appropriateness and contributions to the overall personality and societal development (Taba, 1962; Davies, 1976; Pratt, 1980).

The question of adapting the contents to local areas has always been to make learning simple and more meaningful. Even contents that are not valid may make the learner to acquire knowledge, or skills or values or a combination of any of them, but they may fail to bring about the desired learning outcomes. They may or may not lead to the attainment of the predetermined goals. Similarly, taking all contents without considering their significance may omit the basics or fundamentals of the subject and deny the learners to learn by themselves in their later life.

Though content selection can be an area where localization can be done easily and purposefully by taking local experiences as sources of contents, such things have not been done at the federal level for the planners fixed the contents to be taught in all the regions including the SNNPRS. It was clear that what was considered at the federal level

was the subject matter contents that may help students acquire knowledge, develop skills and form values as a result of learning those contents selected without reference to any of the participating regions including the SNNPRS. Such knowledge, skills and values learned may help the learner at the specific level in the acquisition of further knowledge and skills and to develop confidence. They will definitely learn something, which may, or may not enable them to participate in learning those socially useful tasks and engage in solving their local problems. However, learning those things, which are reflections of their immediate economic, social, cultural, political, historical and environmental issues in their own language, surely could have helped them learn other things, which may be different and remote to the objectives.

In general, the Federal Ministry of Education went beyond what can be considered as support. The planning was done by the MoE with no needs assessment data either by itself, or by the regional government. The contents were selected and arranged at the center.

The interviewees in the region were with the opinion that it was the concrete condition of the time that made the earlier curriculum planning to be done at the center. But now, both the Federal Ministry of Education and the SNNPRS have enough time to capacitate the region and make it capable to plan its primary school curriculum. Thus, what has been done all throughout the past two or more decades by the Ministry of Education was beyond its share of work and made the region to wait for curriculum reform initiatives to come from the Federal Ministry of Education and became dependent.

One of the interviewees, Alemu (28 October, 2013) said that until now the region did not have trained curriculum performers at different levels. After twenty or more

years, we are still engaged in publicizing bids for textbook writers and editors and working some administrative workers. What has been done so far in the curriculum planning for the primary schools in the region is short of the expected roles. It lacks professional quality and made the region to engage in the implementation of the tasks of the Federal Ministry of Education as they were set. Such practices did not help the region to be self-reliant and to play what is legally ascribed to it with regard to the primary school curriculum preparation.

Furthermore, the respondents feel that the Ministry of Education focused on established subject matter contents and let the region to engage in writing textbooks and teachers' guides. This in turn, made the writers to take the contents of a subject from the established subject matter books as they appeared. Thus, what has been done by the textbook writers and editors in the textbooks preparation was to incorporate as many questions and activities as much as possible at the beginning of each topic and subtopics so as to generate local experiences from the students' themselves. This might make the students to be more active in learning from what they discuss with their teachers and fellow classmates. The practical activities, projects and exercises focused on local experiences so as to help students transfer or apply the contents learned to their local areas.

The heads of the ICDR were asked, "In which curriculum planning areas/components rooms were left to localize the curriculum to the region's concrete conditions - the contents and time allotment, selection methods of teaching and activities, resources, assessment technique or all?" in optional form. The summary of what Beyene, who

worked for a long time at different positions and later assumed the position of the head of the ICDR said that

...there was a chance to add those exceptional experiences into the syllabi and they had the opportunity to adapt the contents in the preparation of textbook and application of the methods of teaching, resources and assessment techniques were suggested as options. They had to fit them to the learner, conditions, facilities and teachers. There were no restrictions (Beyene, 20 December, 2013)

The above response indicates that the Ministry of Education took the initiation and did the flow chart preparations and drafted the syllabi, the region was advised to make use of the drafted and finalized syllabi adapting them to its conditions. The Region's Education Bureau began to use the syllabi prepared and wrote the textbooks and teachers' guides in Amharic and then translated the documents into the mother tongue languages of the capable Zones. Adaptation was open as long as the region had something to add and teach in the schools.

Tefera the other head of the ICDR in the early years of the change had the following to say:

The syllabi were developed at the center for the regions were not well staffed and experiences were limited to do the planning and maintaining balance between the regional/local and the country wide interests. Because of this and other constraints, the ICDR an institution that worked out on curriculum preparation for a long time was better staffed and did the planning in collaboration with the regions. Thus, one would say that the task was done at the center and little was left to the regions for further adaptation. Hence, it may be difficult to determine on which components localization was allowed. The time was fixed and the textbooks' preparation components were suggested making them open for improvement and make the subject matter more relevant and responsive than it was before. It was possible to say it confidently that the region was the sole decision maker on the textbook writing and setting activities, illustrations and selecting methods of presentation and assessment mechanisms though preliminary suggestions were made (Tefera, 14 September, 2013)

Though the expressions of the two heads vary to some extent, both the respondents were of the opinion that the syllabi modification was possible as long as it was done to make it more relevant and more responsive to the learner and the society respectively. It was also open to select methods, materials and assessment mechanisms. The region was empowered to write the text books based on its concrete local experiences and making use of local examples, illustrations, practical activities and projects.

The content analysis of the textbooks of the two phases; that is, those textbooks published in 2003/4 and in 2011/12 for the first cycle subjects and grades were made to reflect local reality and adaptations were made to some extent on the syllabi contents' sequence/ arrangements as informed by an interviewee in one of the zones (Tesfa, 13 November, 2013). The interview respondents were of the opinion that it was said to be flexible for adaptation, though the action was limited to the textbooks writing. The region's education bureau, zonal and special Woreda curriculum performers, cluster supervisors, textbook writers and editors were asked to show their level of agreement on the nature of textbooks and the activities suggested as learning experiences.

Table 11: Responses on the Textbooks' Preparation and Adaptations of Learning Experiences to the Local Condition and to the Learner

No	The textbooks		SA	AG	UD		D	
1	are written based on the specific syllabi of the primary school of the region	F	17	25	6	4	-	4.1
		%	32.7	48.1	11.5	7.7	-	
2	are prepared to be learnable by each students with little support of by teachers	F	7	21	16	5	3	3.5
		%	14.4	40.4	30.8	9.6	5.8	
3	combine contents and activities that are globalization federal and regional nature	F	17	21	9	4	1	3.9
		%	32.7	40.4	17.3	7.7	1.9	
4	encourage students' independent learning	F	14	25	7	5	1	3.9
		%	26.9	48.1	13.4	9.6	1.9	
5	are written with the mother tongue /local language of the learner	F	30	8	8	6	-	4.2
		%	57.7	15.4	15.4	11.5	-	
6	are well illustrated with locally found features	F	13	25	9	5	-	3.9
		%	25	48.1	17.3	9.6	-	
7	are simplified using examples of local experiences	F	15	25	11	1		4.0
		%	28.8	48.1	21.2	1.9	-	
8	reflect the regional life experiences (values)	F	13	27	5	7	-	3.9
		%	25	51.9	9.6	13.5	-	
9	are consisted of concrete examples from the local condition	F	8	30	11	3	-	3.8
		%	15.4	57.7	21.2	5.8	-	

As can be seen from Table 11 above, 42 (80.8 percent) of the respondents agreed that the textbooks were written based on the specific syllabi of the primary schools. Twenty eight (55.9 percent) of the respondents have shown their agreement that the textbooks are prepared being made learnable by each student with little support by school teachers. However, 16 (30 percent) of the respondents responded, 'Undecided'. Thirty eight (73.1 percent) of the respondents agreed that "the textbooks have combined contents and activities that are countrywide and regional in nature", but 9 (17.3 percent) of the respondents chose 'undecided' The calculated mean values for the three items became

4.1, 3.5 and 3.9 respectively indicating the respondents' agreements on the messages of the items.

Similarly, 39 (75.0 percent) of the respondents agreed that "the textbooks are prepared in ways that they encourage students' independent learning". The rest have responded saying 'undecided' Thirty eight (73.1 percent) of the respondents agreed that the textbooks are written with the mother tongues of the learner. The respondents who showed their agreement to the statement, "The textbooks are well- illustrated with locally found features" account, 38 (73.1 percent) of the respondents, and those who agreed to the statement that "the textbooks are written with the mother tongue", but 8 (15.4 percent) and 6(11.5 percent) chose "undecided and "disagreement" respectively. However, the calculated mean values for the three items rated above are 3.9, 4.2 and 3.9 respectively showing that the ways the textbooks are written to encourage students' independent studies and they are written in the students' mother tongues and are illustrated with local features of the region or the specific locality.

The responses of the respondent to the item that reads, 'The textbooks are simplified using examples from local experiences (knowledge, skills and values) got 40 (76.9 percent) agreement, while 11 (21.2 percent) of the respondents chose 'Undecided' and still 40 (76.9 percent) of the respondents 'agreed' to the statement that "the textbooks reflect the region's life experiences (values)" while 7 (13.5 percent) of them disagreed. Those who agreed to the statement, "The textbooks are consisted of concrete examples and questions from the locality' accounted 38(73.1 percent), while 11 (21.2 percent) chose 'undecided' Here too, the calculated mean values for the three items became 4.0,

3.9 and 3.8 respectively indicating the agreements of the majority of the respondents on the items set about the localization practice in the textbooks writing.

The data presented and analyzed from the above table indicated that the textbooks have been written on the basis of the subject syllabi and prepared in a manner that they help each learner learn by himself or herself with little support by the teacher. This approach of textbook writing is advised for the purposes of writing textbooks are to serve as bases on what the students and teachers do both at school and outside of the school. It has been pedagogically accepted that the textbooks should encourage the learners to do many of the tasks and learn by themselves. It is understood that textbooks mainly serve the learner to do much independently and expand his/her knowledge, and develop the skills that are preset.

In addition to this, content analysis was made on sample students' textbooks focusing on the contents, activities, illustrations, questions and exercises. In the analysis, the contents and other elements of the textbooks were classified as federal/general, when they are common for all students in the country or elsewhere, or local/regional when the contents, activities, illustrations, exercises and questions were written on a number of economic, social, cultural, political, legal, health, environmental, historical and many other development areas of the region, or when the tasks demand the learner to go out of the classrooms and collect data, analyze and come up with possible solutions. All the suggested activities that help the student apply the theoretical lessons to the students' actual life were classified as local or regional.

Based on the above set criteria, the students' textbooks that were used in the last twenty or more years were classified as the first and second cycle grades and subjects.

Accordingly, the sample students' textbooks for the first cycle were prepared at the regional level and they were very much focused on contents and activities that are immediate to the learner and demanding students to discover their immediate environment. The tasks have been very specific and demanding students go out of class and do the activities or projects in the first cycle sample subjects and grades while the second cycle subjects were less localized.

Those textbooks written for the second cycle primary grades and subjects were too much content-oriented and general in nature. They were different from the first cycle grades and subjects in terms of content coverage and approach in the two phases, or generations of textbooks. This could be explained by the level of complexity of the contents and the level of students' understanding.

The first phase textbooks for the first cycle and the second cycle grades were better than the second generation of textbooks in making students to go out of the school and collect data from locally found institutions and report their findings to the teacher and their classmates. Similarly, the textbooks' activities were set in ways that encourage students' independent learning and cooperative learning. Most of the first cycle textbooks were written with the learner's mother tongue/ dominantly spoken language in each Zone. The recently prepared textbooks for the second cycle primary school subjects have been written in English and taught in English.

The textbooks' contents for the first cycle grades have been written in an interactive manner where the teacher have been advised to ask questions and students have been expected to respond to many questions. For instance, the lessons on environmental studies had questions on local food sources, the producers, the clothing,

the craftsmen, the market days, and dominant products in the markets, which are local (Appendix D). The methods suggested in the textbooks have been appreciated by many of the interviewees in the Region Education Bureau, Zone and Special Woreda Education Departments.

As has been shown in the table, item 7, a large number of respondents confirmed that the textbooks' illustrations were focused on locally available features. The textbook content analysis made on the selected students' textbooks, has also shown that the first cycle subjects, especially the Environmental Studies' textbooks' illustrations have used hand drawn and the activities suggested the use of locally available objects, features and evidences such as food stuff, agricultural and cultural products, natural areas, tourist centers, parks and reserve areas, rivers, and lakes.

This was found being true in the interview made with the Curriculum and Educational Materials Supply Core Performers and Subject Performers. They witnessed that the textbooks have been prepared in ways that encourage teachers to use examples from locally available practices and show illustrations of those things. It was also reported by the performers from the Region's Education Bureau that there was an attempt to suggest the utilization of all possible locally available resources and features in the illustrations so as to make the subjects clear and attractive.

The Zones and Special Woredas in the region were given the opportunity to further localize the textbooks when they translate the textbooks' contents and the illustrations into their mother tongue languages. For instance, in the Integrated Science for grades 5 and 6; Chemistry, Physics and Biology for grades 7 and 8, few of the illustrations were made to show the processes and events and the application of the issues

under discussion in the locality. However, they were not as many as those of the first cycle primary school subjects. The illustrations for the second cycle were fewer in number for the reason that the students are grownups who can understand and relate what is being taught better than those lower level students.

As it was observed from the sample textbooks, it has been common to see that when the grade level increases the contents of the subjects become more complex and the interest of the writers to illustrate those content area messages becomes more difficult, especially to illustrate the chemical, physical and biological issues. It may be even very difficult to materialize it within all schools of the region, because of the variations in resource capacity and teachers' distribution.

The practical activities, project works and group works for Integrated Science grades 5 and 6, were set in ways that encourage teachers and students to use locally available materials and resources. These have shown that the curriculum has been adapted to the region's features and attempts have been made to relate the theoretical issues with practice.

The interviews made with those textbook writers have shown that the writers tried to make use of local knowledge, skills and values. Some of the examples given were from those social practices of the community. The first phase/generation of books were written by teachers who were working in the region and others translated them from Amharic into the Mother Tongues where they have been using them as media of instruction. Such practices were assumed that they would help the Zonal and Special Woredas to further fit the illustrations, examples and tasks to reflect their concrete economic, cultural, environmental, historical, social, political facts, ideas and practices.

The Curriculum and Educational Materials Supply Core Performers of the sample Zones and Special Woreda have found out that the translation process helped each of them integrate their appreciated values and local experiences into the textbooks. They were empowered to change the names, some facts, and illustrations, which they felt that they did not fit to their zones and special Woredas. In addition, the Zones' and Special Woredas' Education Departments have got the opportunity to collect data from institutions and individuals in the preparation of the earlier textbooks of the first phase, (1996/97-2003/4) and to incorporate the facts into the students' textbooks.

It was suggested that the heads of locally located institutions and individuals were to be invited to schools in urban areas to share their experiences on their respective sectors as appropriate. These practices have been assumed to increase the school-community relationships to a larger scale and positively and this happened in practice as it was implemented (Tesfa, 13 November, 2013).

It was also reported that the students' involvements in the activities of the community for development have increased. There have been encouraging beginnings in the participation of students in the reforestation programs, making terracing on those hilly areas, cleaning their town or residences and supporting the elderly and disabled members of the community in their locality. These have always been what were expected of those who have gone to schools. The trends have shown that the students have realized that what they do at school contributes to the overall development of their locality and the country as a whole.

In the textbook preparations for the lower grades, it was reported that the writers were advised to make use of illustrations for the students at that level lack exposure to

many environmental experiences. The students need support to relate what is written to what it actually represents in life. Many interview respondents showed strong belief that students' textbooks are crucial to schools. It was so for many of the primary schools are found in remote rural areas where most students have no access to reading materials.

In addition to this, it was through the textbooks that most students have been guided to read or see the examples suggested and were ordered to do the exercises and activities by themselves when they are outside of the schools. Some of the interviewees reported that through the use of the textbooks, the grownup educated family members and/or parents can help the young pupil at home. It is obvious that the activities incorporated in the textbooks help the young pupil learn more about a number of issues and develop the habit of reading in their spare time. Thus, it was found out that the activity aspects of the curriculum were reflected in the textbooks' preparation. They provided opportunities to do and achieve the desired changes in behavior.

A number of questionnaire items were prepared to be completed by the respondents on the basis of their experiences secured while they were writing and/or editing the textbooks or supervising the utilization of the textbooks at schools.

Table 12: Responses on the Learning Experiences (Activities aspect) of the Textbooks

S.N	The text books:		SA	AG	UD	DA	SD	MV
1	are made to have currently socially approved values of the region	F	10	29	10	3	-	3.7
		%	19.2	55.8	19.2	5.8	-	
2	have activities that enable the learner practice behaviors stated in the objectives	F	17	22	9	3	1	4.2
		%	32.7	43.3	17.3	5.8	1.9	
3	have activities that contribute to the all around personality development of the learner	F	14	24	9	5	-	3.9
		%	26.9	46.2	17.3	9.6	-	
4	encourage small group activities both inside and outside of the classroom	F	19	22	8	3	-	4.1
		%	36.5	42.3	15.4	5.8	-	
5	present and follows continuity of contents within their logical arrangement	F	13	27	9	3	-	4.0
		%	25	51.9	17.3	5.8	-	
6	content and activities are free of contradictions to each other at all primary grades and subjects	F	16	18	12	4	2	3.8
		%	30.8	34.6	23.1	7.7	3.8	
7	include activities that are effective achieve the objectives	F	18	22	9	3	-	4.1
		%	34.6	42.3	17.3	5.8	-	
8	involve activities that are feasible	F	15	20	13	4	-	3.9
		%	28.8	38.5	25	7.7	-	
9	extend classroom activities to actual life /social life	F	11	23	11	7	-	3.7
		%	21.2	44.2	21.2	13.3	-	

As can be seen from Table 12 above, the responses of the respondents on item 1, “The textbooks are made to have currently socially approved values of the people of the region” show that 39 (76 percent) of the respondents ‘agreed’ and 10(19.2 percent) ‘Undecided’. Thirty nine (76 percent) respondent ‘agreed’ to the item that “The textbooks have activities that enable the learner practice behaviors stated in the objectives” while 9 (17.3 percent) ‘undecided’. The respondents’ response to the statement, “The textbooks have activities that contribute to the all-round personality development of the learner” got 38 (37 percent) agreement while 9(17.3 percent) responded undecided. The calculated

mean values for the three items rated above became 3.7, 4.2 and 3.9 respectively indicating the agreements on the items' descriptions.

The item, "Textbooks encourage small group activities both inside and outside the classroom" got 41(78.8 percent) agreement and only 8(15.4 percent) chose 'undecided' Forty (76.9 percent) and 9 (17.3 percent) of the respondents "agreed" and "undecided" respectively to the item that "The textbooks present and follow continuity of contents with their logical arrangement". The item, "The textbooks contents and activities are free of contradictions to each other at all primary grades and subjects got 34 (65.4 percent) agreement and 12 (23.1 percent) 'undecided'. The calculated mean values for the three items became 4.1, 4.0 and 3.8 respectively showing that the textbooks encourage small group activities, the contents' continuity and consistency at all grades and conditions.

The response to the item that, "The textbooks included activities that are effective / help achieve the objectives" got 40 (76.9 percent) that show agreement and 9(17.3 percent) 'undecided'. The question item, "The textbooks involve activities that are feasible" got thirty five (67.3 percent) respondents' agreement and 13 (25 percent) of the respondents 'undecided'. The item, "The textbooks extend classroom activities to actual life" got 34 (65.5 percent) agreement and 11 (21.2 percent) 'Undecided'. The calculated mean values for the three items are 4.1, 3.9 and 3.7, respectively showing their agreement to the items' messages presented to them.

In general, the analyses on the responses of the questionnaire items showed that the textbooks are made to incorporate the cultural values and activities of the locality that are socially approved. As the region is a mix of different cultural and linguistic groups, the incorporation of those cultural practices /values of the groups made the community to

see the schools as institutions that cultivate their values further and encourage the cultivation of those that are socially acceptable. No school activities either in the textbooks or the classrooms were used to promote those values and practices that have been found harmful and opposite to those currently socially approved and accepted practices. This has been considered in writing the textbooks as it was reported by one of the informants (Abay, 23 October, 2013).

One of the reasons for the introduction of the localization of the curriculum planning practice has been to give opportunities for each ethnic and linguistic group to promote its cultural values and contribute its share to the overall development of the region and the country. The practice encouraged each group to identify those values or practices (experiences) and to incorporate into the curriculum and helped each group to contribute to the overall development of the society.

Practically, there would be little or no development in any form and area in the absence of the development of the cultural values of each group and people in a country. Thus, the involvements of all such groups would lead to the development of the whole. Development being the progress and benefits of each and every one, the incorporation of those socially approved and accepted values of each groups/ communities makes the anticipated development program a reality. The material and spiritual components of the society's culture need to be used for school practices. This is not only logical but also pedagogical for it makes learning easier for the learner. Making students begin to discover their immediate environment and proceeding to the further worldwide phenomena would enable the learner to have unshakeable knowledge about what is being

done. They feel happy and do at their best and the society would be encouraged to see schools as its agents of socialization.

The other issue asked and responded positively by the respondents was to determine whether or not “The textbook activities’ arrangements allow the practice of the behaviors set in the syllabi objectives”. The responses revealed that the respondents have observed that the different behavioral expressions included in the objectives of the syllabi make students to carry out specific activities that help the learner acquire the behaviors set in the objectives. Thus, the activities set were taken as means that lead to the attainment of the objectives.

The content analysis of the textbooks for grades 1 to 4 also showed that the practical activities, projects, exercises and others set in each textbook make students to participate in those activities individually and in groups. The contents are made to reflect about the economic activities, the social services, the historical sites and resources available in the region, etc. Such planned accomplishments, if put into practice would lead to the acquisition of knowledge, the development of skills and formation of values. This is one of the areas where localization of the curriculum can be made. What is actually observed in the textbooks and the interviews made with the textbook writers and content editors witnessed these (Abay, 23 October, 2013; Ashagrie, 23 October, 2013).

The other item included and responded in the questionnaire was to what extent “The textbooks have activities that contribute to the all-round personality development of the learner?” The responses to the item showed the agreement that the textbooks have activities that help the learner develop mentally, physically, socially, emotionally, morally, and aesthetically. The interviews with the textbook writers also showed that they

considered these while they were writing the textbooks for their subjects. What has been shared by the textbook writers was observed from the textbooks' content analysis. For instance, the group tasks suggested to be made so frequently in the first cycle textbooks would help students to learn how to work with others, and collect data for the tasks and make analysis to present them to the classmates and the teacher, would definitely contribute their share to develop the students' mental, social and skill developments respectively.

Normally, the purpose of schooling is to achieve the overall personality development of the learner and the activities to be incorporated in the textbooks should demand students not only to recall, or explain, or apply but also to analyze, synthesis and evaluate, which are higher order learning outcomes. Some of the suggested textbooks' activities demand students to do the analysis, synthesis and evaluations of data secured from the documents, fields and make decisions and forward possible suggestions. This would help students develop the skill of solving problems using their previous knowledge to act and solve.

Those students who actively participate would develop their cognitive capacities. The group activities help them develop the required social skills and learn taking social responsibilities as they may be guided. The group activities make them develop common goals and act towards their attainment, which practically demand skills of planning, organizing, playing leadership roles and finally reporting their findings.

The subordination of personal interests to group interests, which is common in a group setting, would make them learn and exercise self-control, or self- discipline and the discussions they make help them develop skills of listening and expressing their views.

As a result, the students develop tolerance and accommodation of differences peacefully. This can contribute its share to their emotional development. The support to each other contributes to the moral development. They are expected to go out of schools/classrooms to collect data, work on socially useful activities such as reforestation, and support the elderly and disabled members of the community. This helps them further develop citizenship duties and moral values. It gives them a chance to develop the sense of responsibility. Acting locally has a contribution to larger/global ones. This also gives them have direct contact with nature and actual social problem, where they may learn the sense of appreciation, preservation and conservation of the environment.

According to pragmatist educators, it is what the student does, which makes him/her learn and who he/she would be, but not only what he/she says (Aggarwal, 1996). The different questions set and asked at the beginning of every lesson topic to diagnose the learners' entry behavior and the activities, projects, and group works given in the textbooks would make students to do some tasks. They would give the students the opportunity to learn more and better. Hence, it would be safe to conclude that the activities included in the textbooks have given opportunity for the overall development of the learner. In other words, the activities suggested in the textbooks would help the learner develop their knowledge, skills and values if they are put into practice.

One of the required qualities of learning experiences/ activities in any curriculum materials is that the activities should encourage individual and/or small group activities, which could be done both inside and outside of the classroom (Pratt, 1980). He further elaborated that curriculum planners need to ask, "Are the activities set in ways that make

students participate in small groups or individually? “Are there any opportunities to divide the tasks to smaller groups?”

The analysis of the interview responses have also shown that the textbook writers have given plenty of activities, projects, questions, exercises and group works. Some of the tasks are set in ways that encourage students to form small groups and to do the tasks. Such arrangements invite forming small group activities and provide students the opportunity to divide the tasks among themselves and involve in planning, organizing, discussing, leading and reporting the results of the activities. The activities in the small groups would make students to carry out the common tasks and help them learn what life actually demands. Planning is a process of thinking about the requirements of tasks ahead of time in terms of money, material, space, time and other resources. It involves forecasting and dividing the tasks in phases and division of labor among members.

Organization demands the arrangement of material resources, time and others requirements to fit to the nature of activities. The presentation or display demands coordination and leadership roles. The group activities make the group members conduct repeated contacts or meetings and assuming roles of leadership and duties as members, mobilization of the required resources and finally writing reports and presentation skills. Presentation of the reports makes students go out and present their findings to their classmate and the teacher. These help learners learn how to speak on what they have done and work with others for success. Schools are expected to do that intentionally.

The textbook activities set in the first cycle primary school environmental studies encourage students to involve individuals in group or act individually. Collecting household utensils, cultural agricultural tools, and rocks found in the surrounding are

some of the examples that can be cited. One of the textbook writers has also witnessed that he and other writers were repeatedly informed to consider these and have suggested the activities intentionally (Wakie, 24 October, 2013). As has been read, some of the textbook activities were made to be done in the classrooms, while others to be accomplished outside the classrooms. The projects and activities in the sample textbooks were found demanding students to go out to the surrounding community and private institutions to collect data, make analysis and to report results to the teacher and their classmates. Thus, one would conclude that the attempts made in writing many activities in the both first and second phases textbooks for the first cycle primary schools were encouraging and invited small group involvements, which have not been common as such in the second cycle textbooks of either of the phases.

In general, the responses to the questionnaire items and the content analysis on the sample textbooks, for instance on the major rivers, irrigation schemes, and hydro electric power generation projects provide students to learn from what they can find in their immediate environment and proceed to the remote, which show that observation of the principle of making instruction comprehensible. As most of the questionnaire respondents have agreed that the contents have followed the logical structure of the subjects. The interview respondents have also witnessed that the flow charts were done to lay the structure the contents without omitting the nature of the subjects. It would be obvious that activities set on the basis of contents outlined would follow the logical sequence. In such arrangements, the contents and the activities of a subject at the lower grades would serve as building blocks for other subsequent activities in the preceding grades.

The sample textbooks had similar unit titles for consecutive grades (continuity of contents) but the details of each unit were found being different issues. This shows the vertical recurrence of topics over the grades with detailed and advanced issues observing the sequencing principle in the organization. Similarly, the activities, project works and exercises have been built on the basis of earlier activities and the projects have been demanding more efforts from each participating student. Thus, the analyses made on the nature of the contents and activities of the textbooks also focused on checking how many of the activities were free from contradictions both within and outside of the subjects over the grades. They were found being free from such weaknesses.

The textbook activities and contents of those analyzed textbooks were found being free from many possible problems because of the cross checking made by the textbook editors over the works of the writers. This was witnessed in the interviews made with Debebe (October 21, 2013), Ashagrie (October 23, 2013), and Wakie (October 24, 2013) while the researcher interviewed them at the regional level. The other possible reason for such qualities of the textbooks that were prepared at the regional level were that the textbook writers have been participating in writing textbooks in pairs from those related subjects. Both content and language editors were doing closely with the subject performers and textbook writers.

From the interviews made, it was learned that the editors helped the textbook writers to make the necessary corrections on those areas that tend to contradict with the previous ideas and activities within the subject. Therefore, the repeated involvements in the production of textbooks have helped much in avoiding the contradictions. In addition to this, all writers and editors had to have frequent contacts until the materials were

finalized and ready for publications (Alemu, 28 October 2013; Ashagrie, 23 October, 2013 and Abay, 23 October, 2013). Furthermore, the textbooks prepared at the regional level have limited written texts but a lot of illustrations, practical activities, project work and group work where there have been little or no rooms to get into contradictions. The activities were made to enrich and strengthen the experiences secured from other subjects and textbooks of the different grades within the subjects.

The other investigation made was to check to what extent the respondents have agreed on the effectiveness of the set activities. As effectiveness is measured by the extent to which the activities set help students achieve the instructional objectives. In this regard, those respondents who have had closer attachment to the planning, implementation and evaluation of the primary school curriculum have shown their agreement that the activities were effective. Similarly, the checking made on the match of the activities with the suggested syllabi objectives indicated that they have direct relationships with the syllabi objectives set, especially for the first cycle grades and subjects. The activities were set on the basis of the objectives and their effectiveness was found to be unquestionable if the teachers put them into practice in the implementation process. The feasibility of the activities seems well considered; that is, the possibility of realization of the activities suggested with the available resources.

The responses of the questionnaire and interview respondents have shown that the activities set were found to be realizable with locally available resources being prepared by the teachers as well as students, though a quarter of the respondents chose “undecided” being doubtful to the item set for choice. Though it may be difficult to totally rely on the responses of the writers, because of the possibility of positively biased

self- evaluation of their accomplishments, the interviews made with two of the textbook writers, Debebe (21 October, 2013) and Abay (23 October, 2013) showed that the activities they proposed in the textbooks were made to reflect local experiences and demanded the use of locally available materials and equipment. They told the researcher that a lot of attempts have been made to make the activities feasible and help students use local resources. By doing this, they feel that the activities were more practical than theoretical.

