



The Status of Curriculum Development and Implementation in Ethiopia Against Schwab's Signs of Crisis in the Field of Curriculum

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Abstrak

Artikel ini bertujuan untuk menganalisis status pengembangan dan implementasi kurikulum dalam sistem pendidikan Etiopia mengacu pada rumusan krisis dalam bidang kurikulum oleh Schwab. Dokumen-dokumen kebijakan pendidikan yang dikeluarkan oleh kementerian Etiopia, jurnal-jurnal ilmiah, dan pengalaman peneliti menjadi sumber data utama penelitian ini. Data yang diperoleh dianalisis secara naratif berdasarkan tema-tema yang muncul. Analisis data menunjukkan bahwa rumusan kritis dalam bidang kurikulum yang dikemukakan oleh Schwab merupakan hal yang lazim dan resolusi yang dikemukakan oleh pandangan utama sebagai respons terhadap pandangan Schwab tersebut tidak diakomodasi dalam proses pengembangan dan implementasi kurikulum dalam sistem pendidikan di Etiopia. Hal tersebut menunjukkan bahwa bidang kurikulum di Etiopia masih tidak jelas dan berbuah pada kondisi pendidikan yang memburuk. Terakhir, peneliti merekomendasikan agar para ahli kurikulum dapat mengarahkan segala upayanya untuk menyelamatkan bidang kurikulum dari ketidakjelasan dan dengan demikian dapat menjamin upaya kebangkitan kembali kualitas pendidikan di Etiopia.

Abstract

The purpose of this paper is to analyze the status of curriculum development and implementation in the Ethiopian education system against Schwab's Signs of Crisis in the Curriculum Field. Education policy documents of the Ministry of Ethiopia, different research journals, and experiences of the researchers were the major data sources in this study. Data were analyzed through narration-based on data driven themes. The analysis confirmed that Schwab's sign of crises in the curriculum field were prevalent, and the resolutions made by the predominant view followers as a response to Schwab's signs of crisis in the curriculum field were not in place in the curriculum development and implementation processes in the Ethiopian education system. It means that the curriculum field is still vague in the Ethiopian education system, which implies that the quality of education in Ethiopia is highly deteriorating. Finally, the researchers recommended that curricula specialists should exert unreserved effort to save the curriculum field from its gloomy occasion in the Ethiopian education system and thereby to assure renaissance for the quality of education.

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INTRODUCTION

Ethiopia is on a journey to its renaissance targeting at achieving peace, diversity- within-unity, broad and rapid socio-economic growth, establishment of democratic systems and good governance. The Government has been engaged in a major effort to transform the Ethiopian society and place the country on a trajectory to become a middle-income economy by the year, 2030. Over the last several years, the economy grew by nearly 10 percent per annum in Ethiopia, one of the fastest growth rates registered in the world. During this time, significant attention has been given to upgrading economic and social infrastructure and promoting pro-poor spending on education, health, and other services to benefit the poor and the marginalized (Federal Democratic Republic of Ethiopia, 2020; Ministry of Education, 2015, 2018).

Within the framework of the 1994 Education and Training Policy (hereafter ETP), the Government launched the first five year Education Sector Development Program (ESDP-I) in 1997 as part of a twenty-year education sector indicative plan, which has been translated into a series of national ESDPs (ESDP I-V) pointing out the problems of the Ethiopian education systems associated with educational quality, relevance, access, equity and efficiency in the past regimes of Ethiopia (Federal Democratic Republic of Ethiopia, 1994; Ministry of Education, 2002, 2004, 2010, 2015, 2018). Since the formulation of the 1st Growth and Transformation Plan (GTPI), education was given a special attention in the transformation of the economy from agriculture-led to industry-led activity and thereby supporting the manufacturing sector by supplying the required professionals and problem-solving technological innovations (Federal Democratic Republic of Ethiopia, 2020; Ministry of Education, 2010, 2015, 2018).

It is obvious that the education system of any country is based on certain philosophical, psychological, historical assumptions (McKernan, 2008; Ornstein & Levine, 2008; Ornstein & Hunkins, 2018) as well as theories and models in accordance with the respective nation's political thought (Ornstein & Levine, 2008). There are different scholars dealing with education and curriculum matters who influenced the direction of education in the world and Africa at large and Ethiopia in particular. The view of education and curriculum development efforts in the case of Ethiopia, therefore, can be analyzed from the

perspectives of different educational theories and of the respective scholars.

Ethiopia with its diversified cultural group has its own calendar, numeration system, calendar, writing, art, poetic forms, and cultural values in accordance with the cultural heritage of the society. The introduction of the Orthodox church education in the 4th century BC and Kuranic education in the 7th century BC, with the purpose of training qualified priests and 'sheiks' to serve the religious institutions, respectively, led to the introduction and expansion of religious education in the country. Later on, modern education was initiated in 1908 with the opening of Minilik II primary school. However, since from its inception, the Ethiopian modern education was influenced by the French (1908-1935), the Italian (1936-1941), the British (1941-1952), the American (1952-1974), the Socialist countries (1974-1991) and from 1994 to-date by the Western countries (Solomon & Aschale, 2019). As a result, various curriculum reforms, educational structure, and language changes (medium of instruction) in the Ethiopian education system were made in accordance with the perspective of political ideology of the respective foreign countries that influenced the Ethiopian education system at the different periods without realizing the context of Ethiopia.

For instance, during the period of emperor Minilik II, the curriculum mainly contained teaching foreign language such as French, English, Italian, Arabic, and native language Amharic. Due to this fact, Minilik II School resembled language institution rather than a proper school (Negash, 1990). Like its predecessor, during the period of Emperor Hailelessassie many schools were opened and the curriculum operation was fetched from western countries such as French, Italy, Britain, and America. On the other hand, during the "Derg regime" (the Military government of Ethiopia), the curriculum perspective had been changed to socialist ideology being influenced by the socialist camp of East European countries and criticizing the Imperial period. Hence, the objectives of the then curriculum revised were geared towards the principle of "Education for production, for scientific research, and for political consciousness." After the collapse of the "Derg regime", the 1994 Education and Training Policy was also emerged in Ethiopia with the new organizational structure, curriculum development and implementation, medium of instruction, assessment issues, educational financing and leadership (Federal Democratic

Republic of Ethiopia, 1994).

