The Federal Democratic Republic of Ethiopia

General Education Curriculum Framework

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Acronyms

MLC	Minimum Learning Competency
ICT	Information Communication Technology
GDP	Gross Domestic Product
KG	Kindergarten
EGECF	Ethiopian General Education Curriculum Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization

Executive Summary

Education is an instrument of change for the individual and the society. And, if education is to serve that purpose effectively, the role of a well-developed curriculum framework is immense. It is in this context that this curriculum framework has come into being.

The history of education of Ethiopia goes back to the time in which religious institutions and missionaries were the major providers mostly of religious education. Until the opening of the first school at the beginning of the 20th century, not much was known about modern education and its practices. Even then, because the education was largely imported from Europe, the curriculum which chiefly consisted of European languages and history was also based upon that offered in European schools of those days.

In the past, very many studies were conducted on various issues of the system of education including its curriculum. Lots of changes have been introduced on the basis of the outcomes recommendations of the studies and changes in political governance and policies. One of the changes introduced is the existing curriculum which is based on the Education and Training Policy of 1994. This curriculum which came into force in 2010 underlined the need to address the major drawbacks in education including lack of relevance of contents, prevalence of difficult and overloaded contents in text books, absence of interactive learner-centered methodologies, and proper implementation of continuous assessment. It also highlighted the importance of taking measures that would improve better access, quality, relevance, equity, and efficiency.

However, as laid bare by studies conducted later, the curriculum developed to redress the limitations of the past has not been able to address them properly and the system continued to suffer from the same problems it came to solve chief of which are quality and relevance. It is, thus, to overcome the problems that persisted, align the curriculum with the 21st century advancements, and meet the requirements of the sustainable development goals of 2030 that a major revision of the existing curriculum was felt necessary.

This document which presents the Ethiopian General Education Curriculum Framework (EGECF) is a result of a nationwide consultation process. Representatives of teachers and education office experts drawn from the entire country, teacher educators and trainers serving in

centers of excellence and training agencies, professionals in organizations working on education and experts from the Curriculum Development and Implementation Directorate took part in a series of activities which finally led to the production of the framework. The initial draft was presented in meetings of the Roadmap Advisory Council in March 2020 which served as platforms for discussion, debate and consensus building. It was following incorporation of pertinent feedback and consolidation and refinement of the contents of the document in successive efforts of professionals of the Directorate that this final document which has thirteen sections was produced.

The EGECF draws upon positive experiences gained in the country and other commendable international practices that led to higher and better levels of achievement of set goals. It establishes the principles and standards which guide curriculum planning, implementation and evaluation. It also serves as a guiding tool for regional states in the review, design and adaptation of syllabuses to their situations.

The framework perceives education as a life to be lived and a preparation for future living as well as a process leading toward personal growth, enrichment and empowerment, and a tool for strengthening social justice, inclusion, and responsible citizenship. It takes the school as a centre of active and meaningful learning where the young finds the opportunity to acquire qualifications necessary to fulfill individual aspirations and play a productive role in society.

The framework provides background which includes history, strengths and limitations of the system of education and the curriculum. The purpose of the framework the most important of which is ensuring the prevalence of quality, common standard, flexibility, consistency and relevance in the planning, implementation, and evaluation of the intended, experienced and achieved curriculum is also included in it. Besides, the scope and context of general education which provides a brief account of the prevalent socio-economic situation in the country is also dealt with.

The scope indicates the four levels of education namely pre-primary, primary, middle and secondary levels. The pre-primary level takes two years and focuses on cultivating children holistically and providing the knowledge, attitudes and skill base for learning in primary school. The primary level includes grades 1 through 6 and aims to develop the knowledge and skills

useful for life and meet the requirements of learning in middle schools. The middle level encompasses grades 7 and 8. Its major purpose is enabling learners acquire knowledge, attitudes and skills useful for life and continuing education in secondary schools. The level marks the end of compulsory education, and, thus, lays the basis for later-day employment or self-employment for those who drop out of the system.

The secondary level embraces grades 9 to 12 and marks the culmination of general education. It extends the learners' knowledge, attitudes and skills, and prepares them for further learning and young adult life. In grades 9 and 10, students continue learning general education subjects which consist of 10 compulsory and 2 optional ones out of 5 subjects. In grades 11 and12, learners are required to join one of the eight Career and Technical Education areas of study which is further divided into natural science and social science streams in the case of which the natural science has 5 fields of study and the social science has 3 fields of study. The fields in the natural science stream have 7 general subjects and a maximum of 5 field-based subjects while those in the social science have 6 general subjects and a maximum of 5 field-based subjects. Special schools would also be organized to provide for the needs of the talented.

In order to ensure the successful implementation of the general education curriculum, the framework basically envisages the alignment of the teacher education curriculum in both its pre-service and in-service modalities with the dictates of general education curriculum framework.

The framework indicates that Ethiopia is a federal democratic republic consisting of ten regional states and two city administrations. It is the second most populous nation in Africa with over 80 different ethnic or linguistic groups. More than 80% of the population lives in rural areas and earns its living by working on the land. The country has a vision to become a low middle-income country by 2025. The role of the curriculum in this process is to serve as a basis for planning and organizing education which would lay the foundation for equipping young people with the competencies needed to realize the vision.

The framework also envisages a system of work in curriculum planning and implementation which addresses regional diversity through a substantial and complex balance between developing curriculum at the federal level (curriculum framework, syllabuses and flow charts) and regional levels (adaptation of syllabuses and development of textbooks) .

The curriculum architecture part includes the curriculum framework, learning areas and subjects as well as curriculum materials and support materials. The framework includes philosophy, vision, aims and objectives, values and principles, competencies, teaching methodology and strategies, and assessment and evaluation among others. Further, it envisions developing a curriculum which emphasizes on the teaching and learning of mathematics and natural sciences as bases for the advancement of science and technology. The remaining components deal with the learning areas and subjects identified and the curriculum and support materials useful for their implementation.

The framework presents curriculum vision which aims at cultivating all-rounded, ethical, self-reliant citizens who are armed with 21st century skills to become productive and competitive regionally and globally. This is followed by curricular aims which include producing citizens who have the competence essential for life, further learning and employment. The aims also comprise nurturing learners who possess scientific and technological literacy, have the ability to think critically, solve problems and contribute to economic advancement and social change.

The objectives derived from the curricular aims include utilizing knowledge and skills of science and technology for innovation, invention, and entrepreneurship; using what is learned creatively, effectively and ethically in life and the world of work; utilizing indigenous knowledge and skills for the advancement of the self and the society; using career and technical knowledge and skills to modernize and increase production and productivity; understanding the history and culture of the country and rights and responsibilities as citizens as well as promoting national unity in diversity; utilizing knowledge and skills in the here and now and learning to learn for personal and community advancement, and maximizing the individuality and potential of every student regardless of gender, ability or disability, ethnicity, religion, and geographical location.

The framework indicates the most important values to be developed by learners which consist of quality, collaboration, tolerance, respect, equity, patriotism and hospitality. The principles to be observed in curriculum development and implementation are the use of science and technology, diverse skills, indigenous knowledge and values, relevance, integration and cohesiveness,

balance, cultural heritages, national unity and diversity, inclusiveness, entitlement, and learner-centered learning.

Regarding the philosophy of teaching and learning, the curriculum framework conceives teaching as an instrument of raising each learner to the highest expectations, and maximizing their potential for developing the intellect and competencies needed for advancement. Learning is understood as a process of change resulting from engagement in meaningful exploratory, investigative, and inquisitive activities by learners who take increasingly growing ownership for their learning. The framework also deals with the achievement of competency which is related to getting equipped with knowledge, skills and attitudes to be applied in integrated and practical ways to serve in real situations and contexts. The core competencies include learning to learn, critical thinking and problem-solving, creative-thinking and innovation, communication, collaboration, leadership and decision-making, digital literacy, and cultural identity and global citizenship.

The framework identifies nine learning areas. One of the learning areas is language. A three-language policy is suggested in which mother tongue is to be learnt as a subject and used as a medium of instruction beginning from pre-primary grades. English is to be learnt as a subject starting from grade 1 and used as a medium of instruction and a subject in grades nine through twelve. In view of the persistent difficulties encountered in its use by teachers and learners and considering its being a medium of instruction, and, thus, instrumental to learn other subjects, the teaching and learning of English would be given special attention in middle schools. One from among the federal languages is to be learnt in order to be used for communication and interaction among the diverse peoples of the country. One foreign language is to be taught as an optional one in grades 9 and 10.

The remaining learning areas are Mathematics, natural science, social science, performing and visual arts, moral and citizenship education, health and physical education, information-communication technology, and career and technical education. Career and technical education which is offered in eight areas in grades 11 and 12 is meant for enabling learners to become productive and employable while at the same time preparing them for continuing education and training further. In pre-primary and primary levels, elements of practice-oriented education and

training would be included in all subjects in order to make education practical, productive and useful for life. In middle schools, career and technical education relates to basic skill components students learn and get trained with which are essential for further training and joining the labor market if they happen to drop out of the system.

That part of the framework dealing with school time indicates the weight and emphasis to be laid upon each school subject by assigning learning time in terms of hours and number of periods in a week. Every year, schools open on the first week of September and close on the fourth week of June. A school year will have an average of 197 days divided into two semesters with a one-week break in between. Schools operate on a full-day basis.

The other elements presented by the curriculum framework are curriculum materials and support materials. Flowchart, Minimum Learning Competencies (MLCs), Syllabuses, Textbooks/Practice books/Modules, and Teachers Guides are the major curriculum materials. Support materials are those meant to strengthen textbooks/practice books/modules and teacher guides and serve as reference materials. This list includes worksheets and workbooks, supplementary books, reading materials, reference materials and related instructional materials and aids.

The framework indicates teaching methodology and strategies. Teaching methodology refers to the general approaches employed to facilitate learning. Teaching strategies relate to specific classroom approaches and techniques teachers engage in and out of the classroom in order to help students learn which include lecture, group discussions, role plays, projects, presentations, debates, independent work, drill and practice, enquiry, etc. These include the big role played by parents to support teachers in what they do to facilitate learning. What come after these are assessment, monitoring and evaluation? The framework stipulates assessment to be continuous and serve to improve learning and teaching on the one hand and determine the fate of the learner on the other. At the end of grade six, a regional examination shall be prepared and administered by regions while an examination whose standards are set by the Ministry of Education shall be administered by regional authorities at the end of grade eight. At the end of grade twelve, a national school leaving examination and a qualifying examination for career and technical education would be prepared by the Ministry of Education. The curriculum framework also

provides for what is to be done to monitor and evaluate the process and outcomes of the general education system of the country.

What come at the end are cross-cutting and nationally pressing issues. These issues are important for learners to have a better exposure for what it takes to live a normal, peaceful, healthy and decent life of a citizen and contribute to their own and society's well-being.

Section One: Introduction

Introduction

Ethiopia has been working towards accelerated improvement in educational provisions, with particular emphasis on providing "quality and equitable education for all" which is instrumental to develop 21st century competencies and move the society forward. In line with this, the major aim of this curriculum framework developed for the general education system of the country is to produce citizens who are innovative, inventive, productive, self-directed, responsible and active contributors to national development. Moreover, it is within the domain of the most important aims of the curriculum framework enabling learners become creative and critical thinkers, decision makers as well as problem solvers.

The document has 13 sections which deal with the major components of a curriculum framework including vision, scope, purpose, context, philosophy, aims and objectives, values and principles, learning areas and subjects, materials, school time, teaching methodology and strategies, assessment, cross- cutting and nationally pressing issues and competencies. The framework is mainly based upon the learner profile developed for the purpose of indicating the various competencies expected to be developed at the end of each of the levels of the structure of education and at the end of 14 years of schooling in the system. And this is annexed at the end of this document.

Background

Prior to the introduction of the existing curriculum framework in 2010, there was no comprehensive and sufficiently-developed framework which could serve as an effective guide for designing and developing curriculum for general education. It was following revision of the

curriculum which was under implementation that the now functioning curriculum framework came into force. The most important change introduced by this framework was a paradigm shift from the objective-based curriculum development model to a competency-based model. This change to a competency-based approach and use of active learning strategies were intended to serve as tools to bring about the desired changes in learners.

The curriculum developed based on the changes introduced in the framework was implemented for the last ten years. During this time, a number of studies were conducted to investigate the extent to which it was able to lead to the intended changes. Included were formative evaluations, summative evaluations, the Roadmap study commissioned by the Ministry of Education and the World Bank (2015). Findings of many of the studies suggested that although the curriculum was able to help educational programs achieve their purposes through providing the necessary learning experiences, it suffered from such major drawbacks as content and subject overload, absence of moral education, and flexible pathways for accommodating the diverse needs of learners.

In addition to the afore-mentioned limitations, the curriculum also failed to make provisions for life skills and career and technical skills. Besides, it was not able to give appropriate space for the teaching and learning of indigenous knowledge and emerging and nationally pressing issues. What is more, continuous assessment was not effectively put into practice in the process of implementing the curriculum. Based largely on the recommendations forwarded by the studies indicated here above, the Ministry of Education found revising the curriculum an imperative. It is, thus, to address the challenges encountered, align the general education system with the advancements of science and technology witnessed in the 21st and laying the foundation for the process of revising the existing curriculum and developing a revised curriculum for general education that this curriculum framework is developed.

Purpose

A curriculum framework may be taken as a guide for developing curriculum. It consists of those elements which are essential to understand, plan, implement, monitor and evaluate the curriculum at all levels of the general education system of the country.

The most important purpose of this curriculum framework is to provide guidance to the effort made to ensure the prevalence of quality, standard and relevance in the planning, development, implementation, and evaluation of curriculum across regional governments in Ethiopia. The other purpose of the framework is ensuring that same educational opportunities are provided for learners in the different regions of the country albeit the variations observed in levels of development. The framework makes it possible to develop and implement curriculum at the regional level while at the same time ensuring the prevalence of comparability and mobility of learners in the country at large.

Scope

The curriculum framework is concerned with the four levels of general education as indicated in the education and training policy. These are pre-primary, primary, middle and secondary levels. These levels are inter-related and serve the purpose of cultivating the kind of individuals the society needs. The basic elements of the curriculum are included across all levels while organized in an increasing depth and breadth to ensure continuity, consistency, integration and cohesion.