The textbooks' content analysis showed that the activities, project works and group works were demanding students to make use of locally available resources. For instance, the Integrated Science textbooks for grades 5 and 6 suggest to use Cotton, Perfume Jar, Glass, Water, Syringe, Kesseem, Candle, Wood, Sand, Sacks, Matches, Mirror, Stove, Markers, Salt, Soil, Beans, Plants, Sticks, Water Container, Fresh Meat, Shema, etc., which can be collected from the surrounding. Thus, the suggested materials, equipment and other resources were those that can easily be found and relatively cheaper than those commercially available resources in markets. They are practicable if the teachers, students, the school leadership, and the communities work together as it is set in the school improvement program guidelines (MoE, 2003)

The last item of the questionnaire was the one that demanded the respondents to determine to what extent the textbook activities are made to extend to outside of the classrooms. Practically, the activities of the textbooks should not be limited to classrooms. They should demand the learner to show their application in real life. Both the interview results and the responses to the questionnaire items have shown that the activities of the textbooks have made the students to do the activities not only in the classrooms but also

outside of the classrooms. They were found being arranged in ways that help the students learn and participate in economic, social, political, cultural, and environmental activities.

In addition to the questionnaire items set and presented above, the content analysis of the sample textbooks prepared and used in the primary schools of the region were read and content analysis was conducted as a means to triangulate the information secured through the questionnaire.

Part two: Content Analysis on Documents

4.7. The Content Analysis on Sample Textbooks of the Primary Schools of SNNPRS and Discussion of Results

4.7.1. Introduction

Though some of the points of the content analysis were presented to supplement the quantitative and qualitative analyses on textbooks writing, the data on each textbook is presented and analyzed applying descriptive thematic approach. The data were collected unit by unit categorizing the contents, activities, questions, exercise and the illustrations made as local (regional) when they were made to reflect the issues of the regional state and general (federal) when they are made to present those, which can be shared by other students in the country, or globally.

The data collected on the selected students' textbooks were of two phases or generations. These include textbooks prepared by the Regional Education Bureau and published in 1996 /97 E.C (2003/4 - 2004/5) and those textbooks prepared as of 2004 E.C (2011/12), which have been prepared at the regional level for the first cycle grades and subjects and those prepared and printed by the Federal Ministry of Education for the second cycle primary school grades and subjects.

In the content analysis, attempts were made to check to what extent the textbooks have been made to reflect the features of the region and used local resources as inputs or means to teach the students. The textbooks for the first cycle subjects were prepared in Amharic and translated into the mother tongue languages. Textbooks prepared for English and Amharic languages were excluded from the content analysis for they were prepared at the Federal Ministry of Education. The mother tongue languages were also excluded for there have been variation within the region and they all were prepared with the intention to teach the languages and develop the cultures of the people as much as they can.

The text books prepared at the Federal Ministry of Education for all other subjects of the second cycle were included in the textbook content analyses. As there have been no strictly adhered specific and clearly set binding guidelines given to the textbook writers in both phases (generations) of the text book preparation, self-developed coding checklist was used to collect the data from the textbooks. The textbook content analyses were made on general matters, but not on analyzing the extent to which the different features of the region have been treated.

4.7.2. The Students' Textbooks of the Earlier Years of 1996/97 (2003/4 and 2005) and Discussion on the Results of the Content Analyses

The textbooks in the Transition Period (July1991-August1995) were prepared and distributed by the Ministry of Education of the Transitional Government of Ethiopia to the five regions which later formed the present SNNPRS and almost all of the former regions of the Transition Period began to use Amharic as a medium of instruction. However, some of them began to translate the textbooks into their mother tongues in the later years of the period. The textbooks used in the Transition Period were simple

translations and teachers were advised to relate the contents of their lessons to their immediate environment (Alemu, 28 October, 2013). Therefore, there were no textbooks written at the regional level on the basis of the central syllabi.

The textbook preparation at the regional state began with the establishment of the Federal Democratic Republic of Ethiopia in 1995 and the foundation of the Regional Government as per the provisions of Federal Constitution and the Region's Constitution bringing the former five separate regions to the SNNPRS (Assefa, 2006). Therefore, the textbooks preparation began as the regional state came into existence as the Southern Nations, Nationalities and People's Regional State. The Regional State' Council was formed on the basis of the Regional State's Constitution having its seat at Hawassa.

As it has been true to others, the regional government established the Region's Education Bureau as its executive body to carry out all education and training activities of the region. Thus, it was in 1996 E.C (2003/4) that the textbooks of the region were first prepared and distributed to schools within the region. As the regional state was established with and by the different Nations, Nationalities and Peoples, its tasks of developing the primary schools' textbooks for all of them was found to be one of the difficult tasks.

One of the interviewees from Dawro Zone who actively participated in the preparation of textbooks for Science and Mathematics for the primary schools informed the researcher that the preparation was difficult even for those larger groups in the region (Tesfa, 13 November, 2013). It was reported by other two interviewees at the region's education bureau, (Haile, 25 October, 2013; Alemu, 28 October, 2013) that it took the region a long time to prepare textbooks for the few zones because of lack of experience in

localizing the activities and absences of reference sources. The problems of integrating different subjects under Environmental Science; Aesthetics and Physical Education; the Language Studies in the Mother Tongues (focusing on skills to listen, to read, to write and to speak, etc) were much more difficult than writing textbooks for a linear subject.

In addition to this, the problem of getting trained teachers was the other difficulty in those earlier years. But later, it was reported by the same respondents that the experiences learned through time made the region better in the preparation of the textbooks using those who wrote the first phase/ generation of books.

The first textbooks being those, which appeared in 1996/1997E.C (2003/4-2005/6) were written in Amharic and translated into those few mother tongue languages that were used as media of instruction. The data were collected from those sample textbooks (the Amharic version) for the first and second cycles grades 1-8 and the second phase/generation of textbooks, which were written by the region for the first cycle subjects and the second cycle (Grades 5-8) textbooks written in English by the federal level commissioned textbook writers. The data on both phases (generations) of textbooks are presented and analyzed in their sequence of appearance hereunder.

As the analyses were made to describe the nature of the elements of the textbooks thematically, the units of each textbook and its contents, illustrations, activities and questions were categorized into local (regional) and general (federal) and then counted, presented, analyzed and interpreted. All were analyzed for the purpose of checking to what extent they have been adapted to the region's local conditions.

1. Environmental Science, Grade 1, Published in 1997E.C. (2004/5) had 154 Pages and Three Units

The first unit deals with man and its life. In this first unit of the students' textbook, 11 sub-titles appeared on 65 pages and all issues (100 percent) were related to the learners' immediate environment. The unit had 127 questions that can be categorized as general and regional/ local. As per the count made through the pages 53 (41.7 percent) of the questions were general and 74 (58.3 percent) were specific /localized questions that help the learner engage in generating ideas and make use of those experiences acquired from the students' locality.

The unit had practical activities, exercises and illustrations. The illustrations were made to reflect the region's social, economic and cultural life of the people such as health, education, social security, agriculture (farming and animal husbandry), holiday ceremonies, and marriage. Along with these, 50 questions were set as part of the revision exercise at the end of the unit grouped in parts based on those ideas discussed in the unit.

The second unit was on the family and had very limited texts on 39 pages. The contents of the unit are highly local and ninety percent related to the learners' immediate social environment. It had 108 questions, of which 30 (27.8 percent) were general and 78 (72.2 percent) were very specific and highly localized. The unit had 18 practical activities, 52 exercise questions, and 20 revision questions. The illustrations were 27 and all were focused on local experiences relating to the region in one way or another in nature.

The third unit dealt with the learner's school and the surrounding. The contents of the unit were almost ninety percent localized and it was made to have 78 questions, of which 14 (17.9 percent) were general and 64 (82.1 percent) were very specific and highly

localized. There were 61 questions for exercise, of which 21 (34.4 percent) were general and 40 (65.6 percent) were very specific to the region. The illustrations included were 50 and all (100 percent) were localized and very specific, which make the written message very clear to the learner.

As is presented above, the topics were covered with very precise questions and what was close to the learner, and gradually moved to the next physical environment. They all were presented at intervals and were used to generate ideas from the learner at the beginning, in the middle and at the end of each unit. The questions and practical activities were set to involve the learner mentally and physically and probably emotionally when they come with close contact to what is external to them. It could be safe to conclude that the textbook was written on the basis of the syllabi prepared at the center and it maintained the sequence of the logical structures of the subject matter in environmental science. It is hoped that it might have made the learner to be a good observer of the environment and to make analysis on the interdependences of the family members. Hence, it would be safe to conclude that the textbook's contents and activities were highly localized and made to fit to the learner.

2. Environmental Science Grade 2, Published by the SNNPR in 1998 E.C, (2005/6)

had 190 pages and 4 Units

Unit one dealt with man and its life and it was a continuation of the topics of grade one and it was made to have 3 sub- topics written on 65 pages. The first part of the unit presents on the natural environment while the second part focused on the learner's social environment. All (100 percent) presented local issues and had general and specific questions that can be used to generate ideas from students. The questions included in this

unit were 196, of which 75 (38.3 percent) were general that can be used in any other regions or places too. But the remaining 121 (61.7 percent) were local and specific that help students use their experiences and local knowledge to respond. In the unit, 98 questions were used for exercise. There were 44 illustrations, where all of them were local in nature. All the practical activities were made to reflect local features proposing on the utilization of local resources and on solar energy.

Unit two was on the natural environment focusing on observation and study. In this unit, the contents were presented in an interactive manner, where there were 141 questions, of which 70 (49.6 percent) were general and 71(50.4 percent) were specific and localized. The unit had few figures, 68 illustrations, 15 practical activities and 117 questions for exercise purposes. All of the above mentioned figures, activities, illustrations, and questions for the exercises were localized and were set in ways that make students' learning easy and clear on what they observe in the environment.

Unit three was on the social environment, where all the unit's contents (100 percent) were made to focus on and provide information about the social environment in which the students were living in. There were 33 questions, of which 5 (15.2 percent) were general while 28 (84.8 percent) were specific and highly localized. The unit had 47 revision exercise questions, 11 illustrations and 3 practical activities. Here too, all of the contents of the text, the activities and exercises were local and contextualized.

Unit four was on observation and study about the social environment. All the contents were localized and there were 96 questions, of which 19 (19.8 percent) were general questions, while 77 (80.2 percent) were very specific and localized focusing on the economic, social, historical, and other features of the region. They demand the learner

to respond to the questions using their observations and experiences. In addition to this, 12 exercise questions, 30 localized illustrations, one figure and two practical activities were set, where all were focused on the immediate environment.

As presented above, the data on the general and the specific exercises, activities, questions and illustrations of the environmental science text book were localized and made to reflect the local reality of the region. They were made to provide opportunities for the learner to discover the immediate environment and learn easily. They were set to make the lessons understandable and clear. The tasks were made to demand students make use of their experiences acquired at home, their immediate environments, and go out to their surroundings to collect data from the institutions and come up with reports, which would further initiate everyone to observe the locality.

3. Social Studies, Grade 6 Students' Textbook, Published in 2004 by SNNPRS, Education Bureau had 94 pages and 4 Units, Written in English

Unit one dealt with the natural environment of the Earth- the Universe, Solar System and the Planets. The unit has text about the topic of general nature and had only three exercises in number, where the first exercise had 4, the second 4 and the third 11 questions making a total of 19 questions. The activities were only 5 in number, of which one was general and four (80 percent) of them being very specific and localized.

Unit two was on world population growth and evolution of man having five subtitles, limited figures about a globe, map and lines of latitude and longitude. The unit provided information on general issues of Ethiopia where there was no single fact, or idea on SNNPRS. No activity and no illustrations were given.

The third unit is on world economy and human resource utilization. The issues presented were all general and the activities set were 6 (100 percent) in number and none of them was on the local features. The illustrations and questions are on general issues. The fourth unit was on the activities accomplished by the League of Nations and UN organizations. The facts, ideas, and explanations made were very general and there were no ideas about the region in the unit.

The textbook had no adapted issues. The questions and practical activities were very general and common to others in the country and focused on content transmission. All issues were on League of Nations and the UN where there are no contents on anything local or questions that demand students to relate what is set to the local conditions. The illustrations were general. The contents of the textbook focused on global issues with few questions of specific nature in unit one.

4. Social Studies, Students' Textbook, Grade 7, Published by SNNPRS Education

Bureau in 2004, had 93 pages and 5 Units,

The first unit was made to focus on map reading where no content was made to reflect the features of the region. All were made on map reading skills in very general terms. No questions or tasks were set on mapping. The second unit was on the natural environment of the Earth. In this unit very important facts about Mount Guge (4200 meter high) found in Gamo Goffa Zone is presented. Topographic map of SNNPR where Lakes Abaya, Hawassa, Chamo and Rudolf as well as the big rivers such as Omo, Gibe, Gojeb, Akobo, Segan, Belate, and Weito were located. The irrigation practices around Hawassa, Hydro electric power generation at Gibe River were mentioned. Almost all issues treated were on the SNNPR's features. No activities were set.

Unit three was on early development of the human being, where issues of the region, such as the Omo River Valley and Hawassa basins, Konso and Gardula natural and historical sites were discussed on the topic along with other facts, ideas and evidences of general nature. Of the four language families, the students were asked to classify their mother tongue family, and asked which languages of the region belong to the four groups.

Finally, the textbook showed the classification of the four language families where some of the region's languages were listed according to their families. The four language families were set as follows:

1. Cushitic families - include Hadiya, Kambata, Sidama and Gedeo,
2. Semitic families - Gurage
3. Omotic families - Dawro, Konta, Keffa, Goffa, Wolita, Gamo and Basketo
4. The Nilotic families – with no detailed list but mentioning those at the boundary in the South and West of the region.

On this unit, the few questions were related to the religions of the people in the region, where the students were asked to identify the religions of the people in the region. So it was focused on local issues, which were close to the learner.

Unit four was on the relationship between economic development and population growth. The unit dealt with the above topic focusing on the distribution of the industrial regions of the world, science and technology development, and other issues of development. No attempt was made to present any such relationships either on Ethiopia, or on the SNNPR.

Unit five was on human and democratic rights. In this unit “The Human and Democratic Rights” issues were generally treated and no idea was presented either on

Ethiopia, or the region. No activity was given, where it was possible to do more and make students learn about it on local/regional and national levels.

The textbook for the grade focused on general matters. However, the writers have made attempt to mention about the region's population classification into the linguistic groups, presented about the water bodies, mountains, the irrigation seasons and hydroelectric power generation in the region. The textbook treated observable facts about the region and made attention to the diversity issue. One can observe that as the grade level increases, the contents were made more on general matters than local or regional issues. The number of activities and practical activities decreased as one moves up in the grade levels.

5. Grade 7 Biology, Students' Textbook, Published by the SNNPR in 2004, had 7 Units and 144 pages

The contents of the units in the book were made to focus on General Biology focusing on the cells, algae, fungi, non- flowering plants, insects and human biology and health. All were general issues with no adaptation to local life. In the textbook, 9 practical activities, 2 activities, 2 group projects and few revision questions at the end of each unit were included. The textbook has detailed explanation much more on the established subject matter facts, ideas, concepts, etc than focusing the contents derived from the regional features and experiences. However, those limited practical activities were made to focus on using fresh water aquarium, collecting insects, soil animals, mounting of butterfly, protecting habitats, growing moulds, yeast cells, and working on malaria and bone structures which made students to relate what they learned from issues set the book.

The textbook on its first three units has limited group projects, review questions

and analysis of values, which tried to show the application/utility of the issues under discussion.

The textbook preparation gave little attention to local experiences when it is compared with the issues covered in a general manner. The analyses of values on the issues raised in the textbook at the end of the units were unique approaches and they were found to be important bridges to relate the subject matter contents to life. All the activities set demanded observation, recording and analysis, which could serve as bases for scientific inquiry at all times.

Though there were a number of places, where the issues under discussion could be localized, the tasks set in the text book were used as stimulants to develop the inquisitive minds of the learner and make them learn how to discover their environment. Thus, it was not possible to count the number of activities, practical activities and exercises as it was done in other textbooks.

6. Grade 8 Biology Students' Textbooks, Published by the SNNPRS Education Bureau in 1998E.C (2005/06), Had 129 pages and 6 Units.

The textbook had topics and subtopics that focused on general human biology and health, human disease, flowering plants, photosynthesis, the environment and classifications. Under each unit, the contents were general but the activities, in-text questions, and review questions were set. The activities in the textbook were presented as a means to make the learner to have a direct contact with institutions and individuals to consult and then to report about their findings. For instance, students were asked to go to the health center to collect data on the common diseases, discuss with the elderly, etc. The

questions under each unit were many in number covering a lot of issues on the topics under treatment. They were set in ways that help the learner think and suggest remedy.

It was a textbook designed with an interactive approach, which can cultivate the discovery power of the learner. The activities were well constructed and made to cover issues through direct contact and start to think about their community, develop the habit of involving in data collection, analysis and suggesting possible solutions. Most of the 17 figures, which were scanned and posted in the textbook were blurred and had problems of clarity. They were small and very difficult to see and get meaning from the textbook developed at that level with limited students' experiences.

The contents and the tasks set in the textbook were used as means to develop skills to observe, experiment and report. The textbook is no more in use now. However, such a practice has been repeated in the Integrated Science textbooks of grades 5 and 6, which were prepared and published in 2012.

7. Chemistry, Grade 8 Students' Textbook, Published by the SNNPRS Education Bureau in 2004, had 95 Pages and 5 Units

The textbook had 5 units focusing on the Structure of Substances, Periodic Classification of elements, Some Metals and Non- metals, and Calculations. In most of the units, for instance, in unit1 and unit 2, there were no issues that were related to the locality. There were no questions used to generate ideas.

The other three units have few exercises that demand the learner to observe at home or the locality and demanded to respond to what the community members have been doing in making use of metals and non- metals, how to preserve food, and the like. The textbook dealt much on presenting facts, ideas and concepts in each unit. Thus, one would

say that very much limited attempts were made to adapt the contents and activities to actual life of the learner.

8. Physics, Grade 7 Students' Textbook, Published by the SNNPRS Education Bureau in 1996 E.C (2003/4), had 150 Pages and 8 Units

The units covered were more of physics contents dealing with measurement, motion and the law of motion, mechanical work, energy and power, machines, pressure, temperature and the effect of heat and sound. The textbook had text explanation on the general subject matter contents with a number of activities, experiments, projects and review questions that demanded students to apply the theoretical explanations and relate to life.

The assumptions were that the activities would help the learner to adapt the lessons to local conditions if put into practice by the school teachers. The activities and experiments suggested demanded the use of locally available materials and equipment. The diagrams were made to show local reality. It was difficult to consider the activities as local for they were general and can be taken as common activities for all students in the country as they were set. They focused on shared experiences.

The above eight students' textbooks were prepared in the first phase and were used until 2004 E.C. (2011/2012). The subject matter contents for the first cycle were highly localized and focused on local features. A number of practical activities, project work, group work, exercise, and review questions were used to relate, or transform the theoretical explanations into practice in the locality.

The second cycle primary school subjects' contents were more of general content – oriented and taken from the established knowledge about the field of the study and issues

under treatments, which could be taken as correct approaches for the students had grown up and were expected to have shared knowledge and experiences at that level, especially in the upper second cycle grades; grades 7 and 8. A number of practical activities, project work, group work, exercise, and review questions were used to translate the theoretical explanations into practice.

All the textbooks' activities demanded the students and teachers to engage in localized activities and made them to check how the theoretical issues under discussions can be used in real life. The attempts made could be appreciable as they were the beginnings to adapt the lessons in each subject to local conditions. They proposed the use of locally available resources, which might have helped the students to think that what they were learning had direct use in life.

The textbooks for the first cycle primary grades, especially those of environmental science contents and activities were made to focus on the learners' immediate environment and demanding the students to collect data and report on what they did with possible suggestions, or comments. The overall evaluation on the sample textbooks could lead one to conclude that the localization/adaptation began and were used well in the earlier textbooks prepared in the region for both cycles though the transfer of content areas of the subjects were highly emphasized in the upper second cycle grades. In addition to the content adaptations, the localization had been made through the activities, projects and exercises incorporated in the textbooks.

One could further say that the second cycle textbooks were made to unite the theoretical subject matter contents presentations and the practical applications to some extent though they were not as the first cycle textbooks and activities. The opportunities

given to relate the subject matter contents to local reality were differed from subject to subject and unit to unit. For instance, the practical activities, activities, project works, group works, exercises and review questions were well- constructed and had given chances to adapt the lessons to the local conditions. However, the writers and editors who were involved in writing and editing those textbooks had limited guidelines given to them.

Since the guidelines given to the writers were not well elaborated ones, they were forced to consult textbooks prepared elsewhere. All attempts were made to comply with the given guideline as most of the interviewees stressed it. They all were new to the tasks of textbooks preparations but they all tried to the best of their abilities to meet the requirements (Abay, 23 October, 2013; Wakie, 24 October, 2013; Alemu, October 28, 2013).

4.7.3. The Revised Syllabi and Textbooks' Contents and Learning Experiences: A New Phase of Practice and Discussion on the Results on the Content Analyses

In this section, the data on contents and activities of the textbooks prepared on the basis of the revised primary school curriculum 2004E.C (2011/2012) are presented and analyzed. The syllabi and the textbooks sampled were prepared for the primary school grades (1-8).

Before the collection of data from the newly prepared textbooks, a look into the revised syllabi was made. The revisions of the syllabi were made at the Federal Ministry of Education. In the revision of the syllabi, the representatives of the Regional Education Bureau participated in the revision process at the Federal Ministry of Education. As it is

written in the GEQIP document (Government of Ethiopia, 2008), the revision was intended to fit the curriculum at all school levels to the GEQIP plan of action.

4.7.3.1. The Revised Syllabi and the Sample Subjects

The syllabi of the different school subjects were revised as per the requirements of GEQIP plan of action and the textbooks were written on the basis of the new curriculum framework of Ethiopian schools (The Syllabi of grades 7 and 8, 2012/13). As it is written on the above mentioned syllabi, the major focuses of the curriculum revision were:

- making the contents load appropriate to the period allotment;
- making the content difficulties appropriate to the grade level;
- giving more emphasis to active learning approaches;
- integrating agricultural and technology;
- reducing unnecessary repetition of contents;
- improving the logical order of the content organization; and
- organizing contents around competencies for learning and continuous assessment.

The syllabi revisions were made for all subjects and grades by those representatives invited and reported to the Federal Ministry of Education. All were not represented in some subjects. For instance, some of those better capacitated regional states did not have representatives in revising Chemistry and the Mother Tongues though SNNPRS had its representatives in each group.

In addition to the issues raised above, the objectives written for most of the subjects' syllabi emphasized on understanding and acquisition of knowledge and development of abilities. They all have been done using a uniform format. The objectives

and Minimum Learning Competences for each unit contents are listed in detail where the methods of teaching, instructional resource and assessment and follow up mechanisms are indicated in the organization of the primary school, first cycle (grades 1 to 4)and the second cycle (grades 5 to 8) syllabi. The contents aspects of the organization show that the criteria of content continuity and sequence are well observed.

The first cycle primary school subjects' syllabi focused on the local area. For instance, the syllabi for Arts and Physical Education showed the emphasis on local art, music and physical exercise and the use of local materials to teach. The mother tongue syllabi are also made to focus on the individuals' immediate environment and life experiences. The mother tongue syllabi have been prepared in the region, or the specific Zone where the language speakers were dominantly living. These revised syllabi for the primary grades focused on objectives of language study components rather than on the language itself.

The textbooks for the first cycle grades and subjects have been written by experts at the regional level using Amharic and making those capable Zones and Special Woreda to translate into those major mother tongue languages, which have been the major language groups in each Zone, or Special Woreda. The data on each of the textbooks selected and reviewed are presented and analyzed here under.

4.7.3.2. The Data on the Newly Prepared Students' Textbooks

As has been mentioned above, the students' textbooks preparations for the primary schools' grades one to four have been done at the regional level. The Zones and Special Woredas have been translating the Amharic versions into the mother tongues. In

the SNNPNRS, 24 languages have been in use as media of instruction in some of the Zones and Special Woredas (Alemu, 24 October, 2013).

The textbooks for the mother tongues have been written by Zonal or Special Woreda Education Departments with certain technical support and coordination by the Regional Education Bureau. It was reported that some zones have begun preparations in more than one language. For instance, in Gamo Goffa Zone, the Gamo language has been in use while preparations were under way for Goffa language for the first cycle primary grade subjects (Berako, 30 October, 2013).

The recent practices observed in the preparation of the textbooks for the second cycle primary schools' grades and subjects have shown changes from the earlier practices. The region made change in the medium of instruction from the mother tongue languages or Amharic to English for grades 5-8. All the students' text books except the mother tongue languages, all other textbooks have been prepared at the Federal Ministry of Education using those commissioned textbook writers who won the bids.

It was reported by a respondent to the interview made that in the preparation of the textbooks teachers who had experiences in writing textbooks from the region were made to participate in the bid and few groups managed to get the chance to write the textbooks for integrated science (Abay, 23 October, 2013).

Thus, the role of the Region' Education Bureau has been changed from being the sole responsible body in the preparation of the textbooks to one, which sends its representatives to participate in the bids' committees that pass decisions to determine who the winners would be after screening the written model textbooks' chapters submitted to the concerned body at the Federal Ministry of Education. The committees decide on those

winner on the basis of criteria set for decision in the committee. The selections have been made focusing on writing style, language usage, activities and clarity to the learner including the writers' knowledge and experiences in the subject area and writing textbooks, but not on what they know about the region.

The selections of textbooks' contents were made to focus on the essentials of the subject from the structures of the field. For instance, the social studies students' textbook for grade five was written and edited by those who won the bid from Addis Ababa. The textbook's copy right belongs to the Federal Ministry of Education. As has been analyzed, the textbooks' contents gave no emphasis to the region' features.

On the other hand, the textbooks for the Integrated Science for grades 5 and 6 were prepared by those who have been teaching in the secondary schools of the SNNPRS and both of them were better adapted to the region. As a result, the contents, illustrations, practical activities and activities set for the Integrated Science for grades 5 and 6 have better touched the local issues than the social studies text books of the same generation of textbooks of the same grades. The content analyses made on the textbooks of the later phase/ generation are presented, analyzed and interpreted as follows:

1. Grade 2 Environmental Science Students' Textbook, Published in 2011/12, has 198 pages and 4 Units

The textbook is written in Amharic by commissioned textbook writers in the region and most of the topics are made to focus on the students' immediate environment. The units are made to include issues on the human body, people of the area, the natural resources and the district (Woreda/town) of the learner where he/she lives in. The contents written in each unit have elaborated the topics chosen and are totally made to reflect the

local features. The interviewed textbook writers and editors confirmed that the textbooks were made to reflect the local features (Wakie, 24 October, 2013; Debebe, 21 October, 2013).

In the textbook, all questions at the beginning of each topic and sub-topics are set in ways that demand students to forward their answers, which would help the classroom teachers, relate/adapt the lessons to the students' locality and level of understanding. In addition to this, the contents written in the textbook are made to be relevant and appropriate to the learners' life. The contents' messages are made to focus on their immediate environment and essential life activities. The organization of the contents and activities is arranged in ways that invite students' active participation. They are interactive and would provide opportunity to know students' background knowledge/experiences.

The illustrations in the textbook are set to further elaborate the contents presented and make students to get the message diagrammatically. Furthermore, the Zones and Special Woredas (which have already begun to use the mother tongue languages) translate the Amharic version into the mother tongues. In doing so, they are advised to further adapt the contents, activities, in- text questions, exercises, review questions and illustrations to fit to their local reality. It was reported by all those interviewed respondents in the region. This has been practical in most of the Zones and a Special Woreda in the past few years and it has been appreciated by the community (Tesfa, 13 November, 2013; Berako, 30 October, 2013).

The first unit focused on the human body and has all the contents (100 percent) to focus on what the students get in their immediate environment. The unit has 22 (84.6 percent) activities on local issues and only 4 (15.4 percent) general activities. The

illustrations are made to elaborate the contents and a number of questions were used to make students to respond, exercise and review the unit. Similarly, unit two is used to present issues on students' immediate environment where all (100 percent) of the contents are made to focus on the students' immediate environment. There are 20(62.5 percent) local activities and 13(72.2 percent) illustrations with more than 58 questions, exercise tasks and review questions that help students should answer and learn.

Unit three focused on the natural resources of the students' immediate environment 14(87.5(percent) and 29 (56.9 percent) localized activities and illustrations, respectively. Unit four is on their Woreda/town, where the content is localized and has about 19(79.2 percent) localized activities and 10 (45.5 percent) illustrations focused on the students local areas and features.

From the data collected on the textbook, one would understand that the textbook is prepared being localized and addresses the learners' needs and make use of students' knowledge about the environment. The writers have used activities, questions, exercises, and review questions along with the illustrations to adapt the contents and experiences to each locality and the learner.

2. Grade 3 Environmental Science Students' Textbook, Published in 2011/12 has 4

Units

The contents of the textbook are the continuation of the contents of the preceding grade. The first unit is on food and food security, where issues of food, cleanness, rest time and recreation and issues of environmental health are presented. The contents are focused on local issues where about 74 (94.9 percent) general questions, exercises and

review questions are set to present the lessons. Five (100 percent) activities and 6 (66.7 percent) illustrations are localized.

The second unit is on the natural environment of the students focusing on issues such as soil, water, air, forest, energy, force, temperature, light, machines, and sound. As can be seen from the contents of the unit, the issues raised are of Natural Science (Biology, Chemistry and Physics). The contents are localized using in-text questions, exercises and review questions, 62 (95.4 percent) of which are general nature and 11 (73.3 percent) localized activities that are raised to make the lessons very interactive.

