

**INCREASING AND ACCELERATING THE PRODUCTION OF  
SECONDARY SCHOOL TEACHERS A PROPOSAL BY  
II WOLISSO CONFERENCE, ON TEACHER EDUCATION  
JUNE 1971§**

The problem of increasing the rate of production of qualified teachers for the secondary schools has confronted the Faculty of Education ever since its inception in September of 1962. The purpose of this paper is to describe a viable scheme for doubling the output of qualified teachers while maintaining costs at near their present level.

There is little need to prove the critical shortage of Senior Secondary School Teachers. Senior Secondary School enrollments during the past three years have grown from 29,000 to 38,000 to 48,000<sup>1</sup>. To provide teachers for this annual increase of 10,000 pupils, more than 300 new teachers must be graduated each year. Presently the Faculty of Education graduates less than one-fourth of this number annually. The present scheme of hiring large numbers of expatriate teachers for secondary schools is both instructionally questionable and financially impossible. His Excellency Ato Million Neqniq, Minister of State in the Ministry of Education, has pointed out that it will . . . . . soon become extremely difficult to recruit teachers from India and other Asian countries because of their national languages as the medium of instruction in their schools . . . Ethiopia cannot afford to recruit teachers from Britain and America in large number owing to the enormous costs involved."<sup>2</sup> Notwithstanding this fact, of the 1,500 senior secondary school teachers, only 500 are now Ethiopians.<sup>3</sup> The inescapable conclusion is that HSIU will have to increase its output of secondary teachers more than four fold.

HSIU is not unaware of the situation. President Aklilu Habte stated:

"The training of more teachers to staff the secondary schools is the first manpower priority in the Third Five Year Plan. Our emphasis certainly reflects the Third Five Year Plan. Indeed a crisis looms in teacher training. We are falling dangerously below the requirements of the schools."

The Government also has committed itself to the necessity of producing the requisite number of senior secondary school teachers.

"Preparation of senior secondary school teachers, the responsibility of the HSIU, presents the most critical problem. It is clear that the Faculty of Education must be strengthened so that the annual output of qualified secondary teachers can be increased."<sup>4</sup>

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In recognition of the need for producing more teachers, the Faculty of Education, HSIU organized a three day conference to investigate ways and means to meet this pressing demand. A small group was made responsible for the preparation of the conference. This group prepared a three-stage plan:

- a. The drafting of a document to motivate discussion at the conference;
- b. Organization of a three-day conference at Wolisso, bringing together a large group of professionals from HSIU, the Ministry of Education, and other agencies; and
- c. The drafting of a proposal to vastly increase the rate of keeping cost increases marginal.

The preparatory document and conference strategy was discussed at a meeting of the Deans and the Heads of the Departments in the Faculties of Science, Arts, and Education. The conference met at Wolisso on June 4, 5, and 6, 1971. At the conference various alternatives for increasing the production of teachers were presented and analyzed. The conference report incorporated those ideas which withstood the critical thinking of the conference participants.

The strength of the following recommendations lies in the long, thoughtful process which has involved many of the Deans, Department Heads, and Faculty members of HSIU as well as professionals in the Ministry of Education and other interested agencies.

#### SUMMARY OF RECOMMENDATIONS

1. A new *accelerated programme* for training senior secondary teachers should be instituted as soon as possible it should consist of  $2\frac{1}{2}$  calendar years of study (4 semesters plus 3 summers) and lead to the "Associate Degree in Education" on completion of 96-100 credits. Re-arrangement of course materials and sequences will be necessary to produce qualified teachers in the time allowed. Terminal degree options must be retained.
2. To achieve the goal of increased rate of teacher production without greatly increased costs, the efficiency of *Utilization of facilities* and especially of teaching staff must be maximized; detailed studies of ways and means to accomplish this are required now.
3. A special Selection Committee should be established to study all possible sources of qualified students, and to develop additional criteria and *procedures of selection*.
4. The present special 12th-grade program at the *Laboratory School* should be expanded to the limit and its curricula re-designed as necessary to lead smoothly into the new accelerated program.