The pre-primary level takes two years and consists of KG1 and KG2. The focus of education at this level is to cultivate children holistically as well as provide the knowledge, attitudes and foundational skills which are essential to meet the challenges of learning in primary school. The primary level includes grades 1 through 6. The main purpose of this level is the development of knowledge and skills useful for life and meeting the requirements of learning in middle schools.

The middle level is a level which stands on its own same as primary and secondary levels. It encompasses grades 7 and 8. The level marks the end of compulsory education as well as time of leaving for joining the world of work for those who drop out of the system. Its major purpose is helping students develop knowledge, attitudes and skills useful for life and training to join the world of work upon reaching appropriate working age. Besides, it also makes them ready for meeting the challenges of learning and developing technical and entrepreneurial skills in secondary schools.

The secondary level which embraces grades 9 to 12 marks the culmination of general education. The level extends the learners' knowledge and skills, strengthens their attitudes, and prepares them for further learning and young adult life. In grades 9 and 10, students continue learning general education subjects which consist of 10 compulsory and 2 optional ones out of 5 subjects. In grades 11 and 12, learners are required to join one of the below-listed eight areas identified as Career and Technical Education areas of study:

- Manufacturing
- Construction
- Information Technology and Computer Science
- Agriculture
- Health Sciences
- Business Sciences
- Language and Social Sciences
- Performing and Visual Arts

Special schools shall also be organized to provide for the needs of the talented and those with severe disabilities.

Successful implementation of the curriculum necessitates its alignment with the teacher education curriculum. Teachers need to be trained and prepared in line with the dictates of this curriculum framework in both pre-service and in-service modalities so that they would have the essential qualities needed for effective implementation of the curriculum developed based on this framework.

Context of General Education Curriculum in Ethiopia

Ethiopia is a federal democratic republic consisting of ten regional states and two city administrations. It is the second most populous nation in Africa next to Nigeria with over 80 different ethnic or linguistic groups. More than 80% of the population lives in rural areas and earns its living by working on the land. The country has pursued a path of transformation which has been able to bring about changes in the totality of realms of life and work. The vision in this drive for change is becoming a middle-income country by 2030. The role of the curriculum in

this process is to equip young people with the competencies they need to undertake further education and training so crucial to take their place within the working community and become inventive and innovative enough to help in the effort exerted to change the lives of the people of the country. The other role of the curriculum is serving the developmental agenda of the country.

Although it is possible to achieve a middle-income status by way of increasing a country's GDP the way resource-based economies such as oil-exporting countries have done, others less endowed need transitioning to a knowledge-based economy. In a trend similar to other transition economies, the tertiary sector in Ethiopia has bypassed the industrial sector and now accounts for over 45% of the GDP. This sector is dominated by state-owned enterprises in transport and telecommunications as well as banking and finance. While agriculture, fishing and forestry constitute a smaller part of the economy in terms of GDP (40%), they represent 80% of exports and 85% of employment.

The gap between the scale of the economic sectors and the magnitude of opportunities within them is one of the two primary challenges to the design, development and implementation of a curriculum that will deliver the strategic aspirations of Ethiopia. An emerging concern for the design and development of the curriculum is relevance to learners. The scientific, technological, creative and entrepreneurial skills that have emerged as key interests will prepare learners to benefit from opportunities in a knowledge economy. In other words, the curriculum prepares learners for 15% of the current labour market while agriculture has been 'integrated' into the science curriculum. The demographics of Ethiopia mean that growth in graduates outstrips growth in jobs.

A second challenge is providing a curriculum that creates graduates for all sectors of a knowledge economy. The transition to a knowledge-based economy requires a labour market that includes both knowledge workers and a larger number of workers who provide services to them (for example, in childcare, health and infrastructure). As a result, the current curriculum framework envisages preparing the curriculum with that end-in-view.

The curriculum which follows this framework is required to define expectations of learning for all sections of the diverse community in Ethiopia. In this connection, the diversity between regions is particularly significant. The curriculum should respond to regional diversity with a

substantial and complex balance between the development of curriculum at a federal level (curriculum framework, syllabuses and flow charts) and the development of curriculum at a regional level (adaptation of syllabuses and development of textbooks). The devolved process enables Ethiopian educators to account for the diversity of regions.

Section Two: Curriculum Architecture

The general education curriculum for pre-primary, primary, middle and secondary levels is composed of the following major components:

The General Education Curriculum Framework

The general education curriculum framework is an overarching document that sets standards and requirements for all areas of the curriculum at all levels. These standards and requirements apply to all areas of the curriculum, and contain statements of philosophy, vision, aims and objectives, values and principles, assessment and evaluation among others. These statements represent the overall curriculum direction and regulatory requirements. Most importantly, the framework emphasizes the development of competency in students as the highest priority.

The curriculum framework also guides teaching-learning and supplementary material development as well as policy-making across the education system. Regarding teachers, the framework outlines expectations relating to their approach to teaching and assessment. It also describes the subjects and combinations of subjects which students must take in order to successfully complete each level of schooling. On the whole, the Ethiopian General Education Curriculum Framework (EGECF) envisages the following:

- developing a curriculum which emphasizes on the teaching and learning of mathematics and natural sciences as bases for the advancement of science and technology
- developing a curriculum which emphasizes the cultivation of moral values
- developing a curriculum which strengthens flexibility, responsiveness to local, national and global reality, and promotes lifelong learning
- integrating subjects to avoid early entry into discipline-based learning
- creating diverse pathways for learners so that they would be equipped with the skills necessary to experience success in school and life beyond

- engaging teachers in continuous professional development programs and providing ongoing support to enable them interpret and adapt the curriculum to meet the needs of learners and national development
- ensuring that all stakeholders assume leadership and commitment and utilize expertise necessary to effectively implement the curriculum developed based on this framework

The framework focuses on the following:

- conducting high quality learning programs which inspire innovation, invention, and entrepreneurship
- using the teaching and learning of science and technology to nurture creativity, productivity and problem solving capabilities
- improving the quality of education and raising the level of learner achievement
- departing from traditional curriculum structures and practices that might restrict learning
- creating an environment which emphasizes the learning process and construction of meaning rather than mere acquisition of content
- employing a more cross-curricular, thematic, inter-disciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another and discarding an exclusively subject-based approach that favors fragmentation and compartmentalization of knowledge
- providing diverse and integrated learning experiences which suit the needs, interests and capabilities of a wide spectrum of learners within nationally accepted parameters
- introducing career and technical education which includes diverse areas of learning as alternative pathways to personal development, lifelong learning and employment

It also emphasizes the following:

- promoting the teaching and learning of indigenous knowledge and skills
- engaging in learning as a lifelong activity
- assessing both the processes and outcomes of learning
- providing for teachers in initial teacher education and further training courses on inclusive pedagogy and support for learners with special needs
- training teachers to implement innovative teaching / learning strategies especially through the use of e-Learning

- conducting continuous professional development of teachers in line with available opportunities and resources of the country
- promoting the school as a learning community of reflective practitioners
- involving parents as important stakeholders in the education of their children

Learning Areas and Subjects

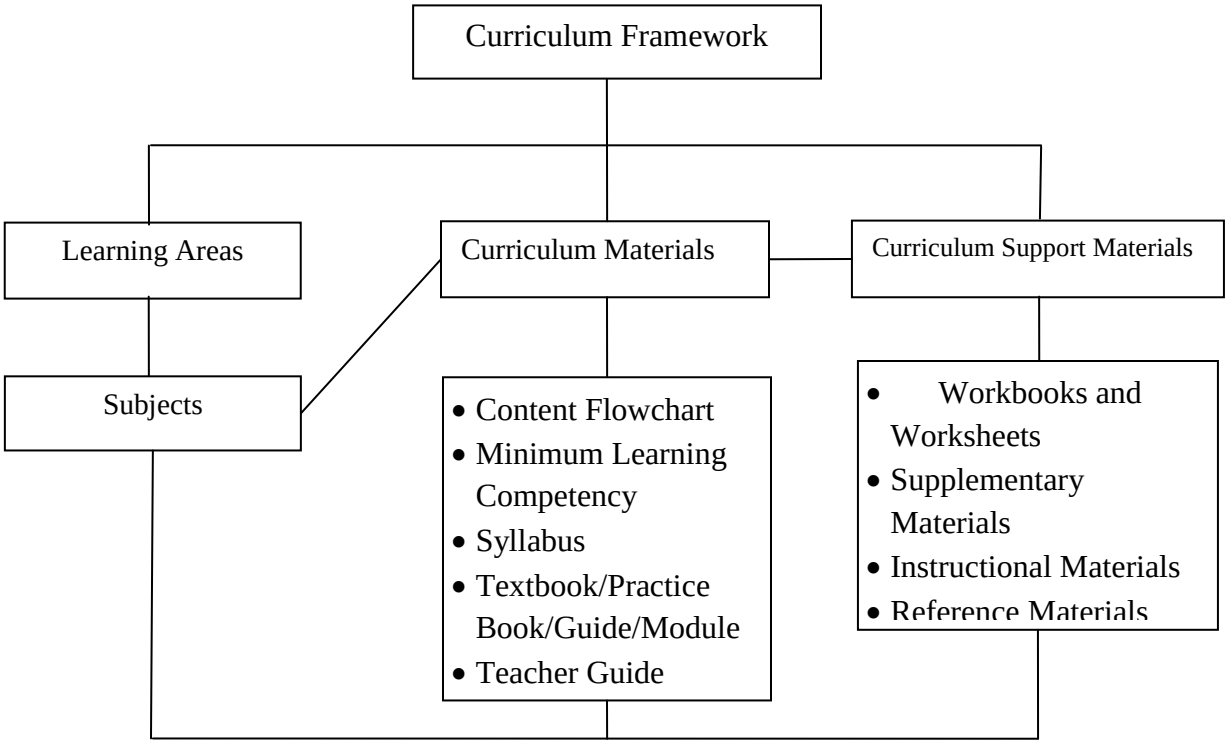
One component of curriculum architecture refers to learning areas and subjects which indicate the contents to be taught and learned at each level of schooling.

Curriculum Materials and Support Materials

Curriculum architecture includes curriculum materials and support materials which are essential for ensuring the effective implementation of the curriculum. They serve the purpose of enhancing teaching and learning and achievement of the goals of the curriculum.

The curriculum architecture is diagrammatically represented as follows**:**

Figure 1: Curriculum Architecture



Section Three: Curriculum Vision

The vision of the Ethiopian general education curriculum is to cultivate all-rounded, ethical, self - reliant and responsible lifelong learners who are competitive regionally and globally and are equipped with 21st century skills instrumental to thrive in a knowledge - based and technology - led economy as citizens of an interdependent and democratic society.

Section Four: Philosophy of Teaching and Learning

The philosophy of the curriculum in Ethiopia is based upon the philosophy of education of the country. In Ethiopia, though the philosophy of education is not clearly written in curriculum frameworks, it is implicitly manifested in the aims and goals of education.

At present, as indicated in the Education and Training Policy of Ethiopia, education is conceived as a life to be lived and a means of preparing the youth for future living. It is also understood as an instrument of cultivating the individual holistically, including moral, cognitive, social, spiritual, physical, psychological and technical attributes. Furthermore, it is taken as a public good which utilizes indigenous and global knowledge for social harmony and development.

Education is believed by the society as an entity that cherishes excellence, competitiveness and collaboration. Moreover, it is recognized as a tool for expanding the horizons of knowledge and advancing science and technology for the purpose of transforming the country into a respectable member of the world.

The philosophy of the curriculum which emanates from the philosophy of education of the country uses eclectic approach at all levels while showing more commitment in the different levels of the system following a reasonable progression of philosophical leanings. Notably, curricula in the pre - primary and primary grades would have a more humanistic flavor, giving way to increasing academic emphasis in the middle and secondary grades focusing on deep learning of content in the academic disciplines. Learners in secondary schools may also accommodate a more social reconstructivist curriculum, especially in the social science and technical subjects. These philosophical inclinations will also have implication to teacher education, content selection, and preparation of support materials in the respective levels.

The change introduced in the education philosophy of the country necessitates introducing a teaching and learning philosophy. One of the fundamental tenets of the philosophy is the belief and commitment to giving equal emphasis to the development of the individual learner on the one hand and a democratic community in the classrooms and schools on the other. In line with this, teaching is conceived as instrument useful to:

- raise each student to the highest expectations, ensuring each one is diligent in their studies, and not giving up on even a single recalcitrant learner
- place every learner at the heart of educational decisions that guide the design and implementation of learning experiences
- engage every learner focusing on teaching them rather than teaching subjects
- provide each learner with learning experiences which are equitable, inclusive, and engaging
- maximize the potential of the whole person and help them develop the intellect, attitudes and skills needed for advancement
- adapt teaching pace, approaches and assessment practices to the level of development of the learner
- cultivate positive teacher-student relationships essential to work for the common good
- guide learners to activate prior knowledge, and assimilate and accommodate new knowledge through exploration, and interaction with others
- create a miniature Ethiopian society in the classroom which is safe, warm and caring and where learners are free to speak their minds, blossom and grow together as a democratic entity

In this philosophy, learning is conceived as a process which

- inspires learners to take ownership of their learning, become motivated and challenged when they find meaning in their learning
- takes every learner as an individual who possesses diverse learning needs and capacities and bring with them a wide range of experiences, beliefs, knowledge, and skills
- takes place in caring, safe and stimulating educational environment which provides learners the conditions essential to advance physically, mentally, emotionally, and socially

- helps cultivating positive peer relationships in order to achieve a culture of support and mutual respect in classrooms, where learners learn to appreciate diversity and unity
- encourages learners to take risks, learn from their mistakes and from one another, and be confident in expressing their views and doing things independently
- takes place individually and collaboratively, as learners construct and co-construct meaning from knowledge and experiences
- promotes the development of thinking skills and dispositions as well as meta-cognitive skills helpful for learning to learn
- helps to connect what learners already know with that being acquired and extending that knowledge through intellectually challenging work
- encourages learners to engage in activities that are purposeful, relevant, inquiry stimulating, action-oriented, reflective, and enjoyable

Section Five: Aims and Objectives

Curriculum Aims

The aim of the Ethiopian general education curriculum is to produce citizens who have the competence essential for life, further learning and the world of work. It is also the aim to nurture citizens who have scientific and technological literacy, possess the ability to think creatively and critically, solve problems and act in morally responsible manners among many others. In the list of the aims is also found preparing individuals who would be competitive at national, regional and global levels. The aims comprise maximizing the individuality and potential of every student to achieve holistic development regardless of gender, ability or disability, ethnicity, religion, and geographical location.