Unit three is on activities in the community such as crop production, plants and planting, harmful insects (malaria) and the control mechanisms, bee keeping and industrial production. About sixty one (85.9 percent) general questions, exercises, and review questions, and 13 (86.7 percent) general illustrations are set in the unit. Unit four is about the region, its location, the rivers, mountains, lakes, the flag, the song and the region's administrative structures. About 9 (90 percent) localized activities and 5(50 percent) illustrations are presented to elaborate about the region.

From the above mentioned information, one understands that almost all the contents of the four units of the textbook are written on the region's features and are made to reflect the local conditions in one way or another. In the textbook, attempts are made to show how the theoretical explanations on issues are related to the social, economic, cultural, environmental and administrative conditions of the region. This implies that the adaptation of the curriculum has been made while writing the contents and activities of the textbook. It is hoped by interviewees such as Alemu (28 October,2013), Haile (25 October,2013), and Tesfa (13 November,2013), that the contents and activities set in the

textbook would make the lessons relevant to the learner and responsive to the local demands if they are put into practice by the classroom teachers in their specific locality.

3. Grade 4 Environmental Science Students' Textbook, Published 2011/12 has 218 pages and has 4 Units

The textbook has four units. The textbook begins with what is written on the human body, issues of food and digestion and finally on health issues in unit one. The remaining units are on the natural environment, population and the social environment where high level of emphasis is given to the region's population composition and settlement areas, the historical sites and the famous Konso terracing practices, written heritages, calendar, dancing, dressing, marriage, funeral ceremonies, greetings, weaving, Ethiopian patriots in sports, arts, literature, and science.

The first unit covers issues of the human body where the contents are presented using standardized issues on human body, but adapted to the learner by using questions, exercises, review questions, activities and illustrations. For instance, in the unit one finds 5 (100 percent) activities, and 72 (93.5 percent) questions, exercises and review questions and 11(73.3 percent) localized illustrations that support the learner participate actively and bring about the desired changes in behavior.

Unit two is on the students' natural environment where the contents are very much localized to the learner. However, most of the questions, exercises and review questions, 67 (95.7percent) in number and 23(98 percent) of the set illustrations are general in nature elaborating common contents and tasks.

The third and the fourth units are on Ethiopia and the students' social environment, respectively. The information on Ethiopia is general while the issues on the students'

social environment elaborate the local issues that are found within the region. The textbook has about 46(95.8 percent) questions and practical activities on Ethiopia, and 9 (100 percent) illustrations on the same issues. About 7 questions, exercises and review questions are presented under unit four while 10(58.8 percent) of the activities of unit four are general. About 19 (82.6 percent) of the illustrations are general for unit four.

The in-text questions demand students to forward ideas, which they know and help them learn from others. In addition to this, the students are required to make use of local materials to do simple local experiments. The illustrations are made to elaborate the texts using local features and clarify the issues under treatment. In the textbook, the economic activities, transportation services, local technologies and their level of applications are presented in the textbook. The textbook's contents are driven from the regional features. One would conclude that the textbook contents and activities are adapted and used to reflect the local conditions and making learning easy.

4. Grade 5 Integrated Science Students' Textbook, Published in 2011/12, 182 pages and 6 Units

The textbook is prepared by the commissioned textbook writers working in the region. The textbook has larger body of contents in a form of explanation than the other sample textbooks reviewed from the level. The contents in the textbooks are focused mainly on the subject matter content areas. But the questions raised at different points in the textbook demand the application of the issues to the students' local areas.

The textbook has further strengthened experiences learned from the earlier textbooks' preparation. There are a number of practical activities and activities in each unit. The activities demand students to collect data from the local area through field

work. This exposes the learner to actual life outside of the school, which Tyler (1949) categorized it as contemporary life outside of the school, which is one of the sources of educational objectives for curriculum planning.

The activities set demand the students to make use of locally available resources (materials and equipment) to conduct the activities. For instance, the first unit has 11 (42.3 percent) local /specific and 15 (57.7 percent) general activities that demand the students to go out and to do the tasks in their immediate environment. Unit 2 has 6 (35.3 percent) activities, 11(64.7 percent) practical activities, projects and group works, all of which are demanding either direct involvement in the practices, or acquire experiences from the surrounding areas and reporting to the class. The same pattern has been followed in the subsequent units.

Unit 3 focused on plants, where 10(58.8 percent) practical activities, activities and group projects are incorporated as localized tasks and 7 (41.2 percent) general activities demanding the students to use locally available materials and equipment. All these indicate that the lessons were made to reflect the local features.

Unit 4 presents explanations on animals where 7(46.7 percent) specific and 8 (53.3 percent) general practical activities, activities and projects are given, respectively. They all give chances to work in groups or individually in the surrounding areas. These would make students to relate, or apply the theoretical knowledge into practice under concrete conditions. All the tasks set demand the use of locally available materials and equipment at all times. These in turn, would make students feel that all what they learn in the school are useful. These motivate students to see issues under treatment against their immediate environment and its application to life.

Unit 5 deals with the human body and health issues, which presents contents of general features to be read with a number of tasks. The contents are general for they are common for all students where ever they are taught and they are commonly shared issues. But a look into the contents and their explanations shows that they are closer to the learner through suggested methods of presentations.

The interactive nature of the presentation would lead to discussions and make the contents to elaborate what the learner senses in his/her daily life. So it cannot be remote to what they know or should know about themselves and environmental health of the surrounding. In the unit, there are 8(61.5 percent) general and 5 (38.5 percent) specific practical activities, activities and one project work. The tasks demand students to discuss on, go out of school and collect data, analyze and present the results to the teacher and their classmates.

Unit 6 is on Earth, which presents general contents with 26 (100 percent) general questions, practical activities, activities and a project work being supported by 17(100 percent) general illustrations. The questions, exercises, the activities and the illustrations all are general and can be taken as common for all other students of the country.

The overall content analyses of the textbook showed that the contents are more general than the contents of the lower levels. They are presented in ways that would reflect the local features and make the contents relevant to the students' life through practical activities, questions and illustrations. The practices seem appropriate to the maturity level of most of the students, though the writers and editors have no needs assessment reports about who the students are at the grade level as respondents to the interview responded (Abay, 23 October, 2013; Ashagrie, 23 October,2013)

5. Grade 6 Integrated Science Students' Textbook, Published by the SNNPR Education Bureau in 2011/12, has 224 Pages and has 6 Units

The textbook was prepared on the basis of the Revised Syllabus for the subject and written in English. It provides contents for reading and it has a large number of questions and activities at the beginning of each topic all throughout the text to help teachers ask and generate ideas from the learner. The topics of the subject for the grade level are the continuation of grade 5, but with different sub-titles. The criterion of continuity of contents in subject syllabus organization is applied. The contents are general and are focused on commonly shared ideas on those specific contents of the subject matter universally. The activities, projects and practical activities are set in ways that invite adaptation of the content to the learner by making use of locally available resources and environmental inputs.

Accordingly, the first unit is on air and has 12(100 percent) localized activities and projects while unit 2 is on water and has 36(100 percent) general activities. Unit one has 23(100 percent) general questions, exercises and review questions while unit two has 36(100 percent) general questions. Most of the illustrations of both units are general in nature. Unit 3 is on plants and has 20 (90.9 percent) general and only 2(9.1 percent) localized activities. Unit 4 deals with animals and has 10(83.3 percent) general and 2(16.7 percent) specific activities. Unit 5 is on human body and has 9(75 percent) general and 3(25 percent) specific activities. Unit 6 is on the Earth and has 7(100 percent) general activities. A large number of questions, exercises and review questions on one hand and a number of illustrations on the other hand are presented to make students active and clarify the texts respectively.

The activities, questions, projects and the end of units review questions are set in ways that demand students to engage in group discussions, data collection, analyses and presentation of results to their classmates and the teacher. The activities and projects set would help students relate the theoretical lessons to the local reality and practices. Thus, these all show that attempts have been made to make the lessons relevant and appropriate to the learner. In addition to this, the group activities provide opportunities for students to learn how to work and live together.

In general, the textbooks prepared on the basis of the revised syllabi at the regional level (grades 1 to 4) are made to reflect local conditions. The textbooks on Environmental Science seem to have made the education of school children relevant and appropriate. But the textbooks for grades 5 and 6 are made to emphasize on general science contents that could serve all students of the country where the activities, projects and practical activities are made to be done around the students' immediate environment, which make the theoretical knowledge more applicable at local level, relevant and life -oriented.

The interviews made with those textbook writers and editors such as Abay (23 October, 2013); Debebe (21 October 2013); and Wakie (24 October, 2013) also confirmed that the textbook writers' and editors' cooperative work at the regional level made the textbooks interactive and more adjusted to use local experiences. These might have helped the young people learn what they should do in their immediate environment. However, the recent preparations of some of the textbooks for the second cycle at the Federal Ministry of Education level, as it was done in the transition period make the region to be dependent on the MOE and eventually fail to discharge its duties of preparing the primary school subject syllabi and curriculum materials of its own.

The textbooks set at the regional level have been made to reflect local conditions and used local examples better than those set at the Federal level. Besides this, a number of textbook writers and editors in the region learned to prepare textbooks and teachers' guides. They have begun to compete in the bids set at national level to write some textbooks for Integrated Science in the second phase of textbook preparation. However, it was reported by Abay (23 October 2013), one of the interviewees that the participation was permitted because of the strong struggles made by the groups, who organized themselves and competed at national level.

It has been clear that there have been variations in decentralization of educational service deliveries in general and curriculum planning practices in particular. The recent takeover of the curriculum revision and textbook preparation of most of the second cycle primary school subjects by the Federal Ministry of Education to satisfy the requirements of the GEQIP action plan (Tariku, 14 April, 2014) has been taken as an action contrary to the division of roles set in the proclamation set in early years of the change of government, at interviewees such as Tesfa (13 November, 2013) and Debebe (21 October, 2013) in the region responded that the recent practice decapitates the region. It has been true that such an act has never been the purpose of the overall change and was not reflected in any of the major strategies written and expressed as documents of the government.

Officially, the Ministry of Education has been given the duty of supporting the regional government in the preparations (UNESCO, 2006/07), but not replacing the region as it has been practiced in recent years. Thus, on the basis of the documents, the development of the syllabi for the primary schools and the preparation of the textbooks,

revision and updating of the curriculum have been the regional duties. The Federal Ministry of Education supports the region to plan and implement the plans by its own resources so as to achieve its plan. The SNNPRS Constitution has also stipulated that the region has the right to formulate its social and economic plans and implement them (SNNPRS Revised Constitution, 2001). Thus, implementing too many programs of the Federal Ministry of Education at other higher levels, left no time and resources to the region.

Up to now, curriculum planning for the primary schools, except the textbook writing for most of the first cycle primary school subjects, the Federal Ministry of Education has been doing the largest curricular tasks. This clearly made the Region's Education Bureau to be totally dependent on the Federal Ministry of Education, which is does not go with the provisions of the Federal Constitution and the various officially declared documents of the Federal government. The continuations of such practices will have no value in the development of federal system and the democratization process. Hence, it seems time to think how to strike a balance between the federal and regional governments' role in curriculum planning for the primary schools as have been given the FDRE Education and Training Policy provisions and other strategic documents.

Furthermore, the recent task accomplishments in the curriculum planning area resemble 'recentralization' of the regional curriculum planning roles. The trend after the launching of the GEQIP has changed some of the tasks in the education service delivery in general and primary school curriculum planning in particular and has further weakened the decentralization and democratization processes in the education practice. As one of the interviewees, Alemu (28 October, 2013) responded to a question on the practice showed

that “The observed practice has been done partly with the intention to materialize the GEQIP plan and raise the quality of education, which has been the most urgent and pressing issue in the education sector of the country quite recently” He further remarked that the action should not be taken as a condition set for the purpose of shifting many tasks to the Federal Ministry of Education. Tariku (14 April, 2014) was of the same opinion and said that “it was thought that quality can be attained to some extent by making the region to comply with what is set at the center”

In general, the data from both the Federal and Regional sources indicate the practice and the rationale behind the takeover of most of the curricular tasks. However, interviewees such as Tesfa (13 November, 2013) and Haile (25 October, 2015) expressed their fear that ignoring the concrete conditions of the region and local demands might have influenced the school practices by fixing what the region should do in the primary schools. This gradually affects the efforts of the region to staff the Curriculum Performing Core Process at all levels with trained curriculum staff and other resources.

The staffing of the Federal and the Regional including the lower bodies for Curriculum Development and Implementation has been uniform where a single subject specialist is placed for each subject of the Primary to Secondary schools.

Practically, it has been unthinkable to plan a curriculum for all school levels by a single person. There has been no other additional person both at the Federal and the regional level for any of the subjects. They were representing their subjects and engaged in a number of tasks, mostly clerical tasks at the regional level. The attempt by the Federal Ministry of Education to provide harmonized primary school subject syllabi and materials supply made the curriculum focus on contents. The limited human resource in the sector

seems to have made the sector to turn its face to the former curriculum planning tradition while the country was under the centralized education systems of the pre-1991 Ethiopia. Because of a number of factors that are prevailing in the country in general and the regional state in particular, the current curriculum planning practice seems to remain for a long time in the future, though contrary to the policy and the wishes of the people.

It has been proved that centralization of primary school curriculum planning has never been a working solution in raising quality of education in diversified societies like ours. Diversification of primary school curriculum has been found as a working solution by making the students learn what they can learn at the level. Such practices have never been threats to national integrity. It saves resources of the people and the learner. It is common that there are many contents and learning experiences to achieve the same objective (Abebe,1991)

Planning the curriculum at the regional level and making the lower sector departments to participate actively can help the region conduct needs assessments at the regional level as has been one of the most important prerequisite tasks in curriculum planning as per the objectives model, which has been a missing component in the whole curriculum planning history of the country.

4.8. The Work Relationships between the Federal Ministry of Education and the SNNPRS' Education Bureau in the Curriculum Planning Process for the Primary Schools: Assumptions, Practices and Results

This part of the research report presents the kinds of work relationships developed between the Federal Ministry of Education and the Regional State's Education Bureau in the curriculum planning process, taking the principles of decentralization and

the democratization processes that the country has been undertaking. It presents the interview results conducted with two heads from the ICDR and other interviewees and the Director of the CDICPD and other professionals as well as Regional Education Bureau and lower level Curriculum and Educational Materials Supply Core Process Core Performers and Subject Performers. This part is set to further elaborate the practice along with the assumptions, principles and the results achieved.

It is obvious that the establishment of the FDRE has been with the mission of addressing the diversified political, economic, social, cultural and many other socially worthy goals of the multiethnic and multi- linguistic people of Ethiopia. To accomplish this mission, decentralization of power has been chosen. The regional states have organized their regional governments as per the FDRE Constitution and their own constitutions having the legislative, executive, and judiciary powers. The FDRE constitution provided the regions to “Plan and implement their social and economic development programs” (FDRE, Constitution, 1995). This has been further reflected in the ETP and the strategies set thereafter to implement the policy (UNESCO, 2006/7).

Accordingly, the MoE and the Regional States including the SNNPR have been given their functions, which are exclusively mandates of each level. As per the division of power, the Ministry of Education has been vested on the power of setting standards, developing the curriculum for the secondary schools and managing the Higher Education Institutions ((UNESCO, 2006/7). As per the document, planning the curriculum for the primary level education has been the functions of the region. The role of the Ministry of Education is limited to assisting the region in the preparation and meeting the required qualities.

Thus, in the effort to materialize the policy, the strategies and the programs, the SNNPRS Regional Education Bureau has been given the responsibility of dealing with education of the region, where the primary school curriculum preparation being its sole duty. Practically, the Federal Government can and has delegated the regions to execute some of the federal roles and decisions. But the regions have no constitutional right to delegate the Federal Government to make it do their task.

Of course, the constitution had set certain areas where both bodies can do tasks concurrently in areas such as tax collection. The same document has set procedures how and when the Federal Government may get into the affairs of a regional state in maintaining peace and order when it is invited and considered beyond the control of the regional state's power (FDRE Constitution, 1995)

But activities such as the syllabi planning process and textbook writing for the primary schools, by the Federal Ministry of Education, out of the expected roles of support and go beyond the limit. The Ministry of Education exclusively took the planning of the primary school subjects' curriculum for Social Studies, Civics and Ethical Education and English and Amharic as second Languages for SNNPRS and others. Only few subjects have been left to the regional government where the exercise has been devolved further to its Zones and Special Woredas.

They all have been accountable to the people of the Region, Zones and Special Woredas, who elected the leaders and established each of the bodies legally. The Regional Education Bureau and its lower entities have been discharging their constitutional duties and observed the provisions of the constitution. Up to now, the primary schools' curriculum planning issue has not been fully observed.

The interviews made with the Federal and regional curriculum planners and practitioners showed that the intervention of the Federal Ministry of Education in doing the tasks of the Regional Education Bureau of the SNNPRS was because of the absence of trained and experienced human resource in the region at the early years of the reform.

The change in the education sector, especially the change in curriculum was one of the priority areas and the MoE had the responsibility of coordinating the efforts of making use of its professionals, delegated institutions and the SNNPRS to plan, experiment the preliminary tryouts, revise and make them ready for implementation. It was the condition that made the MoE to do it. By now the Regional Education Bureau, I hope would be well- capacitated to do its job by itself (Tefera, 14 September, 2013).

As can be seen from the interview results, the Ministry of Education at the center took the role to plan, organize, device the ways for the implementation and assessment of primary school curriculum being dictated by the prevailing conditions. The regional government, especially the Education Bureau in the region had shortage of trained curriculum planners. The assigned subject specialists had no experience of planning the curriculum. This made the region to be dependent on the Federal Ministry of Education.

As every other region, the Regional Education Bureau in the SNNPRS had dual responsibilities. Accordingly, the bureau has close attachment with the Federal Ministry of Education for both of them have been working on the education sector and the Region's Education Bureau has been responsible to the Regional State Council. Therefore, both the Federal Ministry of Education and the Regional Education Bureau have been responsible to the education of citizens. As a result, they have been working closely on the education of citizens including the curriculum planning for the primary schools and its

implementation (Tefera, 14 September, 2013). More than this, the secondary education curriculum planning has been given to the Federal Ministry of Education and the implementation and all the management issues belong to the region. It reports to the Federal Ministry of Education and to the region.

Beyene who worked as head of ICDR for a long time and participated in the planning process as a panel member and later head of the institution responded to the same question of work relationship. The summary of what he responded to the interview question on the kind of relationship item shows that the region had no trained human resource who can participate in planning the primary schools' curriculum using any form of curriculum frame work or curriculum templates alone. There were no experiences, even at the central level to set the framework and leave the planning tasks to the regional state.

He further explained the reason stressing that the inability to set the templates and lack of skills to maintain balance between the general and local contents and the curricular activities made the MoE to do it initially and Invite the representatives of the region to workshops to discuss on the drafts, give comments and validate the curriculum with representatives of other regions and experts participating in the workshops. Thus, the Federal Ministry of Education curriculum workers claim that the relationship has been cooperative and support- based and the Ministry of Education had no intention to take over the roles of the region in planning and to continue the planning practice as it had been under the centralized education system. The Ministry of Education made use of the experiences of the ICDR to materialize the planning process being supported by the other Ministries and the Regional Education Bureau. Regarding this, one of the ICDR said that:

*After all there is no hard and fast rule as to how support can be made.
We chose the pattern the way we did it while others might have done it in*

other ways. At that time, the SNNPR did not have trained people who can develop its curriculum. So we did it with other regions using available data and experiences. But now it may be possible to do it by its personnel. Thus, the relationship has never been hierarchic as it was before 1991 (Beyene, 20 December, 2013).

As can be seen from the response of the interviewee, who had participated in planning the primary school curriculum, the ICDR coordinated the efforts of its professionals and other institutions, to plan the experimental curriculum, to try it out and revise it. It was the situation that dictated the MoE to carry out the planning process, but it was not to take over the regions' responsibility" Hence, the process was different from the earlier practices. However, as a matter of necessity, the need for maintaining standards and the intention to improve the quality of education made it a necessity to do it at the center. Of course, such justifications were used by the pre-1991 Ministry of Education for the centralization of the curriculum planning process and administration of the education.

The interview made with the director of CDICPD at the Federal MoE and the SNNPRS Curriculum and Training Educational Materials Supply Core Performers indicated the same reason. The summary of the responses of the CDICPD director reads as follows.

The curriculum planning practices in the early years of the change were done out of necessity, but not being ignorant of the policy and the division of roles set. The MoE had no intention to make regions, including the SNNPRS to be under our strict supervision as it was before. The Regional Education Bureau was established by the regional government. It was accountable to the Regional State Council. The Bureau had strong work relationship with the Federal Ministry of Education with regard to the

implementation of the Education and Training Policy. The region has been equally responsible to materialize the Education and Training Policy.

Thus, the relationship that has been existed since the establishment of the two levels of government bodies was supportive, friendly and mutually recognized. They had their autonomy with regard to the planning of the primary schools' curriculum. It is well known that the MoE does not have the mandate to take over the roles of the Region's Education Bureau. We were supposed to help them in coordinating their efforts to materialize the Education and Training Policy provisions. Each region, including the SNNPRS was expected to do its tasks and the MoE does its roles (Tariku, 14 April, 2014).

The above data and discussions made indicate that the kind of relationships that began in the early years at the transition period and continued later in the Federal Democratic Republic of Ethiopia have been supportive and were done with mutual recognition. It seems that there was no intentional attempt to deny or ignore the rights of the Regional Education Bureau. But problems related to work experience, absence of trained human resource and other requirements made the Ministry of Education to engage in drafting the syllabi and inviting the region as it does for other regions to participate in the validation workshops and related educational activities in both the Transition period and under the FDRE. It was free to localize the syllabi to its reality. The relationship was positive and aimed at tackling problems encountered (Beyene, 20 December, 2013).

The problem that has been reported by most of the interviewees was the imbalance of the shares of work between the two bodies. Instead of setting the curriculum planning framework, the Federal Ministry of Education did the actual planning and its roles have

been increasing while reducing the scope of the roles of the Region's Education Bureau on the other side. It made the regional education bureau to wait for most of the curricular activities to be done by the Federal Ministry of Education. The practice resulted in further takeover of region's roles in recent time. There have been no reasons for the region not to have its own consultant(s) on curriculum planning process and other phases of curriculum development if there was the need for that.

It has been clear that the continuation of the primary school curriculum practice has done a lot of harm in the development of the region's human resource in curriculum planning and would delay the devolution of power to the region, especially in the preparation of templates that can guide the region in the planning process. Definitely, to continue the current practice may eventually lead to the centralization practice, which was criticized for its failures to empower the regions and making the curriculum relevant and responsive. It would be repeating the old practice in a new form. Therefore, it seems time to think in concrete terms and believe in others' ability to do and take care for themselves.

Almost all the interviewees and questionnaire respondents have shown their agreement on the attempts made on localization of the primary school curriculum planning. It was found that such a provision and practice could be a working solution to the region and the country. Thus, it would be safe to conclude that there were encouraging beginnings in the preparation of textbooks in the region, where the region's socio-economic, political, historical, cultural and environmental issues were reflected better than in those federally set subject matter content-oriented textbooks of the second phase/generations.

In addition to this, the preparation of the primary school syllabi for the different subjects at the regional level may facilitate the preparation of the syllabi on the basis of needs assessment results. The region could make use of all available opportunities including the human resource it has in different government and non-government offices and institutions of higher learning to do its tasks. With regard to this, there have been good practices of developing the syllabi for the mother tongue languages in the region. The Zones and Special Woredas made use of those educated native speakers to do the task though there were attempts to follow the syllabi of other languages such as English and Amharic syllabi set at the Federal level with no critical evaluation. Therefore, the Federal Ministry can set the curriculum framework using templates focusing on major areas and leave the particulars to region.

The recent decentralization of the management of finance to the Woreda level (Tegegne and Kassahun, 2007) could be an opportunity that can help the localization of the primary schools curriculum planning and other education activities. It empowered the Woredas to plan their social and economic activities with the resources they have at hand, which has been seen as a prerequisite for the decentralization of power. This can make a difference. Otherwise, the continuation of what has been done at the center cannot be taken as a positive practice and the right trend.

Diversifying the primary school curriculum contents and activities enables the learner to develop their potential. It seems time that the Ministry of Education to capacitate the region through training its human resource and the region in its turn needs to do its level best to enable the Zones and Special Woredas to do their curriculum planning in the future. The current curriculum planning practices for the first cycle grades

would make the learner develop their potentials with the grass root level knowledge, skills and values as foundations for their overall personality development.

The majority of the respondents, especially the textbook writers and editors have reported that the region is inhabited by highly diverse ethnic, linguistic and other social groups, who can collaborate on many of the common goods while competing to each other in some other areas. It has been common that the representatives of larger nations and nationality groups in the region have not been willing to respond to the demands of the minority groups quickly. Until now, the small sized nationalities and peoples cannot learn in their mother tongues. Because of economic factors and the difficulty to handle the tasks in a short time (Alemu, 28 October, 2013). In addition, there has been scarcity of trained human resource to fill in the positions in the education office structures in some zones and special Woredas.

The same interviewees responded that the recent ‘takeover’ or shift of the responsibility of the preparation of the textbooks for the second cycle primary schools from the region to the Federal level cannot be a reasonable act for there has been no scarcity of human resource and experience in the region after twenty or more years. It was reported by the interviewees both at the regional and zonal as well as special Woreda levels that the turnover of staff at the offices has been very high. The positions were structured to place a single person to coordinate in each subject area taught from the Kindergarten to the Teacher Education College level. The person who would be placed in each subject area coordinates the textbooks preparations, distributions, implementations in the preprimary, primary, secondary schools and Teacher Education Colleges. He/she is

expected to invite the subject area teachers when there is the task of preparing textbooks and teachers' guides.

In addition to this, each subject performer receives reports sent to the Regional Education Bureau regarding his/her specific subject area and makes response to the requests through the appropriate person or compile the report for Annual Education Conferences, which could be regional or/and a countrywide level. The conferences are held in the presence of high level officials and invited institutions. When the conference is at a national level, representatives of all the nine regional states, two city administrations, the Federal Ministry of Education and other invited government and non-government bodies participate and discuss on education service delivery issues and reports. Such conferences have been organized and guided by the Federal Ministry of Education at different regional state capitals. These conferences have been used to share and evaluate experiences.

The interviewees at the region, zone and Special Woreda levels have the same kind of understanding and all responded that there has been the delegation of power. Some of them further elaborated that the delegation has not been done by chance, but being one of the attributes of federalism, where decentralization of power is a common feature (Alemu, 28 October, 2013; Haile, 25 October, 2013). Alemu further elaborated that we know that the Federal Ministry of Education is expected to engage in standard setting, support the region and make an overall research and evaluation on the curriculum and its implementation.

Although it was so convincing and remarkable at the initial period, recently the Federal Ministry of Education has gone beyond setting standards and supporting the

region where there has been strong need. But taking over the curriculum planning tasks for such a long time, develops a sense of dependency and deprives the right of the region to plan its curriculum, device its own ways to implement, evaluate and revise the primary school curriculum whenever it is necessary. It also replaces the region in many areas and makes the primary schools' curriculum very remote from the learner and the actual life of the region.

Thus, the mere presence of policy, strategies, guidelines and other documents would not be a guarantee for appropriate implementation and satisfy the requirements for the localization of the school curriculum unless each party at different levels takes its responsibility and realizes it. Experiences of the last few years have shown that the Federal Ministry of Education has been doing most of the curricular tasks by itself with little involvement of the region's education bureau. The practice has weakened the region and it seems that the practice has made it wait for orders and role takeovers by the center.

In addition, the practice has had negative effects on the capacity building effort of the Education Bureau, Zonal and Special Woreda Education Departments' staff. As a result, it was hard to see anyone who had training on curriculum design and development. Alemu, who worked for more than 16 years in the curriculum development and implementation department at the region responded to the interview question on the problems they faced in managing the localization of the curriculum saying that "the region did not train its curriculum professionals for we all were engaged in non-technical aspects of the curriculum planning" (Alemu, 28 October, 2013).

The same has been true to the Zones and Special Woredas. The Zones and Special Woredas did not have staffs that have training in curriculum planning to translate and

adapt the textbooks of their primary school curriculum based on their peculiar features. Unless the region, zones and special Woredas train and place their own curriculum performers at all levels, they will continue placing the subject area graduates as coordinators who cannot by any means make the curriculum to address public needs.

Some of those who were interviewed have shown strong interest in getting chances for further studies in curriculum areas either in the country or abroad be it long or short term in nature (Yodit, 11 November, 2013; Tesfa, 13 November, 2013; Haile, 25 October, 2013). They feel that it is inappropriate to staff the curriculum department with those teachers who have little or no training for the position they have been assuming and expected to do. They reported that they have been engaged in more of administrative tasks such as preparing documents for bids to recruit textbook writers, making follow up, selecting the winners, concluding the contract with those selected textbook writers and working closely while they are writing the textbooks and teachers' guides for the first cycle primary school grades. They have also been responsible to make follow ups on textbook printing cases (Yodit, 11 November, 2013; Tesfa, 13 November, 2013; Haile, 25 October, 2013).

They were heavily engaged in the distribution of the printed curricular materials to zonal and special Woreda education departments. These and other tasks have been mainly repetitive administrative activities, which did not demand any theoretical knowledge and technical skills of curriculum planning and the ability to adapt it to specific areas. The turnover was high as Alemu (28 October, 2013) reported it. The responses of the interviewees, especially the textbook writers (Wakie, 24 October, 2013; Ashagrie, 23 October, 2013; and Abay, 23 October, 2013) have also shown that the Regional Education

Bureau was not staffed by appropriate human resource who could train the textbook writers on their tasks. The concerned bodies used to advise the commissioned textbook writers, content and language editors to frequently come together and work on the preparation.