This paper, therefore, tried to explore the practices of curriculum development and implementation in Ethiopia considering curricular concerns of Joseph Schwab as a perspective that was known for his deliberative curriculum theorizing and was considered as pioneer of the notion of curriculum as practice. Hence, the intention of this paper was to analyze curriculum development and implementation practices in the Ethiopian education system in various regimes with respect to Schwab's curriculum theory, with a focus on the crisis and renaissance of the curriculum. Therefore, this paper contributes to advance the theoretical discourse and empirical research of curriculum development and implementation in the international context as a part of the discourse on Curriculum Studies.

MODERN EDUCATION AND CURRICULUM IN ETHIOPIA

Until the early 1900s, modern education system had been confined to a system of religious instruction organized and presented under the aegis of the Ethiopian Orthodox Church. Church schools prepared individuals for the clergy and for other religious duties and positions. In the process, these church schools provided religious education to the children of the nobility and to the sons of limited numbers of tenant farmers and servants associated with elite families. In early 1900s religious schools mainly served the Amhara and Tigray inhabitants of the Ethiopian highlands. The then misguided educational policies caused very few children to receive education. As a result, Ethiopia did not meet the Educational standards of other African countries in the early 1900s.

Besides, the Ethiopian church stood against the introduction of modern education for it feared the conversion of the people to Catholicism. The resistance of modern education was also supported by the clergy who were religious and conservatives. Toward the end of the nineteenth century, withstanding this great resistance from clergies, Menelik II had also permitted the establishment of European missionary schools. At the same time, Islamic schools provided some education for a small part of the Muslim society. At the beginning of the twentieth century, the education system's failure to meet the needs of people involved in statecraft, diplomacy, commerce, and industry was strongly felt and led to the introduction of government-

sponsored secular education.

Emperor Menelik II school, which was the first public school, was opened in October 1908. The school was aimed to produce interpreters and clerks in line with the perspectives of the western education system. Following the opening of Minilik II School in Addis Ababa, other schools were opened at Ankober, Dessie and Harar (the different places in Ethiopia). Minilik School was staffed by Egyptian teachers who employed French as a medium of instruction. In addition, the curriculum in operation was not indigenous. The Ethiopians were alien to French experience and the education was characterized by assimilation. Between 1908 and 1935, the aim of education was to master different languages. As a result, the curriculum was mostly composed of such language courses as French, Italian, Geez, Arabic and Amharic (Alemayehu & Lasser, 2012). Furthermore, some courses in religion, mathematics, law and calligraphy were offered (Adane, 1993).

In spite of the Emperor's (Minilik II) interest and arrangements made with the church regarding the selection of teachers and the content of the curriculum and arrangement of education, schools could not attract the young people. It can be said that the Ethiopian education system had been characterized for its irrelevant objectives and inappropriate curriculum to the socio-economic development of the country and slow growth which totally blocked by the Italian Fascist occupation to Ethiopia which lasted for five years. The main objectives of the curriculum were to teach the rudiments of the 3Rs, to give some training in semi-vocational skills, to instill acceptance of fascist value and a sense of loyalty to the fascist regime (Adane, 1993). As the result, there was no uniform and standardized curriculum, and standardized assessment method in the schools in Ethiopia.

In 1942 as Ethiopia restored its freedom, the immediate need of the country was to rebuild the education system to generate a supply of Ethiopian personal; however, this idea was challenged by the problem of staffing the schools. As a result, the government encouraged the development of education. In doing so, the Ministry of Education and Fine Arts was established in 1942, and the effort to modernize education started all over the country again. Consequently, schools started blossoming in some of the urban centers of the country (Tefera, 1996). During this time, British offered an aid to run modern education

which brought about an elimination of French influence and the introduction of the British influence.

From 1942 to 1954, the Ethiopian education system was highly influenced by the British advisors. These advisors greatly influenced the structure of the Ethiopian education, the medium of instruction, and the evaluation system (Zewdie, 2000). Ethiopia had imported the western Education by side living (zero beginning) its own system, therefore, the country failed to create a uniquely Ethiopian system of education. The education system did not reflect the cultural, social and economic situation of the country as it was dominated by the British education system and the period was known as British domination period. During this period, schools started functioning with teachers from British or British colonies and protectorates, and materials were imported from the same country. The fundamental principle which directed the development and implementation of school curriculum until 1952 was the political agenda of the aristocracy and their foreign advisors (Alemayehu & Lasser, 2012).

After 1953, reforms regarding the involvement and participation of educated Ethiopians were put in place. Human resource development was given due attention in this period, which led to the involvement of Ethiopians in areas ranging from policymaking to classroom practice (Alemayehu & Lasser, 2012). The original tendency of the educational system was designed to develop the humanities emphasizing on technical and vocational education to provide plumbers, mechanics of various kinds, electricians, agriculturalists as well as experts. The curriculum was not based on the economic, social and cultural realities of Ethiopia; rather, its components were copied from other countries. Textbooks for primary education were translated from other languages without reflecting the Ethiopian situation. The secondary school syllabus was based on the London School Leaving Certificate Examination.

Starting from 1950s onwards, there was a gradual reduction of British influence as Americans began working in the Ministry of Education and experimental curriculum became operational up to the end of the imperial period. From 1952 to 1974, it was essentially instigated by a Long-Term Planning Committee under the chairmanship of the Vice Minister of Education and Fine Arts. American Advisors were also

members of this committee. This committee recommended that the fundamental principles for developing and implementing a national school curriculum must be based on a careful assessment of the needs of the people with respect to cultural, social and environmental characteristics and Amharic was chosen to serve as the medium of instruction in the schools in 1957.

