



## **Identified Competency Focus Areas and Selected Courses for National Exit Examination**

**Program: Bachelor of Education in Civic and Ethical Education**

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## 1. Introduction

Now a day the world is experiencing an accelerating competition about improving learning outcomes and efforts to better prepare university students for workforce and guaranteeing quality and relevant education is one of the challenges in Higher Education institutions. Beyond designing quality educational curriculums and assigning the needed inputs one of potential way to enhance educational achievement and quality of education is the introduction of exit exams. Since exit exam is given to students towards the end of their higher education tenure, it helps to measure the general level of education received at a learning institution, rather than assessing skills gained from specific courses.<sup>1</sup>

Based on this one of the most important arena that can contribute a lot for the prevalence of quality education is Teachers training. Teacher training schemes should be appropriate enough and should address the demands of the workplace and teachers are crafted from various knowledge bases among which the what (content mastery) and the how of the contents (pedagogy) are very crucial. The whole idea of developing this document is therefore to help universities train qualified teachers of Civic and Ethical Education, who can confidently work out for the improvement of students' learning.

In this document objectives and learning outcomes of the exit exam and competency and graduate profiles are presented. Also knowledge, skill and attitude based competency are explained and courses are identified and classified in to four themes for exit exam purpose.

## 2. OBJECTIVE

The key objectives of this Exit Exam program are to:

- ❖ Equip trainees with the knowledge, skills and dispositions required to become effective secondary school Civic and Ethical Education teachers;
- ❖ Enable trainees to become reflective practitioners who are able to analyse, evaluate and act to improve their own practice
- ❖ Develop understanding of the nature of teacher professionalism, the responsibilities of teachers and the professional values and ethical practice expected of them;

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<sup>1</sup> Eyob Ayenew, Abreham Gebre Yohannes. Assessing Higher Education Exit Exam in Ethiopia: Practices, Challenges and Prospects. American Journal of Applied Psychology. Vol. 10, No. 2, 2022, pp. 79-86. doi: 10.11648/j.sjedu.20221002.15

- ❖ Create awareness that a central characteristic of teaching as a career is engagement in a lifelong process of professional learning and development;
- ❖ Develop trainees' capacity to engage in research to inform and develop their practice.
- ❖ Institutionalize equity in the teaching force and reach underprivileged areas in the provision of quality secondary civic and ethical education.
- ❖ Provide Civic and Ethical Education teacher trainees with the theoretical and practical experience they need to achieve all the standards and competencies set by Ministry of Education.

### **3. Expected Profiles of Graduates**

A graduate's profile is the general description of the desirable qualities of graduates in real-world work. Graduates' profile helps to determine the students' conceptual knowledge, skills, and attitude that they possess. A graduate profile can be advanced through experience in the real world.

Graduates of civic and ethical education will enable to achieve national consistency and a common approach to recognizing quality assurance. Students shall exercises teaching profession standards of the Civic and Ethical Education teacher education and teacher appraisal. As the teaching profession standards tell what teachers should know and be able to do at their respective developmental levels. Civic and Ethical Education program for teachers can provide clear benefits, not only to the teaching profession, but also to students, parents, the community and government. Benefits relate inter alia, to: student learning outcomes; the status and standing of teachers; professional support for teachers. To realize such benefits, a framework must be capable of reflecting, supporting and recognizing teachers' professional growth throughout their careers. It should articulate the basis of a whole of career approach to supporting teachers development, recognizing their achievements and capacities, while assuring the quality of teaching in schools.

Within this broad purpose, this program aims to:

- ❖ Provide common national understanding of what Civic and Ethical Education teachers need to know and be able to do to support and improve student learning;
- ❖ Describe levels of teaching quality to which Civic and Ethical Education teachers might aspire and ensure teacher development opportunities are available regionally and or nationally to achieve these levels;

Accordingly, graduates of civic and ethical education students should know and be able to do;

1. Professional Knowledge

- Know students and how they learn
- Know the content and how to teach it

2. Professional Practice

- Plan for and implement effective teaching and learning
- Create and maintain supportive and safe learning career stage Environments
- Assess, provide feedback and report on student learning

3. Professional Engagement

- Engage in professional learning
- Engage professionally with colleagues, parents/care givers and the community

**4. Competences and Learning Outcomes**

**4.1. Competences**

Competency- based education programs are an alternative way for learners to gain the skills employers want from employees. Accordingly, in order to measure student’s competency at the exit exam this document focus on the extent of students’ knowledge, skill, and attitude as follow.

Areas of Competency	Expected Competencies to be achieved
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>❖ Understand the concept of citizenship and morality</li> <li>❖ Analyze theoretical and practical thoughts of citizenship;</li> <li>❖ Examine modes of gaining and losing Ethiopian citizenship today.</li> <li>❖ know modern and contemporary political philosophies and theories of the state, government and society</li> <li>❖ Understand the major moral concepts and theories</li> <li>❖ Know the concepts of society, state and government.</li>   <li>❖ Know the basic principles, and values of democracy</li> </ul>