Curriculum Objectives

In the list of the objectives of the curriculum are found the following:

- Utilize knowledge and skills of science and technology for innovation, invention, and entrepreneurship,
- Use what is learned creatively, effectively and ethically in life and the world of work
- Utilize indigenous knowledge and skills for the advancement of the self and the society,

- Employ career and technical education to modernize and raise production and productivity,
- Understand the history and culture of the country and rights and responsibilities as citizens for harmonious individual and collective life,
- Utilize knowledge and skills in the here and now and learning to learn for personal progress and career advancement
- Utilize critical thinking, problem-solving and communication skills to productively engage with the constantly changing local, national and global realities
- Employ knowledge and ability to work together and learn from one another
- Utilize contemporary knowledge, skills, and values in traditional and new subject disciplines and cross-cutting curricular learning areas for local and national development
- Employ pertinent knowledge and values to promote solidarity, national unity, social justice and social cohesion
- Use knowledge and values of self-awareness, self-respect, and self-confidence for social adjustment and living in harmony with others

Section Six: Values and Principles

Values

Values refer to those aspects life to which individuals, communities and societies attach importance, meaning and give regard. Ethiopia is endowed with a rich history of independence, cultural diversity and values that are cherished by its people. These values which have emanated for the wide spectrum of life and ways of living of its diverse people have contributed to its integrity and existence as a nation for centuries. The curriculum should be able to promote these and other universally-held values and lay the ground for their development in learners. Therefore, the Ethiopian General Education Curriculum Framework which serves as a basis for designing, developing, implementation and evaluation of the curriculum of general education should reflect and promote the following values which are held dearly by the Ethiopian society.

Quality

One of those aspects of life and living valued by Ethiopians is quality. Ethiopians give high

regard to quality in every sphere of life and appreciate things produced, constructed and used employing elements of high repute. This is particularly relevant to education where persistent cries for lack of quality and betterment in that respect have continued to date.

Collaboration

Ethiopian is rich in its tradition of working together for the common end as well as supporting one another in need. This finds manifestation in what people do to support one another in agriculture, construction, wedding and burial ceremonies, disaster, environmental protection etc. Some reasonable degree of voluntarism has remained to be a practice and served as a basis for collaborative efforts. As a result, voluntarism which is an essential component of collaboration should be upheld as a value within the context of collaboration.

Tolerance

Ethiopia is a country where people with multiple languages and diverse cultures have lived together for long peacefully by respecting each other and viewing diversity and tolerance of differences as a powerful force for national unity and development.

Respect

Ethiopians attach a great significance to paying due respect to elders, the sick and weak, nature and local, national and international heritages. Although there is still work to be done to realize the implementation of this value in relation to such areas as respect for gender equality, Ethiopians give respect to equality of individuals and groups, religion, cultures, institutions, and the law.

Equity

It is important to make sure that everyone is given what is due to them and support needed to succeed in life and work. There have always been variations among individuals and groups arising from physical, mental, social and economic differences. There are also differences attributable to variations in gender and places of living. Providing for these and creating enabling environments by way of availing the support needed is among those valued by Ethiopians.

Patriotism

Among those acts valued by Ethiopians is found patriotism. Patriotism finds expression not only in what one does to love and defend one's country in times of difficulties but also in the diligence exhibited to successfully carry out a wide-range of duties and tasks which epitomize hard work.

Hospitality

People across the whole expanse of Ethiopia attach a whole lot of meaning to what they do to provide a friendly reception and treatment of guests. It is common practice well-coming aliens and share from what little one may have at one's disposal. There is always sympathy and compassion to the needy and providing shelter from dangers among other things.

Principles

Principles are the perspectives which guide the design and implementation of the curriculum. They also serve as foundations of the curriculum. These principles are listed below:

Use Science and Technology

The curriculum should promote the utilization of science and technology as a means of learning as well as development of creativity and problem - solving competencies in learners. Science and technology should be used as instruments of progress and development. Schools need to be places for conducting scientific experimentations and investigations, and forums for creating technology which is useful to meet societal needs and solve problems.

It is also important to introduce such features of advanced science and technology as artificial intelligence and robotics which are instrumental for bringing about the badly desired changes in all spheres of life. It is only when the country follows such paths of development that it would be able to obtain a respectable place in Africa and the world at large.

In the course of applying this principle, it is important to introduce stem education which emphasizes logical and conceptual relationships across different subject areas as a driver of innovation and acquiring new skills. The point of interest in the use of STEM(Science, Technology, Engineering and Mathematics) education is the cultivation of critical thinkers, innovators and problem-solvers, combination of classroom lessons with real-world problems and encouragement of investigation and cooperative learning.

Provide Diverse Skills

The curriculum should also provide opportunities for the development of such skills as life skills, 21st century skills, career and technical skills which are useful for learning, life and employment.

Use Indigenous Knowledge and Values

In Ethiopia, there is a very wide pool of unexploited indigenous knowledge, values and skills in all spheres of life. It is, thus, crucial to study, uncover, investigate, develop, and utilize this resource for the benefit of the individual learner and the society at large.

Ensure Relevance

The curriculum should be related to the present and future life of students. It should be useful to the world around them and to the broader national and global context. Besides, it should provide them with the competence needed to adapt and re-interpret what they have learned in school to new and changing circumstances.

Promote Integration and Cohesiveness

The curriculum should provide learners with more cohesive and integrated body of areas of learning, subjects and contents. Learners should finish school by way of understanding how knowledge and skills acquired by way of learning different subjects could be integrated, combined and used to deal with challenges of life and work and find solutions for them. Through breaking down barriers among subjects, the curriculum should provide a more cohesive and integrated body of contents.

Ensure Balance

Studies have criticized the general education curriculum for being overloaded with knowledge and information and paying less attention to values and skills. Furthermore, it has been taken as being theory - laden which resulted in its dissociation from activities which are practical, productive and socially useful. It is, therefore, important to ensure the prevalence of optimal balance among knowledge, attitude, and skills on the one hand and theory and practice on the other.

Promote Cultural Heritages

Ethiopia is endowed with over 50,000 heritages registered at national level including those that are registered as intangible cultural heritages by UNESCO. Besides, there are a total of nine world heritage attractions in the country, eight cultural sites and one nature conservation area. These cultures and protected locations not only contain clues to decipher Ethiopia's past but also help understand the history of the world.

Promote National Unity in Diversity

Ethiopia is a country of people who have a rich history of living together while being diverse in terms of ethnicity, language, religion, way of life and inhabitation, etc. It is important to acknowledge this diversity, and value the history and traditions of its people. It is also useful to acknowledge and respect individual differences emanating from age, gender, beliefs, personal development, socio-cultural background, geographical location, ethnicity, religion and economic status as well as physical and mental status. The curriculum framework should, thus, affirm that all children can learn, grow and experience success by

- respecting diversity in all its forms
- promoting an inclusive environment
- sanctioning policies and practices that address the individual and specific needs of the learner and the learning community

While recognizing and appreciating the diversities, it is also essential to work toward strengthening national unity. The curriculum framework shall, thus, promote the cultivation of

these attributes in learners so that they would work in unison to advance the country's effort to hold a respectable place in the world.

Provide for Inclusiveness

The curriculum should provide equal opportunities for all learners so that they would be able to fulfill their potential. There should not be discrimination in the provision of educational opportunities because of differences in religion, gender, beliefs, ethnic group, physical and mental ability or disability, economic background, culture and traditional practices as well as geographic areas.

The curriculum should also recognize the uniqueness of each individual and the fact that each individual learns in different ways and at different rates. Learning and teaching should, therefore, respond to the needs of different learning styles. In addition to this, the curriculum should give a range of opportunities and pathways as part of the effort at addressing differentiation.

With regard to students with disabilities, different types of provisions could be made in line with the degree of severity of disability. Accordingly, the majority of learners with disabilities and difficulties need to be accommodated and learn together with others with necessary support. Intended outcomes of the general education curriculum for learners with low-incidence disabilities do not differ essentially from those expected for all learners. However, for this group of learners with disabilities, the curriculum has to be accessed, participation accomplished and effective progress ensured by way of flexibly organizing the learning environment and making the process of teaching and learning geared toward providing equitable opportunities for them. Special classes need to be organized for those learners who are with severe disabilities but possess the needed ability to undergo learning and meet the requirements of the general education curriculum.

As regards those with severe disabilities which would not allow them to pass through learning programs organized under general education, it is necessary to develop and implement a specialized curriculum and instructional practices to address disability-specific needs through organizing separate schools.

Provide for Entitlement

Every learner is entitled to undergo quality learning experiences and acquire quality education. This necessitates availing the support needed for the learner to develop the abilities necessary to exploit the experiences provided and achieve the anticipated level of excellence. Thus, through providing appropriate and relevant learning experiences, the curriculum framework should ensure that every learner is entitled to the following:

- a holistic education relevant to life
- developing analytical, critical, creative and problem-solving skills
- forming proper attitudes
- communicating using diverse languages
- getting equipped with career and technical education
- achieving individual and collective progress, success and achievement
- contemporary learning approaches including e-Learning
- smooth transitions within the system and diverse pathways for further learning
- support of families and the wider community

Apply Learner-Centered Learning

The general education curriculum framework promotes the employment of a learner-centered approach in the process of teaching and learning which requires the following:

- active and personalized learning
- relevant, meaningful and purposeful engagement of learners
- negotiation between learners and teachers
- development of self-directed and independent learning

Section Seven: Competency

As is the case with the existing curriculum, this curriculum framework is also based upon competency. It anticipates learners to have more than discrete, de-contextualized knowledge and skills. Further, it expects them to apply the knowledge, skills and attitudes acquired in integrated and practical ways. Although competency - based approach was adopted in previous efforts, it

has not been understood correctly and, thus, not used properly and effectively in many of the processes ranging from designing curriculum materials and documents to implementation. As a result, learners were not able to use what was learned in integrated ways and developed the expected competencies.

As indicated by UNESCO - IBE (2017), competency refers to the ability to use learned knowledge, skills and attitudes appropriately in real situations and contexts and within a defined set of values.

Core Competencies

Although the competencies to be developed in every school subject are many and diverse, there are over-arching and core competencies expected to be developed across subjects of the curriculum. The core competencies expected to be developed by all learners at all levels are the following: learning to learn, critical thinking and problem-solving, creative-thinking and innovation, communication, collaboration, leadership and decision-making, digital literacy, and cultural identity and global citizenship.

Learning to Learn

Learning to learn is a self-regulated learning which is characterized by the ability to set goals and strategies, monitor progress, and reflect on what was achieved, is being achieved and will be achieved.

Learning to learn is about individuals developing a clear understanding of how they learn in order to further develop their capacity to learn. There are four pillars of learning: Learning to know, learning to do, learning to be and learning to live together. Learners must be able to work effectively, independently and in groups; build on their own learning experiences, cultural backgrounds and preferred learning styles; develop sound work habits; and take increasing responsibility for their own learning and achievement.

Competent learners make use of meta-cognitive skills to identify available learning opportunities, learn about what they want to learn, reflect on the learning processes and what is

learned. They have the dispositions essential for learning including self-awareness, self-organization, communication, and co-operation and being reflective.

To develop learning to learn as one of the competencies is tantamount to master the ability of gaining, processing and assimilating new knowledge and skills as well as finding and making use of appropriate guidance. Learning to learn helps learners to build on previous learning and life experiences in order to use and apply knowledge and skills in a variety of contexts.

Critical Thinking and Problem Solving

An important outcome of a well-developed curriculum is producing learners who think critically and use this to deal with problems. When learners are empowered with critical thinking skills, they avoid being subjective, and use logic and evidence to arrive at conclusions. Critical thinking also facilitates exploring new ways of doing things and learner autonomy. Learners learn that for every issue there are multiple perspectives that they can explore which at times come into conflict with their earlier held beliefs and positions.

Problem solving involves the ability to choose and use scientific methods to solve real problems in the main. Learners should be encouraged to treat problems as challenges which need to be overcome through effective planning and thinking processes. Simulations and scenarios in which learners are presented with real or imagined problems to be solved should be a common teaching strategy in every subject.

Developing learners' cognitive and reasoning abilities would enable them to analyze issues and situations and tackle problems. The cognitive, reasoning and imaginative skills developed foster a critical understanding of situations essential for dealing with challenges and overcoming difficulties encountered in their lives and those of communities. Moreover, it would ultimately help them fulfill their potential.

Critical thinking and problem solving are useful for learners of all ages and in all subjects and activities of the curriculum. It is very important to ensure that these competencies are developed through age appropriate activities and projects.

Creative Thinking and Innovation

Creativity and innovation are agents of change and contribute to the economic prosperity of society in general and to the well-being of the individual in particular. They involve generating and applying ideas to create something of value. They require ingenuity of ideas, arts, technology and enterprise. Learners who possess these competencies are able to think independently and creatively and use their imagination and resilience in planning, organizing, assessing risks and executing their plans.

It is very important for the curriculum to promote in learners entrepreneurial skills through their ability to think of new ways of doing things and developing technologies and systems of work that would help tap untapped resources thereby creating more wealth and opportunities for employment.

Communication

Learners should be able to properly understand others and make them understood when engaged in the process of interacting with others. To that effect, they should be assisted to develop effective encoding and decoding skills.

It is very important for learners to be equipped with useful communication skills through which they can interact and express themselves during the learning process. Developing in learners essential skills of communication should take cognizance of appropriate modes of communication for learners with special educational needs.

Collaboration

Collaboration involves working with others to achieve a shared goal. Competent learners participate, exchange ideas and share responsibilities; respect competing views and nurture positive relationships; are adaptable, willing to compromise and value the contributions of others.

Collaboration strengthens the effort two or more learners exert to work on a learning experience, share and contribute to its effective implementation and achieve their learning and other concomitant goals. The whole process of learning and working together contributes to higher and better levels of realization of ends.