In 1955, the Long-Term Planning Committee focused on the speedy promotion of universal fundamental education, as well as the relevance of the curriculum to the needs of the society. The American influence on Ethiopian education was reflected in new grade structure (i.e., 6+2+4) that was introduced. This combination meant that a student had to go through six years of primary, two years of junior secondary and four years of senior high school education. Another significant change made during the time of American influence was the promotion of Amharic as the medium of instruction at the primary school level. As Americans began to increase their influence on the Ethiopian educational system, they began to assume headmasterships and teaching positions in schools and started to participate in the process of policy making through the Education Advisory Group (Alemayehu & Lasser, 2012; Solomon & Aschale, 2019). This group was involved in the operations of the Long-Term Planning Committee and in the 1971 Education Sector Review.

Due to many had perceived that foreign involvement in the Ethiopia's educational system was excessive, the government of the country gradually began to contextualize the education system. The government also improved and expanded the education and training system to achieve aims relevant both to the society and the overall development of the country; utilized education to promote national integration; identified priority studies and investments in education and training (Negash, 1990). Accordingly, ESR was exercised as an innovative approach to make education more relevant to the actual Ethiopian culture and needs. It was also a program designed primarily to integrate education with vocational and environmental education. As a result, the ESR proposed three alternative strategies for future educational development (Adane, 1993).

Alternative one was the continuation of the existing system (6-2-4), with significant modification to speed attainment of mass education at primary level and revision in curriculum

to make both primary and secondary education more practical and meaningful to a great majority of students who do not go to a higher level. Alternative two was a 4-4-4 system with the curriculum in grade 1-4 changed very sustainably to provide a minimum formation education which would emphasize environmental and work-oriented program as well as development of basic literacy, numeracy and reasoning skills. But, alternative three provided two parallel education channels (4-2-2) system (1) with a minimum formation program which accepted students of nine years of age and older, and four years prepare for useful employment, for subsequent non-formal education or for entry to junior secondary school and (2) a basic formation program which could enroll students of age 12 and older who had not attended school previously, and after two years would enter a three year secondary formation program to join the work force or transfer to junior secondary schools.

But ultimately ESR adopted alternative two – a 4-4-4 education structure – in connection with the proposal for basic and secondary education formation in alternative three (Adane, 1993). However, before the execution of the recommended proposal teacher generated resistance and nation-wide controversies continued. Due to the lack of publicity about the study and lack of the participation of parents, teachers and students, a negative public attitude was developed towards the whole project of ESR (Adane, 1993). The crises in education and the recommendation of the ESR mobilized students and teachers to strike and led to successive wave of local and national strikes that began early in 1974 and continued until the overthrow of the imperial system in September 1974.

After the overthrow of the Imperial government, the “Derg Regime” came to power in 1974 with socialism as the fundamental political philosophy of the government. At the on-set of the revolution, the imperial regime was criticized for giving more emphasis to intellectual education that could possibly produce white-collar professionals, disregarding technical education, less labor oriented and less democratic, less equity and quality in both levels that relied on foreign curriculum. In attempt to the educational system, a new educational policy was sought that emphasized on socialist ideology with the broad objectives of “education for production, education for scientific research and education for political consciousness” which is adapted from socialist countries, e.g., West Germany.

Thus, the Marxist-Leninist philosophy was the central theme that guided the political, economic and social life of the country. Eastern European governments or ‘the socialist camps’ provided policy advisors to develop a curriculum based on their central theme, “serving better the interests of the masses and enhance its contribution towards the establishment of a socialist society” (Alemayehu & Lasser, 2012, p 11). As a result, the aims, content, and materials of education were designed in alignment with socialist principles for its fundamental intention of cultivating Marxist-Leninist ideology in the young generation, to develop knowledge in science and technology, in the new culture and the arts and integrate and coordinate research to enable the revolution to move forward and secure productive citizens.

To accomplish this educational reform, the Ministry of Education designed a new curriculum, developed new textbooks, teachers’ guides, and other materials for nearly all subjects and grades of the regular schools. The instructional materials were produced in consonance with government guidelines, the National Democratic Revolution Program, and later on the Workers Party of Ethiopia’s Program, the 10-years Economic and Social Development Prospective Plan, and other economic, political, social and cultural proclamations (Negash, 1990).

Though a quantifiable expansion of the educational system on face value appeared to be quite impressive and it’s launching of a vigorous national campaign against illiteracy significant problems lied behind the figures, it was not possible to make education equitably accessible to all regions and educational quality was decreasing as compared with the previous periods. To the effect of the identifying problems, the government passed a resolution in 1983 calling for a review of the education sector, and Ministry of education initiated a project “Evaluative Research on General Education system of Ethiopia” (hereafter ERGESE).

The major findings of ERGESE targeted were: the poor quality of textbooks that did not reflect national educational objectives and focused on the instruction itself than learning dimensions; the secondary school subjects suffered either from lack of clarity, coherence, and consistency of content, or from poor style of presentation; Amharic as a medium of instruction in the primary school (grade 1-6) has created difficulties for students whose mother tongue is not

Amharic; using English as medium of instruction from grades 7-12 created difficulties for both teachers and students; the educational structures, namely primary (grade 1-6), junior secondary (7-8) and senior secondary (9-12) were not satisfactorily integrated and coordinated; and the expansion of the education system was not in accordance with the economic resources and capability of the state.

The above findings of ERGESE indicated that the Ethiopian Education system became worse due to shortage of textbooks, language problems, poorly integrated structure of the education system and lack of adequate resources. Ultimately, the “Derg regime” was overthrown and the Ethiopian Peoples’ Revolutionary Democratic Front (here after EPRDF) came to power.

In general, during the Imperial, and “Derg” regimes, the Ethiopian education system had long-standing problems associated with limited access, lack of equity and relevance, and continuous decline in quality and standard (Negash, 2006). When “Derg” came to power, it destroyed the whole education system of the Imperial period and in turn when “Derg” was overthrown by the Ethiopian People’s Revolutionary Democratic Front (EPRDF), all school infrastructures and organizational structures had been destroyed and there was little access to education and extreme poverty was widespread.