As practices have shown curriculum planning demands close work relationship between the higher level bodies and the next lower level structures or education sector departments/offices. Calling for some participants through the hierarchic channel and involving few regional representatives at the central level might have worked for sometime in the past. However, such a practice cannot continue and bring about a lasting solution to the problem faced in the area. It cannot fulfill the policy statements and address the society's demand on one hand and the learners' needs and interests on the other. The Federal Ministry of Education had taken the major tasks of the curriculum planning activities including the textbook preparation in the early years of the education reform. It had sufficient reasons for that in those years. But why the MoE continued to take and do more of the curriculum planning tasks (syllabus development and revision including the textbooks preparation) after long years of experience at the regional state?

Though the type of relationship seems decentralized and a delegated type, the regional state has been largely engaged in implementing the primary school syllabi that have been set by the Federal Ministry of Education and the textbooks of its own. The MoE took the responsibility of the preparation of the textbooks for the second cycle subjects and grades and has become the owner of the copy right of the textbooks published in the recent years (Social Studies Students' Textbook for Grade 5, 2011/12). Thus, establishing a supportive type of relationship with the regional state could result in an effective type

primary school curriculum if it is done on the basis of the curriculum framework set at the Federal MoE.

The region has heterogeneous (mosaic) type of communities, who demand diversified type of primary level education that uses a curriculum, which is planned on the basis of their local features and values. It helps the learner know many things with what is immediate to them and proceed to those that are remote. It serves as a base for further learning and creates strong relationship between the center and the region. The practice would promote a more supportive spirit than it has been until now. The region may work to compete with other regions to its level best and strives to improve its curriculum and achieve the education quality. Experiences of India and Nigeria have shown that helping the states would engage them to plan, organize, implement and evaluate their curriculum and to enjoy their right. The devolution of power has been a relief to the center (Tegegne and Kassahun, 2007). Thus, it is not too late to empower the region and bring about a lasting solution to curriculum planning for the primary schools in regional state.

The response by one of the interviewees in Zonal Education Department reads, “We expect that the Regional Education Bureau can devolve its power to the Zones, Special Woredas and schools as the time permits” (Tesfa, 13 November, 2013). Obviously, such self- supporting activities encourage the region to train its curriculum performers at all levels and the services can further be improved. This in turn, would help the improvement of the capacity of the learner to learn better on one hand and to address the demands of the community in the region and the country as a whole on the other. It

makes the people feel that they are the ones who will determine on their future and help them develop mutual trust and support to each other.

As has been cited by some respondents, there might be a kind of fear on the part of a central body that some forces could abuse such rights for destructive purposes. Regarding this, Wakie (24 October, 2013), a respondent to the interview on the textbook writing said that:

There seems a kind of suspicion from some high level government bodies that letting the region to do the task by itself may bring unexpected problem to national integrity. Though such a feeling may have reasonable support, there must be mutual trust. There would not be few people or groups that are more trusted than others since the country is the common home of every Ethiopian. The curriculum planners and others concerned bodies must take the responsibility and discharge it purposefully.

As it is shown above, the central government may need to let the region to do its primary school curriculum with the expected technical support and close supervision of the practice and the curricular materials for their quality. Any act contrary to this is damaging and the continuation of the earlier practices making Federal Education and Training policy on curriculum planning under question mark. Thus, too much concentration of power at the center has no benefit except tension and threat to national integration. Therefore, it is possible to infer from the interview that there have been demands from some people to get recognition of the proposed solution to accommodate differences and appreciation of the true diversity of the people and the active involvement of the beneficiaries in curriculum planning at the required levels. Hence, maintaining a balance between the tasks of the federal and the regional on curriculum planning would further strengthens their cooperative relationship (Asefa, 2006; Tegegne and Kassahun, 2007)

4.9. Achievements, Problems and Challenges in the Curriculum Planning Process

In this part of the dissertation, the interview results, the document analysis and data from the questionnaire on what has been achieved, the problems encountered and the challenges faced in the curriculum planning process for the primary schools in post -1991 Ethiopia focusing on the Southern Nations, Nationalities and Peoples' National Regional State are briefly presented, analyzed and interpreted.

The purpose of preparing the curriculum for the primary schools at a regional state level was to make it relevant and appropriate to the learner and to respond to the demands of the society respectively (TGE, 1994a). By doing this, it was assumed that the lessons would be more practical than theoretical. It was also expected that making use of local resources and cultural values as possible opportunities for the education of the youth and serves as a means to empower the local people to participate actively as stakeholders. It was seen as a way to materialize the rights of every child to get the right kinds of education, which would help everyone develop the potential he/she is endowed with (Marsh and Willis, 2007).

The provisions in the policy document and other guidelines set after its declaration explicitly set that the decentralization processes would aim at helping the communities make use of the primary education to reflect their life activities from their immediate environment, address their problems and take it as a means to make people feel that they are treated equally and ultimately to maintain unity in diversity willingly. Accommodation of differences through the school curriculum at the school level has become the practice of our time in many developed and very few developing countries (Doll, 1974; Banks and Banks, 2001).

Many educated citizens in the country were with a high vision and expectation of radical change in the education sector by the time the Education and Training Policy was launched. The policy made the curriculum planning for the primary schools a new beginning. In the same manner, the responses of the sample interviewees of the study revealed a number of positive outcomes as achievements with regard to the curriculum planning process. Along with the achievements, certain problems and few challenges were raised. The summary of the responses of the interviewees on the interview item are presented and analyzed below.

4.9.1. Achievements of the Curriculum Planning Process

According to one of the interviewees, who worked as Academic Subjects' Curriculum Planning Team Coordinator of the ICDR, with long years of participation in the curriculum planning process before and after the education reform said that:

The purpose of the localization process was to provide opportunities for the local community to have curriculum that is relevant to the learner and to make it practical. This desired end result was achieved. Public involvement at local level has increased. They began to produce their educational materials at regional, zonal and special Woreda levels. Such a practice didn't exist before. There have been attempts to make the curriculum relevant and responsive to the localities. I feel that theory and practice were united in the different subjects and made people to be convinced that the education of their children is useful to life. In the earlier curricula, theory was emphasized and it was alien to the social and economic practices. But in this curriculum, the planners were guided to make it more practical and we tried to relate it life (Janka, 19 September, 2013)

As can be seen in the above information, the primary school curriculum has been planned with a view to make it relevant and responsive. Attempts were made to combine both theory and practice. It seems that the groups involved in the drafting of the curriculum and the validation workshops made efforts to reduce the earlier shortcomings

of the primary school curriculum. From the response, it is possible to understand that there have been considerations to make the primary school curriculum to be relevant, practical and responsive. The planning process gave opportunities to the region and lower levels in SNNPRS to involve in writing textbooks and translate some of the textbooks into their mother tongues (Alemu, 28 October, 2013). In addition to this, such a practice made the region and its lower bodies to use their local experiences, which have been familiar to the learner. The federal level developed subject syllabi were set in ways that allow uniting theory with practice through the suggested textbooks' activities.

Most of the responses of the team coordinator were repeated by other interviewees at the federal level and regional level curriculum performers. The content analysis on the textbooks prepared for the primary school in the region have shown that the contents of the first cycle subjects were adapted to the local conditions. The practical activities, activities, group projects, exercises and review questions demanded the learner to do more with local issues. They provided the students with chances to learn with what they can easily sense. The illustrations used local experiences and the activities and projects demanded the use of local equipment and/or materials for practical activities. One of the interviewed ICDR heads enumerated the following as the major achievements of the practice.

The regional level curriculum planning for the primary schools reduced the burden of the center to some extent and made it to offer the support on areas, which they had problems. The practice decentralized the education system and the curriculum raised local issues that are related to local reality. This made the content arrangement and activities pedagogically sound and provided space to widen the scope of the curriculum and make it more relevant and responsive though the task was limited on textbooks preparation at the initial period (Beyene, 20 December, 2013).

As can be learned from the views of Beyene, the provision of the task of planning the curriculum at the regional level, made the Federal Ministry of Education to get relief and reduce its load. Addressing local needs with centralized curriculum had been a very difficult task as it was learned from all earlier curricula of the country. Not only in addressing local needs, but also in making use of local resources and relating it to the local conditions. As it begins from what the learners observe and do in their immediate environment, it was made to be pedagogically sound. It has been seen as a practical mechanism to widen the scope of the curriculum using the syllabi developed at the center.

The other head of the ICDR, who had actively involved in the early years of the curriculum change, has his opinion on the achievements of the practice. According to him:

The localization of the primary school curriculum was seen as one of the great achievements of the reform to the people in the region. They became the decision makers on the education of their children. This goes with what the Universal Declaration of Human Rights advocated for before. It was our country that was late. The region developed educational materials by its people using the mother tongues. They included what they felt important in the students' textbooks. Students go out of the classrooms and collect data from their immediate surroundings, which made it practical as opposed to the former curriculum (Tefera, 14 September, 2013).

The achievements of the localization of the primary school curriculum are diverse in nature and that help the country meet Human Rights Declarations and make use of mother tongues. The former ICDR panel members and those who have been working in CDICPD have no different idea on the achievements. The practice helped the regional states including the SNNPRS to plan and produce its primary school curriculum materials at sometime in the middle. Through time, this might have also helped the region produce its trained personnel, who gradually involved in the curriculum development (Aboye, 7

April, 2014 and Oljira, 14 April, 2014). However, this has not been true for the curriculum planning activities for the primary schools of the region.

The interviewees in the SNNPRS Education Bureau, Zonal and Special Woreda Education Departments have similar views. Debebe, who wrote school textbooks and developed Radio Program Script for Alternative Adult Education Program and as one of those who worked out a lot with the Regional State's Education Bureau for a long time responded to the question on achievements as follows:

The preparation of the textbooks on federally planned and further modified or rearranged syllabi at the regional level for the primary schools and the possibilities to translate into the mother tongues in zones and special Woreda have positive impacts on community's psychological makeup. They developed a sense of confidence for their cultural values/ experiences were included into the school textbooks. The practical activities and projects on the subjects brought the education service closer to people and made them to own it (Debebe, 21 October, 2013).

As can be seen from the above information, the interviewee who involved in the preparation of the students' textbooks and teachers' guides on the basis of the syllabi 'modified and finalized' by the Regional Education Bureau and the translation of the Amharic version of the textbooks into the mother tongues in those Zones and Special Woreda that began to use their mother tongue languages in teaching the subjects made the nations, nationalities and peoples of the region to feel that their cultural practices are worthy of teaching.

The involvement of the community at home and in its institutions to respond to the different practical activities, activities and project works suggested in the different textbooks when students go out of schools and ask them questions made each of them to own the school programs and to come close to the school activities. Temam, who actively

involved in writing students' textbook for the second cycle primary grades, said the following on the achievement.

The textbook preparations on the syllabi that were provided from the federal and regional bureau made it possible to include the cultural experiences of the society. More than all these, the region made its own mother tongue languages syllabi for all school level grades (1-12) and began working with the Teacher Education Colleges and opened programs where the mother tongue department was opened and began to offer courses in major mother tongue languages. Such a practice began in some University Faculties found within the region (Temam, 24 October, 2013).

From the above data, one can understand that the preparation of the local curriculum materials for the primary grades has encouraged the Region and Zones to work on language studies and have been working on the languages for better positions. The experiences of two zones; Dawro and Gamo, which have prepared a Monolingual Dictionary in their respective languages (Tesfa, 13 November, 2013; and Berako, 30 October, 2013) can be cited as good examples. In addition to this, the zonal education departments have begun working closely with other sector offices to get information that could be used as inputs to the curriculum planning process, especially in writing textbooks. As it is informed by Haile, who has been coordinating the curriculum issues on one of the subjects for the schools in the Education Bureau said that

The subject I am coordinating is related to an area where there are variations from culture to culture. As coordinators, the bureau guides and supports the zones to conduct research and include all those cultural values in the textbooks, that would help the culture to be preserved and passed from generation to generation (Haile, 25 October, 2013).

Thus, it is possible to understand from the information forwarded above that the localization of the curriculum contents and activities in the textbooks have helped the region and its lower bodies to include what they considered as relevant to the learner and

to the community. Those cultural values that are socially approved and help in preserving and advancing the communities in the region now and in the future have been as textbook inputs. The interviews made with the ICDR heads, academic subjects' curriculum planning team coordinator, the panel members and the director and those who have been actively working at the CDICPD indicated that the localization has empowered the region to some extent and helped it in the advancement and preservation of indigenous knowledge, skills, values and life practices (Janka, 19 September, 2013; Tefera, 14 September, 2013; Beyene, 20 December, 2013; and Tariku 14 April, 2014).

The summary of the achievements collected from the interviews made with above interviewees include the following:

- it has reduced the burden of the central body, which used to do the planning and textbook preparation for all before, which could not satisfy any of them;
- at some time in the middle, when the region was writing its primary school textbooks, it made the Federal Ministry of Education focus on the setting of standards and formulating new programs and giving attention to the secondary and tertiary level education;
- it has empowered the region to decide on what it feels is important to the regional level students;
- it made the region to use its local resources and make all stakeholders active participants in the education of the youth;
- it provided opportunities to learn more about localization of a curriculum while maintaining common objectives;

- it developed the knowledge and skills of those who frequently participated in the preparation of the textbooks and those few who frequently involved in the syllabi development for the mother tongues;
- it made it simple to unite theory with practice using local community resources – institutions, fields, and people;
- it made learning a possible means to maintain unity in diversity without affecting other people;
- it made it simple to involve the community and parents in helping the children at home, or in the family;
- it provided opportunities to exercise those different contents and activities that lead to the attainment of regional and national goals in a balanced manner;
- it provided job opportunity for those who speak the language of their zones to be employed for instruction (as teachers), textbook writers, etc better than others who cannot speak the language;
- it facilitated learning in schools and reduced the number of drop outs and failures;
- it made it possible to those who leave schooling in their early ages to get into locally available fields of work as they had got lessons on that; and
- it laid the foundation for further learning in the secondary education where many students continued their schooling at the primary level.

The autonomy to decide on the inclusion of local interests and providing the education service delivery on localized primary school curriculum from the regional perspective at the primary level made things easy to get response immediately from the nearby offices. This helped the people get empowered and feel that their cultures are worthy to teach in

schools. The practice made parents feel happy and encouraged them to send their children to schools. The participation of school children in environmental protection has shown improvements.

4.9.2. The Problems Faced in the Planning Process

The attempts made to empower the region and make plan its primary school curriculum materials on the basis of the Federal ETP provisions and programs making use of its local resources has shown positive outcomes. But the region has faced certain problems in both the transition period and recent years of the education reform.

The earlier problems were related to absence of trained human resource and lack of experiences. Even those who could read and write in the mother tongue languages were not happy to participate in writing textbooks and edit. Teachers had no training in teaching the mother tongues. There were no reading materials except those textbooks prepared for each subject. The minority groups were ignored.

The recent problems are related to the absence of organizational structure and staffing. There is a single subject curriculum performer for each school taught subject working for grades 1-12 including the TTCs at the Regional Education Bureau and the problem becomes serious when it goes down to the Zones and special Woreda .The people accountable to the curriculum issue are very few and doing clerical activities with no training on curriculum development. The total engagement of the education bureau and the lower departments in the implementation of the GEQIPs with less or no significant input of their own made most educators including the curriculum workers to wait for guidelines from the Ministry of Education. The textbook preparation for the second cycle by the center and the revision of the syllabi and other are developing the

attitude of dependency by the groups as one of the interviewees, Haile (25 October, 2013) put it.

4.9.3. Challenges Encountered in the Planning Process

As has been repeatedly raised in this study, there were challenges both at the Federal and Regional level. One of the major challenges at the Federal level was lack of experience on how to set standards and formulate flexible curriculum templates and leave those specific tasks to the region. The reason was that the practice was not there before. As it has been new, there were no references to do that in those earlier days of the reform. It was also too difficult to handle the task at regional level. Therefore, this made the Ministry of Education of the Transition Period and in the early years of the FDRE to draft the curricular documents by its panel experts and foreign advisors. The only option the Ministry of Education had was to invite the regional representatives to participate for validation workshops (Tefera, 14September, 2013; Beyene, 30 December, 2013).

At the regional level too, getting well - trained and experienced human resource in curriculum design and development processes and those who could work at the region and zones has been a serious challenge. In addition to this, insufficient financial and material resources, shortage of essential data to prepare the textbooks on concrete condition of the region and the absence of will from some teachers to involve in the preparation of the textbooks using the mother tongue languages have been the other major challenges at the regional level.

The region has highly diversified groups and addressing the needs of each of them in a short period of time has been the other serious challenge. There have been excessive demands from a large number of communities to provide the primary school education in

their mother tongues, which was impossible to do that in a short time for there have been shortages of budget, trained teachers and curriculum planners in all those proposed languages. For instance, the attempt made to prepare textbooks for schooling in some related languages, but with some differences in dialect was a typical example to the challenge the region had faced. The case was an attempt made to prepare textbooks for mother tongues of the people of Wolita, Gamo, Goffa, Dawro and Konta in combination, which was abbreviated and known as WOGAGODA taking the first two letters of the first four language groups. It could not solve the problem for each group wanted to prepare its own school materials. As a result it created disagreements and became a source of conflict between the region and each group until they solved it peacefully as interviewees from Gamo and Dawro Zones stressed it in the interview sessions in their respective Zones. The solution taken was to let each group prepare its own textbooks for its Zone and Special Woreda (Beza, 29 October, 2013; Berako, 30 October, 2013; Tesfa, 13 November, 2013; Kuri, 12 November, 2013). As the SNNPNRS has been the home of a large number of Nations, Nationalities and Peoples (56 in number), with diverse interests made the region to use Amharic as a medium of instruction for primary schools quite for some time initially and to use English as a medium of instruction for the second cycle grades (grades 5-8) for non-language subjects.

The other challenge to localization of the primary school curriculum was the resistance by some groups in a zone with a fear of limiting the children to their locality later. The reason they had indicated that “If the curriculum is very much localized and the medium of instruction is the mother tongue, it will be a barrier to their mobility and it becomes harmful” (Zelalem, 31 November, 2013). Because of this and the internal

variation of the language itself, the Gurage Zone preferred to use Amharic as medium of instruction and the textbooks prepared at the regional level in Amharic for the first cycle and English for the second cycle including the syllabi as they were prepared. However, two Woredas, Mareko and Kebena in the Zone have begun to teach the mother tongues as subjects.

Additionally, the interviewee informed the researcher that the Zonal leadership has been discussing with the elders to materialize the education of the child with the mother tongues. There have been attempts to minimize the differences in the dialects of the language, where the elders and the Zonal leaders along with language experts to select 1,000 common words and to start teaching and gradually to solve the language problem (Zelalem, 31 November, 2013).

The major challenges in localization of the primary school curriculum were related to lack of experienced staff, staffs turnover and the resistance of some groups. The diversity of the people in the region made it difficult to further localize it in some places in a short time.

Chapter Five: Summary, Conclusions and Recommendations

This part of the dissertation presents the summary of the study focusing on the major findings, the conclusions made and the recommendations of the study focusing on what could be done at the Federal Ministry of Education and the SNNPRS Education Bureau levels.

5.1 Summary

The study was conducted on “Curriculum Planning Process for Primary Level Education in Post -1991 Ethiopia: the Case of SNNPRS” with the aim of examining and understanding as to how the Federal Education and Training Policy provisions with regard to curriculum planning for the primary level education have been implemented in the regional state and the Federal level.

By doing this, it was assumed that the research would reveal how the socio-economic, cultural, historical, environmental and political conditions of the region have been incorporated and reflected as a means to bring about the desired behavioral changes set for the level. In addition to this, investigations were made to find out what attempts have been made to make the primary school curriculum relevant, responsive, diversified and localized by making use of the contents and learning experiences selected from local practices in the curriculum planning process.

Along with this attempts have been made to examine the status of those curriculum performers and textbook writers in terms of their theoretical knowledge, practical skills, views and beliefs in localized curriculum planning including the achievements, problems and challenges of the curriculum localization process both at the Federal and the Southern Nations, Nationalities and Peoples’ Regional State.

To this end, the research was geared to:

1. identify to what extent the curriculum planners of the Region (SNNPRS) have been knowledgeable on the Federal Education and Training Policy provisions with regard to curriculum planning process, the rationale, the applied general curriculum planning theoretical framework, curriculum planning model (s), and the benefits of the localization of the curriculum for primary schools, and to what extent the provisions have been put into practice both at the Federal Ministry of Education and the Southern Nations, Nationalities, and Peoples' Regional State level in the planning of the primary school curriculum;
2. assess to what extent the curriculum framework set at the federal level has been flexible and open to incorporate/ integrate the specific life experiences/ conditions of the region, the learner and other reports as sources of contents and learning experiences for the primary school curriculum so as to accommodate differences and to make the curriculum relevant and appropriate to local needs and the learner;
3. examine the availability of appropriate human resource in terms of capacity to use the local resources in the region for the realization of the provision of the policy with regard to curriculum planning;
4. investigate how the curriculum localization/adaptation has been accomplished in the region to provide locally relevant, responsive and pedagogically sound education to the learner, make use of locally available resources and to integrate local experiences into the primary school curriculum;
5. explore the kinds of work relationships that have been established between the Federal Ministry of Education and the Regional State's Education Bureau in line with the

principles of decentralization of education service delivery as it is practiced in a federal state system, specifically with regard to the curriculum planning process for the primary schools; and

6. identify the achievements scored, problems faced and challenges encountered both at the Federal Ministry of Education and the Regional State (SNNPRS) with respect to localizing primary school curriculum planning process.

To materialize these objectives, the following research questions were set as guides for the research.

1. To what extent the curriculum planners of the Region (SNNPRS) have been knowledgeable about the Federal Education and Training Policy provisions with regard to curriculum planning process, the rationale, the general curriculum planning theoretical framework, curriculum planning model (s), and whether or not the Federal Education and Training Policy provisions with regard to curriculum planning process have been put into practice both at the Federal Ministry of Education and the Southern Nations, Nationalities, and Peoples' Regional State levels in the planning of the primary school curriculum?

2. What has been done at the Federal level and why it has been done the way it has been done and how flexible and open to incorporate the specific life experiences/conditions of the region, studies about the learners, the community and other reports as criteria for the selection of contents and learning experiences so as to accommodate differences and make it relevant and appropriate to the needs of the society and the learner?

3. Does the regional state possess the appropriate human resource in terms of capacity to use the local resources in the region for the realization of the provision of the policy with regard to primary school curriculum planning?
4. How the localization/adaptation of the primary school curriculum in the region has been done so as to provide locally relevant, responsive and pedagogically sound education to the learner, make use locally available resources and to integrate contents from the local experiences the primary school curriculum?
5. What kinds of work relationships have been established between the Federal Ministry of Education and the Regional State's Education Bureau in terms of the principles of decentralization of education service delivery" as it has been practiced in a federal state system, specifically in the curriculum planning process for the primary schools?
6. What have been the major achievements scored, problems" faced and challenges encountered both" at the Federal Ministry of Education and the Regional State (SNNPRS) with respect to localizing the primary school curriculum planning process?

Embedded, concurrent, QUAL + quan mixed methods research design where both qualitative and quantitative methods approaches were" used. To materialize this, both primary" and secondary data sources were" used. The primary sources were selected from those who were involved in the curriculum planning process, which include curriculum planners from" the former ICDR" and the current" Curriculum Development and Implementation Core Process Directorate (CDICPD) and "the Regional Education Bureau, six Zones' and one Special Woreda's Curriculum and Educational Material Supply Core Performers and Subject Performers, Subject Cluster Supervisors and textbook writers and editors.

The samples of the Regional Education Bureau's Curriculum and Educational Materials Supply Core Performers and Subject Performers, "textbook writers and editors were selected using availability and snowball sampling techniques respectively. At the Region's Educational Bureau level, the textbook writers and" editors were selected using snow ball sampling technique from the schools where they were working as teachers. The six Zones and one Special Woreda and six samples of Curriculum and Educational Materials Supply Core Performers, Subject Performers and Special Woreda Subject Cluster Supervisors were selected using availability sampling techniques, respectively.

The data were collected using interview, questionnaire and document analysis, especially from the students textbooks. The data at the Ministry of Education level were collected from the ICDR and the CDICPD. In this, the data from the two former ICDR heads, one academic subjects' curriculum planning team coordinator and two panel members were collected first. Data from the CDICPD director and two actively working experts at the center were collected using interviews.

The data from the Region's, Zones' and Special Woreda's Curriculum and Training Educational Materials Supply Core Performer's representative and the Subject Performers, textbook writers and editors were interviewed. All sample Curriculum and Educational materials Supply Core Performers and Subject Performers, Cluster Subject Supervisors, textbooks writers and editors were made to complete the questionnaire at the levels they were working.

The interview results were analyzed after each interview while the questionnaires filled by 54 sample respondents were returned and screened where two of them were found incomplete and they were dropped. The responses of 52 (96.3 percent) respondents

were given numbers each item was coded and data were entered into SPSS version 20, processed and analyzed using frequency counts, percentages, and means values and interpreted thereafter.

The data collected from sample students, textbooks written at the regional level and at the MoE for the primary grades and selected subjects (1 to 8) in two phases of publications (1996/97-2011/12) and those, which were published in 2011-12 and after, were presented and analyzed using categories and major themes identified using content analysis as a tool. Totally 13 textbooks were selected, read and their contents were categorized as General/Federal and local/ regional.

"The content areas, the learning experiences (practical activities and/or activities), the illustrations, and questions, exercises, and review questions as areas of analysis for the determination of level of localization were coded as local (where economic, social, political, cultural, environmental, etc issues, or as general when they were found reflecting country wide issues) as they were read in the textbooks when selected for the content analysis purpose. In the same manner, the activities, projects, practical activities, questions and end of unit exercises were read, identified, and categorized as local or general and finally analyzed quantitatively.

The data extracted from the textbooks were recorded on data sheets, counted, calculated and analyzed quantitatively unit by unit to show the details of each of the textbooks. Other accessible documents such as the region's curriculum department's organizational structure and allocation of human resource proposal, statistical data and letters, annual report, and the federal level educational statistics, research reports, journal articles, Federal Ministry of Education reports to UNESCO, the ESDPs, GEQIP

documents, research reports by the CDICPD and letters and annual statistical data of the SNNPRS Education Bureau were consulted and analyzed.

The presentation and analysis of the qualitative data was done first following the sequences of the research objectives and the corresponding research questions. The qualitative data were presented and analyzed followed by the quantitative data. The quantitative data analysis (questionnaire and content analysis) and interpretations were used to supplement or/and triangulate the qualitative data analysis and interpretations. The content analysis was presented separately to show how the textbook preparation has been used as a means of localization, or adaptation of the primary school curriculum

The analyses made on the qualitative, quantitative and content analysis data of the study showed the following results.

1. The interview reports indicated that the curriculum planners in the SNNPRS's Regional Education Bureau, Zonal and Special Woreda Education Departments have been knowledgeable about the policy provisions on curriculum in general but have problems of identifying whether they have been put into practice in planning the primary school curriculum. Most of them have no knowledge of the curriculum planning model that has been used in the curriculum planning process, but they have good knowledge of the rationale for the curriculum changes and have traced that there have been changes in the primary school curriculum at least twice in the attempt to materialize the newly launched Education and Training Policy.

2. Though the division of tasks between the two levels of government bodies has been clearly set, the primary school curriculum syllabi and textbooks including other curricular

materials have been prepared by the Federal Ministry of Education. They were invited for validation and awareness creation on the documents.

3. As it was reported by most of the interviewees, both at the Federal and Regional levels have not heard about any issues related to the philosophical, psychological, sociological, historical and technological foundations of the curriculum planning process. The regional curriculum workers have limited ideas about those curriculum components that are subject to adaptation, though they know well about the assumptions held behind the preparation of the primary school curriculum at the regional level. However, they lack technical skills of the curriculum planning process.

4. Most of the respondents have responded that they got little or no training on curriculum planning in general and curriculum adaptation to local conditions in particular while they were working at regional level or lower level structures of the education sector. Thus, it was found that most of those who have been working at the different levels of the region have no formal education and training on curriculum design and development.

5. Majority of those who have been involved in the central curriculum planning bodies (the ICDR and CDICPD) had the required training on curriculum design and development. Few others have been less familiar with the curriculum planning model used –the objectives model. They came to know about it through personal discussions, practical work in their positions, the national curriculum workshops, and orientation programs in their field of work and through personal readings. The MoE has many graduates in other offices.

6. The curriculum planners were not provided with any needs assessment reports as evidences to consult, but they reported that they were advised repeatedly to make the

curriculum relevant and responsive to societal demands and the learner and to make it go along with the use of modern technology.

7. It was learned from the interview that the Regional, Zonal and/or Special Woreda level Curriculum and Training Educational Materials Supply Core Performers and Subject Performers, textbook writers and editors were school teachers with little or no formal training either in curriculum planning, or curriculum localization at the planning stage so as to fit it to the local demands. The textbook writers also confirmed that they had no training or sufficient experiences either in writing student's textbooks and/or editing the textbooks written by their colleagues.

8. It was made clear through the interview that a few of those who participated in writing and editing some of the textbooks had joined either the Region's Education Bureau or the Zonal or Special Woreda Education Departments as curriculum workers and they feel that they did the writing based on their experiences as teachers and tried to make the textbooks clear and meaningful to the learners and the teachers.

9. It was reported by some of the interviewees that as the turnover of professionals in the bureau in general and the curriculum section in particular has been high, it was difficult to most of the new assigned planners to learn more about the initial curriculum planning practices from those who did on those documents. However, few textbook writers have been used repeatedly and got experiences in preparing textbooks.

10. Though what has been done in the region was limited to textbook preparation of the curriculum planning process, it was known that remarkable lessons have been learned in setting practical activities, group projects, exercises and end of unit exercises to adapt the curriculum and make students to do tasks going outside of the classrooms and to learn

through what they do. In addition, the questions at the beginning of each topic and subtopics of the textbooks were found being set in ways that help students generate ideas based on their personal observations and experiences in their immediate environment.

