



Ministry of Education

**Identified Competency Focus Areas and Selected
Courses for Ethiopian Higher Education Institutions'
Exit Examination**

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

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Courses and Competencies Identified for Exit Exam 2015 (First Draft)

1. 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. 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 five themes: Planning in education Leadership in education, resource management in education, supervision in education and research in education. Therefore, under each theme, competencies, general objectives, learning outcomes, and suggested courses are outlined to guide the preparation of the exit exam.

In general, fifteen 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. Hereunder, the objectives of the exit exam, significance of preparing this documents, comprehensive competencies, learning outcomes, themes, and a list of suggested courses, and conclusions are presented.

❖ Objectives of the Exit Examination

The national educational planning and management exit exam shall have the following objectives

- To produce skilled and competent manpower to national and international market
- Assessing students' educational achievement in major areas of educational planning and management (EdPM)

- Ensuring whether the graduation profile of EdPM curriculum have achieved at least common standards of knowledge and practical skills
- Improving public trust and confidence as a professional in educational planners and activities
- Facilitating the efforts of students to revise the core learning outcomes of the courses covered by the exit examination
- Ensuring all EdPM graduates from HEIs satisfy the requirements of the labor market and employability through the national wide implementation of competency-based exit exam
- Creating competitive spirit among EdPM departments in Ethiopia with the vies to encouraging them to give due attention to the national standards

❖ **Significance of the Document**

It is important to set competency areas of the subject matter (program) in order to measure the how much graduates are acquired with skills, knowledge and attitudes. The following shows us the significance or setting competencies and identifying core courses of the program.

- To set competencies that helps to assess the basic skills, knowledge, and attitude of graduating students.
- To systematically identify the core courses which will be included the exit exam.

2. Expected profile of graduates

The department of educational Planning and management runs the Bachelor of Arts degree program to produce professionals and meet the manpower needs of the education sector in the area. This program is designed to professionalize educational planners and Managers that can handle leadership responsibilities in a decentralized system of educational organization and management as stipulated in the Education and training policy.

3. Competence and learning outcome

3.1. Competence

Graduates of Educational Planning and Management program will have the following competencies:

A. Knowledge

- Know, understand, apply, analyze, synthesize, and evaluate different educational plans and programs, policies, projects skill.
- Develop plans, policies, programs, projects, directives, and guidelines
- 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
- 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
- Comprehend supervision theories, approaches, models, principles, and skills
- Apply supervision theories, approaches, models, principles, and skills
- 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

B. Skills

- Harmonize theories, principles, models, and strategies in an educational setting
- Develop interpersonal skills
- Manage ICT use in Education
- Demonstrate appropriate leadership behaviors even in difficult contexts
- Monitor and evaluate programs, projects, and operations
- Create supervision tools
- Consult (Advise) on educational leadership and management matters

C. Attitude

- Value the importance of planning in education to enhance organization effectiveness
- Value management theories, principles, models, strategies, skills, and tools
- Manage quality in Education
- Manage trainings
- Aspire leadership
- Value the importance of educational supervision to enhance organizational effectiveness
- Valuing the importance of scientific investigation to solve educational problems

3.2. Learning outcome

In order to achieve the competences mentioned above, EdPM graduates must have a clear a knowledge, skills, and attitudes in the area of educational planning, management, leadership, supervisor and research. Specifically, the following learning outcomes are identified to gain the above identified five different competencies.

A. Planning competence:

Under this comprehensive competence, students will be able to achieve the following learning outcomes.

- to Explain, compare, contrast, apply, analyze, synthesis, evaluate educational projects, policies, and planning
- Formulate plans, policies, programs, project, directives, and guidelines
- Apricate the importance of planning in Education

B. Resource Managing competence

Under this comprehensive competence, students will be able to achieve the following learning outcomes.

- Explain management theories, principles, models, strategies, skills, and tools
- Discuss the significance of resource management in education
- 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 human, financial and property management in education
- Identify training needs, organize, monitor and evaluate trainings
- Appreciate the need of educational management for the effective and efficient utilization of educational resources

C. Leading competence

Under this comprehensive competence, students will be able to achieve the following learning outcomes.

- 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)
- Analyse the importance of leadership in education vis-à-vis contemporary educational organizational issue
- explain how change is managed in education
- Integrate ICT in educational leadership
- Act according to the leadership theories, principles, models, strategies, skills, and tools
- Debate the significance of leadership in education

D. Supervising competence

Under this comprehensive competence, students will be able to achieve the following learning outcomes.

- Discuss the importance of supervision in Education
- Practice appropriate supervision theories, approaches, models, principles, and skills
- Develop supervision tools
- Review different supervisory reports
- Demonstrate instructional leadership
 - Perform effective supervision

E. Researching competence

Under this comprehensive competence, students will be able to achieve the following learning outcomes.