In turn, when EPRDF came to power it came up with the new education and training policy which was launched in 1994 (Federal Democratic Republic of Ethiopia, 1994). This education and training policy had five general and fifteen specific objectives with its major feature of reorganization of the curriculum and introduction of ethnic languages as medium of instruction, emphasis on active learning methods, continuous assessment, special needs education, school organization and leadership and school financing (Federal Democratic Republic of Ethiopia, 1994). During this period, though there were many strides in terms of access, equity, relevance, and quality, still there were many gaps in equity, efficiency, quality, and fulfilling standard curriculum (Federal Democratic Republic of Ethiopia, 2020). During EPRDF, general primary education (grades 1-8) and secondary education (grades 9-12) were introduced by dividing them into two cycles as a 4-4-2-2 education structure. However, still the curricula at all levels were highly theory oriented, or as Schwab stated,

“not practice centered”, not context based and heavily foreign dependent. Understanding these problems, the government of Ethiopia, based on the study results of the 2018 education roadmap (Ministry of Education, 2018), tried to reform the existing education system and its curriculum development and implementation practices and also developed the new draft education policy in 2020 (Federal Democratic Republic of Ethiopia, 2020).

THE CURRENT CURRICULUM FRAMEWORK OF THE ETHIOPIAN EDUCATION SYSTEM

The curriculum framework for the Ethiopian education stated that the purpose of primary education was to provide basic education, which is appropriate to the physical and cognitive development of the learners (Ministry of Education, 2009). Within the framework of the Education and Training Policy (hereafter ETP), Ethiopia has launched a series of five-year Education Sector Development Programs (ESDPs I-V) where each of them at different time focused on major policy problems such as access, equity, quality, and relevance for both educational levels (Ministry of Education, 2002, 2005, 2010, 2015).

Based on the country’s concrete conditions, changes have been made concerning the organizational structure of the education systems (Federal Democratic Republic of Ethiopia, 1994). It has thus been found appropriate to extend the duration of elementary school from six to eight years. Likewise, the system divides the years of secondary school into two levels, in which grades 9 and 10 focus on general education, where students will acquire useful academic knowledge that will prepare them to enroll either in various vocational training programs or in preparatory programs for university level education within a short period (Federal Democratic Republic of Ethiopia, 1994), whereas from grades 11 and 12 are considered as preparation for higher education.

The pre-primary education curriculum with its two stages (nursery and Kindergarten) is also given due attention. The pre-primary education has its goal of children develop their emotional, cognitive, physical and social domains, thus encouraging their ability and enthusiasm to continue to learn in both informal and formal environments and develop their social and educational skills (Federal Democratic Republic

of Ethiopia, 2020; Ministry of Education, 2010, 2015). Because of the policy and the strategy, Ethiopia achieved great enrolment in primary and secondary schools in both urban and rural areas. For example, secondary education gross enrollment rate has been greatly improved (Ministry of Education, 2016) and the gap between boys and girls, rural and urban disparities are getting narrowed and enrollment of students with special educational needs also showed some degree of improvement.

The organization of the designing of the curriculum has been divided in to two branches: General and Specialized or Vocational Education. A general education fulfills the basic educational needs and includes all aspects of learning and prepares the student for pursuing subsequent specialized education. On the other hand, the special or vocational education prepares the student to engage in junior, medium, vocational and higher-level education and vocational skills (Federal Democratic Republic of Ethiopia, 1994).

The process of curriculum design involves the determination of the characteristics of the learner, what the learner is expected to learn or able to do, the subject content to be learned and how to measure what has been achieved. The process started with the preparation of a flow chart for each subject in each grade level that contains the contents to be covered along with the objectives to be achieved. The syllabus was prepared based on the contents and objectives listed in the flow chart. Teachers, professionals from major organizations of development and beneficiaries participate in the designing, implementation and evaluation of the curriculum (Ministry of Education, 2002).

However, achievements in access have not been accompanied by adequate improvement in curriculum implementation to improve education quality. Low student achievement in national exams, learning assessment scores, efficient and input indicators (Ministry of Education, 2016) continued to be a source of concern for stakeholders even under the ESDP V, which sought to achieve education quality through effective implementation of the general education quality improvement package (Ministry of Education, 2015). Studies indicate that teachers are entangled with critical gaps in competencies, teaching skills and professional attributes. Ministry of Education (2013) indicated that report in Mathematics and science teachers lacked of the necessary facilitation skills to lead group dis-

cussion, demonstration skills, planning effective lesson plans and content mastery. As far as the researchers experience is concerned, the personal interest of the chronicles of their power, or ruling government party influence in academic freedom, ignorance of intellectuals in critics and managing the critics in education system of Ethiopia, lack of professionals knowledge, skill, attitude and interest of official (office workers) indicate that there is symptoms of crises in Ethiopian Education system in associated with what Joseph Schwab raised regarding the field of curriculum. Accordingly, this term paper here is to explore the crisis of Ethiopian education against Schwab's thoughts and signs of crisis in the field of curriculum.

SCHWAB'S THOUGHT ABOUT THE FIELD OF CURRICULUM

In 1969, Schwab identified three important ideas about the curriculum in American education. The first point was that the field of curriculum is moribund or decline, the second point was that the curriculum has reached in unexamined and mistaken reliance on theory, it should focus on more of practical than theoretical to avoid entanglement of ad-hominem debate, the third point is that there should be renaissance of the field of curriculum and thereby contribute the quality of education (Schwab, 1969).

Schwab focused on Bobbitt's and Tyler's idea as an ingredient focusing that curriculum need participatory, curriculum process, practical facts. And, he pronounced that curriculum scholar's free curriculum as historical creature; burdened by ideas and principles/procedures. For example, Pinar and others (1995) saw the field continued with only procedural and prescriptive matters in the school experiences (Tylerian tradition) failure to generate a new theoretical line of understanding. Even scholars believed that curriculum field main problem is historical door of the field simply its stuck (unable to move) is poor /simplistic management style interplay between forming curriculum objectives and telling how to carry-out these objectives.