Leadership and Decision Making

Among the abilities students need to get equipped with in order to assume ever-increasing roles and responsibilities is leadership. It is at this level that the intellectual, linguistic and social foundations are laid for what it takes to lead the self and others. Since one of the most crucial functions of leaders is decision making, this has to also be cultivated in order that future leaders would be able to make the right decisions which would lead to taking the right measures and steps for better and higher achievement of personal, community and societal goals. Alongside leadership and decision-making abilities, students need to be helped to cherish and uphold responsibility and accountability.

Digital Literacy

In view of the 21st century advancements in information and communication technology, the curriculum should ensure that digital literacy is achieved by learners across all levels of general education. To that effect, ICT should be integrated into learning in all subjects and grades. This competency is crucial to utilize the now pervasive range of digital content and devices. That is why it is considered as one of the main core competencies for learning and life in this century. It challenges existing thinking and practice while leading to a more innovative, creative and often transformational learning.

Cultural Identity and Global Citizenship

Producing learners who understand themselves as citizens of their country and of the world is one of the foremost competencies the curriculum should strive to achieve. One way of achieving this competency is the cultivation of a strong sense of cultural, historical, environmental, social, global and economic awareness and creation of a platform for its exercise. Through the knowledge, skills, and attitudes which help build this competency, learners would have the opportunity to contribute effectively towards the overall development of the country and work for the betterment of the world as a single whole.

Section Eight: Learning Areas and Subjects

The curriculum should be able to provide a list of learning areas and subjects to be taught and learnt along with explanations for their selection and inclusion. The learning areas of the general education curriculum are guided by and extracted from the aims and objectives, principles and values indicated in this curriculum framework.

Learning areas and subjects are intended to contribute to the development of essential competencies and core life skills by learners. They are influenced by the social, economic, historical and cultural contexts of the country and the world as a whole. The subjects of the curriculum are derived from the learning areas and are influenced by the same factors having impact on the nature and importance of learning areas. The nature of the subjects and their contribution to the profile of learners are expected to be drawn from and expressed in subject position papers.

Learning Areas

Learning areas refer to broad categories which contain contents of related subjects. They are supposed to lead to intended learning outcomes which finally contribute to the realization of core competencies. Learning areas are broader than subjects, for they cover a number of subjects which may lead to different levels of achievement as students' progress through learning.

The general education curriculum framework identifies nine learning areas to be offered at different levels of schooling ranging from pre-primary to grade twelve. The learning areas move from those which are broader at lower levels to ones more specific at higher levels. These learning areas are the following:

Language, Mathematics, Natural Science, Social Science

Performing and Visual Arts, Moral and Citizenship Education, Health and Physical Education

Information-communication Technology, Career and Technical Education

Language

Language is at the core of thinking and learning. Learners reflect, develop and communicate their ideas through language. Language is a fundamental tool that contributes to learners'

intellectual and social development. It is also one among many which play key roles in the process of learning in all areas.

Ethiopia is a multi-lingual country where over 80 languages are spoken. Of these, more than 53 are taught as subjects and many of them are used as media of instruction. School-age children start learning the first language from the pre-primary level and may continue learning it as a subject up to the end of grade 8.

There is a felt need to reduce the number of subjects to be learnt in order that students would be able to focus on key subjects of the curriculum. As a result, in grades 9 and 10, subjects are divided into two categories: compulsory and optional. The compulsory subjects are 10 while the optional subjects are 5. All students are required to take all the 10 compulsory subjects and select 2 from the 5 optional subjects which raise the total to be taken to 12. Thus, in grades 9 and 10, first language, together with federal language, foreign language, health, physical education and performing and visual arts is taken as one of the five optional subjects. It is included as an optional subject in order to give opportunity for those who would like to continue studying it further. In grades 11 and 12, first language combined with literature shall be learnt as one of the subjects of the Languages and Social Sciences area of study.

Learners are also expected to learn one federal language from among federal languages. Based on the decision of concerned regional authorities, the selected federal language may be learnt starting from any grade and continue to be learnt up to grade 8. In grades 9 and 10, federal language will be offered as one of the five optional subjects. A federal language is taken as an optional subject in order to meet the needs of those who would like to continue studying it further.

English is to be learnt as a subject starting from grade one and used as an obligatory medium of instruction in grades nine through twelve. English is also used as one of the general subjects in grades 11 and 12.One of the most persistent challenges of the Ethiopian general education system is inability to use the English language as a medium of instruction and communication by both teachers and students. The language is not only a subject to be learnt and mastered especially for the development of fluency in speech and articulation in writing but, as a medium of instruction, a tool for understanding and learning other subjects. Since English is used as a

medium starting from grade nine, students have to be able to get well-prepared for this challenge in the middle school.

The Middle school English exposes students to the various macro and micro-skills of the subject: listening, speaking, reading, writing, grammar and vocabulary. It covers oral exercises which enable students to express themselves fluently and accurately. As part of boosting students' pronunciation, selected stress and intonation patterns of English are included under controlled listening and speaking activities. The subject also exposes students to recorded and authentic materials. Reading comprehension exercises which also include extracting specific piece of information from authentic and semi - authentic materials are covered. Varieties of writing activities including sentence level writing, controlled, guided and some free writing activities are also included along with grammar and vocabulary in context exercises. Thus, it is imperative to cultivate English language skills especially starting from the middle school onwards by observing the following among others:

- Assigning a heavier dose or larger number of periods to the subject
- Developing materials in a modular form by using such categories as "Family English", "Neighborhood English" "Market English" "Community English" "Office English", etc
- Training talented teachers and providing a package of diverse motivational benefits
- Availing in schools state of the art means of learning English language skills
- Establishing clubs useful to exercise skills by involving in such activities as debates, discourses, discussions, dialogue, etc in English
- Establishing awards for teachers and students who exhibit excellence and exemplary work in the use of the language

Learning language at the pre-primary level helps children to develop oral and literacy skills. At the primary level, they will continue developing oral and literacy skills in a balanced manner. When reaching middle level, they would be able to have a better foundation for employing language skills and areas in life and secondary education. In secondary schools, the focus would be on the use of advanced levels of the four language skills with particular emphasis on developing reading and writing skills.

In grades 9 and 10, a foreign language shall be taken as an optional subject. A foreign language is included as an optional subject in order to meet the needs of those who would like to learn for

various purposes including to work as translators, tourist guides, or move abroad and get employed, etc. The language to be selected depends upon the optimum balance to be struck among the needs of the learner, concerned federal and regional educational authorities and availability of human and material resources.

Mathematics

Mathematics is an integral part of daily life and, thus, fundamental to successful learning. In mathematics, learners explore and apply numbers, quantities, space and time, and the relationship existing between them. Learners use symbols, diagrams and graphs to illustrate and communicate the patterns and relationships that arise, and create models to represent real life and hypothetical situations. In so doing, they develop different ways of thinking and solving problems. Mathematical knowledge helps learners to investigate problems, interpret data, explain relationships and possess a profound understanding of the interaction among the diverse elements and phenomena of the world.

Mathematics in pre-primary education is meant to strengthen children's knowledge on such elements as number, words and symbol, counting, part-whole relationships**,** shapes, space and time. Learning these areas would help children develop their spatial understanding and computational skills which are also important for learning mathematics at the primary level.

At the primary level, children would be directed toward to have a much deeper and broader understanding and skill of computation and application. The middle level exposes learners to much more rigorous contents of learning which enhance abilities to justify, solve, reason out and prove mathematical concepts. The secondary level prepares them to understand and employ mathematical concepts and processes. It also develops new ways of thinking, including the use of abstract and logical reasoning, seeking patterns and generalizations, predicting outcomes and verifying results. The subject is one of the general subjects in grades 11 and 12.

Natural Science

Natural science helps learners to understand the living, material and physical world. It encompasses universal disciplines through which learners investigate living and non-living matter, energy and the interaction between matter and energy. These disciplines constitute a

body of knowledge and theories about the natural world. They also include the set of principles or methods of investigating and explaining diverse aspects of the world and the universe.

Learning this area of the curriculum should enable students to demonstrate sound understanding of fundamental scientific concepts, principles and methods. In addition to that, natural sciences need to help learners develop a better understanding of their environment by investigating, exploring, modeling, recording, and discussing what they observe. Further, natural sciences have to enhance their effort made to understand the significance of changes in the natural world caused by human activities, and the measures to be taken in order to live in harmony with nature.

At the pre-primary level, natural science is intended to familiarize children with the immediate environment. The primary level has the purpose of strengthening and extending the kind of knowledge, skills and attitudes they have developed as a result of exposure to the wider environment. The middle level exposes learners to elements of general science helpful to have an integrated view of the components included. In grades 9 and 10, students take the three subjects constituting natural sciences namely physics, chemistry, and biology as separate subjects in order to understand more about natural elements and phenomena. In grades 11 and 12, the three subjects constituting natural science(Physics, Chemistry and Biology) are taken by students as general subjects useful for a better understanding and mastery of subjects specific to each of the five areas of career and technical education namely manufacturing, construction, agriculture, health sciences, and information technology and computer science.

Social Science

In order to become active and responsible citizens, it is necessary for learners to have a good understanding of how societies work and how people contribute to and influence the development of societies and communities, locally and globally. The social sciences provide learners with opportunities to learn about their own communities and people and what has shaped them: other people, their values, cultures, contexts and achievements now and in the past: and the interrelationships between people, their interactions with one another and with their environments.

As a result of learning through this area of the general education curriculum, learners would be able to develop a sound knowledge of the place where they live, the values, culture and heritage of their families, communities and the place of their country in the world.

At the pre-primary level, children learn about themselves, their family and the environment in their neighborhood. The primary level is meant for raising the level of awareness of learners about their social environment with emphasis on regional realities. The middle level of education is intended to provide learners with the kind of knowledge, vales and skills needed to understand the social realities and the physical environment in the country. In secondary schools, students take two subjects from the social sciences namely geography and history as separate subjects in order to understand more about the physical, social and historical elements and phenomena of the world at large. In grades 11 and 12, the three subjects of social science (Geography, History and Economics) are taken by students as general subjects useful for a better understanding and mastery of subjects specific to each of the three areas of career and technical education namely language and social sciences, business sciences, and performing and visual arts.

In grades 9 and 10, in addition to geography and history, students take economics subject as a basis for entrepreneurship and learning the business science field of the career and technical education organized for students in grades 11 and 12.

Performing and Visual Arts

The curriculum should provide situations under which learners could involve and appreciate art. Through the art curriculum, learners must be introduced to the rich and varied artistic traditions of their country. Performing and Visual Arts help learners to express their imaginations and feelings and develop a sense of personal and cultural identity and further understanding of other people's art and culture. They also offer learners strong forms of expression, through the use of images, movements, sound as well as natural and man-made materials.

Performing and Visual Arts include among others designing, drawing, sculpture, dance, drama, music and film. Learning in this area makes it possible to bring together technical and practical knowledge, creative and artistic skills, the use of verbal and non-verbal language which combines to express varieties of meanings. At the pre-primary level, Performing and Visual Arts

help children to explore different art forms, develop dispositions, expressions and appreciations of art, music, and movement. At the primary level, learning art would enable learners know and understand about shapes, forms and distinguish visual elements of various things in nature. They would also be able to appreciate art and understand origins and properties of sound; know and understand roles, functions, meanings and importance of the songs heard around them.

At the middle level, learners would further develop their abilities to explore their natural and cultural environments and express themselves employing diverse modalities of art. In grades 9 and 10, performing and visual arts is among the five optional subjects offered and is meant to provide for the needs of those who are bent on continuing learning the subject at the next grades. In grades 11 and 12, Performing and Visual arts relate to one of the eight areas of career and technical education. In these grades, students learn subjects including graphics and design arts, painting and sculpture, music and dance, theatre and film arts.

Moral and Citizenship Education

The general education curriculum should take it as its foundation the promotion of personal and social development of the learner. It should encompass skills, knowledge, attitudes and values which would enable learners to make sense of their life experiences, make informed decisions about their lives, develop confidence and become active and socially responsible citizens. Moreover, it should support the holistic development of learners as they move from childhood through adolescence to become well-behaved productive citizens.

It is important for learners to develop moral values and attributes of a citizen. To that effect, this learning area nurtures social norms and values that help to live together in harmony in this diversified society and work diligently for the achievement of the common good. Besides, the purpose is to cultivate knowledge and values important to perpetuate the great ideals and timeless perspectives human beings hold on respect, unity, liberty, freedom, equality, dignity and justice among others.

At the pre-primary level, children are helped to understand the roles of their families and derive delight from the good deeds of family members such as obedience, respect and good manners among others. Through plays, they are supported to work together with fellow children, love and

care for them as others are doing these for them. At the primary level, the curriculum introduces learners to essential morally acceptable values and practices such as obedience, respect, sympathy, tolerance, empathy and supporting others. Some essential elements of citizenship education which would help pupils to understand and practice the roles and responsibilities of citizens would be included in the contents of moral education.

The middle level of general education teaches citizenship education for learners to understand the rights, duties and obligations of citizens. It also acquaints them with ethics, discipline, rights and obligations, multi-culturalism, tolerance and peace-building among many other virtues and ideals. Some advanced elements of morality which would help pupils to strengthen the moral values and practices learnt in primary education would be included in the contents of citizenship education.

In grades 9 and 10, citizenship education has the major purpose of exposing learners to much more advanced concepts and practices of citizenship including integrity, honesty, trustworthiness, loyalty and peaceful co-existence of people of diverse ethnic, linguistic, and cultural backgrounds, understanding of government systems and processes, appreciation of democratic values and governance, altogether enabling learners to understand and live a socially desirable way of life both in school and in the society afterwards. In grades 11 and 12, citizenship education is one of the subjects to be learnt in the languages and social sciences area of career and technical education.

Health and Physical Education

The well-being of individuals, communities, and societies is, to a large measure, a function of maintaining a healthy and active lifestyle. To achieve such a way of life, it is very important to include health and physical education in the curriculum and teach basic concepts and practices.

Health and physical education aims at achieving the physical, mental, emotional and social development of learners. At the pre-primary level, physical development and health focuses on children's fine and gross motor development which are necessary for the control and co-ordination of different parts of the body and practice basic rules of hygiene, sanitation and safety skills for health.