<b>Areas of Competency</b>	<b>Expected Competencies to be achieved</b>
	<ul style="list-style-type: none"> <li>❖ Understand constitution and constitutionalism</li> <li>❖ Analyse conflict resolution mechanisms and peace building in Ethiopia</li> <li>❖ Understand major contemporary global issues.</li> <li>❖ Know the importance of regional and sub-regional cooperation</li> <li>❖ Comprehend Philosophical, psychological, sociological, and historical foundations of education.</li> <li>❖ Know the concept of lesson plan and issues of classroom management</li> <li>❖ Comprehend the characteristics of effective teaching and qualities of teachers</li> <li>❖ Evaluate assessment strategies and principles</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>❖ Apply different Philosophical thoughts in addressing controversial issues in the real life situations.</li> <li>❖ Develop critical and analytical skills in addressing ethical issues</li> <li>❖ Demonstrate the skills of peaceful resolutions of Conflicts and peace building.</li> <li>❖ Create morally responsible citizens</li> <li>❖ Apply values and principles of democracy</li> <li>❖ Conduct problem solving research on the fundamental problems of the society.</li> <li>❖ Demonstrate the culture of accommodating diversities in multicultural societies</li> <li>❖ Apply fundamental principles of constitution.</li> <li>❖ Discharge responsibilities of respecting human rights</li> <li>❖ apply indigenous conflict resolutions mechanisms in Ethiopia</li> <li>❖ Demonstrate relevant pedagogical theories of education</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>❖ Appreciate and apply values of morality</li> <li>❖ Recognize values and principles of democracy</li> <li>❖ Appreciate indigenous knowledge for conflict resolutions in Ethiopia</li> <li>❖ Value the habits of respecting human rights</li> <li>❖ Appreciate prevalence of rule law.</li> <li>❖ Recognize their professional integrity</li> </ul>

## 4.2. Learning Outcomes

After completion of teacher education programme in civic and Ethical Education the pupil teachers will be able to:-

- Develop student's understanding and judgment about public issues
- Contribute to guided and informed decisions and actions through deliberation, public talk, and dialogue
- Indicate how to analyse curriculum and select appropriate teaching strategies according to their needs.
- Introduce students skills and methodology to deal with classroom problems
- Equip students how to comprehend the characteristics, needs and strategies of dealing with diverse learners in an inclusive environment.
- Empower students with the subject content and pedagogy
- Acquaint a good knowledge of historical origin and development of constitutions in Ethiopia
- Help learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Demonstrate students how to develop skills for critical thinking and analysis
- Equip students with basic ethical concepts and approaches to solve practical problems in ethics
- Elaborate the essence and significance and essential theoretical thoughts of citizenship.
- Analyzing and discussing the historical development of society, state and government
  - Introduce the various theories, models and instruments of democracy

## 5. Categorizing Courses of the Program into Themes

In this document courses are categorized into **four themes**. These are Citizenship, Philosophy and Ethics, State, Democracy and Human right, Global and Regional Relations and Pedagogy and General Education. These themes are selected based on their significance and the general objectives of the program.

S.No.	List of Themes in Economics Program	Cr.hrs
1	Citizenship , Philosophy and Ethics	9
2	State, Democracy and Human right	21
3	Global and Regional Relations	6
4	Pedagogy and General Education	14
<b>Total</b>		<b>50</b>

## 6. Courses to be Included in the Exit Examination

Out of fifty-four courses of the program this document has selected **Fifteen courses** under **four themes** based on their nearness to the themes established earlier. Accordingly the fifteen courses are selected from different semesters based on their importance.

S. No	List of Themes	List of courses	Course Code	Cr. hr
1	Citizenship , Philosophy and Ethics	Foundation of citizenship Educations	CEEd.2011	3
		Political philosophy II	CEEd.2012	3
		Moral philosophy	CEEd.2062	3
		<b>Total</b>		<b>9</b>
2	State, Democracy and Human right	Society, state and government	CEEd.2021	3
		Foundation of Democracy and democratic system	CEEd.2022	4
		Constitution and constitutional development: Ethiopia focus	CEEd.3031	4
		Conflict Resolution and Peace Building	CEEd. 3033	4
		Human Right and Humanitarian Assistance	CEEd.3021	3
		Federalism and Multiculturalism	CEEd.3032	3
		<b>Total</b>		<b>21</b>
3	Global and Regional Relations	International Relations	CEEd.3052	3
		Politics in the Horn and regional cooperation	CEEd.4052	3
		<b>Total</b>		<b>6</b>
4	Pedagogy and General Education	Foundation of Education	Tecs 2011	3
		Subject area method I&II	CEEd.3082	6
		General Methods of Teaching	TECS 2032	2
		Assessment and Evaluation	Psyc 3022	3
		<b>Total</b>		<b>14</b>



## **7. Conclusion**

Having wide national based exit examination guideline in civic and ethical education program qualifies our graduates to have solid professional knowledge, professional practice and professional engagement in the way that improves quality of education in Ethiopia. It encourages graduate to have knowledge/understandings on fundamental theories of civic affairs and citizenship, philosophy of morality, philosophical and political discourses, democracy, constitution, society, state, government, and conflict resolutions.

Besides, Exit exam enables graduates to develop knowledge and skills of assessment strategies and principles, assessment tools and how to set the tools, ethical standards of assessment, item analysis, scores and their interpretations. Also it allows graduate to plan, assess, report for and implement effective teaching and learning. This enables graduates to engage in professional learning and to interact professionally with colleagues, parents or care givers and the community.

Generally, by acquiring knowledge, developing skills and appreciating values in field of specialization, graduates will enable and shall expected to create ethical, responsible, good and competent citizens in educational sectors as well as in their community. Thus, all concerned body; students, instructors, invigilators and concerned higher officials and government shall have moral and legal duty for the successful accomplishment of the exit exam.