11. The Mother Tongues' language syllabi were initially developed and textbooks were written by Zonal or Special Woreda Education Departments. The share of work of the Region's Education Bureau has been to coordinate the process. The recent revision on the school curriculum and textbook writing has reduced the roles of the region to work as a liaison office between the Federal Ministry of Education and Zonal and/or Special Woreda Education Departments, or schools. The region has been writing the first cycle textbooks and teachers' guides that have been left to it on the basis of the syllabi approved at the center. This has been done on the basis of information collected from the region about the social, economic, political, cultural, historical, environmental, etc. conditions of the region.

12. It was found out that in the early years of the reform, further adaptations were recommended to be done while the textbooks were translated into the mother tongues by some of the Zones and Special Woredas. In the same way, teachers were advised to teach the contents with locally available materials and relating their lessons to the concrete conditions of the locality.

13. It was found out that the second cycle subjects' textbooks have been prepared in English by those who won the bid at the Federal Ministry of Education as of 2011/12. The winners write, publish and distribute the textbooks to schools and eight selected centers in the region as it was reported by an interviewee the Region's Education Bureau (Alemu, 28 October, 2013). This has been the realization of the GEQIP (GoE, 2008)

14. It has been difficult to determine whether or not the psychological and pedagogical principles were considered in writing the textbooks. But the questionnaire respondents feel that the textbooks have met these requirements. The preparations of the textbooks both at the MoE and the Regional Education Bureau were done based on the common sense for they had no needs assessment reports at both levels.

15. The content and language editors were made to focus on checking the relevance of the contents and activities to address the interests of the learner and the responsiveness of the material to the different ethnic groups of the region. Most of the interviewees responded that it was through the different activities, group projects, home works and exercises that attempts were made to address and accommodate diversities at zonal or special Woredas and schools.

16. As to the consultations made with the essential local/regional, federal and international documents, the federal curriculum experts have consulted documents such as the ESR, ERGESE, ETP, Education Sector Strategy, the FDRE Constitution, ESDPs, and the reports compiled from Public Discussion Forums organized to discuss on the draft Education and Training Policy. Few of the international conventions the country had signed and ratified and those that were available and accessible to the planners at the time they were planning the new curriculum were consulted some of the interviewees from ICDR reported. The regional level curriculum planners tried consult the regional level documents while preparing the textbooks for the subjects left to the region and advised the Zones and Special Woredas and teachers to further consult and adapt the contents and activities.

17. It was reported by the interviewees that the textbook preparations at the regional level have been done by taking the subject matter contents as they were set in the syllabi and considering the logical structures of each subject.

18. The region had severe problems of getting trained and experienced curriculum planners at the initial time. Teachers who had long years of teaching experience were invited to write textbooks, but they had no training in textbook preparations or experiences. Though some of the respondents reported that there were adaptations on the syllabi, the region did not make any significant change in the syllabi contents, activities, time allotment and assessment methods except the sequencing of some of the contents so as to make them fit to the textbooks writing. What has been observed from the textbooks was that the teachers were advised to make use of locally available data and reflect the economic, social, political, cultural, environmental, etc. activities, names, materials, etc. to localize the first cycle primary school curriculum. Even though it was reported by high level curriculum officials and professionals that the syllabi were officially open and flexible to integrate contents and local experiences, the syllabi were taken as they were set.

19. It was found out through the content analysis of the textbooks that the use of local knowledge, skills, and values of the people and the visit of different institutions has been suggested in the textbooks. It was hoped that such arrangements would help the learners get what they should learn from their immediate environment.

20. Though the federally developed and approved syllabi were subject to modification as it was told by the Federal Ministry of Education, the region was implicitly expected to follow the syllabi for there were a number of national assessments on students' achievements. The assessments have been set on the basis of Federal syllabi, Minimum

Learning Competence (MLC) and other documents to check the students' achievements. Therefore, to satisfy such requirements and compete with others, the region had to comply with the syllabi. It was also learned that the diverse cultures and activities of the different ethnic groups of the region were incorporated in the first cycle textbooks. Though there were variations, the second cycle textbooks were more of subject content-oriented than the first cycle textbooks in the two phases, or generations of books. There were no mechanisms put in place to check the quality of textbooks prepared at the regional level by the Federal MOE, or there have been no requests presented to the Federal Ministry of Education to get approval before using any of the textbooks prepared at the region.

21. It was found out that the work relationships between the Federal Ministry of Education and the SNNPRS Education Bureau have been based on recognition to one another and the principle of support to the regional state. The Federal Ministry of Education has been involved in the preparation of the textbooks for few subjects of the first cycle (English and Amharic as second languages) as it has been doing for all regional states and city administrations. This has been done, as reported by an interviewee (Alemu, 28 October, 2013) with a view of maintaining national standards. The textbooks for the mother tongues have been written at zonal and special Woreda levels in the region.

22. The region has begun to use English as medium of instruction for the second cycle subjects. The textbooks were written by textbook writers who won the bid at the Federal level where region's representatives were made to participate in the selection and determination of those commissioned textbooks and teacher guides' writers after assessing the sample textbook interior pages of 8-12 for grades 1-4, 16-24 interior pages for grades 5-8 with accompanying teacher guides, written, edited, designed, typeset,

illustrated, proof-printed and with a dummy showing the book format, number of pages, paper stock, cover finish and binding, the price per copy, per region, delivered to Woredas as specified by the MOE (GoE GEQIP Plan,2008:11).

23. The devolution of power to Zones and Special Woredas in the translation of the primary school curriculum materials into the mother tongue languages and the preparation of the mother tongue syllabi along with the preparation of the curriculum materials has been seen by respondents as a good beginning and commendable, even though it was not a mandate given to these bodies in any of the Federal documents. This has made the planning easy and made each Zone and Special Woreda to take the responsibility of making the curriculum relevant, responsive and be accountable to the people of the locality. Though the region had gone to devolving the development of syllabi for the mother tongue languages and the preparation of textbooks, the devolution of power to write the syllabi and textbook preparation for other subjects seem to be far away. In addition, it was reported by regional level interview respondents that there has been the will and readiness to devolve the power to each Zone, Woreda, and Special Woreda to have their local curriculum and to the school level when situations permit.

24. It was found out that certain levels of achievements have been made in the education service delivery addressing local demands in post-1991. Teachers have been advised to give concrete examples from each locality while they are teaching each subject. These and other activities in the curriculum planning areas have made the society in the region to feel that their cultures have got recognition and possibility of developing them further. There seems an understanding that the diversification of school curriculum benefits the learner

and the local community. There is a strong feeling from the participants that the diversification will not be a threat to national integrity as it used to be thought in the past.

25. Lack of experience, shortages of educational resources, materials and some kind of resistance from some teachers were some of the problems identified in planning the primary school curriculum in SNNPRS. Absence of practical experience in setting curriculum framework and guidance in a short time at the central level was the other problem.

26. It was found out that the high level of diversity of the people in the region and the inability of it to prepare localized curriculum and provide education in the mother tongue languages in a short time, the high turnover and scarcity of trained human resource in developing the syllabi for the different subjects and localizing the primary school curriculum to concrete conditions of each locality have been the challenges of the regional state encountered and forced the regional Education Bureau to rely on the Federal Ministry of Education at the initial years.

5.2 Conclusions

On the basis of the findings of the study, the following conclusions were made.

The Education and Training Policy provisions and the subsequent guidelines on curriculum planning for primary level education have not been fully implemented by the region as they were stipulated. Most of the curriculum performers in the region had no formal training on curriculum design and development and were not knowledgeable about curriculum theories and related issues. The participants from the region were selected from the education departments of the region, zones and special Woredas and some teachers from secondary schools and colleges for the curriculum validation workshops and

selection of textbook bidders with no prior information and data on issues to be discussed. They have been school subjects' graduates with teaching experiences, but with no or little training in curriculum planning. They have sufficient information about the federal Education and Training Policy provisions with regard to curriculum planning process for the primary schools, the rationale and benefits of localizing the primary school curriculum.

The syllabi were developed at the MoE level after consulting documents such as the ESR; ERGESE, some of the international conventions, students' profiles and the ETP and discussion reports made on the ETP draft materials and later the Federal constitution, but no needs assessment reports. They were validated at national workshops being open and flexible to adapt the syllabi to the region. However, the regional state was not in a position to localize the syllabi except making some kinds of rearrangements in the sequences of contents to suit them to the writing of the textbooks for the subjects. The regional state's curriculum workers used the syllabi contents as they were listed to write the textbooks. They made all possible measures to make the contents and learning experiences fit to the learners and accommodate the differences in the region and to make it responsive for the demands of the society when they write for first cycle grades

The regional state's curriculum staffs were subject area graduates who had no formal education and training in curriculum design and development. They all were subject area graduates. The assignment has been made to have one subject specialist as subject performer with no other professionals who support the individuals on curriculum issues.

The curriculum localization practice for the primary schools at the Regional Education Bureau has been limited to the preparation of students' textbooks and teachers'

guides using commissioned textbook writers and editors at sometime in the middle after using centrally prepared textbooks of the Transition period. They prepared the textbooks at the regional level and the regional state facilitated the translation of the documents into the mother tongue languages with further adaptation of each textbook. This has been accomplished through contextualization of the contents and activities such as changing facts such as names of places, rivers, historical events, and major values of the zones and special Woredas. In the Regional State, those capable Zones and Special Woredas have been empowered to develop their own syllabi and write textbooks for the mother tongue languages of grades 1-8. The technical support given by the Regional Education Bureau to the Zones and Special Woredas in the syllabi development and textbooks writing for the mother tongue languages has been encouraging. The Zonal and Special Woredas Education Departments have been staffed by subject area graduates with little or no education and training in curriculum design and development. The Curriculum and Educational Materials Supply Core Performers and Subject Performers were engaged in mostly administrative works. Their major tasks of these departments have been limited to searching for textbook writers, editors and publishers with the region or making follow up through the Federal Ministry of Education about the publications and distribution of textbooks to the primary schools.

The work relationships between the Federal Ministry of Education and the Regional Education Bureau has been established on the basis of mutual recognition, the recent takeover of all the curricular tasks of the level for the sake of satisfying the requirements of the GEQIP plan of action would undermine the constitutional rights of the people in the

region and creates dependency. It also affects the ongoing decentralization process of the country.

The attempt to use the socio-economic, cultural, historical, political and environmental conditions of the region in the preparation of the textbooks for the first cycle and the use of the mother tongue languages as media of instruction have been considered as major achievements. However, absence of trained human resources and lack of experience in localizing the primary school curriculum made the region to leave its tasks to the Federal Ministry of Education. Furthermore, the presence of diverse social groups and the inability of the region to provide primary education with all the mother tongue languages of the region made the region to use Amharic in the first cycle for a long time and few mother tongues as media of instruction long after the reform. The shift to the use of English as medium of instruction for the second cycle primary schools has been taken to reduce the challenge the region faced in the provision of education in the mother tongue languages.

Finally, the staff turnover has been one of the serious problems the Regional Education Bureau and the lower level education departments, which in turn affected what has been done in the area. There has been no organization structure in the Region's Education Bureau and education departments where the curriculum development staffs work as subject performers for Primary level, Secondary level and Teacher Education Colleges. All the nine (one for each subject) members of the curriculum core process were tied up with daily routines. They have been working as coordinators and making follow up in writing the textbooks' preparations and giving the final publishable shape to the textbooks prepared by the writers in the former years.

5.3. Recommendations

Based on the findings and conclusions made, the following recommendations are forwarded to be considered at the SNNPRS Education Bureau and the FDRE Ministry of Education so as to comply with the policy provisions and satisfy the effective accomplishments of duties on the curriculum planning process.

5.3.1. The SNNPRS Education Bureau Level

1. The Regional Education Bureau as a body established to carry out all education and training related issues must identify its roles from regional and federal level documents, and make all efforts to materialize them. According to the Federal documents preparation of the primary schools' curriculum with the support of the Ministry of Education belongs to it. Thus, the Education Bureau of the SNNPRS needs to assign planners who are knowledgeable about curriculum planning and related issues to plan, coordinate the Zones, Special Woredas and schools and all the concerned institutions and stakeholders to prepare the primary school curriculum. It can demand professional supports from the Federal Ministry of Education so as to minimize dependency. The accomplishment of its roles would help the Education Bureau address the demands of the people and to make curriculum changes whenever there is the demand for it so to achieve regional and country-wide educational objectives. It enables the region to implement the ETP provisions and exercise its constitutional right and discharge its duties.

2. The Regional Educational Bureau should conduct needs assessment about the society, the learner, the teacher, the school system and other parallel programs at local and regional levels, which has been a missed component in the curriculum planning practice at the center. By doing this, the Regional State's Education Bureau can consider the

foundations of curriculum planning, select contents and learning experiences and integrate them into the federally developed syllabi so as to make the curriculum relevant, appropriate, feasible, practical, and pedagogically sound and to make the education of the level to the overall development of the learner and the society at large. The plan to use extensive practical activities, activities, group projects, exercises and end of unit questions in the first cycle primary grades (grades 1-4) textbooks has been encouraging. They were highly used to adapt the curriculum to the local conditions of the learner. Such good practices have to be extended to the second cycle grades' (5-8) textbook preparations.

3. The Regional Education Bureau has been staffed by a single person for each school subject and all having subject area graduates and most of them being first degree holders. Each performer was responsible to the curriculum issues of the subject from the Kindergarten to Teacher Education College level. The same practice has been observed at Zonal and Special Woreda Education Departments. As curriculum issue is the central component in the education practice of citizens, the curriculum core process in the Regional State's Education Bureau and lower level education departments should be restructured or reorganized. The Regional Education Bureau needs to create a structure that invites curriculum planners from school taught subject areas, who are qualified and have teaching experiences at the level and curriculum and other specialists to each group who work on primary school subjects in small panels at all levels in the region to resolve the problems of curriculum issues. The Regional Education Bureau needs to arrange short term on job training to update the staffs' professional knowledge and skills so as to enable them do the tasks at hand and have a plan to provide long term up grading

professional education and training programs in curriculum studies. These could be done through the face to face education programs at the national public universities, or/and abroad, or making use of other available modalities at home or abroad. Such arrangement makes the curriculum planners capable of localizing the primary school curriculum and to be effective in the implementation and evaluation of the planned curriculum at the level where they are assigned. Until the region educates and trains its curriculum workers with the appropriate composition in curriculum design and development for all levels, the regional education bureau and lower level departments should use those who graduated in curriculum and instruction, but working in University Education Colleges, Teacher Training Colleges and the Secondary Schools within the regional state.

4. The primary school curriculum can be planned and changed based on needs assessment reports of its own as per the ETP requirements whenever the region thinks that it is important to do so without waiting for the invitation of the Federal Ministry of Education for revision of the working curriculum. In addition to this, the region can have its Education and Training Policy and strategies based on its Regional State Constitution, the Federal Education and Training Policy and other relevant documents where it can show how its primary school curriculum planning issues can be handled in the region, the Zones, Special Woredas and at school levels.

5. The work relationships between the SNNPRS and the Federal Ministry of Education have to be based on the principles of decentralization and maintaining the established borders and role descriptions set in the various documents. The region should stand on its feet rather than relying on the Federal Ministry of Education in almost all areas of the

curriculum planning. It has to do with the Federal Ministry of Education on the training of its staff and getting technical support whenever there is the need to do so.

6. Planners and other practitioners at the regional level need to know further that the subject matter contents and learning experiences are means to achieve objectives but not ends by themselves. Thus, further breaking down of the federal level general subject objectives, framing and integrating other contents, methods and activities at the regional level by the planners make the people of the region feel that their cultures are considered in the school curriculum. Furthermore, making young people learn through diversified contents and activities accommodates differences but can't be a threat to national integrity. The devolution of the curriculum planning tasks and adaptation of the textbooks into the mother tongue languages and the planning of the mother tongue syllabi and textbook preparation by the Zones and Special Woredas have been encouraging achievements of the region and it should be further strengthened. Experience exchange programs within the region and with other regional states should be encouraged to achieve the required standards and to maintain the quality of education. In addition to this, the regional education bureau and its lower bodies need to conduct and/or sponsor researches on primary school curriculum and organize seminars and listen to the reports.

5.3.2. The Federal Ministry of Education Level

1. The Ministry of Education did its best at the Transition period where there have been shortages of trained and experienced curriculum planners in the region as it did for all other regions. But at this time, level of development and accumulation of experiences, the Federal Ministry of Education must refrain from taking over the role of preparing the primary school curriculum from the Regional Education Bureau and making the

curriculum experiences of the learner rely on remote learning experiences. It should engage itself in supporting the region to build its capacity and exert a maximum effort to stand on its own feet. The Federal Ministry of Education should develop national curriculum standards and specific guidelines that help the region to do its primary school curriculum. It can organize extensive and continuous visits both at home and abroad as needed so as to help the curriculum planners get the knowledge and skills of preparing local curriculum that meet the local needs and align it to the federal experiences. It can work with the regional state's education bureau to arrange opportunities for scholarships to the curriculum planners in the public universities at home and universities and other institutions abroad along with the controlling mechanisms to minimize the high turnover of those graduates in the region.

2. The Federal Ministry of Education should make efforts to conduct and make use of needs assessment reports as a prerequisite for curriculum planning in using its most preferred to and long practiced curriculum planning model. This would make the country and the region to use the limited resources in achieving the desired changes in the behavior, or competencies of the learner and makes the region focus on those needs and aspirations of the learner and the society from the education level. It would make the curriculum planning practice free from simple listing of objectives on the basis of suggestions or feelings of subject specialists and taking contents for the curriculum from any published books and insisting on putting it rigidly as if it is an end by itself.

Though consulting educational researches conducted and reported in the past on national education practice, have values in planning curriculum at any level, the Ministry of Education should not forget the time they were done. All what was done in the past

may not be good at all times. Along with this, it would be good if the MoE clearly define the country's philosophy of education and the school of psychology the country appreciates. The consideration of the fundamental foundations of curriculum planning will have positive impact on a number of curricular decisions. Thus, it is time to apply the basics of the foundations in the curriculum planning practice, at least for the primary schools.

3. The Federal Ministry of Education, especially the CDICPD has been structured and staffed by one person for each school subject and working on curriculum matters for which the person is accountable. This cannot make anyone productive in any of the fields and expected activities on country-wide curriculum may not satisfy the needs anticipated. Thus, the Federal Ministry of Education needs to consider the current structure and staffing of the directorate with the appropriate staff so as to discharge its responsibilities.

4. The Federal Ministry of Education should continue its support to the region in the search for publishing agencies to publish students' textbooks and the distribution of the books at least to the Woredas as it has been doing in the past few years, but not replacing the roles of the regional state's education bureau.

Finally, it is appropriate to recommend that further researches have to be done by any interested individual, groups and/or institution(s) on specific ways of localizing primary school curriculum planning issues on each subject and the different curriculum development phases in the region including the impacts of using English as a medium of instruction at the lower grades, starting from grade five onwards where no other regional state(s) at least officially began to use in government schools of the country.

References

- Abdullahi Abdi Aden (2008). Decentralization of Primary Education Service Delivery to the District: A Comparative Study between Somali Region and South Nation, Nationalities and People Region (SNNPR), Ethiopia, Institute of Social Studies, The Hague, The Netherlands (Unpublished Master's Thesis)
- Abdurrahman Mohammed. K. (1983). Introducing Polytechnic Education to Ethiopia, Erfurt: Faculty of Education, Pedagogical University of Doctor Theodor Neubauer (Unpublished PhD Dissertation)
- Abebe Bekele (1991). Principles of Curriculum for the Course Principles of Curriculum Inquiry, Addis Ababa University, Department of Curriculum and Instruction (Unpublished Teaching Material)
- Aggarwal, J.C. (1996). **Theory and Principles of Education: Philosophical and Sociological Bases of Education**, (10th Ed), New Delhi: Vikas Publishing House Pvt. Ltd.
- Akalewold Eshete, (2005). "Civics and Ethical Education", **IER Flambeau**, Addis Ababa: Institute of Educational Research, Addis Ababa University, 14, 2
- Amare Asgedom, (1998). "Content Analysis Methodology and Applications to Curriculum Evaluation" **IER Flambeau**, 6: no.1, 1-14.
- Ambissa Kenea (2010). "Inclusion of Issues of Diversity into Primary School Curriculum Experiences: Appraisal of Teachers' Attitudes and Practices" **The Ethiopian Journal of Education**, xxx: no.2, 33- 62.

- Amdemichael Endeshaw, (2003). The State of Teachers' Participation in the Process of Primary School Curriculum Development in Southern Nations, Nationalities and Peoples' Region, Addis Ababa University (Unpublished Master's Thesis)
- Apple, M.W. (1990). **Ideology and Curriculum**, London: Routledge Ltd.
- Ary, D., Jacobs, L.C. and Razavieh A. (2002). **Introduction to Research in Education**, (6th ed.), Belmont: Wadsworth Group
- Asefa Beyene,(1993). "Assessment of Confidence Building Factors in School Curricula in Ethiopia" in Trends and Issues in African Education, Addis Ababa: Economic Commission for Africa, Public Administration, Human Resources and Social Development Division (Unpublished Material).
- Asefa Fisseha, (2006). "Theory Versus Practice in the Implementation of Ethiopia's Ethnic Federalism" in "Ethnic federalism: The Ethiopian Experience in Comparative Perspective" edited by David Turton, East African studies.
- Ayalew Gebre Selassie, (1964). "Three Years Experience in Education" Addis Ababa: (Unpublished Material).
- Azeb Desta (1984). Elements of General Methods of Teaching: Knowledge and Competence for Teachers, Addis Ababa: Addis Ababa University (Unpublished Reading Material)
- Banks, J.A and Banks, C. A. M, (Eds), (2001), **Multicultural Education: Issues and Perspectives** (4th Ed), New York: John Wiley and Sons, Inc.
- Berg, B. L. (2009). **Qualitative Research Methods for the Social Sciences**, (7th edition), Boston: Person Education, Inc.

- Best, J. W. and Khan, J.U. (1993). **Research in Education**, (7th Ed), New Delhi: Prentice Hall India Private Limited.
- Bogdan, R.C. and Biklen, S.K. (2003). **Qualitative Research in Education: An Introduction to Theory and Methods** (4th Ed), New York: Pearson Education Group, Inc.
- Cohn, E. (1979). **The Economics of Education, Cambridge**: Ballinger Publishing Company
- Crawford, G. (2004). Democratic Decentralization in Ghana: Issues and Prospects
Leeds: University of Leeds Century 1904-2004, University of Leeds Centenary
(Unpublished Material).
- Creswell, J.W. (2003). **Research Design: Quantitative, Qualitative and Mixed Methods Approaches** (2ed) London: Sage Publications, Ltd.
- Cronbach, L.J. (1970). **Essentials of Psychological Testing**, New York: Harper and Row Publishers.
- CSA, (2007). The 2007 National Population and Housing Census, Addis Ababa:
(Unpublished Material).
- Davies, I.K. (1976). **Objectives in Curriculum Design**, Maiden Head: McGraw-Hill Book Company (UK) Ltd.
- Dereje Terefe. (2010). **The Implementation of a Multilingual Education Policy in Ethiopia: The Case of Affan Oromo in Primary Schools of Oromia Regional State**, Jyvaskyla: University of Jyvaskyla
- Deribssa Duffera. (2004). **Fundamentals of Curriculum Development**, Addis Ababa: Addis Ababa University Press.

- Doll, R. C. (1974). **Curriculum Improvement: Decision Making and Process**, (3rd Ed), Boston Allyn and Bacon, Inc.
- Edessa Urgessa. (1994). History of Education, Addis Ababa: Department of Education, Kotebe College of Teacher Education (Unpublished Reading Material)
- FAO, A History of Decentralization, <http://www.ciesin.org/decentralization, retrieved on 12/3/2011:1>.
- FDRE, Central Statistical Agency (2013). **Ethiopia: Statistical Abstract**, 2012/13, “Section P Education”, Addis Ababa. CSA
- FDRE. (1995). **The Constitution of the Federal Democratic Republic of Ethiopia**, Addis Ababa: Federal Negarit Gazetta
- Fiske, (1996), Democratic Decentralization in Ghana: Issues and Prospects Leeds: University of Leeds Century 1904-2004 in Crawford, G. (2004).
- GoE GEQIP Plan (November 2008). General Education Quality Improvement Project (GEQIP), Addis Ababa: (Unpublished Material)
- Gronlund, N.E. (1976). **Measurement and Evaluation in Teaching**, (3rd Ed.) New York: McMillan Publishing Co., Inc.
- Habtamu Wondimu, (1998). “Ethnicity, Displacement and National Integration: Three Pronged Challenges to Ethiopia” **IER Flambeau**, 6: no.1, 60-71.
- Izajda, J. (Ed) (2006). “Decentralization and Privatization in Education: The Role of the State Directorate in the Netherlands”, Springer.
- John Kincaid () in Tanwenwald, R (1998). “Devolution: The New Federalism an Overview, New England: Economic Review.

- Kelly, A.V. (2009).**The Curriculum: Theory into Practice**, (6th ed).New Jersey: Pearson Merrill Prentice Hall.
- Ketema Simenew et al (2011). Curriculum Planning Practice in Addis Ababa City Administration, Addis Ababa: COEBS Department of CTPDS (Unpublished m)
- Kumera Kenea Tucho, (2007). Decentralized Governance and Service Delivery: A Case Study of Digelu and Tijo Woreda of Arsi Zone in Oromia Region in Taye Asefa and Tegegne Gebre Egziabher (eds.) (2007) in **Decentralization in Ethiopia**, Addis Ababa: Forum for Social Studies.
- Lawton, D. (1975).**Class, Culture, and the Curriculum**, London: Rout ledge and Kegan Paul Ltd
- Lemma Setegn (1996). A Reading Material on Principles of Curriculum Inquiry, Addis Ababa: Kotebe College of Teacher Education, Department of Education (Unpublished Material)
- Lewy, A. (1977). **Curriculum Evaluation**, Paris: Longman Inc.
- Manning, M.L and Baruth, L.G. (1996). **Multicultural Education of Children and Adolescents,(2nd Ed)**, Boston: Allyn and Bacon
- Marew Zewdie, (2000). Curriculum Implementation and Evaluation, Faculty of Education, Department of Curriculum and Instruction, Addis Ababa University, (Unpublished Material)
- Marsh, C. J. and Willis. (2007).**Curriculum: Alternative Approaches Ongoing Issues** (4th ed). New York: Rutledge Taylor and Francis Group.
- Marsh, C.J. (2009). **Key Concepts for Understanding Curriculum** (4th ed.) New York: Rutledge Taylor and Francis Group.

McNeil, J.D, (1996), **Curriculum: A Comprehensive Introduction** (5th Ed), New York: John Wiley and Sons, Inc.

Ministry of Education and Fine Arts, (1961E.C), Education in Ethiopia: A Survey Issued by the Ministry of Education and Fine Arts of the Imperial Ethiopian Government, Addis Ababa: (Unpublished Material)

Ministry of Education, (1983). Handbook on the School Experiment, Addis Ababa: (Unpublished Material)

_____ (2002). **The Education and Training Policy and Its Implementation:** Addis Ababa: Berhanena Selam Printing Press

_____ (2004 E.C). Social Studies, Grade 6 Students' Textbook, and Hawassa: SNNPR Education Bureau.

_____ (2005). Education Sector Development Program III: Program Action Plan (2005/06-2010/11), Addis Ababa (Unpublished Material).

_____ (1984).**Education in Socialist Ethiopia: Origin, Reorientation and Strategy for Development,** Addis Ababa: Ministry of Education.