At the primary level, the curriculum intends to help learners possess healthy habits in eating, rest and sleep, cleanliness of all parts of the body and engage in fundamental sports activities and physical exercises. In addition to these, the curriculum should also assist learners to protect themselves from using addictive substances and other improper and unhealthy practices.

Regarding health and physical education, the middle level offers opportunities to adjust to physical, emotional and mental changes emanating from entering into puberty and engage in modern and cultural sports activities and desirable health practices. Health and physical education is taken as an optional subject in grades 9 and 10 since studying and practicing it for 10 years starting from pre-primary through to the end of middle school is adequate for it to be learnt as a constituent part of general education. It is included as an elective to meet the needs of those inclined to study the area further.

In addition to the above rationale, health and physical education is included in grades 9 and 10 because of the foundation it lays for learners to actively participate in tournaments, higher levels of sports and appreciate and engage in useful health practices. In these grades, the area also equips learners with skills and knowledge essential to protect themselves from risk factors or risk behaviors detrimental to health and conducive to contracting disease, accidents, misuse of medicine, addiction and violence, know how to strengthen safety for themselves, family and community.

In grades 11 and 12, health sciences is offered as one of the areas of career and technical education. It aims at providing the foundation necessary to get equipped with junior level employment skills and continue education further.

Information-communication Technology

The general education curriculum should provide opportunities for learners to efficiently, effectively, and ethically utilize ICT for their life, learning and development. Multiple devices and media types such as computers, digital data networks, the Internet, broadcasting technologies (radio and television), and telecommunication need to be used to enable the acquisition, processing, storage and communication of information in electronic forms.

At the pre-primary and primary levels, ICT would be used to support teaching and learning as a delivery tool by way of being mainstreamed in all subjects of the curriculum. At the middle level and in grades 9 and 10, the area would be offered as a subject in its own right and used for a wide variety of purposes. In grades 11 and 12, information-communication technology is one of the general subjects and an area of the eight areas of career and technical education.

Career and Technical Education

On account of what it does to help learners gain knowledge and skills essential for life, work and career development, it is necessary to introduce career and technical education. This crucially vital learning area deals with how knowledge can be applied for practical purposes, particularly for equipping learners with employable or self - employable skills which are also important for achieving sustainable development.

Career and technical education enables learners to work with materials and systems so as to create innovative and useful products, solve problems, communicate ideas, while using appropriate tools, techniques and resources, including information and communications technology (ICT) and work-based experience. The area encourages learners to practice enterprising behavior including initiative, collaboration, responsibility, adaptability, resourcefulness and entrepreneurship.

In pre-primary and primary levels, elements of practice-oriented education and training would be included in all subjects as part of the effort to make education practical, productive and useful for life. In addition to that, basic ideas and practices would be developed as stepping stones for continuing to learn some basic technical skills in middle school and areas of career and technical education in grades 11 and 12.

Career and technical education relates to basic skill components students learn and get trained in grades 7 and 8 which are essential for further training and joining the labor market if they happen to drop out of the system. The area shall be compulsory and all students must take, at least, one practice-oriented subject in view of many of them leaving school rather than making it to secondary education. It also refers to the eight areas of study students shall take in grades 11 and 12 which are supposed to lead to the achievement of initial qualification for employment or further education and training.

Ethiopia is a predominantly agricultural country. The vast majority of its people earn their living by working on the land and raising animals as well as suffering from the effects of low level of productivity and low level technology. This condition has persisted for long and needs to be changed. One way of contributing to the change is introducing agriculture as a subject in the system of education especially in the realm of career and technical education. To this effect, agriculture will be introduced as a general subject to be taken by natural science stream students in grades 11 and 12.

As economics is one of the most important subjects for students to learn about and appreciate the economic problems of the country and be a part of the solution-seeking process, it is one of the general subjects that would be offered to students pursuing the social science stream of the career and technical education area of study conducted in grades 11 and 12.

Subjects

It is necessary for the curriculum to clearly indicate the subjects for each level of general education. Subjects are derived from learning areas and serve as the means through which the core competencies are taught and developed across all levels of learning. These subjects of the curriculum are presented below by level of education:

Table 1. Pre-primary Level Learning Areas - A two- year program - KG1 and KG2 – 6 Learning Areas

No	Learning Areas
1	First Language
2	Environmental Science
3	Personal and Socio-emotional development
4	Performing and Visual Arts
5	Mathematics
6	Health and Physical Education

The learning areas shall be organized and offered in an integrated manner but not as independent areas of learning.

Table 2. Primary Level Subjects – Grades 1 to 6 – 8 Subjects

No	Subject
1	First Language
2	A Federal Language
3	English
4	Mathematics
5	Environmental Science
6	Moral Education
7	Performing and Visual Arts
8	Health and Physical Education

Table 3. Middle Level Subjects – Grades 7 and 8 – 11 Subjects

No	Subject
1	First Language
2	A Federal Language
3	English
4	Mathematics
5	General Science
6	Social Studies
7	Citizenship Education
8	Performing and Visual Arts
9	Information technology
10	Health and Physical Education
11	Career and Technical Education

Table 4 .Secondary Level Subjects-Grades 9 and 10 - 12 Subjects

No	**Compulsory – 10 Subjects**	**No**	**Optional – 2 Subjects**
1	English	1	First language
2	Mathematics	2	A Federal Language
3	Physics	3	Foreign language

4	Chemistry	4	Health and Physical Education
5	Biology	5	Performing and Visual Arts
6	Geography		
7	History		
8	Citizenship Education		
9	Economics		
10	Information Technology		

Secondary Level Subjects – Grades 11 and 12 – 10 Subjects

This is further divided into natural science and social science streams in the case of which the natural sciences have 5 fields and the social science has 3 fields. The natural sciences have 7 general subjects and a maximum of 5 field-based subjects while the social science has 6 general subjects and a maximum of 5 field-based subjects.

Natural Science Stream Table 5. Manufacturing

No	General Subjects – 7 Subjects	No	Field – based Subjects – 4 Subjects
1	English	1	Metal Manufacturing
2	Mathematics	2	Automotive Technology
3	Physics	3	Textile and Leather Garment
4	Chemistry	4	Wood Working
5	Biology		
6	Information Technology		
7	Agriculture		

Table 6.Construction

No	General Subjects – 7 Subjects	No	Field – based Subjects – 4 Subjects
1	English	1	Electricity
2	Mathematics	2	Plumbing
3	Physics	3	Carpentry
4	Chemistry	4	Finishing Works

5	Biology		
6	Information Technology		
7	Agriculture		

Table 7. Information Technology and Computer Science

No	General Subjects – 7 Subjects	No	Field – based Subjects – 4 Subjects
1	English	1	Information Tech. and Computer Science
2	Mathematics	2	Computer Maintenance and Network
3	Physics	3	Website Design
4	Chemistry	4	Computer Graphics Design
5	Biology	5	
6	Information Technology		
7	Agriculture		

Table 8.Agriculture

No	General Subjects – 7 Subjects	No	Field – based Subjects – 4 Subjects
1	English	1	Crop production and Management
2	Mathematics	2	Animal production and Management
3	Physics	3	Natural Resource Management
4	Chemistry	4	Agricultural Technology
5	Biology		
6	Information Technology		
7	Economics		

Table 9. Health Sciences

No	General Subjects – 7 Subjects	No	Field – based Subjects – 4 Subjects
1	English	1	Personal, Community Health and Patient Care
2	Mathematics	2	Nutrition and Dietetics
3	Physics	3	Child Care and Well-being

4	Chemistry	4	Reproductive Health
5	Biology		
6	Information Technology		
7	Agriculture		

Social Science Stream

Table 10.Business Sciences

No	General Subjects – 6 Subjects	No	Field – based Subjects – 5 Subjects
1	English	1	Accounting and Finance
2	Mathematics	2	Marketing
3	Geography	3	Banking and Insurance
4	History	4	Office Management
5	Economics	5	Hotel and Tourism
6	Information Technology		

Table 11. Language and Social Sciences

No	General Subjects – 6 Subjects	No	Field – based Subjects – 4 Subjects
1	English	1	First Language and Literature
2	Mathematics	2	Social Work
3	Geography	3	Anthropology
4	History	4	Citizenship
5	Economics		
6	Information Technology		

Table 12. Performing and Visual Arts

No	General Subjects – 6 Subjects	No	Field – based Subjects – 5 Subjects
1	English	1	Graphics and Design Arts
2	Mathematics	2	Painting and Sculpture
3	Geography	3	Music and Dance
4	History	4	Theatre Arts
5	Economics	5	Film Arts
6	Information Technology		

Co-curricular and extra-curricular Activities

The subjects of the curriculum would further be strengthened and made to enhance and raise level of student mastery and achievement through provisions of a wide array of relevant co-curricular and extra-curricular activities.

Section Nine : School Time

The curriculum should indicate the weight and emphasis to be laid on each of the school subjects by assigning learning time in terms of hours of a period of learning and number of periods in a week. Every year, schooling at all levels begins on the first week of September and ends on the fourth week of June. School time for all levels will be 10 months or 39 weeks. There will be two semesters in between which is found a one-week break, On the average, the number of school days is 197. The first semester has 100 days while the second has 97 days. Schools operate on a half day from pre-primary to Grade 10 and full-day for Grade 11 and 12.

School Time for Pre-primary Level – KG 1

- Each period will have 25 minutes.
- There will be 6 periods in a day.
- There will be 30 periods in a week.
- A school day starts at 8:30 AM and ends at 12:30 AM (4 hours). The day has 2 hours and a half class time. The remaining time (1 hours and 30 minutes) shall be used for arrival, national anthem, rest, dining and departure.

Time Allocation for Learning Areas

The following tables indicate time allocation for pre-primary level learning areas and the school day.

Table 13:KG 1: Time Allocation

Subject	Hours Per Week	Hours Per Year
1. First language	2 hours and 5 minutes	81 hours and 15 minutes
2. Personal and Socio-emotional Development	1 hours and 40 minutes	65 hours
3. Environmental Science	1 hours and 40 minutes	65 hours
4.Mathematics	2 hours and 5 minutes	81 hours and 15 minutes
5. Performing and Visual Arts	2 hours and 5 minutes	81 hours and 15 minutes
6. Health and Physical Education	2 hours and 55 minutes	113 hours and 45 minutes
Total	12 hours and 30 minutes	487 hours and 30 minutes

School Time for Pre-primary Level – KG 2

- Each period will have 30 minutes.
- There will be 6 periods in a day.
- There will be 30 periods in a week.
- A school day starts at 8:30 AM and ends at 12:30 AM (4 hours). The day has 3 hours class time. The remaining time (1 hours) shall be used for arrival, national anthem, rest, dining and departure.

Time Allocation for Learning Areas

The following tables indicate time allocation for pre-primary level learning areas and the school day.

Table 14:KG 2:Time Allocation

Subject	Hours Per Week	Hours Per Year
1. First language	2 hours and 30 minutes	97 hours and 30 minutes
2. Personal and Socio-emotional Development	2 hours	78 hours
3. Environmental Science	2 hours	78 hours
4.Mathematics	2 hours and 30 minutes	97 hours and 30 minutes
5. Performing and Visual Arts	2 hours and 30 minutes	97 hours and 30 minutes
6. Health and Physical Education	3 hours and 30 minutes	136 hours 30 minutes
Total	15 Hours	585 hours

School Time for Primary Level – Grades 1 to 6

- Each period will have 40 minutes.
- There will be 6 periods in a day.
- There will be 30 periods in a week.
- A school day starts at
    - Morning 8:15 AM and ends at 12:30 AM (4 hours). The day has 4 hours class time. The remaining time (15 minutes) shall be used for break.
    - Afternoon 12:45 AM and ends at 5:00 PM (4 hours). The day has 4 hours class time. The remaining time (15 minutes) shall be used for break.

Time Allocation for Subjects

The following tables indicate time allocation for primary level subjects which includes grades 1 to 6 and the school day.

Table 15:Primary Level Time Allocation

Subject	Periods/ Week	Hours Per Week	Hours Per Year
1. First language	4	2 hours and 40 minutes	104 hours
2.A Federal language	3	2 hours	78 hours
3. English	4	2 hours and 40 minutes	104 hours
4.Mathematics	5	3 hours and 20 minutes	130 hours
5.Environmental science	5	3 hours and 20 minutes	130 hours
6. Moral education	3	2 hours	78 hours
7.Performing and Visual Arts	3	2 hours	78 hours
8. Health and Physical Education	3	2 hours	78 hours
Total	30	20 hours	780 hours

School Time for Middle Level – Grades 7 and 8

- Each period will have 40 minutes.
- There will be 6 periods in a day.
- There will be 30 periods in a week.
- A school day starts at
    - Morning 8:15 AM and ends at 12:30 AM (4 hours). The day has 4 hours class time. The remaining time (15 minutes) shall be used for break.
    - Afternoon 12:45 AM and ends at 5:00 PM (4 hours). The day has 4 hours class time. The remaining time (15 minutes) shall be used for break.

Time Allocation for Subjects

The following tables indicate time allocation for Middle level subjects which includes grades 7 and 8 and the school day.

Table 16: Middle Level Time Allocation

Subject	Periods/ Week	Hours Per Week	Hours Per Year
1. First language	2	1 hour and 20 minutes	52 hours
2.A Federal language	2	1 hour and 20 minutes	52 hours
3. English	4	2 hours and 40 minutes	104 hours
4.Mathematics	4	2 hours and 40 minutes	104 hours
5.General science	4	2 hours and 40 minutes	104 hours
6. Social Studies	3	2 hours	78 hours
7. Citizenship education	3	2 hours	78 hours
8.Performing and Visual Arts	2	1 hour and 20 minutes	52 hours
9. Information Technology	2	1 hour and 20 minutes	52 hours
10. Health and Physical Education	2	1 hour and 20 minutes	52 hours
11.Career and Technical Education	2	1 hour and 20 minutes	52 hours
Total	30	20 hours	780 hours

School Time for Secondary Level – Grades 9 and 10

- Each period will have 40 minutes.
- There will be 6 periods in a day.
- There will be 30 periods in a week.
- A school day starts at
    - Morning 8:15 AM and ends at 12:30 AM (4 hours). The day has 4 hours class time. The remaining time (15 minutes) shall be used for break.
    - Afternoon 12:45 AM and ends at 5:00 PM (4 hours). The day has 4 hours class time. The remaining time (15 minutes) shall be used for break.

