

**Ministry of Education**

**Identified Competency Focus Areas and Core Courses for Ethiopian Higher Education Institutions’ Exit Examination**

**Program: - BA in Educational Planning and Management**

Drafted By:

Demoze Degefa (PhD) Addis Ababa University

Asrat Dereb (PhD) Bahir Dar University

Temesgen Melaku (PhD) Bahir Dar University

Department of Educational Planning and Management

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**Introduction**

The Federal Ministry of Education has decided to start exit exams for graduate of undergraduate program as of 2015E.C. The Ministry claims that providing exit exams has several benefits for the students and the institution and the labor market. Among the benefits, exit exams raise student achievement, improve the quality of education, improve learning outcomes, serve as a common gateway to attain a license, serve as a quality improvement and controlling tool, and can be a source of information for policy decisions and assist institutions in effective use of time and resources.

Cognizant of these benefits, the Ministry decided to invite selected public universities, mainly first-generation universities, to prepare a draft exit exam framework for selected academic programs. A two-day workshop was held at Bishoftu town, Bin International Hotel, from July 18-19, 2022. Accordingly, this draft paper is prepared for undergraduate Educational Planning and Management academic program.

According to the harmonized undergraduate curriculum of EdPM, graduates of the Educational Planning and Management academic program are expected to demonstrate several competencies. In this draft paper, these competencies are classified into six themes: Planning, Leading, Managing, Supervising, Researching and Managing career and self-development. Therefore, competencies, general objectives, learning outcomes, and suggested courses are outlined under these major themes to guide the preparation of the exit exam.

Twenty-one courses are considered to start the preparation of exit exam framework. The courses are selected because they directly contribute to the attainment of the outlined competencies. The following paragraphs, tables, themes, comprehensive competencies, learning outcomes, a list of suggested courses, and conclusions are presented.

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**1.** **Categorization of Courses into Themes:**

As indicated in the introductory section, courses are organized into six thematic areas: Planning, Leadership, Management, Supervision, Research and Career and Self-development.

**Theme 1: Planning:** under the theme of planning, the major competency expected from EdPM graduates is the ability to plan. In the planning competence, students are required to develop abilities skills and despot ions in the area of macro and micro plans, human, physical and financial plans, develop of educational policies, directives, programs, and projects, undertake economic analysis of Education, prepare school improvement plan, and use Education Management Information systems effectively to support the planning activities.

**Theme 2: Management:** putting the plans, polices, programs and directives into action is an important competence expected of graduates of the program.Under this theme, EdPM students are expected to manage educational organizations. Graduates need to have the knowledge, skills and attitude in the area of organizing educational activities and systems, go by the policies, principles and directives, implement plans and management conflicts Specifically, graduates need to knowledgeable and skilled in decision making, organizing, controlling, and improving educational organization.

**Theme 3: Leadership:** Under this theme, graduates are expected to set directions and influence staff in setting and attaining directions that transform educational organizations. Therefore, graduates need to acquire the knowledge, skills and attitude toward leadership theories, principles, models as well as different interpersonal skills. Moreover, they need to acquire e-leadership skills, instructional leadership skills, skills of scanning the environment and predict changes. Graduates are expected to be inspirational, motivating, build teams, and take risks.

**Theme 4: Supervision:** Under this theme, the competencies expected from EdPM undergraduate students are their ability to supervise and inspect different educational organizations. Therefore, graduates are expected to have the knowledge, skills and attitudes about educational supervision, monitoring and evaluation, performance management and data-driven decisions.

**Theme 5: Research:** Under this theme, the competencies expected from EdPM graduates are the ability and skills in the area of educational research in general and action research in particular. Hence, graduates are expected to have the knowledge, skills, and attitudes to identify and solve Education-related problems. Specifically, graduates of the program should have the skills to collect, analyze, and interpret quantitative and qualitative data and report the results.

**Theme 6: Career and Self-development:** Under this theme, graduates of EdPM are expected to have the competencies of proactively developing themselves and their careers through continual personal and professional learning. Thus, students of this program are expected to develop the entrepreneurial knowledge, skills and attitudes. The graduates need to work for their personal and professional developments and remain up-to-date. To sum up, the detailed outlines are presented in the following table.