_____ (1987E.C). Curriculum Guide, (first Draft), Addis Ababa:(Unpublished material)

_____ (1994). Curriculum Development Guide, Addis Ababa: (Unpublished Material)

_____ (2008). General Education Quality Improvement Package (GEQIP), Addis Ababa: (Unpublished Material)

_____ (2010). Education Sector Development Program IV: Program Action Plan (2010/11-2014/15), Addis Ababa (Unpublished Material)

- Ministry of Information, (1973). **Ethiopia Today: Education**, Addis Ababa: Berhanena Selam Printing Press.
- Molalign Tamiru. (2007).The Practice of Curriculum Materials Development for First Cycle Primary Schools in Amhara Regional State Since 2002 (Unpublished Master's Thesis), Addis Ababa University
- Nicholls, A. and Nicholls, S.H. (1972), **Developing a Curriculum: A Practical Guide**, London: George Allen and Unwin Ltd.
- Niechoff, R.O and Wilder, B.D. (1974). Program of Studies in Non-formal Education Team Report: Non-formal Education in Ethiopia, East Lasting: Institute for Internal Studies in Education (Unpublished Material)
- Oliva, P.F. (2009). **Developing the Curriculum**, (7th ed.) Boston: Pearson Education, Inc.
- Onwuegbuzie, A. J and Johnson, R.B. (2006). "The Validity Issue in Mixed Research" **Research in the Schools**, vol.13, No.1, 48-63
- Ornstein, A.C. and Hunkins, F.P. (2009). **Curriculum: Foundations, Principles and Issues**, 5th ed.), Boston: Pearson Education, Inc.
- Pope, D. (1983). **The Objectives Model for Curriculum Planning and Evaluation: Occasional Paper 10**, London: Council for Educational Technology for UK
- Pratt, D. (1980). **Curriculum: Design and Development**, San Diego: Harcourt Brace Jovanovich, Publishers
- Rassekh, S. and Vaideanu, G. (1987). **The Contents of Education: A World Wide View of their Development from the Present to the Year 2000**, Paris: UNESCO

- Saylor, J.G. and Alexander, W.M. (1954). **Curriculum Planning for Better Teaching and Learning**, New York: Rinehart and Company Ltd.
- Shiferaw Geneti. (2010). Practice of Curriculum Development for Primary Education in Oromia Regional State (Unpublished Master's Thesis) Addis Ababa University
- Skilbeck. M. (1984). **School-Based Curriculum Development**, London: Harper and Row Ltd
- SNNPRS (1996 E.C) **Physics, Grade 7 Students' Textbook**, Hawassa: SNNPR Education Bureau.
- _____ (1995). **Constitution of the SNNPR**, Hawassa, Region's Negarit Gazetta
- _____ (1998 E.C). **Environmental Science Grade 2 Students' Textbook**, Hawassa: SNNPR Education Bureau.
- _____ (1998E.C). **Biology Grade 8 Students' Textbooks**, Hawassa: the SNNPR Education Bureau.
- _____ (2003/4 E.C). **Environmental Science Grade 4 Students' Textbook**, Hawassa: SNNPR Education Bureau.
- _____ (2004 E.C). **Civics and Ethical Education, Grade 6 Students' Textbook Preface**, Hawassa: SNNPR Education Bureau..
- _____ (2004 E.C). **Environmental Science Grade 2 Students' Textbook**, Hawassa: SNNPR Education Bureau.
- _____ (2004 E.C). **Integrated Science, Grade 6 Students' Textbook**, Hawassa: SNNPR Education Bureau
- _____ (2004 E.C.). **Chemistry, Grade 8 Students' Textbook**, Hawassa: SNNPR Education Bureau

- _____ (2004). Environmental Science Grade 3, Students' Textbook, Hawassa: SNNPR Education Bureau.
- _____ (2004E.C.). Integrated Science, Grade 5 Students' Textbook, Hawassa: SNNPR Education Bureau.
- _____ (2011/12). Social Studies Students' Textbook for Grade 5, Hawassa: SNNPR Education Bureau.
- _____ (2011/12). Social Studies Students' Textbook for Grade 5, Hawassa: SNNPR Education Bureau.
- _____ (2013). Annual Statistics on SNNPR Education, Hawassa: (Unpublished Material)
- _____ (2013). SNNPRS' Education Bureau Report, Hawassa(Unpublished Material)
- _____ (2013/14). Annual Education Sector Performance Report of SNNPRS Education Bureau, Adama: Cord publishing House.
- _____2004E.C). **Social Studies, Grade 7 Students' Textbook**, Hawassa: SNNPR Education Bureau.
- _____ (1997 E.C.). **Environmental Science, Grade 1**, Hawassa: SNNPR Education Bureau.
- Solomon Areaya, (2008). **Policy Formulation, Curriculum Development and Implementation in Ethiopia**, Addis Ababa: The Book Center Addis Ababa University
- Strauss, A. L. and Corbin, J. (1998). **Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory**. (2nd ed), London: Sage Publications

- Taba, H. (1962). **Curriculum Development: Theory and Practice**, New York: Harcourt Brace Jovanovich, Publishers
- Tadesse Terefe, (1964). “Progress, Problems and Prospects in Ethiopian Education”, **Ethiopia Observer**, Vol.8:1
- Tanner, D and Tanner, L.N. (1980).**Curriculum Development: Theory into Practice**, (2nd) New York: Macmillan Publisher Co. Inc.
- Tegegne Gebre Egziabher and Kassahun Berhanu (2007). “A Literature Review of Decentralization in Ethiopia”, in Taye Asefa and Tegegne Gebre- Egziabher (Eds) (2007). **Decentralization in Ethiopia**, Addis Ababa: Forum for Social Studies.
- Tekeste Negash, (1996). **Rethinking Education in Ethiopia**, Uppsala: Nordiska Afrikainstitutet.
- Teshome G. Wagaw, (1979).**Education Development in Ethiopia: A Source Book**, vol. ii, Addis Ababa: Addis Ababa University Press.
- Transitional Government of Ethiopia (1994b). **The Education Sector Strategy**, Addis Ababa: Berhanena Selam Printing Press
- Transitional Government of Ethiopia, (1994a). **Education and Training Policy**, Addis Ababa: Berhanena Selam Printing Press
- Tyler, R.W. (1949). **Basic Principles of Curriculum and Instruction**, Chicago: University of Chicago Press
- UNESCO, (2006/07). “World Data on Education”, Paris: International Bureau of Education (Unpublished Material)

- Universal Declaration of Human Rights, (1948), Article, 26(2) in Edessa Urgessa (1994) History of Education, Addis Ababa: Department of Education, Kotebe College of Teacher Education (Unpublished Reading Material)
- Urevbu, D. (1985). **Curriculum Studies**, Lagos: Longman Group Ltd
- USAID, (2005). Understanding Decentralization: (unpublished material)
- Wheeler, D.K. (1967). **Curriculum Process**, London: Hodder and Stoughton
- Whitehead, A.N. (1967). **The Aim of Education and Other Essays**, London: Earnest Benn.
- Wiles, J. and Bondi, J. (2007). **Curriculum Development: A Guide to Practice**, (7th Ed), New Jersey: Pearson Merrill Practice Hall.
- Winkler, D. R. (2005). in “Understanding Decentralization”, USAID (Unpublished Material).
- Wondimagegnehu Tuji, (2014). The Relevance of Primary Education to the Developmental Needs of Pastoral Communities in Ethiopia: The Case of Hammer Pastoralists Area, Addis Ababa University (Unpublished PhD Thesis).
- Work, R. (2002). “Overview of Decentralization Worldwide: A Stepping Stone to Improved Governance and Human Development” New York: A Paper Presented on Conference in Decentralization, Federalism and the Future of Decentralizing States, Manila: (Unpublished Material).
- Woube Kassaye, (2014), ‘Curriculum Development and Research in Ethiopia’ in William F. Pinar, (Ed), *An International Handbook of Curriculum Research* (2nd Ed), New York: Rutledge Taylor and Francis Group.

Appendix A

Addis Ababa University
College of Education and Behavioral Studies Department of Curriculum and
Teachers Professional development Studies
Questionnaire Set and used for Pilot Test

Circle the Number that Shows your level of Agreement in front of Each Item <i>Key: 5= strongly Agree 4= Agree 3 =Undecided 2=Disagree 1= strongly Disagree</i>		Rate on Level of Agreement				
No.	Items	5	4	3	2	1
I	Show Your level of agreement on the provisions of the Education and Training Policy with regard to the primary school curriculum:					
1.	The Education and Training Policy of Post-1991 (ETP,1994) provides opportunity for localization/decentralization of the primary school curriculum	5	4	3	2	1
2	The Region's (Zones/special Woredas,) primary school curriculum is made to meet the Federally preset objectives, or expected minimum learning competence based on/ using local experiences	5	4	3	2	1
3	The primary school curriculum in the Region (Zones/special Woredas,) is made relevant to the learners of the level and grades.	5	4	3	2	1
4	The primary school curriculum in the region(Zones/special Woredas,) is responsive to the local needs of the society	5	4	3	2	1
5	The primary school curriculum is adapted /adjusted to the peculiar features of the Region (Zones/special Woredas,).	5	4	3	2	1
6	The primary school curriculum syllabi are taken as they are set at the Federal level in the region (all zones and special Woredas).	5	4	3	2	1
7	In the Region (Zones/special Woredas,) the syllabi are made to reflect the unique socio-economic, cultural, historical, environmental, etc. features of the Zones/Special Woreda	5	4	3	2	1
8	The curriculum professionals from each Zone/Special Woreda have participated in the planning of the primary school curriculum at the Regional level.	5	4	3	2	1
9	The primary schools' curriculum is made to suit to the principles of decentralization of primary school curriculum	5	4	3	2	1
10	Localization of the curriculum is left to each subject teacher in the planning of lessons and implementation process.	5	4	3	2	1
II	Show Your Views on Student-textbooks' contents, activities and their organizations: the textbooks:					
1	are written based on the specific syllabi of the primary schools of the Region(Zone/Special Woreda)	5	4	3	2	1
2	are prepared to be learnable by each student with little support by	5	4	3	2	1

	teachers					
3	Combine contents and activities that are global, federal and regional in nature	5	4	3	2	1
4	encourage students' independent learning	5	4	3	2	1
5	are written with the local language of the learner	5	4	3	2	1
6	are well illustrated with locally found features/ condition/reality	5	4	3	2	1
7	are simplified using examples from local experiences	5	4	3	2	1
8	reflect the Regional/Zonal/Special Woreda life experiences (values)	5	4	3	2	1
9	are consisted of concrete examples from the locality (Zones/special Woredas,).	5	4	3	2	1
10	have currently socially approved values of the region(Zones/Woredas)	5	4	3	2	1
11	have activities that enable the learner practice the behaviors stated in the objectives of the curriculum	5	4	3	2	1
12	have activities that contribute to the all-round personality development of the learner	5	4	3	2	1
13	encourage small group activities both inside and outside the classrooms	5	4	3	2	1
14	present and follow continuity of contents within their logical arrangements	5	4	3	2	1
15	are free of contradictions to each other at all primary grades and subjects	5	4	3	2	1
16	include activities that are effective (that help students achieve the objectives)	5	4	3	2	1
17	involve activities that are feasible (practicable with the available resources)	5	4	3	2	1
18	extend classroom activities to actual social life.	5	4	3	2	1
III	<i>Show Your View on the Syllabi Contents of the Curriculum :the specific subject contents you as a curriculum worker involved in are:</i>					
1	are valid to the syllabi objectives or purposes for each grade and subject	5	4	3	2	1
2	focus on significant /basic or essential contents of the subject	5	4	3	2	1
3	have maintained the appropriate balance between scope and depth	5	4	3	2	1
4	are composed of durable contents that are applicable at different times	5	4	3	2	1

5	are comprehensive to cultivate the cognitive, affective and psychomotor areas	5	4	3	2	1
6	are extracted from the cultures of the Region(Zone/Special Woreda)	5	4	3	2	1
7	are as varied as the objectives of the syllabi/matching the objectives	5	4	3	2	1
8	make the curriculum appropriate to the maturity level of learners	5	4	3	2	1
9	Contribute to the overall personality development of the individual	5	4	3	2	1
IV	<i>Show Your View on localized/decentralized curriculum in general: Localizing primary school curriculum in post- 1991 Ethiopia as a practice :</i>					
1	is part of the democratization process in the country as a whole	5	4	3	2	1
2	makes the education service delivery easy	5	4	3	2	1
3	makes unity in diversity possible by taking local culture for school experience	5	4	3	2	1
4	encourages the inclusion of indigenous knowledge and skills easy	5	4	3	2	1
5	makes students' learning more relevant	5	4	3	2	1
6	accommodates cultural diversities in real sense	5	4	3	2	1
7	minimizes the fear of social groups' of national disintegration at all levels	5	4	3	2	1
8	makes students' mobility easy within the region and the schools	5	4	3	2	1
9	makes the community feel that they are treated equally and fairly	5	4	3	2	1
10	makes the local people sense that their culture is worthy of teaching in schools	5	4	3	2	1
11	Promotes students' overall development to be continually from local to global...	5	4	3	2	1
12	makes learning to start from what students know and proceed to the unknown	5	4	3	2	1
13	enhances the link between classroom instruction and life	5	4	3	2	1
14	makes students' learning pedagogically sound	5	4	3	2	1
15	promotes the use of local resources for schooling.	5	4	3	2	1
16	establishes norms to respect individual's rights at all levels	5	4	3	2	1

17	creates condition for timely curriculum revision when it seems appropriate	5	4	3	2	1
18	makes the relationship of schools and the community stronger than before	5	4	3	2	1
19	makes transfer of appropriate technology from the school to community easy	5	4	3	2	1
V	<i>Show Your View on the benefits of local curriculum and its relation to international/global conditions of the time</i> <i>Planning Local curriculum for primary schools is a means that:</i>					
1	cultivates students' sense of interdependence of the whole of humankind	5	4	3	2	1
2	the convention Ethiopia signed and ratified on the education of the child	5	4	3	2	1
3	promotes the sense of responsibility	5	4	3	2	1
4	helps Ethiopia meet the millennium development goals and beyond	5	4	3	2	1
5	develops students' sense of equality	5	4	3	2	1
6	increases possibilities to get international support	5	4	3	2	1
7	makes the curriculum to be functional to timely local demands	5	4	3	2	1
8	contributes its share to global decisions that focus on the caring for the child	5	4	3	2	1
9	serves as means to the dissemination of science and technology to the community easy	5	4	3	2	1
10	makes young citizens to engage in preserving the cultural heritage of humankind	5	4	3	2	1
11	contributes to wise- use and conservation of resources in the immediate environment	5	4	3	2	1

Appendix B

Addis Ababa University

College of Education and Behavioral Studies Department of Curriculum and Teachers Professional development Studies

Questionnaire used for Final Data Collection at the Regional Education Bureau, Zonal Education Departments and Special Woreda Education Departments (Respondents' Bio-data & Instruction)

No.	Items	Rates				
	Circle the Number that Shows your level of Agreement in front of Each Item <i>Key: 5= strongly Agree 4= Agree 3 =Undecided 2=Disagree 1= strongly Disagree</i>	Rates on Level of Agreement				
I	Show Your level of agreement on the provisions of the Education and Training Policy with regard to the primary school curriculum:					
1.	The Education and Training Policy of Post-1991 (ETP,1994) provides opportunity for localization/decentralization of the primary school curriculum	5	4	3	2	1
2	The Region's (Zones/special Woredas,) primary school curriculum is made to meet the Federally preset objectives, or expected minimum learning competence based on/ using local experiences	5	4	3	2	1
3	The primary school curriculum in the Region (Zones/special Woredas,) is made relevant to the learners of the level and grades.	5	4	3	2	1
4	The primary school curriculum in the region(Zones/special Woredas,) is responsive to the local needs of the society	5	4	3	2	1
5	The primary school curriculum is adapted /adjusted to the peculiar features of the Region (Zones/special Woredas,).	5	4	3	2	1
6	The primary school curriculum syllabi are taken as they are set at the Federal level in the region (all zones and special Woredas).	5	4	3	2	1
7	In the Region (Zones/special Woredas,) the syllabi are made to reflect the unique socio-economic, cultural, historical, environmental, etc. features of the Zones/Special Woreda	5	4	3	2	1
8	The curriculum professionals from each Zone/Special Woreda have participated in the planning of the primary school curriculum at the Regional level.	5	4	3	2	1
9	The primary schools' curriculum is made to suit to the principles of decentralization of primary school curriculum	5	4	3	2	1
10	Localization of the curriculum is left to each subject teacher in the planning of lessons and implementation process.	5	4	3	2	1
II	Show Your Views on Student-textbooks' contents, activities and their organizations: the textbooks:					
1	are written based on the specific syllabi of the primary schools of the	5	4	3	2	1

	Region(Zone/Special Woreda)					
2	are prepared to be learnable by each student with little support by teachers	5	4	3	2	1
3	Combine contents and activities that are global, federal and regional in nature	5	4	3	2	1
4	encourage students' independent learning	5	4	3	2	1
5	are written with the local language of the learner	5	4	3	2	1
6	are well illustrated with locally found features/ condition/reality	5	4	3	2	1
7	are simplified using examples from local experiences	5	4	3	2	1
8	reflect the Regional/Zonal/Special Woreda life experiences (values)	5	4	3	2	1
9	are consisted of concrete examples from the locality (Zones/special Woredas,).	5	4	3	2	1
10	have currently socially approved values of the region(Zones/Woredas)	5	4	3	2	1
11	have activities that enable the learner practice the behaviors stated in the objectives of the curriculum	5	4	3	2	1
12	have activities that contribute to the all-round personality development of the learner	5	4	3	2	1
13	encourage small group activities both inside and outside the classrooms	5	4	3	2	1
14	present and follow continuity of contents within their logical arrangements	5	4	3	2	1
15	are free of contradictions to each other at all primary grades and subjects	5	4	3	2	1
16	include activities that are effective (that help students achieve the objectives	5	4	3	2	1
17	involve activities that are feasible (practicable with the available resources	5	4	3	2	1
18	extend classroom activities to actual social life.	5	4	3	2	1
III	<i>Show Your View on the Syllabi Contents of the Curriculum :the specific subject contents you as a curriculum worker involved in are:</i>					
1	are valid to the syllabi objectives or purposes for each grade and subject	5	4	3	2	1
2	focus on significant /basic or essential contents of the subject	5	4	3	2	1
3	have maintained the appropriate balance between scope and depth	5	4	3	2	1
4	are composed of durable contents that are applicable at different times	5	4	3	2	1

5	are comprehensive to cultivate the cognitive, affective and psychomotor areas	5	4	3	2	1
6	are extracted from the cultures of the Region(Zone/Special Woreda)	5	4	3	2	1
7	are as varied as the objectives of the syllabi/matching the objectives	5	4	3	2	1
8	make the curriculum appropriate to the maturity level of learners	5	4	3	2	1
9	Contribute to the overall personality development of the individual	5	4	3	2	1
IV	<i>Show Your View on localized/decentralized curriculum in general: Localizing primary school curriculum in post- 1991 Ethiopia as a practice</i>					
1	is part of the democratization process in the country as a whole	5	4	3	2	1
2	makes the education service delivery easy	5	4	3	2	1
3	makes unity in diversity possible by taking local culture for school experience	5	4	3	2	1
4	encourages the inclusion of indigenous knowledge and skills easy	5	4	3	2	1
5	makes students' learning more relevant	5	4	3	2	1
6	accommodates cultural diversities in real sense	5	4	3	2	1
7	minimizes the fear of social groups' of national disintegration at all levels	5	4	3	2	1
8	makes students' mobility easy within the region and the schools	5	4	3	2	1
9	makes the community feel that they are treated equally and fairly	5	4	3	2	1
10	makes the local people sense that their culture is worthy of teaching in schools	5	4	3	2	1
11	Promotes students' overall development to be continually from local to global...	5	4	3	2	1
12	makes learning to start from what students know and proceed to the unknown	5	4	3	2	1
13	enhances the link between classroom instruction and life	5	4	3	2	1
14	makes students' learning pedagogically sound	5	4	3	2	1
15	promotes the use of local resources for schooling.	5	4	3	2	1
16	establishes norms to respect individual's rights at all levels	5	4	3	2	1

17	creates condition for timely curriculum revision when it seems appropriate	5	4	3	2	1
18	makes the relationship of schools and the community stronger than before	5	4	3	2	1
19	makes transfer of appropriate technology from the school to community easy	5	4	3	2	1
V	<i>Show Your View on the benefits of local curriculum and its relation to international/global conditions of the time</i> <i>Planning Local curriculum for primary schools is a means that:</i>					
1	cultivates students' sense of interdependence of the whole of humankind	5	4	3	2	1
2	the convention Ethiopia signed and ratified on the education of the child	5	4	3	2	1
3	promotes the sense of responsibility	5	4	3	2	1
4	helps Ethiopia meet the millennium development goals and beyond	5	4	3	2	1
5	develops students' sense of equality	5	4	3	2	1
6	increases possibilities to get international support	5	4	3	2	1
7	makes the curriculum to be functional to timely local demands	5	4	3	2	1
8	contributes its share to global decisions that focus on the caring for the child	5	4	3	2	1
9	serves as means to the dissemination of science and technology to the community easy	5	4	3	2	1
10	makes young citizens to engage in preserving the cultural heritage of humankind	5	4	3	2	1
11	contributes to wise- use and conservation of resources in the immediate environment	5	4	3	2	1

Content Analysis Data Collection Form

Grade _____ Subject: _____ Publication year _____

Publisher _____ No. of Pages _____ No of units _____

	Unit and Unit Title:	Read and Categorize the Contents, Activities , Projects, Exercise Questions, and Illustrations as local(L) or General(G) by considering its manifested content/message
	Unit 1: Man and its Life 1.1. contents	
	1.2 Questions, exercise & review exercise	
	1.3. Activities	
	1.4 Illustrations	
2	Unit 2 2.1contents	
	2.2. Questions, exercise & review exercise	
	2.3. Activities	
	2.4. Illustrations	

Appendix D Content Analysis Data Sheet (Summary)

Sample Students' Textbooks of the 1996/97- 2004E.C (2003/4 - (2011/12)

Grade 1 Subject: Environmental Science Publication year: 1996/97 E.C (2003/4-2004/5)

Publisher-- SNNPR Education Bureau -No. of Pages: 154 No of units 3

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages			
		L	G/F	T	L	G/F	T	
1	Unit 1: Man and its Life 1.1. contents	F	All	-	All	-	-	-
		%	100	-	100	-	-	-
	1.2 Questions, exercise &review exercise	F	-	-	-	74	53	127
		%	-	-	-	58.3	41.7	100
	1.3. Activities	F	-	-	-	50	-	50
		%	-	-	-	100	-	100
1.4 Illustrations	F	-	-	-	63	-	63	
	%	-	-	-	100	-	100	
2	Unit 2: The Family 2.1contents	F	All	-	All	-	-	-
		%	100	-	100	-	-	-
	2.2.Questions, exercise &review exercise	F	-	-	-	78	30	108
		%	-	-	-	72.2	27.8	100
	2.3. Activities	F	-	-	-	90	-	90
		%	-	-	-	100	-	100
2.4.Illustrations	F	-	-	-	27	-	27	
	%	-	-	-	100	-	100	
3	Unit 3 Our School and the Surrounding 3.1. contents	F	All	-	All	-	-	-
		%	100	-	100	-	-	-
	3.2 Questions, exercise &review exercise	F	-	-	-	64	14	78
		%	-	-	-	82.1	17.9	100
	3.3. Activities	F	-	-	-	40	21	61
		%	-	-	-	65.6	34.4	100
3.4. Illustrations	F	-	-	-	50	-	50	
	%	-	-	-	100	-	100	

Grade 2 Subject: Environmental Science Publication year: 1998 E.C 2005/ 6)

Publisher-- SNNPR Education Bureau -No. of Pages: 190, No of units 4

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:	No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and

					percentages			
1	Unit 1: Man and its Life	L	G/ F	T	L	G/F	T	
	1.1 content	F	All	-	All	-	-	-
		%	100	-	100	-	-	-
	1.2 Questions, exercise &review exercise	F	-	-	-	121	75	196
		%	-	-	-	61.7	38.3	100
	1.3. Activities	F	-	-	-	98	-	98
		%				100	-	100
	1.4. Illustrations	F	-	-	-	44	-	44
		%	-	-	-	100	-	100
	Unit2:Our Natural Environment: Observation and Study	F	All	-	All	-	-	-
	2.1 Content	%	100	-	100	-	-	-
	2.2. Questions, exercise &review exercise	F	-	-	-	71	70	141
		%	-	-	-	50.4	49.6	100
	2.3. Activities	F	-	-	-	132	-	132
		%	-	-	-	100	-	100
	2.4. Illustrations	F	-	-	-	68	-	68
		%	-	-	-	100	-	100
3	Unit 3: Our Social Environment	F	All	-	-	-	-	-
	3.1 content	%	100	-	-	-	-	-
	3.2 Questions, exercise &review exercise	F	-	-	-	28	5	33
		%	-	-	-	84.8	15.2	100
	3.3. Activities	F	-	-	-	61	-	61
		%	-	-	-	100	-	100
	3.4. Illustrations	F	-	-	-	11	-	11
		%	-	-	-	100	-	100
4	Unit 4: Observation and Study about Our Social Environment	F	All	-	All	-	-	-
	4.1. content	%	100	-	100	-	-	-
	4.2 Questions, exercise &review exercise	F	-	-	-	77	19	96
		%	-	-	-	80.2	19.8	100
	4.3. Activities	F	-	-	-	12	-	12
		%	-	-	-	100	-	100
	4.4 Illustrations	F	-	-	-	30	-	30
		%	-	-	-	100	-	100

Key: L=Local, G/F=General/Federal T=Total

Grade 6 Subject: Social Studies Publication year: 1997 E.C 2004/ 5)

Publisher-- SNNPR Education Bureau -No. of Pages: 94 No of units 4 written in English

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages				
		L	G/F	T	L	G/F	T		
1	Unit 1: Natural Environment of the Earth- Universe, Solar System and the planets	F	-	All	All	-	-	-	
		%	-	100	100	-	-	-	
	1.1. content	F	-	-	-	-	19	19	
		%	-	-	-	-	100	100	
	1.2 Questions, exercise &review exercise	F	-	-	-	-	19	19	
		%	-	-	-	-	100	100	
	1.3. Activities	F	-	-	-	4	25	29	
		%				13.8	86.2	100	
	1.4 Illustrations	F	-	-	-	-	37	37	
		%	-	-	-	-	100	100	
2	Unit 2: World Population Growth and Evolution of Man	F	-	All	All	-	-	-	
		%	-	100	100	-	-	-	
	2.2. Questions, exercise &review exercise	F	-	-	-	9	16	25	
		%	-	-	-	36	64	100	
	2.3. Activities	F	-	-	-	-	15	15	
		%	-	-	-	-	100	100	
	2.4. Illustrations	F	-	-	-	-	7	7	
		%	-	-	-	-	100	100	
	3	Unit 3: World Economy and Manpower Utilization	F	-	All	All	-	-	-
			%	-	100	100	-	-	-
3.1 Contents		F	-	-	-	-	6	6	
		%	-	-	-	-	100	100	
3.2 Questions, exercise &review exercise		F	-	-	-	-	6	6	
		%	-	-	-	-	100	100	
3.3. Activities		F	-	-	-	-	19	19	
		%	-	-	-	-	100	100	
3.4. Illustrations		F	-	-	-	-	3	3	
		%	-	-	-	-	100	100	
4	Unit 4: The Activities Accomplished by the League of Nations and UN Organizations	F	-	All	All	-	-	-	
		%	-	100	100	-	-	-	
	3.1 Text/content	F	-	-	-	-	15	15	
		%	-	-	-	-	100	100	
3.2 Questions, exercise &review exercise	F	-	-	-	-	15	15		
	%	-	-	-	-	100	100		

3.3. Activities	F	-	-	-	-	16	16
	%	-	-	-	-	100	100
3.4. Illustrations	F	-	-	--	-	-	-
	%	-	-	-	-	-	-

Grade 7, Subject: Social Studies Publication year: 1996E.C (2004)

Publisher-- SNNPR Education Bureau -No. of Pages: 93 No of units 5

Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages				
	L	G/F	T	L	G/F	T		
1 Unit 1: Map Reading 1.1 content	F	-	All	All	-	-	-	
	%	-	100	100	-	-	-	
	1.2 Questions, exercise &review exercise	F	-	-	-	2	23	25
		%	-	-	-	8	92	100
	1.3. Activities	F	-	-	-	6	5	11
		%	-	-	-	54.5	45.5	100
	1.4 Illustrations	F	-	-	-	-	9	9
		%	-	-	-	-	100	100
2 Unit 2: Natural Environment of the Earth 2.1 content	F	-	All	All	-	-	-	
	%	-	100	100	-	-	-	
	2.2. Questions, exercise &review exercise	F	-	-	-	-	25	25
		%	-	-	-	-	100	100
	2.3. Activities	F	-	-	-	1	27	28
		%	-	-	-	3.6	96.4	100
	2.4. Illustrations	F	-	-	-	9	-	9
		%	-	-	-	100	-	100
3 Unit 3 Early Development of the Human Being 3.1 contents	F	-	All	All	-	-	-	
	%	-	100	100	-	-	-	
	3.2 Questions, exercise &review exercise	F	-	-	-	-	15	15
		%	-	-	-	-	100	100
	3.3. Activities	F	-	-	-	-	46	46
		%	-	-	-	-	100	100
	3.4. Illustrations	F	-	-	-	2	11	13
		%	-	-	-	18.2	81.8	100
4 Unit 4: The Relationship between Economic Development and Population Growth 4.1 contents	F	-	All	All	-	-	-	
	%	-	100	100	-	-	-	

	4.2 Questions, exercise &review exercise	F	-	-	-	3	17	20
		%	-	-	-	15	85	100
	4.3. Activities	F	-	-	-	1	23	24
		%	-	-	-	4.2	95.8	100
4.4. Illustrations	F	-	-	-		5	5	
	%	-	-	-		100	100	
5	Unit 5: Human and Democratic Rights 5.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	5.2. Questions, exercise &review exercise	F	-	-	-	-	11	11
		%	-	-	-	-	100	100
	5.3. Activities	F	-	-	-		15	15
		%	-	-	-		100	100
5.4. Illustrations	F	-	-	-	-	-	-	
	%	-	-	-	-	-	-	

Grade 7, Subject: Biology Publication year: 1996 E.C (2003/4)
 Publisher-- SNNPR Education Bureau -No. of Pages: 144, No of units 7

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages			
		L	G/F	T	L	G/F	T	
1	Units1What is Biology 1.1 content	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	1.2 Questions, exercise &review exercise	F	-	-	-		13	13
		%	-	-	-		100	100
	1.3. Activities	F	-	-	-	4	3	7
		%	-	-		57.1	42.9	100
1.4 Illustrations	F	-	-	-	-	7	7	
	%	-	-	-	-	100	100	
2	Unit 2 The cell 2.1 content	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	2.2. Questions, exercise &review exercise	F	-	-	-	-	41	41
		%	-	-	-	-	100	100
	2.3. Activities	F	-	-	-	4	-	4
		%	-	-	-	100	-	100
2.4.Illustrations	F	-	-	-	-	12	12	
	%	-	-	-	-	100	100	
3	Unit Single cell organisms 3.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-

	3.2 Questions, exercise &review exercise	F	-	-	-	-	32	32
		%	-	-	-	-	100	100
	3.3. Activities	F	-	-	-	-	4	4
		%	-	-	-	-	100	100
3.4. Illustrations	F	-	-	-	-	11	11	
	%	-	-	-	-	100	100	
4	Unit 4: Habitat 4.1 contents	F	-	All	All	-	-	-
		%		100	100	-	-	-
	4.2 Questions, exercise &review exercise	F	-	-	-	-	43	43
		%	-	-	-	-	100	100
	4.3. Activities	F	-	-	-	1	10	11
		%	-	-	-	9.1	90.9	100
	4.4. Illustrations	F	-	-	-	-	18	18
		%	-	-	-	-	100	100
5	Unit 5:Algae,Fungi and more flowering plants 5.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	5.2 Questions, exercise &review exercise	F	-	-	-	-	46	46
		%	-	-	-	-	100	100
	5.3 Activities	F	-	-	-		6	6
		%	-	-	-		100	100
5.4. Illustrations	F	-	-	-		11	11	
	%	-	-	-		100	100	
6	Unit6:Important Insects around us 6.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	6.2 Questions, exercise &review exercise	F	-	-	-		29	29
		%	-	-	-	-	100	100
	6.3. Activities	F	-	-	-	1	-	1
		%	-	-	-	100	-	100
	6.4. Illustrations	F	-	-	-	-	16	16
		%	-	-	-	-	100	100
7	Unit 7:Human Biology and Health 7.1 content	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	7.2 Questions, exercise &review exercise	F	-	-	-	-	80	80
		%	-	-	-	-	100	100
	7.3. Activities	F	-	-	-	-	8	8
		%	-	-	-	-	100	100
	7.4. Illustrations	F	-	-	-	-	27	27
		%	-	-	-	-	100	100