Time Allocation for Subjects

The following tables indicate time allocation for secondary level subjects which includes grades 9 and 10, Academic stream and the school day.

Table 17:Grade 9 and 10 Time Allocation

Subject	Periods Per Week	Hours Per Week	Hours Per Year
Compulsory Subjects			
1. English	3	2 hours	78 hours
2.Mathematics	4	2 hours and 40 minutes	104 hours
3. Biology	3	2 hours	78 hours
4. Chemistry	3	2 hours	78 hours
5. Physics	3	2 hours	78 hours
6.Geography	2	1 hours and 20 minutes	52 hours
7.History	2	1 hours and 20 minutes	52 hours
8.Citizenship Education	2	1 hours and 20 minutes	52 hours
9.Economics	2	1 hours and 20 minutes	52 hours
10.Information Technology	2	1 hours and 20 minutes	52 hours
Sub-total	26	17 hours and 20 minutes	676 hours
Optional Subjects	Periods Per Week	Hours Per Week	Hours Per Year
1. First language	2	1 hours and 20 minutes	52 hours
2.Federal language	2	1 hours and 20 minutes	52 hours
3.Foreign Language	2	1 hours and 20 minutes	52 hours
4.Health and Physical Education	2	1 hours and 20 minutes	52 hours
5.Performing and Visual Arts	2	1 hours and 20 minutes	52 hours
Sub-Total	4	3 hours	117 hors

Grand total	30	20 hours	780 hours

School Time for Secondary Level – Grades 11 and 12

- Each period will have 45 minutes.
- There will be 7 periods in a day of which 5 will be in the morning and 2 in the afternoon.
- There will be 35 periods in a week.
- A school day starts at 8:30 AM and ends at 7:30 PM (7 hours). The day has 4 hours and 40 minutes class time. The remaining time(1 hour and 15 minutes) shall be used for break and lunch.
- There shall be a 5-minute allowance for teacher transition

Time Allocation for Subjects

The following tables indicate time allocation for secondary level subjects which includes grades 11 and 12 and the school day.

Natural Science Stream

Table 18:Grade 11 and 12 Manufacturing Time Allocation

General Subject	Periods Per Week	Hours Per Week	Hours Per Year
1. English	4	3 hours	117 hours
2.Mathematics	4	3 hours	117 hours
3. Biology	3	2 hours and 15 minutes	87 hours and 45 minutes
4. Chemistry	3	2 hours and 15 minutes	87 hours and 45 minutes
5. Physics	3	2 hours and 15 minutes	87 hours and 45 minutes
6.Information Technology	3	2 hours and 15 minutes	87 hours and 45 minutes
7. Agriculture	3	2 hours and 15 minutes	87 hours and 45 minutes
Field-based Subject			

8. Metal Manufacturing	3	2 hours and 15 minutes	87 hours and 45 minutes
9. Automotive Technology	3	2 hours and 15 minutes	87 hours and 45 minutes
10.Textile and Leather Garment	3	2 hours and 15 minutes	87 hours and 45 minutes
11. Wood Working	3	2 hours and 15 minutes	87 hours and 45 minutes
Total	35	26 hours and 15 minutes	1023 hours and 45 minutes

Table 19:Grade 11 and 12 Construction Time Allocation

General Subject	Periods Per Week	Hours Per Week	Hours Per Year
1. English	4	3 hours	117 hours
2.Mathematics	4	3 hours	117 hours
3. Biology	3	2 hours and 15 minutes	87 hours and 45 minutes
4. Chemistry	3	2 hours and 15 minutes	87 hours and 45 minutes
5. Physics	3	2 hours and 15 minutes	87 hours and 45 minutes
6.Information Technology	3	2 hours and 15 minutes	87 hours and 45 minutes
7. Agriculture	3	2 hours and 15 minutes	87 hours and 45 minutes
Field-based Subject			
8. Electricity	3	2 hours and 15 minutes	87 hours and 45 minutes
9. Plumbing	3	2 hours and 15 minutes	87 hours and 45 minutes
10.Carpentry	3	2 hours and 15 minutes	87 hours and 45 minutes

11. Finishing Works	3	2 hours and 15 minutes	87 hours and 45 minutes
Total	35	26 hours and 15 minutes	1023 hours and 45 minutes

Table 20:Grade 11 and 12 Information Technology and Computer Science Time Allocation

General Subject	Periods Per Week	Hours Per Week	Hours Per Year
1. English	4	3 hours	117 hours
2.Mathematics	4	3 hours	117 hours
3. Biology	3	2 hours and 15 minutes	87 hours and 45 minutes
4. Chemistry	3	2 hours and 15 minutes	87 hours and 45 minutes
5. Physics	3	2 hours and 15 minutes	87 hours and 45 minutes
6.Information Technology	3	2 hours and 15 minutes	87 hours and 45 minutes
7. Agriculture	3	2 hours and 15 minutes	87 hours and 45 minutes
Field-based Subject			
8. Information Technology and Computer Science	3	2 hours and 15 minutes	87 hours and 45 minutes
9.Computer Maintenance and Network	3	2 hours and 15 minutes	87 hours and 45 minutes
10.Web site Design	3	2 hours and 15 minutes	87 hours and 45 minutes
11. Computer Graphics Design	3	2 hours and 15 minutes	87 hours and 45 minutes
Total	35	26 hours and 15 minutes	1023 hours and 45 minutes

Table 21:Grade 11 and 12 Agriculture Time Allocation

General Subject	Periods Per Week	Hours Per Week	Hours Per Year
1. English	4	3 hours	117 hours
2.Mathematics	4	3 hours	117 hours
3. Biology	3	2 hours and 15 minutes	87 hours and 45 minutes
4. Chemistry	3	2 hours and 15 minutes	87 hours and 45 minutes
5. Physics	3	2 hours and 15 minutes	87 hours and 45 minutes
6.Information Technology	3	2 hours and 15 minutes	87 hours and 45 minutes
7. Economics	3	2 hours and 15 minutes	87 hours and 45 minutes
Field-based Subject			
8. Crop Production and Management	3	2 hours and 15 minutes	87 hours and 45 minutes
9.Animal Production and Management	3	2 hours and 15 minutes	87 hours and 45 minutes
10.Natural Resource Management	3	2 hours and 15 minutes	87 hours and 45 minutes
11. Agricultural Technology	3	2 hours and 15 minutes	87 hours and 45 minutes
Total	35	26 hours and 15 minutes	1023 hours and 45 minutes

Table 22:Grade 11 and 12 Health Sciences Time Allocation

General Subject	Periods Per Week	Hours Per Week	Hours Per Year
1. English	4	3 hours	117 hours
2.Mathematics	4	3 hours	117 hours
3. Biology	3	2 hours and 15 minutes	87 hours and 45 minutes
4. Chemistry	3	2 hours and 15	87 hours and 45 minutes

		minutes	
5. Physics	3	2 hours and 15 minutes	87 hours and 45 minutes
6.Information Technology	3	2 hours and 15 minutes	87 hours and 45 minutes
7. Agriculture	3	2 hours and 15 minutes	87 hours and 45 minutes
Field-based Subject			
8. Personal, Community Health and Patient Care	3	2 hours and 15 minutes	87 hours and 45 minutes
9.Nutrition and Dietetics	3	2 hours and 15 minutes	87 hours and 45 minutes
10.Child care and Well-being	3	2 hours and 15 minutes	87 hours and 45 minutes
11. Reproductive Health	3	2 hours and 15 minutes	87 hours and 45 minutes
Total	35	26 hours and 15 minutes	1023 hours and 45 minutes

Social Science Stream

Table 23:Grade 11 and 12 Business Sciences Time Allocation

General Subject	Periods Per Week	Hours Per Week	Hours Per Year
1. English	4	3 hours	117 hours
2.Mathematics	4	3 hours	117 hours
3. Geography	3	2 hours and 15 minutes	87 hours and 45 minutes
4. History	3	2 hours and 15 minutes	87 hours and 45 minutes
5. Economics	3	2 hours and 15 minutes	87 hours and 45 minutes
6.Information Technology	3	2 hours and 15 minutes	87 hours and 45 minutes

Field-based Subject			
7. Accounting and Finance	3	2 hours and 15 minutes	87 hours and 45 minutes
8. Marketing	3	2 hours and 15 minutes	87 hours and 45 minutes
9.Banking and Insurance	3	2 hours and 15 minutes	87 hours and 45 minutes
10.Office Management	3	2 hours and 15 minutes	87 hours and 45 minutes
11.Hotel and Tourism	3	2 hours and 15 minutes	87 hours and 45 minutes
Total	35	26 hours and 15 minutes	1023 hours and 45 minutes

Table 24:Grade 11 and 12 Language and Social Science Time Allocation

General Subject	Periods Per Week	Hours Per Week	Hours Per Year
1. English	4	3 hours	117 hours
2.Mathematics	4	3 hours	117 hours
3. Geography	3	2 hours and 15 minutes	87 hours and 45 minutes
4. History	3	2 hours and 15 minutes	87 hours and 45 minutes
5. Economics	3	2 hours and 15 minutes	87 hours and 45 minutes
6.Information Technology	3	2 hours and 15 minutes	87 hours and 45 minutes
Field-based Subject			
7. First Language and Literature	4	3 hours	117 hours
8. Social Work	4	3 hours	117 hours
9.Anthropology	4	3 hours	117 hours
10.Citizenship	3	2 hours and 15	87 hours and 45 minutes

		minutes	
Total	35	26 hours and 15 minutes	1023 hours and 45 minutes

Table 25:Grade 11 and 12 Performing and Visual Arts Time Allocation

General Subject	Periods Per Week	Hours Per Week	Hours Per Year
1. English	4	3 hours	117 hours
2.Mathematics	4	3 hours	117 hours
3. Geography	3	2 hours and 15 minutes	87 hours and 45 minutes
4. History	3	2 hours and 15 minutes	87 hours and 45 minutes
5. Economics	3	2 hours and 15 minutes	87 hours and 45 minutes
6.Information Technology	3	2 hours and 15 minutes	87 hours and 45 minutes
Field-based Subject			
7. Graphics and Design Arts	3	2 hours and 15 minutes	87 hours and 45 minutes
8. Painting and Sculpture	3	2 hours and 15 minutes	87 hours and 45 minutes
9. Music and Dance	3	2 hours and 15 minutes	87 hours and 45 minutes
10. Theater Arts	3	2 hours and 15 minutes	87 hours and 45 minutes
11. Film Arts	3	2 hours and 15 minutes	87 hours and 45 minutes
Total	35	26 hours and 15 minutes	1023 hours and 45 minutes

Section Ten : Curriculum Materials and Support Materials

Curriculum Materials

Curriculum materials are educational resources helpful to organize and implement curricular and instructional experiences for learners from pre-primary to secondary levels. Flowchart, Minimum Learning Competencies (MLCs) document, Syllabuses, Textbooks/practice book/module, and Teachers Guides are the major curriculum materials that are essential for the implementation of the general education curriculum of Ethiopia.

Minimum Learning Competencies (MLC) Document

Once contents are selected and organized in a flow chart, developing competencies would naturally follow. Competencies relate to the ability to use learned knowledge, skills and attitudes appropriately in real situations and contexts. They are combinations of knowledge, attitudes and skills which students use to carry out a defined set of tasks. Competencies are not similar to objectives. Rather, they represent abilities to do things.

The MLC document indicates the minimum that a student must learn and apply in each grade level and subject in terms of knowledge, skills and attitudes. The grade-level and subject specific competencies consist of clear expectations for what each learner is anticipated to know and be able to do and the basis for assessment. Minimum refers to what is put as standard to be achieved as indicated in the curriculum. It does not relate to the degree of achievement but to the achievement of the whole knowledge, attitudes and skills put as ends to be attained. The expectation is that learners could learn and achieve beyond what is expected.

MLCs are developed in such a way that they encompass knowledge, skills and values/attitudes in an integrated manner. They are also organized into themes of competency areas depending upon the nature of the subject. Basic features of MLCs are achievability, communicability, learning continuum and assessment blueprint.

As far the sources of competencies are concerned, it is necessary to make sure that competencies to be developed for a subject are derived from the contents of the subject, the aims and objectives of the 2020 General Education Curriculum Framework and the overall competencies of the general education system. In addition, the learner profiles indicated in the curriculum framework should also serve as sources of competencies to be developed in a subject.

When developing competencies, it is important to observe the following steps:

- Identify the aims and objectives of the subject for which competencies are to be developed
- Identify the overall and level-based profiles of learners pertaining to the subject for which competencies are to be developed
- Identify the key values and principles of the General Education Curriculum Framework as abases for developing competencies
- Identify the overall competencies of the general education system
- Select the competencies applicable to the subject

Content Flowchart

Content refers to the body of knowledge, attitudes, and skills to be taught and learnt. Flow chart may be taken as a chart which shows the flow or arrangement of elements and activities in some sort of order. Taken together, a content flow chart is a chart developed to indicate the vertical arrangement of the body of knowledge, attitudes and skills learners should learn in order to achieve the objectives and competencies formulated and stated in an area of study. The chart is composed of contents arranged by grade in an increasing depth and breadth as it moves from lower grades to higher ones.

A content flowchart is a document that presents contents listed in a sequence they are to be taught across grade levels by arranging them in such a way that they build on each other in a

spiral progression. It is used to select, organize, and integrate contents horizontally and vertically.

The sources of contents to be included in an area of study include the available pool of knowledge, attitudes and skills and recent developments witnessed in the specific field under consideration. It is, therefore, important to explore, consult, and make an extensive search of the literature in order to select and organize contents using flow charts.