- Develop skills to identify educational problems
- Analyzes qualitative and quantitative data
- Conduct educational research
- Writing and reporting scientific research outputs
- Display enthusiasm to conduct educational research

3.3. Description of themes

As indicated in the introductory section, courses are organized into five thematic areas. The thematic areas that students are expected to set for their exit exam are educational planning, management, leadership, supervision, and research. To make the thematization of the courses the following descriptions are presented. Therefore, universities that host this program should adjust themselves and prepare students with this framework.

Theme 1: Planning in Education: Under the theme of planning in education, the major competency expected from EdPM graduates is the ability to plan any educational matter. In order to demonstrate competence in planning, students are required to develop abilities, skills, and dispositions in the areas of macro and micro plans, educational policies, educational projects, and economics of education. Accordingly, students are prepared to develop educational policies,

directives, programs, and projects, undertake an economic analysis of education; and use data to support the planning activities effectively.

Theme 2: Resource Management in Education: Putting the plans, policies, programs, and directives related to human, physical, and financial management into action is a critical competence expected of graduates of the program. EdPM students are expected to manage educational resources under this theme. Graduates need to have the knowledge, skills, and attitude in the areas of educational organization and management, as well as human, financial, and physical resources. Specifically, graduates need to be knowledgeable and skilful in making decisions and communicating them, motivating staff to work enthusiastically, organizing and controlling, and improving educational organizations.

Theme 3: Leadership in Education: Under this theme, graduates are expected to set directions and influence staff in developing and attaining directions that transform educational organizations. Therefore, graduates need to acquire the knowledge, skills, attitudes toward leadership theories, principles, and models, and interpersonal skills. Moreover, they need to acquire skills in e-leadership, scanning the environment, predicting changes, and introducing innovative ideas. Graduates are expected to be inspirational, motivating, build teams, and take risks.

Theme 4: Supervision in Education: Under this theme, the competencies expected from EdPM undergraduate students are their ability to supervise and inspect different educational organizations and demonstrate an effective instructional leadership skill. As a result, it is required for graduates to possess the necessary knowledge, abilities, and attitudes about educational supervision and instructional leadership. They need to acquire the knowledge and skills to monitor, evaluate, and audit the performance of an educational organization. Specifically, they need to have analytical and observational skills and make data-driven decisions.

Theme 5: Research in Education: Under this theme, the competencies expected from EdPM graduates are the ability and skills in the areas 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.

4. Selected courses and corresponding credit hours to be included in exit exam

No.	Theme	Name of a course	Course Code	Credit hours	Equivalent EtCTS
1.	Planning in Education <i>Proposed exam coverage 15 (33%)</i>	Macro Planning in Education	EdPM3072	3	5
		School Mapping and Micro Planning in Education	EdPM3074	3	5
		Management of Educational project and Program Evaluation	EdPM3075	3	5
		Economics of Education	EdPM3071	3	5
		Education Policy Formulation, Implementation and Evaluation	EdPM4081	3	5
2.	Resource Management in Education <i>Proposed exam coverage 12 (26 %)</i>	Human Resources Management in Education	EdPM4101	4	7
		Finance and Property Management in Education	EdPM4103	3	5
		Educational Organization & Management I	EdPM2022	3	5
		Introduction to Educational Management	EdPM2021	3	5
3.	Leadership in Education <i>Proposed exam coverage 6 (14%)</i>	Introduction to educational leadership	EdPM3051	3	5
		Management of Change and Innovation	EdPM3052	3	5
4.	Supervision in Education <i>Proposed exam coverage 6 (14%)</i>	Instructional leadership	EdPM4083	3	5
		Educational Supervision and inspection	EdPM4091	3	5

5.	Research in Education	1. Introduction to Educational Research	EdPM2031	3	5
	<i>Proposed exam coverage 6 (13%)</i>	2. Introduction to Statistical Methods in Education	EdPM2033	3	5
	Total	15 courses		46	77

5. 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 15 courses for the exit exam. 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.

Courses and Competencies Identified for Exit Exam 2015 (First Draft)

Appendix I

List of participants and their universities that are participated in the validation workshop

No.	Name	University	Role	Email	Tel.No
1.	Asrat Dereb	Bahir Dar university	Presenter	Asd.dereb5@gmail.com	0923427799
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5.	Bayisa Eshetu	Haramaya University	Validator	Bayisaishetu09@gmail.com	0924101643
6.	Mebratu Tafesse (PhD)	Jimma University	Validator	Mebre81@gmail.com	0911338842
7.	Mulugeta Wende (PhD)	Ambo University	Validator	mulugetawende@yahoo.com	0911910112

Courses and Competencies Identified for Exit Exam 2015 (First Draft)