Observing the practical fact of the curriculum field, Schwab claimed that the field was moribund and needs re-conceptualize itself, align with his belief that curriculum theory had to be diverted from a kind of pursuits that led to the formulation of universal rules other invariant

or the same instructional elements such as fixed taxonomies and attached in teaching models. He notified that the field of curriculum is not in a position to stand its present methods and principles for the advancement of education; so the field requires new principles which will generate a new view of character and variety of its problem. And then, Schwab believed that since the field is moribund and cannot meet existing demands of the society and understanding that there should be renaissance of the field of curriculum to contribute quality education. Taking this into consideration, he identified six signs of crises in the field of curriculum.

SIGNS OF CRISIS AND RESOLUTIONS IN THE FIELD OF CURRICULUM

In describing the moribund state of curriculum inquiry, Schwab (1969) identified the symptoms of crisis in terms of six flights or directions, Flight of the field, Flight upward, Flight downward, Flight to the sideline, Flight to perseveration, Flight to hot, caustic debates (Deng, 2014).

The first sign of crises (Flight of the field): translocation of curriculum problems and solutions of curriculum specialists to experts of other fields. A translocation of curriculum problems and solutions from the curriculum specialist to non-curriculum experts was a problem in the US curriculum field. Here, persons other than curriculum experts bear primary responsibility for solving curriculum problems (fields or disciplines) such as economics and politics. As far as the researchers' experience working in junior and secondary schools as a teacher, educational expert, zonal education department head is concerned, we observed that the curriculum field is characterized by the first Schwab's sign of crisis. For example, we can say that in all education sectors, many vacant positions for curriculum graduates requirement were opened for every education graduate like psychology, school leadership, educational planning and management. The vacancies are held by non-curricula experts. Not only this, any graduate (in Economics, sociology...) who resigns the political system may be assigned in the vacant position. Besides, subject teachers are always asked to evaluate the designed subject matter curriculum at regional and Ministerial level. This is done without any concept about issues of curriculum development. Subject teachers in the Ethiopian educational context are responsible to teach their subject

matter not how curriculum is designed.

The second sign of crises (Flight upward): flight from use of principles and methods to talk about them/ discourses. In Schwab's observation, curriculum field is characterized with meaningless, impractical and no value added for the barrier of curriculum practice; no continued productivity for practical curriculum deliberating rather for designed forms of models. This implies that the practical context or principles, methods do not have any value added for productivity for the current societal context (not leading to definite decision or result). In other words, re-conceptualists, with different names such as (structuralism, post-structuralism, deconstructionism, and post-modernism) have been making inconclusive debates on diverse issues of the curriculum field. The current education policy of the country, progressive educational issues such as active learning, continuous assessment, effective teaching, action research, and many others are given due attention. But, as far as the actual practices and the researcher's experiences are concerned, teachers lack concepts in active learning (student centered) methods, very low engagement in doing action research to solve the day-to-day problems in every school, insignificant number of teachers had been engaged in educational action research in primary and secondary schools, and what you name.

The third sign of crises (Flight downward): involved an attempt by practitioners to return the subject matter in a state of innocent shorn of only the current principles but all the principles. In his observation, Schwab noted that this missing symptom will occur when there is repudiation and displacement of historic or past principles by new theories without the acknowledgement of preceding contributions. In our personal experiences, many of Bahir Dar university educators went to education offices and schools to support teachers in the classroom practices, but what they propagated and advised were unsatisfactory to school practices. Moreover, primary and secondary teachers as well as educational experts including officials are more successful in talking about diverse educational issues than talking properly how to implement them in the classroom.

The fourth sign of crises (Flight to the sideline): related to retreat of curriculum professors /specialists to the role of observer, commentator, historian and critic of the contribution of others to the field. Here curriculum professors/

specialists or experts should take responsibility as observer, historian, develop a comprehensive critique, theorizing in the field of curriculum rather an intellectual and cultural, experience distancing from curriculum practitioners of the field. According to Schwab's fear, professors are ignored in their actual work. So, curriculum practitioners were necessary in order to develop meaningful and comprehensive critics as well as theoretical program in present and future, but as to the researchers' observation and experiences, curriculum specialists who are in colleges and universities are not committed to the contribution of curriculum morbidity of the country.

Schwab's fifth sign of crises in the curriculum field (Flight to perseveration): a repetition of old familiar knowledge in a new language which add little /nothing to the old meaning as embodied in the older and/or familiar languages. According to Schwab, new meaning and new insights has to come. He suggested that Tyler brought nothing different from what was propagated By Bobbit, which was disclosed by the following motto "New wine in the old Bottle". As to Schwab, the bottle should also be changed. In our cases no new idea is added in every year in implementing curriculum like, for example, active learning strategies and methods, continuous assessment and school organizations have been propagated for years without adding little substantive entity. In the researchers' supervision practices in schools, lesson planning formats and techniques, continuous assessment format, assessment techniques etc. are repeatedly utilized by the teachers without changing or adding new idea in every year. Surprisingly not few but many teachers, once they prepare the annual and daily lesson plan, they used it in every year for their classroom teaching-learning by photocopy without even changing the academic calendar year.

The six signs of crises (Flight to hot, caustic debates): the curriculum field has involved in eristic, continuous and ad hominem debate. This sign of crises indicates that the debate about the curriculum field focus on personal view rather than mutual opinion-based arguments. Here according to Schwab, the argument about curriculum was aimed at winning rather than reaching a consensus regarding the truth.

RESOLUTIONS FOR THE CRISIS

In order to avoid the crisis in the field of curriculum, Joseph Schwab suggested the method

of uniting thought and action which mainly focus on problem-solving. His adoption of a problematic mode for connecting theory and practice represents a moral and intellectual choice (Solomon & Aschale, 2019). Schwab claimed that deliberation is the central method curricular experts should use when they do their curriculum decisions. For Schwab, to be scholar in the curriculum field meant to work the ground of local practice. He summarized that curriculum inquiry is practical undertaking concerned with working within the societal, institutional, instructional contexts.