Grade 8, Subject: Biology textbook, Publication year: 1998 E.C 2005/ 6)
 Publisher-- SNNPR Education Bureau -No. of Pages 129, No of units 6

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages				
		L	G/F	T	L	G/F	T		
1	Unit1General Human Biology &Health 1.1 contents	F	-	All	All	-	-	-	
		%	-	100	100	-	-	-	
	1.2 Questions, exercise &review exercise	F	-	-	-	-	72	72	
		%	-	-	-	-	100	100	
	1.3. Activities	F	-	-	-	4	2	6	
		%	-	-	-	66.7	33.3	100	
	1.4 Illustrations	F	-	-	-	-	23	23	
		%	-	-	-	-	100	100	
	2	Unit 2 Human and Disease 2.1 contents	F	-	All	All	-	-	-
			%	-	100	100	-	-	-
2.2. Questions, exercise &review exercise		F	-	-	-	-	52	52	
		%	-	-	-	-	100	100	
2.3. Activities		F	-	-	-	1	3	4	
		%	-	-	-	25	75	100	
2.4. Illustrations		F	-	-	-	-	16	16	
		%	-	-	-	-	100	100	
3		Unit 3 Flowering plants 3.1 contents	F	-	All	All	-	-	-
			%	-	100	100	-	-	-
	3.2 Questions, exercise &review exercise	F	-	-	-	-	44	44	
		%	-	-	-	-	100	100	
	3.3. Activities	F	-	-	-	-	17	17	
		%	-	-	-	-	100	100	
	3.4. Illustrations	F	-	-	-	-	16	16	
		%	-	-	-	-	100	100	
	4	Unit 4: Photosynthesis 4.1 contents	F	-	All	All	-	-	-
			%	-	100	100	-	-	-
4.2 Questions, exercise &review exercise		F	-	-	-	-	29	29	
		%	-	-	-	-	100	100	
4.3. Activities		F	-	-	-	5	-	5	
		%	-	-	-	100	-	100	
4.4. Illustrations		F	-	-	-	-	6	6	
		%	-	-	-	-	100	100	

5	Unit 5:Our Environment 5.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	5.2 Questions, exercise &review Questions	F	-	-	-	-	64	64
		%	-	-	-	-	100	100
	5.3. Activities	F	-	-	-	4	-	4
		%	-	-	-	100	-	100
	5.4. Illustrations	F	-	-	-	-	23	23
		%	-	-	-	-	100	100
6	Unit6:Classification 6.1contents	F	-	All	All	-	-	-
				100	100	-	-	-
	6.2 Questions, exercise &review exercise	F	-	-	-	-	18	18
		%	-	-	-	-	100	100
	6.3. Activities,	F	-	-	-	4	-	4
		%	-	-	-	100	-	100
	6.4. Illustrations	F	-	-	-	2	-	2
		%	-	-	-	100	-	100

Grade 8, Subject: Chemistry, Publication year: 1996 E.C (2003/4)

Publisher-- SNNPR Education Bureau, No. of Pages 95, No of units 5

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages			
		L	G/F	T	L	G/F	T	
1	Unit 1The Structure of Substances 1.1 Contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	1.2 Questions, exercise &review questions	F	-	-	-	-	38	38
		%	-	-	-	-	100	100
	1.3. Activities	F	-	-	-	-	-	-
		%	-	-	-	-	-	-
	1.4Illustrations,	F	-	-	-	-	9	9
		%	-	-	-	-	100	100
2	Unit 2Periodic Classification of Elements 2.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	2.2. Questions, exercise &review questions	F	-	-	-	-	38	38
		%	-	-	-	-	100	100
	2.3. Activities	F	-	-	-	-	-	-
		%	-	-	-	-	-	-

	2.4.Illustrations	F	-	-	-	-	19	19	
		%	-	-	-		100	100	
3	Unit 3:Some Important Metals	F	-	All	All	-	-	-	
	3.1 contents	%	-	100	100	-	-	-	
	3.2 Questions exercise &review questions	F	-	-	-	3	58	61	
		%	-	-	-	4.9	95.1	100	
	3.3. Activities	F	-	-	-	-	4	4	
		%	-	-	-	-	100	100	
	3.4. Illustrations	F	-	-	-	-	5	5	
		%	-	-	-	-	100	100	
	4	Unit 4:Some Important Non-Metals and their Compounds	F	-	All	All	-	-	-
		4.1 contents	%	-	100	100	-	-	-
4.2 Questions, exercise &review questions		F	-	-	-	-	84	84	
		%	-	-	-	-	100	100	
4.3. Activities		F	-	-	-	-	13	13	
		%	-	-	-	-	100	100	
4.4. Illustrations		F	-	-	-	-	13	13	
		%	-	-	-	-	100	100	
5		Unit 5:Calculations Based on Formula	F	-	All	All	-	-	-
		5.1 contents	%	-	100	100	-	-	-
	5.2 Questions, exercise &review questions	F	-	-	-	-	25	25	
		%	-	-	-	-	100	100	
	5.3. Activities	F	-	-	-	-	-	-	
		%	-	-	-	-	-	-	
	5.4. Illustrations	F	-	-	-	-	-	-	
		%	-	-	-	-	-	-	

Grade 7 Subject: Physics Publication year: 1996 E.C 2003/ 4)

Publisher-- SNNPR Education Bureau -No. of Pages 150 No of units 8

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages		
1		L	G/F	T	L	G/F	T
	Unit1:Physics and Measurements						
	1.1 contents	F	-	All	All	-	-
		%	-	100	100	-	-
	1.2 Questions, exercise &review questions	F	-	-	-	50	50

		%	-	-	-	-	100	10
	1.3. Activities	F	-	-	-	18	-	18
		%	-	-	-	100	-	100
	1.4 Illustrations	F	-	-	-	-	23	23
		%	-	-	-	-	100	100
2	Unit 2 :Motion	F	-	All	All	-	-	-
	2.1 contents	%	-	100	100	-	-	-
	2.2. Questions, exercise & review questions	F	-	-	-	-	19	19
		%	-	-	-	-	100	100
	2.3. Activities	F	-	-	-	1	-	1
		%	-	-	-	100	-	100
	2.4. Illustrations	F	-	-	-	-	8	8
		%	-	-	-	-	100	100
3	Unit 3: The Law of Motion	F	-	All	All	-	-	-
	3.1 contents	%	-	100	100	-	-	-
	3.2 Questions, exercise & review questions	F	-	-	-	-	20	20
		%	-	-	-	-	100	100
	3.3. Activities	F	-	-	-	1	-	1
		%	-	-	-	100	-	100
	3.4. Illustrations	F	-	-	-	2	13	15
		%	-	-	-	13.3	86.7	100
4	Unit 4: Mechanical Work, Energy and Power	F	-	All	All	-	-	-
	4.1 contents	%	-	100	100	-	-	-
	4.2 Questions, exercise & review questions	F	-	-	-	6	20	26
		%	-	-	-	23.1	76.9	100
	4.3. Activities	F	-	-	-	-	-	-
		%	-	-	-	-	-	-
	4.4. Illustrations	F	-	-	-	3	2	5
		%	-	-	-	60	40	100
5	Unit 5: Machines	F	-	All	All	-	-	-
	5.1 contents, exercise & review questions	%	-	100	100	-	-	-
	5.2 Questions, exercise & review questions	F	-	-	-	-	31	31
		%	-	-	-	-	100	100
	5.3. Activities	F	-	-	-	-	3	3
		%	-	-	-	-	100	100
	5.4. Illustrations	F	-	-	-	3	16	19
		%	-	-	-	15.8	84.2	100
6	Unit 6: Pressure	F	-	All	All	-	-	-
	6. contents	%	-	100	100	-	-	-

	6.2 Questions, exercise &review questions	F	-	-	-	-	30	30
		%	-	-	-	-	100	100
	6.3. Activities	F	-	-	-	8	5	13
		%	-	-	-	61.5	38.5	100
6.4. Illustrations	F	-	-	-	8	14	22	
	%	-	-	-	36.4	63.6	100	
7	Unit 7:Tempretureand the Effect of Heat 7.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	7.2 Questions, exercise &review questions	F	-	-	-	3	27	30
		%	-	-	-	10	90	100
	7.3. Activities	F	-	-	-	5	1	6
		%	-	-	-	83.3	16.7	100
	7.4. Illustrations	F	-	-	-	2	12	14
		%	-	-	-	14.3	85.7	100
8	Unit8:Sounds 8.1. contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	8.2 Questions, exercise &review questions	F	-	-	-	-	10	10
		%	-	-	-	-	100	100
	8.3 Activities	F	-	-	-	3	2	5
		%	-	-	-	60	40	100
	8.4. Illustrations	F	-	-	-	2	1	3
		%	-	-	-	66.7	33.3	100

The Revised Syllabi and Textbooks' Contents and Learning Experiences: A New Phase of Practice

The syllabi of the different school subjects were revised as per the requirements of GEQIP plan of action and the textbooks were written on the basis of the new Curriculum Framework of Ethiopian schools (The Syllabi of grades 7 and 8, 2012/13).

Grade 2 Subject: Environmental Science Publication year: 2004 E.C (2011/ 12)

Publisher-- SNNPR Education Bureau, No. of **Pages 199**, **No** of units 4

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages			
		L	G/F	T	L	G/F	T	
1	Unit1 Our Body 1.1. contents	F	All	-	All	-	-	-
		%	100	-	100	-	-	-
	1.2 Questions, exercise &review questions	F	-	-	-	37	86	123
		%	-	-	-	30.1	69.9	100
	1.3. Activities	F	-	-	-	22	4	26
		%	-	-	-	84.6	15.4	100

	1.4 Illustrations	F	-	-	-	8	10	18
		%	-	-	-	44.4	55.6	100
2	Unit 2 Our Community	F	All		All	-	-	-
	2.1 contents	%	100		100	-	-	-
	2.2. Questions, exercise & review questions	F	-	-	-	21	37	58
		%	-	-	-	36.2	63.8	100
	2.3. Activities	F	-	-	-	20	12	32
		%	-	-	-	62.5	37.5	100
	2.4. Illustrations	F	-	-	-	13	5	18
		%	-	-	-	72.2	27.8	100
3	Unit Our Natural Resources	F	All	-	All	-	-	-
	3.1 contents	%	100	-	100	-	-	-
	3.2 Questions, exercise & review questions	F	-	-	-	45	93	138
		%	-	-	-	32.6	67.4	100
	3.3. Activities	F	-	-	-	14	2	16
		%	-	-	-	87.5	12.5	100
	3.4. Illustrations	F	-	-	-	29	22	51
		%	-	-	-	56.9	43.1	100
4	Unit 4: Our Woreda/Town	F	All		All	-	-	-
	4.1 contents	%	100		100	-	-	-
	4.2 Questions, exercise & review questions	F	-	-	-	28	58	86
		%	-	-	-	32.6	67.4	100
	4.3. Activities	F	-	-	-	19	5	24
		%	-	-	-	79.2	20.8	100
	4.4. Illustrations	F	-	-	-	10	12	22
		%	-	-	-	45.5	54.5	100

Grade3 Subject: Environmental Science, Publication year: 2004 E.C 2011/ 12)

Publisher-- SNNPR Education Bureau -No. of Pages 164 No of units 4

Unit and unit title		Categories of content, Frequency counts and percentages of issues of:				No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages		
1	Unit1: Food and Family well being	F	L	G/F	T	L	G/F	T
	1.1 contents		All	-	All	-	-	-
		%	100	-	100	-	-	-
	1.2 Questions, exercise & review questions	F	-	-	-	4	74	78
		%	-	-	-	5.1	94.9	100
	1.3 Activities	F	-	-	-	5	-	5
		%	-	-	-	100	-	100
	1.4 Illustrations	F	-	-	-	6	3	9

		%	-	-	-	66.7	33.3	100
2	Unit 2 Our Natural Environment	F	All		All	-	-	-
	2.1 contents	%	100		100	-	-	-
	2.2. Questions, exercise & review questions	F	-	-	-	3	62	65
		%	-	-	-	4.6	95.4	100
	2.3 Activities,	F	-	-	-	11	4	15
		%	-	-	-	73.3	26.7	100
2.4. Illustrations	F	-	-	-	7	5	12	
	%	-	-	-	58.3	41.7	100	
3	Unit 3 Activities in Our Community	F	All	-	All	-	-	-
	3.1 contents	%	100	-	100	-	-	-
	3.2 Questions, exercise & review questions	F	-	-	-	10	61	71
		%	-	-	-	14.1	85.9	100
	3.3. Activities	F	-	-	-	3	-	3
		%	-	-	-	100	-	100
3.4. Illustrations	F	-	-	-	2	13	15	
	%	-	-	-	13.3	86.7	100	
4	Unit 4: Our Region	F	All	-	All	-	-	-
	4.1 contents	%	100	-	100	-	-	-
	4.2 Questions, exercise & review questions	F	-	-	-	24	51	75
		%	-	-	-	32	68	100
	4.3. Activities	F	-	-	-	9	1	10
		%	-	-	-	90	10	100
4.4. Illustrations	F	-	-	-	5	5	10	
	%	-	-	-	50	50	100	

Grade 4, Subject: Environmental Studies Publication year: 2004 E.C 2011/ 12)
 Publisher-- SNNPR Education Bureau -No. of Pages 218, No of units 4

Unit and unit title		Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages			
1		L	G/F	T	L	G/F	T	
1	Unit1 Our Body	F	All	-	All	-	-	-
	1. 1. contents	%	100	-	100	-	-	-
	1.2 Questions, exercise & review questions	F	-	-	-	5	72	77
		%	-	-	-	6.5	93.5	100
	1.3. Activities	F	-	-	-	5	-	5
		%	-	-	-	100	-	100

	1.4 Illustrations	F	-	-	-	4	11	15	
		%	-	-	-	26.7	73.3	100	
2	Unit 2 Our Natural Environment	F	All	-	All	-	-	-	
	2.1 Contents	%	100	-	100	-	-	-	
	2.2. Questions, exercise & review questions	F	-	-	-	3	67	70	
		%	-	-	-	4.3	95.7	100	
	2.3. Activities	F	-	-	-	5	5	10	
		%	-	-	-	50	50	100	
	2.4. Illustrations	F	-	-	-	2	23	25	
		%	-	-	-	8	98	100	
	3	Unit 3 Our Country	F	-	All	All	-	-	-
		3.1 contents	%	-	100	100	-	-	-
3.2 Questions, exercise & review questions		F	-	-	-	2	46	48	
		%	-	-	-	4.2	95.8	100	
3.3. Activities		F	-	-	-	-	3	3	
		%	-	-	-	-	100	100	
3.4. Illustrations		F	-	-	-	-	9	9	
		%	-	-	-	-	100	100	
4		Unit 4: Our Social Environment	F	All	-	All	-	-	-
		4.1 contents	%	100	-	100	-	-	-
	4.2 Questions, exercise & review questions	F	-	-	-	2	5	7	
		%	-	-	-	28.6	71.4	100	
	4.3. Activities	F	-	-	-	7	10	17	
		%	-	-	-	41.2	58.8	100	
	4.4. Illustrations	F	-	-	-	4	19	23	
		%	-	-	-	17.4	82.6	100	

Grade5.Subject: Integrated Science Publication year: 2004 E.C 2011/ 12)
 Publisher-- SNNPR Education Bureau -No. of Pages 182, No of units 6

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages		
		L	G/F	T	L	G/F	T
1	Unit1 Air						
	1.1contents	F	All	All	-	-	-
		%	-	100	100	-	-

	1.2 Questions, exercise &review questions	F	-	-	-	2	45	47	
		%	-	-	-	4.3	95.7	100	
	1.3. Activities,	F	-	-	-	11	15	26	
		%	-	-	-	42.3	57.7	100	
	1.4 Illustrations	F	-	-	-	1	16	17	
		%	-	-	-	5.9	94.1	100	
2	Unit 2 Water 2.1 contents	F	-	All	All	-	-	-	
		%	-	100	100	-	-	-	
	2.2. Questions, exercise &review questions	F	-	-	-	4	22	26	
		%	-	-	-	15.4	84.6	100	
	2.3. Activities	F	-	-	-	6	11	17	
		%	-	-	-	35.3	64.7	100	
	2.4. Illustrations	F	-	-	-	2	12	14	
		%	-	-	-	14.3	85.7	100	
	3	Unit 3 Plants 3.1 Text/ contents	F	-	All	All	-	-	-
			%	-	100	100			
3.2 Questions, exercise &review questions		F	-	-	-	25	61	86	
		%	-	-	-	29.1	70.9	100	
3.3. Activities		F	-	-	-	10	7	17	
		%	-	-	-	58.8	41.2	100	
3.4. Illustrations		F	-	-	-	4	20	24	
		%	-	-	-	16.7	83.3	100	
4		Unit 4: Animals 4.1 contents	F	-	All	All	-	-	-
			%	-	100	100	-	-	-
	4.2 Questions, exercise &review questions	F	-	-	-	2	84	86	
		%	-	-		2.7	97.7	100	
	4.3. Activities	F	-	-	-	7	8	15	
		%	-	-	-	46.7	53.3	100	
	4.4. Illustrations	F	-	-	-	1	15	16	
		%	-	-	-	6.2	93.8	100	
	5	Unit 5 Our Body 5.1 contents	F	-	All	All	-	-	-
			%	-	100	100	-	-	-
5.2 Questions, exercise &review questions		F	-	-	-	5	63	68	
		%	-	-	-	7.4	92.6	100	
5.3. Activities		F	-	-	-	5	8	13	
		%	-	-	-	38.5	61.5	100	
5.4. Illustrations		F	-	-	-	2	5	7	
		%	-	-	-	28.6	71.4	100	

6	Unit 6. Earth 6.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	5.2 Questions, exercise & review questions	F	-	-	-	-	26	26
		%	-	-	-	-	100	100
	6.3. Activities	F	-	-	-	-	2	2
		%	-	-	-	-	100	100
	6.4. Illustrations	F	-	-	-	-	17	17
		%	-	-	-	-	100	100

Grade6, Subject: Integrated Science Publication year: 2004 E.C 2011/ 12)
 Publisher-- SNNPR Education Bureau -No. of Pages 224, No of units 6

	Unit and unit title	Categories of content, Frequency counts and percentages of issues of:			No of Activities, Practical, Projects Exercise questions, Illustrations Frequency and percentages			
		L	G/F	T	L	G/F	T	
1	Unit1Air 1.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	1.2 Questions exercise & review questions,	F	-	-	-	-	23	23
		%	-	-	-	-	100	100
	1.3. Activities	F	-	-	-	12	-	12
		%	-	-	-	12	-	100
	1.4 Illustrations	F	-	-	-	6	11	17
		%	-	-	-	35.3	64.7	100
2	Unit 2 Water 2.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	2.2. Questions, exercise & review questions	F	-	-	-	-	36	36
		%	-	-	-	-	100	100
	2.3 Activities	F	-	-	-	9	20	29
		%	-	-	-	31	69	100
	2.4. Illustrations	F	-	-	-	1	18	19
		%	-	-	-	5.3	94.7	100
3	Unit 3 Plants 3.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	3.2 Questions, exercise & review questions	F	-	-	-	-	35	35
		%	-	-	-	-	100	100
	3.3. Activities	F	-	-	-	2	20	22
		%	-	-	-	9.1	90.9	100

	3.4. Illustrations	F	-	-	-	1	21	22
		%	-	-	-	4.5	95.5	100
4	Unit 4: Animals 4.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	4.2 Questions, exercise &review questions	F	-	-	-	2	45	47
		%	-	-	-	4.3	95.7	100
	4.3.Activities	F	-	-	-	2	10	12
		%	-	-	-	16.7	83.3	100
	4.4. Illustrations	F	-	-	-	-	9	9
		%	-	-	-	-	100	100
5	Unit 5 Our Body 5.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	5.2 Questions, exercise &review questions	F	-	-	-	-	63	63
		%	-	-	-	-	100	100
	5.3. Activities	F	-	-	-	3	9	12
		%	-	-	-	25	75	100
	5.4. Illustrations	F	-	-	-	1	15	16
		%	-	-	-	6.2	93.8	100
6	Unit 6. Earth 6.1 contents	F	-	All	All	-	-	-
		%	-	100	100	-	-	-
	5.2 Questions, exercise &review questions	F	-	-	-	-	9	9
		%	-	-	-	-	100	100
	6.3. Activities	F	-	-	-	3	4	7
		%	-	-	-	42.9	57.1	100
	6.4. Illustrations	F	-	-	-	-	7	7
		%	-	-	-	-	100	100

Appendix F

Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional Development Studies
Interview Guide for the Former Head(s) of the Institute for Curriculum
Development and Research (ICDR)

The Former ICDR heads of the curriculum planning process would be the appropriate informants about the curriculum planning process and the links the Ministry had with the regional states on curriculum planning practice for the primary schools. Thus, this interview item is set to collect data from sample informants with regard to primary schools' curriculum planning process at the Federal level while ICDR was in existence. The information from the head(s) would be important to the research and point of reference in the collection of data from other practitioners both at the Federal Ministry of Education and the Southern Nations, Nationalities and Peoples Regional State.

Name-----Sex-----Age----- Area of specialization-----
----- Qualification-----Institution(s) joined for further education ----
-----Work experience on curriculum development: a. as an expert?-----years
b. as head of the institute?-----years (-----to-----)

Participation in curriculum development process: a. in the transition period
for _____ years

b. After the launching of the ETP in 1994 for _____ years

1. As per the ETP, the change in **curriculum** has been one of the priority areas.

Accordingly, the Federal Ministry of Education took the responsibility of setting the curriculum framework for the primary schools at the center.

- a. Why the Federal Ministry of Education took the responsibility of the planning of the primary schools while it was the responsibility of the Regional States?
- b. What changes were made in the curriculum planning process from the previous practice?
- c. What roles did ICDR play in planning the primary school curriculum **at** the time you were leading the Institute?
- d. How was the curriculum planning process accomplished?

- e. What had been the rationale(s) for the localization of the curriculum for the primary schools and the planning process?
 - f. Which curriculum planning model(s) were considered in the planning process?
 - g. Who involved in the planning of the curriculum framework for the primary schools?
2. Did the Ministry of Education have any needs assessment data (about the school system, society, the learner, suggestions of subject specialists, etc) and identified the various types of needs as sources of information for the preparation of the curriculum framework, or syllabi development for primary schools of the country both in the transition period and after the 1994 ETP?
 3. To what extent considerations were made on the Transition period Charter and later the FDRE Constitution, the Education and Training Policy, students' profiles (minimum learning competence in recent time), International agreements or conventions that Ethiopia had adopted/signed and ratified, the need assessment reports, as well as directives, expectations of various groups, etc. ?
 4. What selection criteria were used to identify:
 - a. the syllabi contents?
 - b. learning experiences(methods and activities)?
 - c. instructional resources?
 - d. assessment techniques in those early years?
 5. Do you think that the curriculum framework/syllabi developed at the center was flexible enough/ open to the regional states including the SNNPR to adapt the curriculum to their concrete conditions? How can it be justified?
 6. In which curriculum planning areas/components, opportunities for localization have been left for the regions including SNNPR to localize the primary school curriculum and respond to their concrete conditions:
 - a. selection of contents and time allotments?
 - b. selection of methods and activities?
 - c. identification of instructional resources?
 - d. suggestion of assessment techniques?, or all?
 7. Do you think that the regional states, specifically the SNNPRS had the required number and kinds of professionals in curriculum field and technical skills in adapting the curriculum? (Excluding the underserved regions)

8. Do you think that the primary school curriculums made by the regional state are Relevant, responsive, pedagogically and psychologically sound, made use of local experiences well, and incorporated/integrated the community's local knowledge, skills, and values into the curriculum?
9. How do you evaluate the work relationships the Ministry had with regional states, including the SNNPRS with regard to curriculum planning process for primary schools?
10. What were the major achievements, problems, and challenges of the localization of primary school curriculum to the regions both at the Federal and Regional levels in those years?
11. Is it possible to say that the post-1991 curriculum planning process for primary schools in Ethiopia has empowered the regions including the SNNPRS to reflect their concrete conditions and address the local needs through the primary school curriculum?
12. Do you have any idea that you would like to forward on the study area that is not raised in the above interview items?

Thank you

Appendix G

Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional Studies
Interview Items Set for ICDR Academic Subjects Curriculum Planning Team
Coordinator

The Former ICDR **subject panel heads** of the curriculum planning process are taken as the appropriate informants about the curriculum planning process for the primary schools in those years when they were working as panel heads and the links they had with the Regional Education Bureaus. Thus, this interview items are set to collect data from sample informants (former subject panel heads) with regard to primary schools' curriculum planning process at the Federal level while the ICDR was in charge. The information from the panel heads would be crucial in the collection of data from other practitioners both at the Federal Ministry of Education and of the Southern Nations, Nationalities and Peoples Regional State (SNNPRS).

Name-----Sex----- Area of specialization-----
--Levels and subject(s) you taught at schools-----
Qualification-----Institution(s) joined for further education -----
----- Panel you headed-----*Length of time you worked as head of
the panel-----years (From _____ to _____)*

1. As you were one of those professionals who worked on curriculum planning process for a long time, you know it well as to how it had been done. Would you tell me how the primary school curriculum planning process took place in the early years in post -1991 Ethiopia in your panel?
2. Which curriculum planning model had been used in planning the primary school curriculum in post- 1991 while you were working?
 - a. Which curriculum planning foundations/theoretical framework were used as guide?
 - b. Was there any change in the curriculum planning model? If there was any change in the planning model, what was the change and why was the change made?

3. What was the difference between the earlier (pre-1991) curriculum planning practice and the newly introduced one in terms of the specific responsibilities of the MOE (ICDR) and the regional states with regard to planning of the primary school curriculum?

4. Which of the following documents you consulted in planning the primary school curriculum, especially in preparing the syllabi and others? Would you tell me if you remember the extent to which you referred to:

- a. the Transitional Charter? b. the Federal Constitution?
- c. the Education and Training Policy?
- d. the agreements and conventions Ethiopia has signed and ratified?
- e. the Education Strategy (latter ESDPs and reports)?
- f. The students' profiles of the levels?
- g. Needs assessment reports?
- h. Other research and field reports?

5. Experiences from other countries indicate that after identifying/drawing the syllabi objectives for the grades, the other components of the planning process (contents, learning experiences, resources, assessment and follow up mechanisms as well as the organization arrangements) will be suggested leaving the detail to the regional parties. In this regard:

- a. how flexible (open) were the federal curriculum framework/guideline and syllabi to the regions to incorporate/integrate their own experiences and adapt them to their local situations/regional variations?
- b. was the framework a complete syllabi, or templates to guide the regional experts to do the details there?

6. As per the ETP and subsequent documents, the Federal Ministry of Education is expected to assist the Regional Education bodies in preparing their primary school curriculum. In this regard, in what ways, you assisted the Regional Governments in adapting the Federal curriculum frame work for primary schools to their local conditions?

7. Do you think that the regional states including the SNNPRS had the required curriculum personnel in terms of their **beliefs, training, and knowledge** when seen both in kind and quality to further adapt/localize the primary school curriculum and make it relevant and responsive to the learner and the society?

8. What is your expert evaluation on the considerations made both at the Federal and Regional level to make the syllabi:
- a. relevant to the learner?
 - b. responsive to the demands of the local community?
 - c. serve in the attainment of the expected students' profile at each cycle/level?
 - d. accommodating local needs /values/?
 - e. use local resources (human and non-human)?
 - f. integrate indigenous knowledge, skills and values as a means to attain broad educational objectives?
 - g. participatory (involve local persons as resources) in the curriculum planning process?
9. How was **the work relationship** the Federal Ministry of Education (ICDR) had with the SNNPRS in preparing primary school curriculum, students' text books, manuals and teachers' guides, etc. to maintain the national and international standards and what mechanisms you employed to check to what extent the federal standards were met with the localized curriculum?
10. What were the major achievements, problems and challenges you observed in planning the primary school curriculum frame work/syllabi at the Federal and regional levels?
11. As an expert in curriculum design and development, should primary school curriculum be further localized to the school level? Would you like to give justification?
12. What other ideas would you like to add with regard to the primary schools' curriculum planning process in the regions now and the future?

Thank you

Appendix H

Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional Development Studies
Federal MOE Panel members of the Curriculum Planning Process

The former **subject panel members** of the curriculum planning process in ICDR are the appropriate informants about the recent past curriculum planning process and about the links the Ministry had with the regional states on curriculum planning process for the primary schools. Thus, this interview items are set to collect data from sample informants with regard to primary schools' curriculum planning process at the Federal Ministry of Education. The information from the panel members would be crucial in the collection of data from practitioners at the regional state level.

Name-----Sex-----Age----- Area of specialization-----
-----Levels and subject(s) you taught----- Qualification-----
-----Institution(s) joined for further education ----- Panel you
worked in -----Length of time you worked as panel member-----
-----years Time: from-----to-----

1. After the 1991 government change, there came a change in curriculum and its planning process. What do you think were the rationale for taking the planning of the primary school curriculum to the regional level? Which curriculum planning models and theoretical foundations were taken as the basis for the planning of the curriculum framework at the center in post-1991?