**2. Competencies, learning outcomes and list of suggested courses**

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| --- | --- | --- | --- |
| Competencies | General Objectives | Learning Outcomes | List of suggested courses |
| 1. Plan | * Know, understand, apply, analyze, synthesize, and evaluate different educational plans and programs, policies, projects * Develop plans, policies, programs, projects, directives, and guidelines * Value the importance of planning in education | Students are expected:   * to Explain, compare, contrast, apply, analyze, synthesis, evaluate and educational policies and planning * Apricate the importance of planning in Education * Formulate plans, policies, programs, project, directives, and guidelines | * Macro planning in Education * *Micro planning in Education* * HRM in Education * Physical and Financial Management in Education * Educational policies * Economic of Education * Education Management Information System * School Improvement and Development |
| 1. Manage | * Understand management theories, principles, models, strategies, functions, skills and tools * Apply management theories, principles, models, and strategies in an educational setting * Apply managerial functions, skills, and tools in an educational organization * Harmonize theories, principles, models, and strategies in an educational setting * Develop interpersonal skills * Manage ICT use in Education * Value management theories, principles, models, strategies, skills, and tools * Manage quality in Education * Manage trainings | * Explain management theories, principles, models, strategies, skills and tools * Handle different problems with management theories, principles, models, strategies, skills and tools * Act according to the management theories, principles, models, strategies, skills, and tools * Integrate theories, principles, models, and strategies in an educational setting * Use interpersonal skills in the management of educational organizations * Integrate ICT in educational management * Use appropriate knowledge and skill and * Identify training needs, organize, monitor and evaluate trainings | * Educational organization and management * *Conflict management* |
| 1. Lead | * Understand leadership theories, approaches, models, principles, and skills * Understand instructional leadership theories, approaches, models, principles, and skills * Apply leadership theories, approaches, models, principles, and skills in the context of Education * Demonstrate appropriate leadership behaviors even in difficult contexts * Aspire leadership | * Explain leadership theories, approaches, models, principles, and skills * Exhibit leadership attributes in the world of work * Demonstrate ethical leadership * use different leadership skills (visioning, teamwork, motivation, persuasion, flexibility) * Integrate ICT in educational leadership * Demonstrate instructional leadership | * Educational leadership * School leadership * Instructional leadership * Leadership Development |
| 1. Supervise | * Comprehend supervision theories, approaches, models, principles, and skills * Apply supervision theories, approaches, models, principles, and skills * Monitor and evaluate programs, projects, and operations * Create supervision tools | * Discuss the importance of supervision in Education * Practice appropriate supervision theories, approaches, models, principles, and skills * Review different supervisory reports * Preform effective supervision * Develop supervision tools | * Educational supervision * Instructional supervision * *Performance evaluation* |
| 1. Research | * Understand the nature and approaches of educational research (definitions, types, philosophies, methods) * Apply appropriate educational research approaches in educational leadership and management * Apply data driven decision making * Consult (Advise) on educational leadership and management matters | * Develop skills to identify educational problems * Conduct educational research * Write and reporting scientific research outputs reporting skills * Analyzes qualitative and quantitative data | * Introduction to educational research * *Action research* * *Statistics in Education* |
| 1. Career and self-development | * Proactively develop oneself and one’s career through continual personal and professional learning, * Be aware of one’s strength and weakness * Navigate career opportunities * Network to build relationships professionals and practitioners | * Identify areas for continual professional growth while seeking and applying feedback * Develop plans for future career * Display curiosity seeking out opportunities to learn * Establish, maintain and or leverage relationships with professionals and practitioners * Seek and embrace development opportunities | * Entrepreneurship in Education |

**3. Conclusion**

Based on the direction and guidelines given by MoE**,** we drafted the above competencies, learning outcomes, and a list of suggested courses accompanied by their general objectives and themes. Hence, universities that run Educational Planning and Management academic program should be aware of the expected competencies and learning outcomes and then design their course deliveries and assessment of learning. Students will take the exit exam that is prepared in line with these competencies and learning outcomes. So, it is advised that the staff and the students become aware of these and ready themselves for the exit exam.

Even though we proposed this framework through intensive discussion with universities, this exit exam framework will be improved continually for the coming consecutive days through virtual and face-to-face interaction with other stakeholders. The other point is we identified 21 courses for the exit exam. Some courses can be incorporated with one another, and they can be reduced to 16 courses. In the about table, under the list of suggested courses column, those courses written in italics can be incorporated into the major courses and we can take them out. Finally, the exam preparation should be based on a table of specifications that clearly displays knowledge, skills, applications based on cases and scenario analysis and fact analysis.