According to Schwab, curriculum makers should consider four elements identified as; who teaches (teacher), who gets taught (learner), what gets taught (subject matter), the cultural climate it is taught (milieu). Those elements have been serving as main sources of curriculum development. Schwab proclaimed that we curriculum scholars; Avoid entanglement/relationships, we should work in schools rather than talk about them, we should take change in schools rather than allow them to do, we should build on the past knowledge, we should focus more on practical rather than theoretical knowledge. To Schwab, the main instrument for the solution of curriculum problems must be deliberation, or practical reasoning that considers individual and group interests. The curriculum design based on practical (Schwab's idea) should address the commonalities or society's cultural elements, values and norms. Moreover, according to him, the curriculum should address the vision of a particular world that knowledge is from the practical situation, rules or guides and knowledge has to base on the deliberation attempt at the practical end.

AGAINST SCHWAB'S SIGNS OF CRISIS IN THE FIELD OF CURRICULUM

To understand modern Ethiopia and the context of educational reform, one must understand the history of education in the country. At the beginning of Ethiopian modern education, the Ethiopian school system has been criticized for its irrelevance of objectives and inappropriateness of curriculum to the socio-economic development of the country and the education system had passed slow growth and it was totally blocked by the Italian fascist occupation though it was for a short period of time. But, in the re-establishing of the education system related to manpower shortage and finan-

ce constraints were resolved by the assistance of British government. At the time of Emperor Haile Selassie and “Derg regimes”, educational reforms had been attempted but remain abortive. In the current education system, regardless of the efforts made, increased participation in education was not accompanied by quality learning outcomes. And the curriculum contributed little to the socialization of students’ behavior and do not strongly advocate about diversity within unity. Besides, problem solving skills that promote critical and livelihood skills were not given due attention in the country. Therefore, in the next section the practices of curriculum development and implementation in the Ethiopian Education system are analyzed from the perspectives of Schwab’s symptoms of crisis in the field of curriculum.

A. Flight of the Field

The translocation of curriculum problems and solutions of curriculum specialists to experts of other fields. This is obviously seen in Ethiopian education system. Throughout the history of modern education system of Ethiopia, individuals who simply politically assigned were observed to take primary responsibility for solving curriculum problems. For example, during imperial periods, chronicles or kings were responsible for the education system. The education system and curriculum field were colonized by politicians and political philosophers in the history of modern education in Ethiopia to secure their political power. The structure of the education system was also on the basis of the interests of the ruling class. During the “Derg regime”, Marxist-Leninist philosophy was the central theme that guided the political, economic and social life of the country. Eastern European governments ‘the socialist camps’ provided policy advisors to Ethiopia to develop a curriculum based on their systems.

Similarly, in the present Ethiopian education system, the involvement of curriculum professors was little or ignored. The curriculum problems and solutions were handled by politicians and non-curricularists assigned by higher politicians. In Ethiopia, education documents and policies including ETP (Federal Democratic Republic of Ethiopia, 1994) noted that the ruling party politicians were the main actors. For example, in ETP (Federal Democratic Republic of Ethiopia, 1994, p.8) indicated that during the policy formulation, the task force was

formed under the prime minister to coordinate and oversee the study. This indicates the fact that the responsible education sector was forgotten and/or deliberately excluded from its prime objective. Curriculum specialists were not given responsibility in preparation of textbooks and guidelines. During EPRDF period, it is possible to say that “the ruling party” drives the whole Ethiopian education system to secure the minority groups who were in political power by ignoring to consult the curriculum professors/educational experts at regional, national and institutional level. To strengthen this idea, Schwab (1969) noticed in American education that the contribution of educators was small and that of curriculum specialists near vanish.

Consistent to this, in all levels of the education sectors (Ministry to woreda levels) of Ethiopia, placement of vacant positions requirements is open for every graduate rather than placing specific curriculum experts. Besides, in the education sector experts were discouraged because of poor salary and lack of academic freedom. Therefore, based on the above justifications and our personal experiences in the education sector at different working positions, Schwab’s first sign of crises remains true in the Ethiopian education system in the curriculum field. It is fact that neglecting curricular specialists (educational experts) or neglecting educational theories or philosophies results exclusion of curriculum practices. Therefore, the government of Ethiopia should give due attention for professionalism and professionals should also struggle for the renaissance of the nation. Schwab (1969) expressed that the flight of the field itself is one of the more fruitful ways by which analogical principles are disclosed, modified, and adapted to the field in crisis. Here, it is concluded that lesson should be taken from experiences to make the necessary adjustments on professional activities and professionalism should be valued than ever before.

B. Flight Upward

Flight from use of principles and methods to talk about them/ discourse. In Schwab’s observation many of them are irresponsible concerned less with the barriers to continued productivity in the field of curriculum than with exploitation of the exotic and the fashionable among forms and models of theory and Meta theory. Here curriculum field is characterized with meaningless, impractical and no value-ad-

ded discourse for the practical barriers; no continued productivity for practical curriculum deliberating rather for designed forms of models. This symptom of curriculum crisis is observed in the past and current education systems of the country. During the emperor's period, Ethiopia had imported Western education by side living (zero beginning) its own system and the country failed to create a uniquely Ethiopian system of education with its own cultural, social and economic situation of the country. The curriculum was not based on the economic, social and cultural realities of Ethiopia; rather, its components were copied from other countries. Textbooks for primary education were translated from other languages without reflecting the Ethiopian situation. The fundamental principle which directed the development and implementation of school curriculum was the political agenda of their foreign advisors (Alemayehu & Lasser, 2012).

During the "Derg regime", the education system of the country also strongly followed the Eastern European educational system and the aims, content, and materials of education were designed in alignment with socialist principles for its fundamental aim of cultivating Marxist-Leninist ideology. These implied that there was curriculum attempt characterized by a clear flight from the practical contexts to the unexamined theoretical directions. For instance, it could be America, England, and East Germany... etc. Therefore, the curriculum was not structured to address the pressing needs and problems of Ethiopia (Federal Democratic Republic of Ethiopia, 1994).