In the list of the elements to be included in a content flowchart are found the following:

- Ideas, Views
- Facts, figures, data
- Theories, theorems
- Outcomes of researches

In so far as sources of contents are concerned, the following documents have to be consulted as important sources of contents to be selected and arranged:

- The 2020 General Education Curriculum Framework
- Existing curriculum framework, flowcharts and syllabuses both local and foreign
- Existing textbooks and teacher guides
- The Education and Training Policy of 2020
- Learner Profile from pre-primary to secondary levels
- Subject Position Papers
- Literature on learning areas and subjects
- Materials on Indigenous knowledge
- Materials on vocationalization of education
- Documents developed on the following National Pressing and Cross Cutting Issues
    - ✓ Road Traffic Safety
    - ✓ Tax Education
    - ✓ Consumer Protection
    - ✓ Environment and Climate Change
    - ✓ Anti-doping

In the list of the steps which need to be observed in order to develop a content flow chart in an area of study are included are the following:

- Identifying the aims and objectives of the subject for which contents are to be selected and arranged in the four levels of the education structure by making reference to the General Education Curriculum Framework
- Identifying the core competencies to be developed in the subject by making reference to the competencies of the General Education Curriculum Framework
- Identifying the overall and level-based profiles of learners pertaining to the subject for which contents are to be selected and arranged
- Identifying the key values and principles of the General Education Curriculum Framework
- Identifying the thematic or core areas of the subject for which contents are to be selected
- Selecting major contents of the subject based on the thematic or core areas
- Deriving sub-contents of the subject from the major contents
- Arranging the contents and sub-contents vertically by grade
- Integrating contents horizontally with those of other related subjects
- Integrating indigenous knowledge, values in the contents
- Including 21st century skills
- Encompassing contents which lend themselves to application in life, work, practice and production

Syllabus

A syllabus is a plan for a course of study or a subject to be taught and learnt. More often than not, it is developed for a subject in a grade. The most important elements of a syllabus are competencies, contents, teaching-learning strategies, materials, and assessment tools and techniques. Thus, to develop a syllabus, we need to consider the following:

A syllabus is a plan for a course of study or a subject to be taught and learnt. The syllabus is developed by including the following elements:-

- Out comes

- Competencies
- Contents
    - Sub-contents
    - Scope- breadth and depth of contents
    - Organization – vertical and horizontal
- Activities
    - Methods
    - Approaches
- Materials of Teaching and Learning
    - Teaching support materials
    - Learning support materials
- Assessment tools and Techniques

When developing a syllabus, it is important to use a format which aligns and clearly shows all the elements at a glance.

Once contents are selected and organized in a flow chart and competencies are developed, developing syllabuses would follow. The components of the syllabus to be developed for a subject need to be derived from the competencies and contents indicated in the content flow chart of the subject. The teaching and learning strategies, materials and assessment techniques and tools are developed in line with the competencies of the subject.

When developing syllabuses, the following steps need to be observed:

- Identifying the competencies of the subject
- Identifying the contents of the subject
- Identifying appropriate teaching and learning strategies
- Identifying appropriate materials of teaching and learning
- Identifying appropriate techniques and tools of assessment
- Arranging the afore-mentioned components horizontally and vertically

Textbooks

A textbook is an official and comprehensive print or electronic teaching and learning material designed to help students in the learning process and enhance the effort exerted to achieve minimum learning competencies in school subjects. Textbooks should be prepared in such a way that would make it possible to meet the needs of all students including those with special needs and the talented. Moreover, the development of textbooks should observe standard procedures related to such elements as illustration, size, paper quality, organization of contents, alignment of contents with syllabuses, space for activity, etc

Textbooks have a very important part to play in the process of improving the quality of student learning. Therefore, with the exception of the pre-primary level whereby work books, activity books and related ones are more relevant, in the remaining levels text books should be used for all subjects. Improvement in the quality of education is a key thrust of all education reforms for all times. Textbooks are a major intervention area to achieve this objective. As a result, a guideline that provides instruction and regulation for the observance of standards of development would be prepared and implemented.

All textbooks, whether developed by the Ministry, regions or by private companies, must comply with the requirements of the general education curriculum framework, syllabus and other pertinent guidelines. In particular, they must not simply contain knowledge to be acquired, but encourage the development of skills and values in ways appropriate to the subject, and focus on helping students achieve competency. They must also engage learners in a range of stimulating, challenging and focused activities.

Textbooks are derived from the syllabus, hence, are used to guide classroom instruction. However, they should be enriched and contextualized depending on the local realities and new development in all spheres of knowledge particularly science and technology.

Next to the teacher, it is textbooks that play a key role in improving the quality of student learning and achievement of the intended competencies. To serve this purpose, however, they have to be prepared based on the desired standards.

Practice book

Practice book is a book to be used by children to do a wide variety of activities including drawing, painting, calculating, tracing, copying, etc. It is particularly useful for pre-primary level children to learn to express themselves and draw lessons from what they engage and learn. The practice needs to be aligned with the teacher guide and serve the purpose of making learning an enjoyable experience.

Module

Modules are curriculum materials prepared for use in the area of career and technical education. They are self-instructional materials which contain every aspect of elements that guide effective learning by including competencies, major topics and sub-topics, essential activities, materials to be used for learning, and self-assessment questions and exercises. They also serve the purpose of learning by way of step by step mastery of the material to be learnt.

Teacher Guide

A teacher guide is a material developed for the purpose of supporting and enhancing the effort teachers exert to facilitate learning. Among its functions is found availing detailed description of key concepts and presenting examples useful to support what the teacher does to make learning an enjoyable experience and a purposeful activity. On the whole, a teacher guide should be able to provide proper direction for teachers to facilitate student optimal learning and achievement. It should also provide feedback on student activities and answers to questions and exercises.

The teacher guide encourages teachers to employ innovative ways of teaching lessons. It suggests classroom and field-based activities which reinforce learning contents, and provides examples of exercises and assignments. These are particularly important when a new curriculum or new teaching strategies are introduced, and in instances where teachers are not adequately trained. It is necessary to establish standards for the development and implementation of teacher guide in every subject as a basis for ensuring effective organization and delivery of contents and activities. Moreover, the teacher guide suggests assessment tools and techniques to be used for purposes of determining the degree of achievement of learners and taking appropriate remedial measures.

Curriculum Support Materials

In addition to textbooks and teacher guides, implementing the curriculum properly and effectively requires using a wide variety of support materials. These materials which are referred to as curriculum support materials are all those materials or resources developed by the Ministry of Education, teachers or purchased from other providers. The major purpose of these materials is supplementing, complementing and enriching textbooks and teacher guides. What is more, they serve as reference materials. The following are among the most widely used support materials:

Workbooks and Worksheets

Workbooks and worksheets are very important support materials. They are materials designed to include a variety of exercises related to each chapter in textbooks. The exercises presented in workbooks and worksheets help to reinforce learner understanding and mastery of materials learnt.

In addition to what they do to consolidate learner understanding of what is learnt, workbooks and worksheets enhance the development of skills and abilities to apply knowledge to new situations. They also serve as important means of following the progress learners are making and taking appropriate actions that enhance learning.

Supplementary Materials

Supplementary materials are print and electronic materials such as books and reading materials developed for each subject whose major purpose is providing additional content useful to have a much broader and deeper understanding of the material in the contents of textbooks. Moreover, they contribute to the improvement of student ability to read and build up their vocabulary while at the same time encouraging independent reading and learning.

Supplementary materials should be directed toward enhancing self and independent learning which leads to further inquiry and search for truth and knowledge. They should help learners to nurture ability of employing diverse perspectives as well as solving practical problems.

Supplementary materials are also developed for enriching and enhancing student learning following an assessment of learning and identifying those aspects of textbook contents found difficult for learning as well as teaching.

Instructional Materials

Learning is a process of change. It requires active engagement on the part of the learner. Learners learn effectively when they are both mentally and physically active. For this to happen, they need to see, hear, smell, taste, and touch things. These necessitate employing a wide variety of instructional materials or resources. These materials are categorized under one of the following:

- Teacher support materials
- Learner support materials
- Teaching and learning support materials

Instructional materials or resources can be teacher made, purchased or locally available. Examples of instructional media include any spoken, written or visual text or activity used or conducted by schools, for example, novels, films, plays, radio programs, multimedia, digital learning resources including video, audio, text, animations and images, lectures, speeches, performances, and classroom and outdoor play materials/equipment.

Reference Materials

One category of curriculum support materials is related to reference materials. These materials help to widen and deepen student learning as well as make reference. Included in the list are books, magazines, dictionaries, encyclopedia, thesaurus, etc. The reference materials to be availed for use by students need to strictly be based upon the requirements and dictates of the curriculum and other essential educational guides.

Section Eleven: Teaching Methodology and Strategies

Teaching Methodology

Teaching methodology refers to the range of approaches of teaching and learning teachers use to implement the curriculum. It also relates to methods and techniques employed to help learners achieve the required knowledge, skills, and attitudes. Because teaching methodology is crucial for successful implementation of the curriculum, teachers must carefully select those appropriate to the learning situation and the needs of learners.

When teachers identify methodologies of teaching, they must ensure that they are in line with learners' major capacities and desired characteristics, which are the main goals of learning. Similarly, they should adhere to what is important and beneficial to learners, their motivation to learn and individual differences.

Achieving the aims and objectives set in the curriculum framework necessitates the employment of participatory teaching and learning approaches in which learners are at the center of the process. Such approaches permit exploration of ideas and development of profound understanding while at the same time giving a whole lot of opportunities for learners to use prior knowledge and new experiences to create knowledge.

The kind of teaching methodology recommended by this curriculum framework is one that engages students and makes learning enjoyable. It should encourage students to explore experiment, question, investigate and create. It needs to inspire teachers to stimulate curiosity to know, do, be and live together. Besides, it must be based up on the understanding that teachers are facilitators of learning rather than fountains of knowledge and students partners in the process that helps them to continue learning to learn.

Teaching Strategies

Teaching strategies refers to the various classroom activities teachers engage in their classrooms in order to bring about an achievement of specific teaching and learning outcomes. In this process, learners are also involved in a wide variety of learning experiences instrumental to reach the goals set for them. Similarly, this process of learning gives more importance to what is done by students rather than that done by the teacher.

When employing teaching strategies, teachers have the opportunity to choose from a multitude of teaching techniques or learning activities which range from the usual lecture to small group discussions, role plays, group or individual projects, brainstorming, oral presentations, problem solving activities, debates, independent learning, drill and practice, discovery, cooperative learning, enquiry based learning , differentiation learning etc.

The types of learning activities teachers develop for their subject should depend on several factors including learning outcomes, the situation under which learning takes place, nature and characteristics of learners and the contents and experiences to be learned. The learning activities so developed must support students in their effort to achieve learning outcomes. In that connection, the kind of strategies to be employed at the different levels of education should be based upon learner ability, interest, capacity, degree of exposure to educational life, power of imagination and chronological age among others.

The role parents'/guardians/ play in the process of supporting teachers in what they do to facilitate the learning of their children, sons and daughters are immense. Teachers should explore possibilities in which parents could be engaged in extending what they do in schools and enhance learning. In general, teaching methodology and strategies that would enable learners attain the standards indicated in the curriculum framework require teachers, learners and parents/guardians/ to assume the following roles.

Teacher Role

1. Identifying learners' abilities and using the data to plan the methodology and teaching techniques suitable for teaching and learning
2. Setting outcomes of learning in terms of competencies (knowledge, skills and attitudes) to be achieved
3. Identifying learning activities which would help achieve the intended competencies by taking account of individual differences
4. Creating conducive learning environment and providing the care and support necessary for learners to learn through critical thinking, creativity, inquiry, investigation, experimentation, problem-solving, innovation, communication, and collaboration.
5. Employing technologies appropriate to learning activities identified and selected
6. Aligning indigenous knowledge and skills with the appropriate teaching-learning activities
7. Assessing learners' progress through observation, recording performance, and administering diverse tools of monitoring and evaluation
8. Providing timely feedback for students on their classroom activities

9. Providing feedback on progress students make towards the achievement of objectives for students, parents/guardians and the school.
10. Utilizing outcomes of continuous and periodic instructional assessment for own and learner development
11. Contextualizing contents to local realties

Learner Role

1. Taking responsibility for one's own learning and results thereof
2. Collaborating in the process of learning
3. Complying with all learning expectations for the benefit of the individual and the group
4. Assessing and improving one's own learning process and outcomes continuously
5. Continuing on exploring and understanding subjects through independent study
6. Planning the paths to be taken to make use of resources made available by schools

Parent/Guardian Role

1. Taking due responsibility for their children's learning and achievement
2. Exchanging information with teachers and schools on learner character, learning and progress
3. Joining forces with all concerned to help learners develop into active and successful learners
4. Supporting learner's active participation and development at home and in the community

Section Twelve: Assessment, Monitoring and Evaluation

Assessment

Assessment is the process of collecting educational information and data useful to make decisions. Teaching, learning and assessment should be aligned to obtain maximum student learning. High quality teaching and learning experiences ensure that what is taught closely reflects the intended learning and that what is assessed reflects what is taught and learnt**.**

The primary purpose of assessment is to enhance the learning of student and improve teaching practices of teachers. In the process of responding to the information that assessment results provide, students and teachers can gain insights into and make decisions about progress towards the desired outcomes of the curriculum. Assessment is, therefore, an integral part of learning and teaching. Owing to that, assessment helps learners become self-directed learners. If learners are fully aware of what is expected of them (the learning intentions) and the success criteria against which their learning will be evaluated, they will then develop the self-evaluation skills which will help them become self-directed learners.

As such, assessment should be designed with clarity of purpose to provide learners, teachers and education leaders with feedback for addressing learning gaps and improve teaching practices. Assessment whose major purpose is improving students' learning and teachers' teaching has to be viewed as an ongoing process of gathering, analyzing, interpreting and sharing information that provides evidence of students' progress and achievements, and adjusting teaching accordingly.

Formative Assessment

It is important to ensure that assessment is carried out continuously, and that it not a one-time affair. Moreover, continuous assessment should not be confused with continuous testing. Teachers should carry out assessment throughout the time teaching and learning is in progress for the major purpose of gathering, recording, and analyzing information and data about student learning, and taking remedial actions necessary to bring about improvement in both teaching and learning.

Summative Assessment

Teachers should also conduct assessment at constant intervals while the teaching and learning process is underway. The purpose of this assessment, which is referred to as assessment of learning (summative assessment), is to measure the extent to which learning outcomes are achieved by learners and make decisions on promotion and placement of learners. It is carried out at the end of a unit, mid-year or at the end of a school year.

A wide variety of assessment methods, strategies and tasks should be used at different levels. At the pre-primary level, the focus of assessment should be on children's personal, social, emotional, aesthetic, mental and physical development so that teachers could find out what the children are interested in, what they can do and how they progress. Assessment at this level does not involve testing, marking, ranking and labeling Assessment techniques such as observation, anecdotal records, interview, project work and portfolio are the major tools to be used to check how well children are learning. Careful observation, participation and a responsive attitude should help teachers to determine what the children can achieve, and plan for further learning. Documenting their progress in different forms is also essential both for understanding the learning process and monitoring the outcomes. It is especially important to ascertain that the foundations for the development of competencies in literacy and numeracy are in place.