List of major courses given at all universities

s/n	Course Title	Course code	Cr.Hrs	EtCTS	Remark
1.	Introduction to Educational Management	EdPM2021	3	5	
2.	Educational Organization & Management I	EdPM2012	3	5	
3.	Educational Organization & Management II	EdPM2023	3	5	
4.	Introduction to Educational Research	EdPM2031	3	5	
5.	Introduction to Statistical Methods in Education	Edpm2032	2	3	
6.	Action Research for Educational Managers	Edpm2033	2	3	
7.	School and the Community	EdPM2041	2	3	
8.	Sociology of Education	EdPM2042	3	5	Variations
9.	Multicultural Education and Diversity Management	EdPM2043	3	5	
10.	Internship I	EdPM2044	2	2	
11.	Introduction to history and philosophy of education	EdPM 2045	3	5	
12.	Models and Theories of Leadership	Edpm3051	3	5	Naming variation
13.	Management of Change and Innovation	Edpm3052	3	5	
14.	Group Dynamics and Conflict Management in Education	Edpm3053	2	3	Credit hour difference
15.	Education and Development	Edpm3061	3	5	
16.	Management of Adult and Non-formal Education	Edpm3062	3	5	
17.	Economics of Education	EdPM3071	3	5	
18.	Macro Planning in Education	EdPM3072	3	5	
19.	Education Management Information System	EdPM3073	3	5	
20.	School Mapping and Micro Planning in Education	EdPM3074	3	5	
21.	Management of Educational project and Program Evaluation	EdPM3075	3	5	
22.	Internship II	EdPM3076	2	3	

23.	Education Policy Formulation, Implementation and Evaluation	EdPM4081	3	5	
24.	Education law and Decentralized Education Management	EdPM4082	3	5	
25.	International and Comparative Education	EdPM4083	2	3	
26.	Educational Supervision	Edpm4091	3	5	
27.	Instructional Leadership	Edpm4092	3	5	
28.	School Improvement and Quality Management in Education	Edpm4093	3	5	Naming variation
29.	Human Resources Management in Education	EdPM4101	3	5	
30.	Management of Training and Development	EdPM4102	2	3	
31.	Finance and Property Management in Education	EdPM4103	3	5	
32.	Performance Management	EdPM4104	2	3	
33.	Senior Essay B	EdPM4111B	3	5	

Courses and Competencies Identified for Exam 2015 (First Draft)

Appendix II

Summary table of competencies, learning outcomes and list of suggested courses

Competencies	General Objectives	Learning Outcomes	List of suggested courses
1. Plan	<ul style="list-style-type: none"> ▪ 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 	<p>Students are expected:</p> <ul style="list-style-type: none"> ▪ to Explain, compare, contrast, apply, analyze, synthesis, evaluate and educational policies and planning ▪ Appreciate the importance of planning in Education ▪ Formulate plans, policies, programs, project, directives, and guidelines 	<ul style="list-style-type: none"> ▪ Macro planning in Education ▪ Micro planning in Education ▪ Economic of Education ▪ Management of Educational project and Program Evaluation ▪ Education Policy Formulation, Implementation and Evaluation
2. Manage	<ul style="list-style-type: none"> ▪ Understand management theories, principles, models, strategies, functions, skills and tools ▪ Apply management theories, principles, models, and 	<ul style="list-style-type: none"> ▪ Explain management theories, principles, models, strategies, skills, and tools 	<ul style="list-style-type: none"> ▪ Introduction to educational management ▪ Educational organization

Competencies	General Objectives	Learning Outcomes	List of suggested courses
	<p>strategies in an educational setting</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 	<p>and management I</p> <ul style="list-style-type: none"> ▪ Human Resources Management in Education ▪ Finance and Property Management in Education

Competencies	General Objectives	Learning Outcomes	List of suggested courses
		<ul style="list-style-type: none"> ▪ Use appropriate knowledge and skill and ▪ Identify training needs, organize, monitor and evaluate trainings ▪ Appreciate the need of educational management 	
3. Lead	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Introduction to educational leadership ▪ Management of Change and Innovation

Competencies	General Objectives	Learning Outcomes	List of suggested courses
		<ul style="list-style-type: none"> ▪ Debate the significance of leadership in education 	
4. Supervise	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Discuss the importance of supervision in Education ▪ Practice appropriate supervision theories, approaches, models, principles, and skills ▪ Develop supervision tools ▪ Review different supervisory reports ▪ Demonstrate instructional leadership ▪ Perform effective supervision 	<ul style="list-style-type: none"> ▪ Educational supervision and inspection ▪ Instructional leadership
5. Research	<ul style="list-style-type: none"> ▪ Understand the nature and approaches of educational research (definitions, types, philosophies, methods) 	<ul style="list-style-type: none"> ▪ Develop skills to identify educational problems 	<ul style="list-style-type: none"> ▪ Introduction to educational research ▪ Introduction to Statistical

Competencies	General Objectives	Learning Outcomes	List of suggested courses
	<ul style="list-style-type: none"> ▪ Apply appropriate educational research approaches in educational leadership and management ▪ Apply data driven decision making ▪ Consult (Advise) on educational leadership and management matters 	<ul style="list-style-type: none"> ▪ Analyzes qualitative and quantitative data ▪ Conduct educational research ▪ Write and reporting scientific research outputs ▪ Display enthusiasm to conduct educational research 	<p>Methods in Education</p>

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