In most cases, Scholars criticized consecutive Ethiopian governments for failing to incorporate the Ethiopian local and traditional values in the education system (Girma, 2012 cited in Solomon & Aschale, 2019). The Ethiopian Training policy needs to be revised to make sure that it is clearly articulated the balance between diversity and national unity vis-à-vis the new conception, to be patriot and nationalism at the same time (Ministry of Education, 2018). It is also confirmed in the Ministry of education in 2010, that the present curriculum, notably a lack of relevance of some of the content, textbooks are overloaded, the teaching learning materials do not promote student-centered approach.

Though current education and training policy addresses the needs and potential of the individual student as well as the demands of the society, varied forms of innovations such as

student-centered teaching methods, continuous assessment, multiculturalism, action research, special needs education, gender responsive pedagogy that mainly reflect the progressivism and constructivism, progressivism philosophies are put in the center. In spite of this attempt, they remained abortive in their implementation. This indicated that the upward flight of curriculum is manifested in various ways in the present education system of Ethiopia. Furthermore, in our personal experiences (especially in Bahir Dar) and regional educational bureau reports indicated that continuous assessment is not scientifically and realistically done, student-centered learning methods are not in place, and action research is not part of the research culture in all educational levels, school facilities are not conducive to practice effective teaching-learning.

In general, it can be concluded that the Ethiopian education system in different regimes were entangled with unrealistic ideas rather than on dealing with practical realities of the country. The government of Ethiopia, therefore, should consider principles of Schwab's deliberative curriculum theory in order to minimize the rhetorical reality and educational quality gaps in the coming educational road map final deliberation.

C. Flight Downward

Involved an attempt by practitioners to return the subject matter in a state of innocent shorn of only the current principles but all of the principles. As it is cited by Solomon and Aschale (2019, p.10), this crisis will occur when there is frequent repudiation and displacement of historic principles by new theories without acknowledgment of proceeding work (Wraga & Hlebowitsh, 2003). This sign of crisis is familiar in Ethiopia. In the history of modern education in Ethiopia, politicians, policymakers and advisors are frequently observed to multiply earlier works by zero. For example, the socialist regime had been criticizing the poor performance of its precedence, the Imperial system, in the field of education (Negash, 2006). But, there was dramatic increase in enrollment at primary and secondary schools during Emperor Haileslasie. Similarly, the current education and training policy (Federal Democratic Republic of Ethiopia, 1994) criticized the past educational achievements of the Emperor and "Derg regimes". In the introductory part, it was noted that modern education was introduced to Ethiopia nearly a century ago. But, the education and training offered during these

long years had limited positive impact on the lives of the people and national development. It did not enable to solve the problems of farmers, pastoralists, and change the lives of the overwhelming majority of the people.

Moreover, Federal Democratic Republic of Ethiopia (1994) assumed that there was never as such a clear policy by which to evaluate and accordingly shape the direction of education and training in Ethiopia. But, there were at least two remarkable reforms with their responsibilities and recommendations of education and curriculum in the preceding regimes. The Education Sector Review (ESR) of the Emperor Period and the Evaluative Research on the General Education System of Ethiopia (ERGESE) of the socialist government were conducted with the awareness of the problems of the education systems. If we analyze the recommendations forwarded by these reforms, it was about in restructuring of the educational hierarchies, national learning assessment strategies, organization of curriculum components, teacher training modalities accordingly the regimes political ideology. The reform documents have similarities with the current education and training policy. Exclusion of these remarkable reform initiatives in the preceding regimes, the current education and training policy document has never reflected a sort of acknowledgment. Here, the present government seems to deny these reform initiatives and promote itself as the designer of many educational ideas.

When we look at the roots of the Ethiopian Education system; ridiculing the past and appreciating the present was the regimes experience. It was highly characterized in EPRDF regime; ridiculing the past as if it has done nothing, appreciating the preset without even adding anything different from the previous regimes. This can be an indication that the crises of our education system as the result of downward flight in our cases.

Now, it is new and appreciable idea that the past regimes experiences have got renewed attention in the current educational road map; educational structure, organization of curriculum, vocational subjects, national assessment systems, teacher education, that will be launched after it is finalized by the government.

The above justification evidenced that the experience should be rationally criticized, appreciated and evaluated avoiding political consumptions. For this Schwab (1969), noticed

that the flight backward, to a state of innocence, re-invention of ideas and practices should not be without acknowledgement of the preceding work.

D. Flight to the Sideline

Related to retreat of curriculum professors /specialists to the role of observer, commentator, historian and critic of the contribution of others to the field. In all regimes including the present education system of Ethiopian context, curricular experts have not been engaged in real curriculum design, rather simply observer, commentator. This idea is strengthened by Solomon and Aschale (2019), curriculum specialists have not been given significant place to contribute their expertise on the discourse as well as implementation of curriculum. Subject specialists in different fields considered curriculum experts and it is real experience that they are assigned in curriculum work. Even though curricular scholars and historians criticized and wrote their comments on the Ethiopian education crises and indicated future perspectives (e.g., Negash, 1996), their suggestions were ignored and shelved due to political intervention. This is an indication that intellectual, cultural and experience distancing from curriculum practitioners of the field. To this end, Schwab in 1969 claimed that professors are ignored in their actual work, so curriculum practitioners were necessary in order to develop meaningful and comprehensive criticisms as well as theoretical program in the present and future.

E. Flight to Perseveration

A repetition of old familiar knowledge in a new language which add little /nothing to the old meaning as embodied in the older and/or familiar languages. Perseveration is evident in the different education systems of Ethiopia. It is possible to argue that there are notable books and persons whose works are continuing restatements of the past. There are many contents which were celebrated in the preceding centuries and continued to recur in spite of the advancement of science and technology (Solomon & Aschale, 2019, p.12). It is also true that amendment of educational principles and strategies, adopt foreign cultures which are odd to Ethiopian culture and society in making curriculum revision is common during the period of Emperors and "Derg" régimes including the current

government. This showed that the country is still failed to create a uniquely own system of education. The reforms made in the past and present education systems are apart from the practical experiences, cultural values, and societal needs of the country.