At the primary level, assessment should emphasize on developing the core competencies in literacy, numeracy, morals, aesthetics, physical development and the environment. It should be continuous and focus on assessment for learning which is directed towards bringing about better learning on the part of learners. Assessment for learning (assessment for formative purposes) is a process carried out as learning takes place. Learners and their teachers use the outcomes to find what learners know and are able to do in relation to learning.

Learners should be given clear, specific and timely feedback that will enable them reflect on their learning and decide on the next steps to further progress. In this way, they will develop the capacity to assess their own learning and take greater responsibility for their learning achievements. Classroom assessment should use such forms as oral, written or practical works which employ a variety of techniques including class work, homework, assignment, portfolio, checklist, quiz, test and examination, etc. There will also be continuous summative assessment which will be used for the purpose of determining the promotion or detention of pupils from grade to grade. At the end of grade 6, a regional examination shall be prepared and administered by regions.

At the middle level, the focus of assessment is improving learning and ensuring if learners have reached a level of achievement necessary for progression. Assessment should strengthen and

build on the learning experiences and achievements of primary education. As a result, it is important that assessment approaches provide greater scope for students to continue developing their knowledge, skills and other attributes, so that they may be better prepared for further learning and/or work after compulsory education.

As students develop their own self-evaluation skills and aim for higher achievement levels, they will need a range of assessment techniques which would enable them to show evidence of success in learning. Evidence of learning can be obtained from project work, presentations, displays, field work, debates, tests and examinations done individually or in groups. At the end of grade 8, an examination whose standards are set by the Ministry of Education shall be administered by regional authorities.

At the secondary level, assessment has the purpose of both improving learning and measuring levels of progress toward pre-determined learning ends. It is also closely linked with qualifications and awards that will enable students to pursue further studies or work. Assessment at this level also makes use of such tools as project work, presentations, displays, field work, debates, check lists, tests and examinations done individually or in groups. The Ministry of Education shall prepare and administer the following examinations at the end of grade 12:

- Students who complete fourteen years of general education shall sit for the Ethiopian general education certificate examination. The subjects that they should sit for are those taken as general subjects in each of the 8 fields of study. The examination may serve as an entrance for tertiary - level learning.
- There shall be a qualifying examination for learners, which is administered to certify their completion of study and graduation from a field of study in a career and technical education program. The subjects to be taken to that effect are those learnt at the field of study level. Passing this examination and graduation may directly lead to employment as a semi-skilled or skilled worker level or further education and training in relevant intuitions of higher education by taking English and Mathematics in addition to field-based subjects.

System Monitoring and Evaluation

The curriculum framework should provide for what is to be done to monitor and evaluate the process and outcomes of the general education system of the country. Monitoring from the perspective of the curriculum is an ongoing, systematic collection and analysis of information to determine the effectiveness of the process leading towards the achievement of learning outcomes. Evaluation from the viewpoint of the curriculum is the process of determining the extent to which a program's objectives are effective and are achieved to the extent anticipated. Furthermore, evaluation is the process of measuring and judging the magnitude to which the planned courses, programs, learning activities and opportunities as expressed in the curriculum have actually produced the desired and expected results. All components of the curriculum, including the curriculum framework itself, should be the subject of formal, systematic and periodic evaluation.

Planned and periodic monitoring and evaluation of the implemented curriculum enhances the effort made to improve the quality of the educational system of the country. The two types of evaluation which should be employed for the purpose of monitoring and evaluating the curriculum are formative and summative evaluation.

Formative Evaluation

Formative evaluation is one done while the curriculum is under implementation. The aim is to identify successes, problems and weaknesses so that interventions can be made. This type of evaluation is regularly carried out usually in a year's time.

Summative Evaluation

Summative evaluation shall be conducted at the end of implementing the whole curriculum. This may take the form of evaluating the curriculum at the end of each level of the system of education or all levels at a time. The minimum review cycle period is equal to the maximum period allocated for a given level/structure of education or the number of years it requires to complete the cycle. Hence, it shall be two years for pre-primary education; six years for primary

education, two years for middle school and four years for secondary education. Moreover, the general education system shall be reviewed in a holistic manner once in 6 years in the light of the longest period of time taken to complete a cycle which in the case of Ethiopia is the primary level which takes six years.

In order to evaluate the effectiveness of the general education curriculum as a whole, a comprehensive evaluation shall be conducted after 14 years in view of the cycle of general education from pre-primary through to secondary taking 14 years to complete.

Section Thirteen: Cross-cutting and National Pressing Issues

The curriculum should be able to provide for the inclusion of cross-cutting and nationally pressing issues in order that learners would have a better exposure for what it takes to live a normal, peaceful, healthy and proper life of a citizen and contribute to their own and society's well-being. There are a number of issues which need to be addressed by the curriculum in order that the learner and the society would be able to lead desirable and harmonious lives.

Although there are many issues to be included in the curriculum, the very fact that all could not be entertained in it necessitates selecting those which are of high priority for the living or contemporary society. It is also important to identify the levels and areas of learning or subjects in which these issues could be integrated or be considered as co-curricular activities. The issues are treated here under:

Cross-cutting Issues

This theme includes Gender and Inclusive Education, Education in Emergencies, Environment and Climate Change, Hygiene and Sanitation, HIV/AIDS education, and Life Skills. Integrating cross-cutting issues in the curriculum and teacher training materials is considered as a strategy to make the theme an integral dimension of design, implementation, monitoring and evaluation of the curriculum.

Each of the cross-cutting issues aims to promote positive attitudes, values and behavioral changes necessary for meaningful personal and social life.

National Pressing Issues

This area is composed mainly of issues related to what is currently affecting the society significantly. National pressing issues are the challenges faced by the country. Including them as areas of learning is very critical for the very well-being of the society. Included are Peace Education, Consumer Protection, Road Traffic and Safety, Tax Education, drug and substance abuse and Child Trafficking.

Annex 1

General Education Learner Profile

Education is a fundamental human right. It is a fundamental right because it is through education that human beings develop the abilities necessary to exercise the other rights. Therefore, creating the situation necessary for every eligible person to exercise this right is one of the top priorities of the country.

Education is a process leading to changes in the individual and the society. Its over-arching goals are related to what is needed to groom the three major parts of humankind namely the mind, the heart, and the body. It is these that form the basis for setting the three major goals: intellectual training, social training and professional training. Intellectual training is about training the mind and the acquisition of knowledge. It aims at sharpening abilities of knowing and thinking. Social training refers to training the heart and cultivating attitudes and values essential for a desirable personal and social life. It is about developing feelings and sensitivities vital for living in harmony with others. Professional training focuses on training the body and development of a multitude of skills. It is about doing and performing.

The goals are drawn from the needs and aspirations of the learner who is the subject of the teaching-learning process, the society where the learner leaves and becomes a full-fledged member upon completing education, and the subject-matter to be taught and learnt which would serve as a tool for the individual to get equipped with the sought - after standards of knowledge and skills. On the whole, education is a process of acquiring academically, socially, and professionally useful knowledge, attitudes, and skills for personal growth and societal transformation.

General education is an integral part of education whose goals are drawn from the goals of education as a whole. These goals are summarized as follows:

- providing academically useful knowledge, attitudes and skills for life and further education

- developing socially useful knowledge, attitudes and skills for social cohesion, development and transformation
- equipping with professionally and technically useful knowledge and skills for the world of work, further training, and career development

It is from these goals of general education that the profile of the learner is drawn.

Learner Profile

Learner profile refers to the totality of capacities and characteristics a learner is expected to have developed at the end of a given level of learning. It is related to the kind of personal, social, and professional attributes a learner is expected to have been equipped with after completing education and training at a specific level. Moreover, it is drawn from societal, educational, and personal developmental expectations which need to be met at the end of a given level of education. In line with this, the profile of learners at the end of each level of general education is presented below:

Pre-primary Education Children Profile

The pre- primary level of general education is taken as the most critical period where foundations are laid for life-long development and full realization of the potentials of the brain. The level is supposed to provide care, opportunities and experiences that lead to all - round changes in children including physical, mental, social, emotional, and aesthetic development. It is at this level that children are helped to gain knowledge, attitudes and foundational skills which make them ready to meet the requirements of learning in primary school. Thus, through the process of learning in pre-primary schools, children are expected to exhibit the following profile:

- Develop foundational literacy and numeracy skills for communication and computation,
- Use fundamental digital literacy skills for enjoyment and learning
- Interact with the physical and socio-economic environment for learning and enjoyment,
- Appreciate and interact with cultural activities of their localities
- Develop basic moral attributes of obedience, loyalty (honesty, integrity, truthfulness) , and caring for and respecting themselves and others,

- Use basic skills of interacting and cooperating with others
- Express thoughts and emotions through art, music and movement,
- Practice basic rules of hygiene, sanitation and safety skills for health
- Develop physical fitness to engage in lower level exercises
- use knowledge and skills developed for learning in primary school,

Primary Education Pupil Profile

Primary Education is a level intended to help children acquire knowledge, attitudes and skills which make them ready for meeting the challenges of learning in middle schools and developing basic technical and entrepreneurial skills. Thus, at the end of primary education, pupils should demonstrate the following profile:

- Use oral and literacy skills for local, official and international communication,
- Use digital literacy skills for communication, enjoyment and learning
- Apply basic mathematical, scientific and technical skills for understanding and utilizing elements of the physical, biological and social environment sustainably
- Appreciate, explore, utilize and protect the physical and human environment for learning and enjoyment
- develop moral and ethical characters of a citizen for a socially desirable way of life,
- Appreciate national unity, diversity and cultural heritages
- Use basic knowledge and skill on indigenous and exogenous art and music for enjoyment and expression of thoughts and feelings,
- Acquire and utilize basic knowledge, values and skills on indigenous practices
- Use life skills to develop positive self-esteem, self-awareness self-confidence, and sense of independence and responsibility
- Develop harmonious interpersonal and social relationships for working collaboratively, living together, and solving problems
- Apply basic rules of hygiene, sanitation and safety skills for health
- Use physical fitness as a basis and instrument for health and healthy life
- Acquire knowledge, attitudes and skills useful for learning in middle school

Middle level Education Student Profile

Middle level education represents the period of puberty which is accompanied by physical, emotional and mental changes. The education provided should take this into account and facilitate adjustment for the changes and ensure success and continuity in learning. In addition to this, the education at this level is intended to consolidate knowledge, attitude and skills developed during previous learning. It is also meant for helping students acquire knowledge, attitudes and skills which make them ready for meeting the rigors of learning and developing foundational career, technical and entrepreneurial skills in secondary schools. Therefore, at the end of middle level education, students would have the following profile:

- Use language skills for communication and interaction in first language, English and federal languages
- Use English language skills effectively as a medium of communication and learning in later grades,
- Apply digital literacy skills for communication and learning,
- Apply knowledge and skills of logic, mathematics and science to investigate, experiment and solve personal, social and environmental problems,
- Utilize scientific, technical and entrepreneurial knowledge and skills for further training, employment, innovation and entrepreneurship
- Use indigenous knowledge, values and skills to interact and solve personal and community problems
- Understand and interact with social realities and the physical environment for utilization and protection,
- Respect and exercise civic, ethical, legal and democratic behavior for national unity, diversity, cultural heritage, responsible citizenship, social justice, and social cohesion,
- Apply knowledge, value and skills of indigenous and exogenous art and music for expressing views, wishes and aspirations,
- Utilize hygiene, sanitation, nutrition and physical exercise for a healthy life and fitness
- Possess knowledge, attitudes and skills useful for learning and training in secondary school

Secondary School Student Profile

Secondary school education is a period marking the beginning of developing abstract reasoning and logical thinking abilities helpful to understand and generate knowledge beyond the here and now. It is also time for widening and deepening knowledge, skills and attitudes obtained during previous learning and getting prepared for further education at the tertiary level, further technical training, and the world of work. Thus, by the end of secondary education, students should exhibit the following profile:

- Develop abilities essential for learner harmonious integration into working, professional and social life and joining higher education or higher technical institutions
- Use language skills for better understanding, communication, interaction and learning,
- Use information and communication technology for communication and learning,
- Utilize mathematics, science, and technology for creativity, critical thinking, innovation, global competitiveness, and solving personal and social problems
- Apply creative, logical and critical thinking skills and enquiry-based approach to understand and solve problems of the physical and human environment
- Use knowledge and values on social and historical elements and events as basis for harmonious life, national unity, and respect for diversity and cultural heritages,
- Use values and knowledge on basic functions of governance and civic, ethical, and legal rights and duties as bases for living a legally and socially desirable way of life, active citizenship, and social justice
- Apply fundamental concepts and practices of planning, organizing, and leading business and entrepreneurship,
- Acquire knowledge and skills for further education, participation in tournaments and higher levels of sports activities, and engage in useful health practices
- Use life skills, appropriate technologies and indigenous knowledge, values, and skills to improve the quality of personal and societal lives
- Apply knowledge, attitudes and skills for life, the world of work, career development, learning to learn, and education and training at the tertiary level
- Practice enterprising behavior, initiative, collaboration, responsibility, adaptability, resourcefulness and entrepreneurship for productive way of life

General Education Learner Profile

The general education learner profile represents the cumulative effect or the totality of changes students are able to demonstrate and the capacities they have developed at the conclusion of learning for 14 years in the four levels of education. Hence, at the end of undergoing 14 years of education, learners are expected to demonstrate the following profile:

- mental ability to continue education further
- technical competence to continue training further
- competence in a career to join the world of work or continue education further
- entrepreneurial competence to initiate, create, manage and lead business
- social competence to lead a collaborative and a socially, morally, ethically, legally responsible and duty-minded life
- personal competence for a physically strong, aesthetically desirable and healthy way of life
- scientific and technological competence for innovation, invention, productivity, and global competitiveness
- language competence to communicate and interact in first language, federal, English and foreign languages
- commitment for strengthening national unity, diversity and cultural heritages
- intellectual competence to think critically, creatively and solve personal and societal problems

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