5. A number of *task forces* should be organized to implement the above four recommendations.

## DISCUSSION

Each of the recommendations will be discussed briefly as to the major elements contained in the recommendation.

### *The Accelerated Model*

The accelerated model is the cornerstone to the recommendations which evolved at the Wolisso Conference. It should increase the output of teachers from the Faculty of Education because it shortens the time a student spends at HSIU, and thereby — it is hoped — will decrease the attrition rate. It involves summer sessions, thereby increasing the efficient use of facilities and permitting the input of more teacher time for marginal increases in expenses. And it offers an Associate Degree at the end of 98 to 100 credit hours, thereby providing a reduced course which some will follow — though it is hoped that the large majority of the students will continue for the full degree.

The accelerated Model must be viewed as consisting of two parts. In the first phase of the Accelerated Model, the Basic Programme, students would be enrolled in a two-year basic university programme of four semesters and three summers. At the end of this basic programme, secondary education students would be awarded an Associate Degree and would be available for full-time teaching.

The second part of the Accelerated Model, Terminal Programme, consists of 30 credits in advance courses which lead to the full-fledged Bachelor's Degree. Two models for this Terminal Programme were recommended by the participants of the Wolisso Conference. See figures 1 and 2. The consensus was that once the Basic Programme is instituted, the form of the Terminal Programme can be further discussed with each Academic Department opting for that plan which most nearly meets the needs of their students.

~~Figure 1: Basic Programme with Bachelor's Degree Option No. 1~~

Figure I: Basic Programme with Bachelor's Degree Option No. 1

	Semester I	Semester II	Summer	
Pre Year I			10 credits	
Year I	17 credits	17 credits	10 credits	Basic Programme
Year II	17 credits	17 credits	10 credits	
Year III	Ethiopian University Service		10 credits	
Year IV	Salaried Teaching		10 credits	
Year V	Salaried Teaching		10 credits	Bachelor's Degree Option No. 1
(128 total credits)				

Figure II: Basic Programme with Bachelor's Degree Option No. 2

	Semester I	Semester II	Summer	
Pre Year I			10 credits	
Year I	17 credits	17 credits	10 credits	Basic Programme
Year II	17 credits	17 credits	10 credits	
Year III	Ethiopian University Service			Bachelor's Degree Option No. 1 2
Year IV	Salaried Teaching			
Year V	16 credits	16 credits		
(130 total credits)				

The advantage of this accelerated model is three fold:

- (a) It permits the students to commence teaching after only two years of University work and this increases markedly the number of teachers immediately available for secondary schools; (b) It permits the student's education to assume a combination study-service dimension that is more educationally sound than the present five-year period devoted purely to academic students before teachers teach and; (c) It provides the incentive of the B.S.

degree within the same period as the present programme, but now makes possible two or three years of teaching within that same period.

### *Improved Utilization*

In addition to the accelerated model described in the previous section, increased output of students can be achieved by utilizing teachers and facilities more efficiently. A combination of better scheduling and a larger student body may permit expensive equipment and facilities to be used more than a few times per week; it may permit classes of ten or twelve students to increase to twenty-five or thirty; it may permit specialized professors to teach a full work load rather than four or five hours a week. In some courses a professor may be able to teach large groups in a large lecture hall or through closed-circuit television — with two or three graduate assistants to conduct small group discussions. Consolidation of similar introductory courses in different faculties may free professors to teach other courses. Increased use of self study apparatus, such as the library or language laboratories, may free professors for more complex teaching roles.

To analyze these and other alternatives, a committee must be formulated. The committee would identify optimum enrollments and staffing pattern in various faculties and departments. It would consider ways to improve scheduling. It would undertake these and other tasks related to efficiency in co-operation, of course, with the teaching departments. It is most often the case that facilities and staff in universities are at least 20% to 25% underutilized. Minor changes in scheduling staffing and organization can therefore increase the number of graduates by 25% with no additional financial inputs.

### *Selection*

If the output of the Faculty of Education is to increase, so then must its input. The problem of input was discussed at some length at the Wolisso Conference. It was agreed that a Selection Committee should be constituted with a two-fold purpose:

- (a) To decide which students will be admitted to the Faculty of Education and
- (b) To devise selection criteria other than, or in addition to, the ESLCE.