2. How were the syllabi in your field of study planned? What do think were the major differences between the earlier curricular planning processes and the newly introduced practice?

3. In planning the curriculum, especially the subject syllabi, have you consulted:

- a. the Federal Constitution?
- b. the Education and Training Policy?
- c. the agreements and/or conventions Ethiopia has signed and ratified?
- d. the Education Strategy (ESDPs reports)?
- e. the students' profiles of the levels?
- f. needs assessment reports?
- g. other research and field reports? , and to what extent have you done that?

4. How flexible (open) have been the federal primary schools' syllabi to adapt to local situations/regional variations?
5. Did the federal framework/syllabi give a chance to regions to make the primary school curriculum?
 - a. relevant to the learner?
 - b. responsive to the demands of the local community?
 - c. serve in the attainment of the expected students' profile at each cycle/level?
 - d. accommodate the local needs /values/?
 - e. use local resources ?
 - f. integrate local contents and learning experiences as a means to attain broad educational objectives?
6. In which component areas of the curriculum (Syllabi objectives, selection of contents and learning experiences, material choice, assessment mechanisms, etc) the regions were given the right to adapt?
7. Do you think that regional governments including the SNNPRS have the required human resource in terms of training, beliefs and knowledge both in kind and number to further localize the primary school curriculum?
8. Do you think that regional governments in general and SNNPRS in particular had:
 - a. adapted the primary school curriculum to accommodate differences within the region by diversifying the curriculum to the learner and local variations?
 - b. involved local persons as resources to the curriculum planning process?
9. In what ways you assisted Regional Governments including SNNPRS? Was your work relationship hierarchic or synergetic?
10. What were the major achievements, problems and challenges you observed, which could be the result of planning of the primary school curriculum frameworks/syllabi both at the Federal and the actual planning at the regional level?
11. As an expert in curriculum, do you think that the primary school curriculum need to be further localized in the future? Would you give any justification for your response?
12. What other ideas would you like to add with regard to the primary schools' curriculum planning process now and the future?

Thank you

Appendix I

Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Teachers' Professional Development Studies
Interview Items Set for the Director of Curriculum Development and
Implementation Directorate (CDICPD) Director

The Director of the curriculum planning process would be the appropriate informant about the curriculum planning process and the links the Ministry has with the regional states on curriculum planning process for the primary schools. Thus, the interview items are set to collect data from the informant with regard to primary schools' curriculum planning process at the Federal and regional levels. The information from the director would be important to the research and would be crucial in the collection of data from other practitioners both at the Federal Ministry of Education and Regional state level/SNNPRS.

Name-----Sex----- Age----- Area of specialization-----

Qualification-----Institution(s) joined for further education -----

Work experience on curriculum development: a as an expert? ----Years b. as director ----

Participation in curriculum development process at: a) Transition period: yes----- no-----

b) After the launching of the ETP in April 1994: yes----- no-----

1. Would you tell me about the rationale(s) for the planning of the primary school curriculum at the regional level in post -1991?
2. What model(s) has/have been considered and used in the curriculum planning process?
3. Why the Federal MOE took the responsibility of planning the curriculum framework /syllabi developments or curriculum guidelines for the primary schools at the center while the responsibility has been given to the regional government?
4. How was the recent primary school curriculum revision accomplished and who were involved in the revision of the curriculum for the primary schools? What was the role of the directorate with regard to primary schools' curriculum?
5. Do you think that the revised syllabi made at the federal level have been flexible /open to localize/adapt the curriculum to their concrete conditions by selecting contents and learning experiences that address local conditions?

6. Do you think that the Regional Education Bureaus in general and SNNPRS in particular have well acquainted, trained, and have sufficient knowledge and strong beliefs about curriculum localization and current trends both in terms of the required number and skills to plan the primary school curriculum in their regions? What supports the Federal Ministry of Education offer with regard to this?

7. Do you think that the SNNPR has made its curriculum and materials:?

- Relevant and responsive?
- Pedagogically and psychologically sound?
- Incorporate/integrate its local knowledge, skills, and values in primary schools' curriculum?

8. How do you evaluate the kinds of work relationships the Federal Ministry of Education (CDICPD) has with SNNPR **with regard** to curriculum planning process for the primary schools?

9. What do you think are the major achievements, problems, and challenges of the localization of the curriculum to the regional level?

10. To what extent the MoE believes that curriculum decentralization (localization) has solved the country's problems and has become more accommodating and a means for national unity?

11. Do you have any idea that you would like to forward that would contribute its share to the improvement of this study?

Thank you

Appendix J

Addis Ababa University

College of Education and Behavioral Studies

Department of Curriculum and Teachers Professional Development Studies

Interview Items Set for CDICPD Experts

The current CDICPD Experts are the appropriate informants about the recent past curriculum planning process while they have been working as experts and because of the links they have with the Regional Education Bureau. Thus, this interview items are set to collect data from sample informants with regard to primary schools' curriculum planning process at the Federal Ministry of Education level and the SNNPRS.. The information from the experts would be crucial in the collection of data from practitioners at the Federal Ministry of Education and that of the Southern Nations, Nationalities and Peoples Regional State (SNNPRS).

Code-----Sex-----Age----- Area of specialization-----
Levels and subject(s) you taught----- Qualification-----
Institution(s) joined for further education ----- you work as -----
Length of time you worked -----years Time: from-----to-----

1. Would you tell me how the primary school curriculum revision was done in the recent past?
2. Which documents have you consulted while revising the primary school syllabi?
3. In your opinion, how flexible (open) the federal syllabi were to incorporate /integrate local experiences and adapt them to the local situations/regional variations?

4. What is your expert evaluation on the considerations that have been made to make the syllabi:
 - a. relevant to the learner?
 - b. Responsive to the demands of the local community?
 - c. Serve in the attainment of the expected students' profile at each cycle/level?
 - d. accommodate the local needs /values/?
 - e. use local resources (human and non-human)?
 - f. integrate indigenous knowledge ,skills and values as a means to attain broad educational objectives?
 - g. participatory (involve local persons as resources)in the curriculum planning process?
5. What kinds of work relationships has the Federal Ministry of Education with the SNNPR in preparing primary school curriculum-syllabus development, textbooks preparation teachers' guides etc to maintain the national and international standards?
6. As per the ETP and subsequent documents, the Federal Ministry of Education is expected to assist the Regional Education bodies in preparing their primary school curriculum. In recent time, the MOE took the responsibility of textbook preparations and distributions. Why such acts happened?
7. What were the major achievements, problems and challenges you observed, which could be the result of planning of the primary school curriculum frameworks/syllabi both at the Federal and the actual planning at the regional level?
8. What other ideas would you like to add with regard to the primary schools' curriculum planning process now and the future? **Thank you**

Appendix K

Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional Studies
Interview items Set for SNNPRS CEMSCP Performers

This interview item is prepared to conduct interview sessions with Regional Education Bureau, Sample Zones' and Special Woredas' CEMSCP Performers who have been participating in the preparation of syllabi, students' text book, teachers' guides, other curricular materials at either the region or their respective zones or special Woredas. It also aims at collecting data on what is actually being done at the specified level as well as their future plans on primary school curriculum preparation. Each of them shall be interviewed after getting their consent to give information for the research. The researcher will inform each interviewee about the purpose of the research and the information that they give will be used only for the research and will be confidential.

Name-----Sex----- Area of specialization-----

Qualification-----Institution(s) joined for further education -----

Length of time he/she worked as Head/Curriculum planning Practitioner-----

1. For how long have you been working in the Bureau, Zone, or the Special Woreda? How diverse is the region, Zone /Special Woreda?
2. What do you think are the rationale for localization of the primary school curriculum? What theoretical foundations and curriculum planning models has been used?
3. Do you have any information that the necessary needs assessment have been made and the ETP provisions are consulted before the curriculum planning, or adaptation for the primary schools of the region/zone/special Woreda?
4. Do you think that Zone/Special Woreda has enough qualified curriculum personnel and resources in your local jurisdiction? Have you made any attempt to adapt the curriculum so as to address local needs?
5. How were the zone's and/or special Woreda's involvements in the adaption of the primary school curriculum to the specified level?

6. Have you involved in syllabi, students' text book, and teachers' guide preparation for the primary schools in your region and/or locality? Do you think that the cultural values of the zone/special Woreda are included?
7. If you have made any adaptation of the curriculum, which components of the curriculum were focused?
 - a. contents and time allotment?
 - b. activities and methods of teaching?
 - c. resource parts including the technology?
 - d. assessment and flow up Techniques?
8. What have you observed as the possible benefits and limitations of the localized curriculum? Have you observed any changes in the students' learning and parents' happiness about schooling, which could be the result of localization of the primary school curriculum?
9. Do you think that the standards of the local curriculum fit to that of the national/federal expectation?
10. Is there any influence made by the schools on parents /community and the influence of the community on the schools with regard to the transfer of knowledge and skills from one to the other?
11. What do you think are the major achievements, problems, and challenges of localizing the curriculum at the primary level in your observation?
12. What would you like to comment on localizing the primary school curriculum in the region and in your local area?

Thank you

Appendix L

Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional Studies
Interview items Set for SNNPRS CEMSCP Subject Performers

This interview item is prepared to conduct interview sessions with Regional Education Bureau, CEMSCP Subject Performers who have been participating in the preparation of syllabi, students' text book, teachers' guides, other curricular materials at either the region or their respective zones or special Woredas. It also aims at collecting data on what is actually being done at the specified level as well as their future plans on primary school curriculum preparation.

Name-----Sex----- Area of specialization-----
Qualification-----Institution(s) joined for further education -----
Length of time he/she worked as Curriculum planning Practitioner-----

1. The ETP states that the preparation of the primary of primary school curriculum belongs to the Regional State. Do you think that the regional state has been doing it? What roles have been played in this regard (syllabus development, students textbook and teachers' guide preparation?)
2. How do you evaluate/see the syllabi framed by the federal ministry of education? Is it flexible and subject to change/open to add what you think are important to your region? To what extent the cultural diversities are accommodated?
3. How do you evaluate/see the availability of trained human resource in the region and its lower bodies to plan and adapt it to their locality?
4. Has the curriculum preparation practice as it has been done until now contributed to provide relevant responsive and pedagogically sound education, use local resources and mobilize the community at the different stages?
5. How was the work relationship between the federal ministry of education and the regional education bureau and its lower bodies with regard to curriculum planning?
6. What are the achievements problems and challenges you observed in the planning of primary school curriculum in your field?
7. Is there any other idea that you would like to add?

Thank you

Appendix M

Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional Development Studies
Interview Items Set SNNPRS CEMSCP Educational Materials Producers

This interview item is prepared to conduct an interview session with CEMSCP educational materials producers who might have been serving the Region’s Education Bureau and/or Zonal, or Special Woreda Education Departments in the preparation of students’ text book, teachers’ guides at the Regional, or Zonal, or Special Woreda level in Subject area.

Code----- Sex----- Age----- Field of study-----
Educational qualification-----Years of service as a
teacher----- Material(s) produced-----
-----Grade level-----
Time participated-----
Currently working as-----

1. Have you written students’ text books, teachers’ guides, manuals, etc? If “Yes”, which materials for which grade(s) and language(s)?
2. What were your terms of reference in writing the materials (policy, needs assessment, syllabus objectives...)?
3. How you selected the contents, activities, resources and the assessment techniques while writing the textbooks and teachers’ guide(s)?
4. Have you made any diversification of the contents and activities to fit to different learners at the grade and the zones and/or special Woredas?
5. Was there any training on text book and teachers’ guide writing? If “yes”, who gave the training? How do you evaluate it? Did it help you identify **the content and learning experiences** to the texts?
6. Were there any subject, pedagogical, psychological and other experts to support you, or at least to edit the contents, learning experiences and pedagogic elements to maintain the national and international standards?

7. Do you know/ belong to/ the culture of the student group(s) for whom you have been writing the textbooks well? Who did the content and language edition?(if any)
8. Was there any attempt to reflect the regional features and values of the locality through illustrations and figures?
9. What is your overall assessment about the preparation of the instructional materials (student textbooks, teachers' guides, manuals...) in the region?
10. Have you included nationally shared values so as to maintain balance of the curriculum? What methods/mechanisms you employed to do that?
11. What are the possible advantages, limitations/problems and challenges of curriculum localization for the primary schools in the region?
12. What would you suggest on the primary school curriculum preparation in general and material production in particular for the future in the region?

Thank you

Appendix N

Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional Studies
Interview items for Sample Zones' and Special Woredas' Education Departments
Curriculum and Education Materials Supply Core Process Curriculum Performer

This interview item is prepared to conduct interview sessions with Sample Zones' and Special Woredas' Education Bureau Heads, Former and Currently working Curriculum Development Process Owner, who have been participating in the preparation of syllabi, students' text book, teachers' guides, other curricular materials at either the region or their respective zones or special weredas. It also aims at collecting data on what is actually being done at the specified level as well as their future plans on primary school curriculum preparation.

Each of them shall be interviewed after getting their consent to give information for the research. The researcher will inform each interviewee about the purpose of the research and the information that they give will be used only for the research and will be confidential.

Name-----Sex----- Area of specialization-----
Qualification-----Institution(s) joined for further education -----

Length of time he/she worked as Head/Curriculum planning Practitioner-----

.1.For how long have you been working in the Zone, or the special wereda? How diverse is the Zone /special Woreda?

2.What do you think are the rationale for localization of the primary school curriculum? What theoretical foundations and curriculum planning models has been used?

3.Do you have any information that the necessary **needs assessment** have been made and **the ETP** provisions are consulted before the curriculum planning, or adaptation for the primary schools of the region/zone/special wereda?

4.Do you think that Zone/Special Woreda has enough qualified curriculum personnel and resources in your local jurisdiction? Have you made any attempt to adapt the curriculum so as to address local needs?

5.How were the zone's and/or special Woreda's involvements in the adaption of the primary school curriculum to the specified level?

6. Have you involved in syllabi, students' text book, and teachers' guide preparation for the primary schools in your region and/or locality? Do you think that the cultural values of the zone/special Woreda are included?

7. If you have made any adaptation of the curriculum, which components of the curriculum were focused?

- e. contents and time allotment?
- f. activities and methods of teaching?
- g. resource parts including the technology?
- h. assessment and flow up Techniques?

8. What have you observed as the possible benefits and limitations of the localized curriculum? Have you observed any changes in the students' learning and parents' happiness about schooling, which could be the result of localization of the primary school curriculum?

9. Do you think that the standards of the local curriculum fit to that of the national/**federal expectation**?

10. Is there any influence made by the schools on parents /community and the influence of the community on the schools with regard to the transfer of knowledge and skills from one to the other?

11. What do you think are the major achievements, problems, and challenges of localizing the curriculum at the primary level in your observation?

12. What would you like to comment on localizing the primary school curriculum in the region and in your local area?

Thank you

Appendix O

Addis Ababa University
 College of Education and Behavioral Studies
 Department of Curriculum and Teachers' Professional Development Studies
 Sample Format Used to Collate Interview Data before Analysis

SN	Code of Interviewee	ETP, Curriculum planning policy provision Implementation.	Curriculum knowledge, technical skills & beliefs/capacity...	Flexibility/openness to adaptation..	Work relationships between federal and regional state's education bureau..	Achievements Problems & Challenges...
1	Tefera					
2	Beyene					

Appendix P

Primary School Education Goals, Subjects and Students' Profiles for the First Cycle (Grades 1-4)

1. Profile of Students Who Have Finished the First Eight Years of Elementary Schooling (Grades 1-8)

- they are ready to carry out simpler tasks that do not require special skills or training;
- they will be ready for different kinds of training;
- they can become productive workers with the help of directives, continuous training and assistance;
- they will actively participate in cultural activities and feel responsible;
- with the help of continuing education they can develop their knowledge and skills further; and they have developed good experience of working cooperatively for the common good.

2. Educational Goals the First Cycle Education

- to provide basic education, which is appropriate to the age level, physical and mental development of the learners;
- to provide basic education to develop the potentials of the learners
- to acquaint the learners with production and service giving activities within their immediate environment; and to lay the foundations for further education and training by equipping them with problem-solving skills and attitudes.

3. Profile of Students Who Have Finished the First Four Years of Primary Schooling

- they will be able to write in standardized calligraphy, read properly and compute correctly with the four basic operations in numeracy;

- they will have some awareness about themselves and about their families and feel society's responsibilities and problems. They feel responsible for their actions. They also try to solve problems;
- they know the purpose of the different materials at home, and can use these materials and take proper care of them;
- they will be able to observe the work and production activities practiced in their surroundings and can also participate in labor activities of their choice;
- they will be able to examine, compare and identify useful and harmful outlooks, beliefs, and practices at individual, family and societal levels and will be able to make decisions for themselves;
- they will be able to seek information when faced with problems and make rational use of it;
- they will exhibit great willingness to try and practice different activities, which are compatible with their abilities;
- they will be able to look after personal hygiene and environmental sanitation; and they will be able to work cooperatively with others for the common good.

4. Subjects to be offered for 1st cycle primary Grades

	Areas	subjects	Grades			
			1	2	3	4
	Language	· Mother tongue	5	5	4	4
		· English	5	5	5	5
		· National Language	-	-	6	6
	Mathematics	· Mathematics	5	5	5	5

Environmental Science	(Biology, Chemistry, Physics, Geography, History and civics)	9	9	9	9
Aesthetic Education	· Physical Education	2	2	2	2
	· Music	2	2	2	2
	· Art	2	2	2	2
Total		30	30	35	35

Source: Guideline for the Preparation of the Second Cycle Primary Education Teacher Training Curricular Materials, MOE, 1995

Appendix Q

Primary School Education Goals, Subjects and Students' Profiles for the Second Cycle (Grades 5-8)

1. Goals of the second cycle primary Education (grades 5-8):

- to provide a graded general education that prepares the learners for the cycle; and
- to prepare citizens who can be trained in basic vocational and in technical : to be involved in production activities.

2. Subjects offered in the Second Cycle Primary Education

Areas	Subjects	Grades			
		5	6	7	8
Languages	· Mother Tongue	3	3	3	3
	· English Language	5	5	6	6
	· National Language	4	4	5	5
Mathematics	Mathematics	5	5	5	5
Natural Science	· Science (Integrated)	5	5	-	-
	· Physics	-	-	3	3
	· Chemistry	-	-	3	3
	· Biology	-	-	3	3
Social Science	Social Studies	4	4	4	4
Aesthetic/Cultural education	· Physical Education	3	3	3	3
	· Music	3	3	-	-
	· Art	3	3	-	-
Total Periods/week		35	35	35	35

Source: Guideline for the Preparation of the Second Cycle Primary Education Teacher Training Curricular Materials, MoE, 1995

3. Profiles of the Second Cycle completers:

- Be ready to carry out easy tasks
- Be ready for Different kinds of training

- Become productive workers with the help of directives, continuous(recurrent) training and assistance
- Actively participate in cultural activities and feel responsible
- Develop further knowledge and skills through extension, distance, etc. education programs
- Develop good experience of working cooperatively for the common good
- Stand for equality, justice and peace, endowed with democratic culture and discipline (MoE,1995)

Appendix S

Sample Minimum Learning Competences (MLCs) Set for Environmental Science (Grades 1&3)

Minimum Learning Competences for each subject and grade levels show the minimum learning outcomes that students would be able to know, feel and do after completion of the subject of the grade. They are very large in number but very specific and measurable in nature. Environmental Science for grades 1-4

Minimum Learning Competencies (MLCs) for Environmental Science(Grades 1 - 4)

<i>Competency areas</i>	<i>Grade 1</i>	<i>Grade 3</i>
Health	<ul style="list-style-type: none"> • Name external body parts and explain their functions and demonstrate proper hygiene in their daily life • Identify the five sense organs and explain their importance • List the three basic needs of human beings • Classify different types of clothes and state their practical uses • Describe the types and importance of shelter that are 	<ul style="list-style-type: none"> • Explain proper food habit • Explain harms caused by contamination of food and water and demonstrate proper handling and common preventive measures • Describe the importance of leisure time and physical exercise • Explain what family hygiene is, its importance and diseases related to unsanitary

<i>Competency areas</i>	<i>Grade 1</i>	<i>Grade 3</i>
Society	<p>common in their localities and explain from what materials they are made of</p> <ul style="list-style-type: none"> • Identify common traffic accidents in the road and conform to traffic rules in the roads/streets • Name some common diseases that affect them and explain prevention methods • Mention AIDS as a fatal disease that has no cure and that is passed through blood contact <ul style="list-style-type: none"> • Identify family members and occupations of adult members • Describe the major activities of the people in their locality and state the importance of work for life • Indicate house equipment, demonstrate their usage and use them properly • Indicate the relative location of their house, school and locality • Show and practice good personal relationship with their neighbors, school friends and others and develop the habit of punctuality • Identify and respect the rules and regulations of their home and school • Describe transportation systems of their locality 	<p>environment</p> <ul style="list-style-type: none"> • Decide to use toilets/latrines, prepare compost from rubbish material in their living area and practice to ventilate and clean their houses • Take part in environmental sanitation activities at the school, in the community level such as developing and cleaning drinking spring waters, cleaning and draining stagnant water to prevent diseases • Indicate the ways that AIDS could affect them, their families and their community and demonstrate love and affection to those who are living with it <ul style="list-style-type: none"> • Identify their regional and national flag and perform their regional and national anthems • Describe the relative location and common tradition and religion of their region • Indicate the administrative structure of their region and list the major service giving institutions • Describe the natural resource, civilization and cultural heritage of the region • Explain the significance of time and use it properly • Identify common traditional practices and show respect to beneficial traditions in the region • Name important people in their

<i>Competency areas</i>	<i>Grade 1</i>	<i>Grade 3</i>
Environment	<ul style="list-style-type: none"> • Identify and name natural things found around home, schools and in the village • Describe sources of light • Explain various types of sounds • Classify living and non-living things based on their characteristics • Describe the difference between wild and domestic animals • Demonstrate ability to ask questions about natural things around them • State the importance of air and water • Appreciate the importance of farming as the source of food we eat • Identify crops found at home • Show interest and skill in caring for crops at home • Identify domestic animals and their uses • Show interest and skill in caring for animals at home • Explain the uses of soil in their locality and • Differentiate soils based on their colors • Identify some common materials in their surrounding and state their uses in daily life (wood metal, glass) • Name some commonly used tools and devices in their locality • Collect clay soil/available soil and 	<p>region in the fields of sport, Music, Art, and Patriotism</p> <ul style="list-style-type: none"> • Identify industrial items which are made locally (in their region) • Describe the inter- dependence of buyers/ consumers and sellers/ producers of goods and services • Investigate small animals like insects around them and report how these animals live • Classify and explain the importance of animals to humans • State major landforms, rivers, and lakes found in their region • Indicate the importance of natural resources and protecting them • State the benefits of farming to the farmer, family and the nation • Identify the four basic food groups and give examples for each group from their diet

<i>Competency areas</i>	<i>Grade 1</i>	<i>Grade 3</i>
		measuring, interpreting illustrations, drawing conclusions, communicating, making models, and working cooperatively

Source: Federal Ministry of Education, MLCs in Environmental Sciences, 2008

Appendix T

Sample Minimum Learning Competences (MLCs) Set for Physical Education (Grades 6&8)

Minimum Learning Competences for each subject and grade levels show the minimum learning outcomes that students would be able to know, feel and do after completion of the subject of the grade. They are very large in number but very specific and measurable in nature Physical Education for grades 5-8

Physical Education minimum learning competencies Expected from grade level Grades 6&8

Measurable type of ability	Grade Level	
	Grade6	Grade 8
Concepts of physical education and physical fitness Physical fitness development cardio-respiratory endurance	<ul style="list-style-type: none"> List 1-2 ways which are used to develop physical fitness Mention 1-2 points about the importance of performing exercises on program regularly Describe 2-3 cares to protect sport injuries while exercise.	<ul style="list-style-type: none"> list 2-3 consequences or problems of bad habits on health and physical fitness List 2-3 points about the necessity of respecting rules of the game
	<ul style="list-style-type: none"> Demonstrate cardio-respiratory endurance males by running 1200 meters in 7 minutes Demonstrate cardio-respiratory endurance females by running 1200 meters in seven minutes and 30 seconds . 	<ul style="list-style-type: none"> Demonstrate cardio- respiratory endurance males by running 2000 meters in 9 minutes Demonstrate cardio- respiratory endurance females by running 2000 meters in 10 minutes

Measurable type of ability	Grade Level	
	Grade6	Grade 8
Abdominal and a back muscles strength endurance	<ul style="list-style-type: none"> • Demonstrate abdominal and back muscles strength endurance males by performing curl up 12-14 times repeatedly 	<ul style="list-style-type: none"> • Demonstrate abdominal and back muscles strength endurance males by performing curl up 16-18times repeatedly.
Abdominal and back muscles strength /endurance	<ul style="list-style-type: none"> • Demonstrate abdominal and back muscles strength endurance females 8-12 times performing curl up repeatedly. 	<ul style="list-style-type: none"> • Demonstrate abdominal and back muscles strength endurance females 14-16 times performing curl up repeatedly.
Upper body muscles strength	<ul style="list-style-type: none"> • Demonstrate upper body muscles strength males performing push up 10-13 times • Demonstrate upper body muscles strength females by performing push up 7-10 times. 	<ul style="list-style-type: none"> • Demonstrate upper body muscles strength males performing push up 15-20 times • Demonstrate upper body muscles strength females by performing push up 10-15times.
Lower body muscles strength	<ul style="list-style-type: none"> • - Demonstrate leg muscles strength endurance by jumping on the spot 10-15 times. 	<ul style="list-style-type: none"> • Demonstrate leg muscles strength endurance by jumping on the spot 20-25 times.
Speed and agility balance	<ul style="list-style-type: none"> • Demonstrate the ability of speed and agility males s by performing shuttle run 10 meters distance twice in 12-13 seconds 	<ul style="list-style-type: none"> • Demonstrate the ability of speed and agility males by performing shuttle run 10 meters distance twice in 10-11 seconds
Speed and agility balance	<ul style="list-style-type: none"> • Demonstrate the ability of speed and agility females by performing shuttle run 10 meters distance twice in 13-15 seconds 	<ul style="list-style-type: none"> • Demonstrate the ability of speed and agility females by performing shuttle run 10 meters distance twice in 11-11 seconds.

Measurable type of ability	Grade Level	
	Grade6	Grade 8
Gymnastics keeping balance Take off and land	<ul style="list-style-type: none"> • Demonstrate Keeping balancing performing Japans handstand correctly by the help of fundamental techniques. • Demonstrate after approach take off by both feet and standing on bench /box / by one foot take off and land by both feet . 	<ul style="list-style-type: none"> • Demonstrate hand stand using the fundamental technique. • Demonstrate after approaching take off by both feet supporting the box /bar /by hands , pass over it and land by both feet ,
Shifting weight Carrying weight	<ul style="list-style-type: none"> • Demonstrate hang swinging on parallel bar. 	<ul style="list-style-type: none"> • Demonstrate backward roll twice using the fundamental technique • Demonstrate pull and resting by abdomen on single horizontal bar • using fundamental technique . • Demonstrate handstand and forward roll using the fundamental
Sprint run	<ul style="list-style-type: none"> • Demonstrate running ability by covering 1200 meters in medium speed 	<ul style="list-style-type: none"> • Demonstrate running ability by performing hurdle run on a height of 55-60 a cm hurdles.
Baton exchange	<ul style="list-style-type: none"> • Demonstrate throwing ability by throwing small plastic 	<ul style="list-style-type: none"> • Demonstrates running ability by performing hurdle run on a height of 55-60 cms hurdles. • Demonstrate throwing ability by throwing small rings by turning for distance,

Measurable type of ability	Grade Level	
	Grade 6	Grade 8
Throwing ability	/local /balls as shot put sliding to the side	<ul style="list-style-type: none"> • Demonstrate jumping ability by jumping triple jump after sprint approach.
Long jump	<ul style="list-style-type: none"> • Demonstrate jumping ability by performing high jump using jumping style. 	
Ball Games ability	<ul style="list-style-type: none"> • Demonstrates dribbling the basket ball by passing among 7 barriers placed in 1 meter distance. 	<ul style="list-style-type: none"> • Demonstrate dribbling ball by different parts of the foot and passing among 11 obstacles placed in 2 meters distance.

Source: Federal Ministry of Education, MLCs in Physical Education, 2008.

Appendix U

Addis Ababa University

College of Education and Behavioral Studies

Department of Curriculum and Teachers Professional development Studies

Interview Items Set for Students' text book Content Editors

This interview item is prepared to conduct an interview with those students' textbook content area editors, who might have been serving the region's education bureau and/or zonal or special Woreda education offices and departments in editing content areas of students' text, book in the region/special Woreda.

Code _____ Sex _____ Age _____ Qualification _____

Subject Studied _____

Textbook(s)

Edited _____

When was the edition _____

1. What was the major task of subject content editor?
2. Was there any specific guideline for the edition? Have you got any teaching experience at the level?
3. In your opinion, to what extent the regional concrete conditions (economic, social, political, historical, environmental etc.) were reflected in the textbook(s) you edited?
4. What were the strengths and weaknesses of the textbook(s) written at the regional level in relation to the learner?
5. How the examples, illustrations, graphs, and diagrams were related to the learners' environments?
6. Were the textbooks subject content-oriented or society-oriented?
7. Have you checked the relevance, responsiveness, and the logical and pedagogical aspects of the contents?
8. What is your overall evaluation of the textbook(s) you edited?

Thank you

Declaration

I the undersigned, declare that this dissertation 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 dissertation have been dully acknowledged.

Name: Lemma Setegn

Signature _____

Date: 18 March, 2015

Place and Date of submission: Addis Ababa University 18 march, 2015

The dissertation has been submitted for examination with my approval as a university advisor.

Name: Deribssa Duffera (Professor)

Signature _____

Date: 18 March, 2015