Currently actual implementation of active learning strategies and methods, continuous assessment, special needs education, school organization and leadership, school financing, school environment in the schools' curriculum are without improvement of educational outcomes. It is puzzling, however, why little change is observed in terms of learning outcomes in Ethiopia in spite of the fact that many new initiatives such as book supply, teacher qualification, plasma education, new curriculum, school improvement packages, etc. are introduced. One possible explanation could be that the system was 'accountability incoherent' (vertically and horizontally) for the achievement of learning outcomes (Ministry of Education, 2018).

The problem is also strengthened as it is said by curriculum experts at International Centre for Disability and Rehabilitation. The experts noted that in any syllabus there is a problem of formulating the objectives be it general or specific, which are the bases in selection of contents, teaching methods and teaching materials (International Centre for Disability and Rehabilitation, 2005). This is the symptom of repetition of old and familiar knowledge as of the flight to preservation. In addition, in Ethiopia, the curriculum development process follows technical procedures (Tyler's Model), which is usually based on principles and major stages of curriculum as planned experiences composed of objectives, contents, learning experience and evaluation in the form of the traditional subject discipline. This emphasizes cognitive knowledge. This indicated that the Ethiopian education system is totally stuck to the dominant model, which is also a good example to a flight to preservation.

F. Flight to Hot, Caustic Debates

This is related to marked increase in eristic, contentious, and ad hominem debate. In the Ethiopian education context, it is partly impossible to find such ad-hominem debate about curricular issues. When there are rare debates, these debates focus on the educational components and curriculum issues crafted by the government and NGOs in the present education system. But,

it is impossible to find debate on philosophical, psychological theories, practical and indigenous issues of the country. This is still an indication that no demonstration of the availability of the knowhow and competence of curricular issues versed with the current context of the country.

During the Emperor, "Derg" and EPRDF regimes, the required reforms and debates made by different groups had major character tagging the past education systems as they had poor quality, inequitable, poor access, irrelevant curriculum and implementation, inefficient school leadership and organization, poor financing to schools, in appropriate assessment strategies, etc. Political elites especially during EPRDF are usually characterized by criticizing the past and magnifying their own as the best achievement. To manifest this, ETP (Federal Democratic Republic of Ethiopia, 1994) states that "...beyond having no policy direction, the previous educational system had acute and severe problems of both access and quality" (p.7). As the long-standing problems associated with the Ethiopian education system were essentially limited and inequitable access, lack of quality and relevance, and continuous decline in quality and standard (Federal Democratic Republic of Ethiopia, 1994). The education policy also stated that,

[...]...the old educational system mostly focused on academic subjects and paid only lip service to vocational subjects. As such, the education did not help students to develop or cultivate practical and vocational skills. As the system was divorced from the practical material or cultural needs of the country, it did not instill in the student an appreciation or eagerness for knowledge. As the curriculum lacked in clear objective and appears to have been randomly designed with no specified target in mind, the profile and behavior of the students at the various levels was not definable (p.28).

From the above paragraphs, it is possible to conclude that advisors, officials, politicians, criticized the past education system even they totally forgot past educational innovation (literacy campaign during "Derg regime.") that brought significant changes regarding how people see the values of modern education in Ethiopia. Some of the researchers are the by-products of the mentioned educational innovation in Ethiopia. It is our view, therefore, that the current education policy ignored the societal values and cultures, indigenous knowledge, unclear philosophical and theoretical as well as psychological assumptions that are important in curriculum making. Having felt these problems, the newly proposed

education policy (the roadmap) investigated the drawbacks and achievements of the past education system and brought these issues of debate for open discussion by different groups for the final documentation, which can be considered as a landmark in the history of the Ethiopian education system. The above discussion retorted that debates by curricular professionals (intellectuals) are important to accelerate and bring experience sharing among scholars and stakeholders. This context may imply that hot and caustic debate is partially manifested in the Ethiopian education system and in the curriculum designing attempts too.

CONCLUSIONS

The curriculum field was at an infant stage and not well articulated in Ethiopia. The above discussions were evident that the Ethiopian education system, in general, and the curriculum designing and implementation attempts were in crises. That is, the existences of Schwab's six signs of crises were proved in the Ethiopian curriculum development and implementation. The resolutions forwarded by scholars in the area were generally apart from the curriculum development trends in Ethiopia.

In the history of Ethiopia, both the past and the current education systems remain unproductive in cultivating good citizenship, in inculcating the societal and cultural values and in bringing the socio-economic development of the country (Federal Democratic Republic of Ethiopia, 2020). As Federal Democratic Republic of Ethiopia (2020) supplemented, Ethiopia's current curricula under use are "highly theory-oriented, content focused, lacks practice, not including indigenous knowledge, not responding to the contextual needs of the country, not including the 21st century skills, not cultivating students with the necessary ethics and values, and not preparing them for international competitiveness" (p.3). Moreover, more than 90 percent of the schools are below the standard. Many schools did not have favorable learning environment and were suffering from undemocratic and awful school leadership. Education experts especially in Zonal and woreda levels have low knowledge, poor experience and are de motivated to overtake the challenge in the education system. The involvement of curriculum professors from universities in designing and developing the curricula were also meager due partly to the lack of full autonomy in designing the curricula and the

unnecessary political interventions. These all revealed that the Ethiopian education systems remained abortive.

Schwab's the practical; a language for curriculum gave an important framework in the curriculum field and serves as a lens to look at the curriculum development and implementation in Ethiopian education system. Unlike to Schwab's deliberative curriculum theory, the Ethiopian education systems in different regimes were entangled with unrealistic ideas rather than on dealing with practical realities of the country. The curriculum field and its development and implementation were surrounded by different confusions in different regimes of Ethiopia. This was due to internal and external pressures.

To culminate the challenges, curriculum specialists need to exert unreserved effort in the curriculum design, development and implementation processes that could save the field in its gloomy occasion. Hot debate is important to create conducive environment for the progress of the curriculum field in line with investigating the status of curriculum development and execution processes in Ethiopia. The curriculum professionals should face themselves a neck-to-neck debate with politicians to rescue the curriculum field, in general, and its development and practice, in particular, in the Ethiopian education system.

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