A number of sources of students were identified and should be considered by the Selection Committee. These sources include (a) the Prince Bede Mariam Laboratory School (the expansion of which is discussed in the next section); (b) a programme similar to that of the Laboratory School initiated in other Addis Ababa secondary schools; (c) pupils who pass five subjects

on the ESLCE; (d) pupils who pass less than five subjects on the ESLCE; (e) students in other University Faculties who wish to transfer to the Faculty of Education; (f) holders of the B.A. or B.Sc. degree from other faculties who wish to complete a minimum of pedagogic courses, probably in the summer, and become professional educators; and (g) unconventional sources of teacher candidates from amongst adults, the military, primary school teacher, etc.

In all probability the Selection Committee would limit entry to the Faculty to put pupils who have succeeded on the ESLCE and to Laboratory School graduates in the immediate future. However, they might begin accepting entrants from other sources on an experimental basis.

### *Expansion of the Laboratory School*

Expansion of the Faculty of Education implies an expansion of the numbers entering the Faculty. Because the primary source of entrants is the Prince Bede Mariam Laboratory School, it is recommended that the Laboratory School be expanded.

The Laboratory School has proved its value in fulfilling its role of providing quality students in fairly large numbers for the Education Faculty and ultimately the Senior Secondary Schools of Ethiopia. The superior quality of the Laboratory School product is no longer in doubt. Freshman results of that past two years prove this. The question is, can the numbers be increased without diluting the quality and if so, at what cost? This question must be investigated through attention to the following three factors: student source, staff, and facilities.

*Student Source* One reason for the high academic standard achieved by the Lab School is the careful selection of its student body. Obviously this careful selection must be continued. Table II indicates that the number of applicants to the Lab School has increased rapidly over the past years. This is due both to the fact that the number of eleventh graders in the school system is expanding annually, and to the fact that the desire to attend the Lab School has increased noticeably amongst students of ability. Attracting students of quality should therefore create no problem in expanding the existing Lab School.

Table II: Applicants and Entrants to the Lab School Since 1968

	Applicants	Entrants
1968/1969	1316	301
1969/1970	1994	295
1970/1971	2658	292

*Staff* A good teaching staff, working together, is a second reason for the high quality of education in a school. In increasing staff, the availability of qualified personnel must not be overlooked. To increase the students body of the Lab School by 50%, 6 new teachers would be needed. To increase the student body by 100%, 15 new teachers would be needed. It seems reasonable to suppose that this number of qualified staff could be hired.

*Facilities* An analysing of the additional facilities which would be needed for expansion of the Lab School has been undertaken. Suffice it to say that all of these facilities could be provided by using available space of the Theological Faculty, the Medical Faculty, and the Registrar's Block.

## S U M M A R Y

The fifth recommendation, setting in motion a number of task forces organized to implement the proposal, is the "action" step. Detailed investigations will have to be made in each of the areas together with a cost accountability indicating both capital and recurrent expense for such a program. It is apparent, however that from the cited need for secondary school teachers and the urgency of that need that such a proposal as this is both timely and feasible.

This proposal faces the problem of increasing the quantity of senior secondary school teachers. In pursuing means to increasing numbers of teachers, the proposal does not deny the equally important qualitative aspects of educational development. Acceptance of this proposal for increasing the quantity of teachers must be accompanied by a similar effort for enhancing the quality of teachers. It is urged that in the near future efforts be expended jointly by the Haile Sellassie I University and Ministry of Education staff to develop appropriate schemes for curriculum innovation and improved instructional methodology. This qualitative effort, coupled with quantitative gains, will provide the basis for helping meet Ethiopia's educational goals.

1. Ministry of Education *School Census for Ethiopia, 1961 E.C. and 1962 E.C.; the Planning Office, Division of Statistics, in the Ministry of Education provided the data for 1963 E.C. which is as yet unpublished.*
2. Koka Conference Document, page 12.
3. These figures were provided by the Planning Office of the Ministry of Education.
4. Imperial Ethiopian Government *Third Five Year Development Plan 1961-1965 E.C., page 303.*

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