

Teshome G. Wagaw

# Education in Ethiopia

Prospect and Retrospect

Education in Ethiopia



# Education In Ethiopia Prospect And Retrospect

**Okechukwu Ethelbert Amah**



## **Education In Ethiopia Prospect And Retrospect:**

**Education in Ethiopia** Teshome G. W.,1979      *Education in Ethiopia* Teshome Wagaw,2025-10-01 The Ancient Greeks imagined it to be the abode of the gods scholars of the Middle Ages called it the land of Prester John the prophent Mohammed urged the faithful to seek refuge from religious persecution among the hospitable people of Abyssinia One of the oldest independent nations states in the word Ethiopia is little known or understood by the outside world even today In this book a native scholar and educator examines one area of Ethiopian history educational change Working from first hand sources personal experiences and archival documents Professor Wagaw analyzes the development of education in Ethiopia from an ancient rigid church controlled system to the modern public school system a product of changing times and public demand This is an invaluable source for those interested in Ethiopian culture and education those engaged in research in comparative education and those interested in the process of African and Third World modernization      **Urban Growth in Ethiopia, 1887-1974** Getahun Benti,2016-12-20 This book highlights the positive achievements that Imperial Ethiopia made in its journey towards urbanization into the modern era and undertakes a critical assessment of the economic political and social impediments that prevented the country from transitioning into a truly fully fledged modern urbanization It provides a comprehensive history of the growth of towns between 1887 and 1974 It is organized chronologically regionally and thematically divided into three distinct time periods during which Ethiopian towns saw progresses and exposures to limited modern urban features First during 1887 1936 the country saw the creation and growth of a national capital 1887 that coordinated the country s economic and political activities and facilitated the growth of other towns in the empire It introduced new towns the railway modern schools and health centers Rudimentary factories were established in Addis Ababa and Dire Dawa along with motor cars and modern roads which increased trade between cities The next era was the Italian occupation from 1936 1941 which shook the pre existing process of urban growth by introducing a modern European style urbanization system Ethiopian cities saw a qualitatively different way of urban growth in both form and content The Italians introduced modern economic and physical planning administration and internal organization People were introduced to modern life in urban areas exposed to modern wage labor system and thus moved to towns to take advantage of the opportunity The Italian occupation left behind many features of modern urbanization and this influenced population exposed to modern consumptive tastes was determined to retain what the Italians introduced Finally the post Italian period saw a new era of urban growth Due to economic and organizational problems resulting from destructions caused by the war the process of urban growth was slowed down in the early 1940s Although the government did not introduce a clear urban policy in the immediate aftermath of the Second World War towns continued to grow progressively from the early 1950s to 1974

**Encyclopedia of Twentieth-Century African History** Dickson Eyoh,Paul Tiyambe Zeleza,2005-10-24 With nearly two hundred and fifty individually signed entries the Encyclopedia of Twentieth Century African History explores the ways in

which the peoples of Africa and their politics states societies economies environments cultures and arts were transformed during the course of that Janus faced century Overseen by a diverse and distinguished international team of consultant editors the Encyclopedia provides a thorough examination of the global and local forces that shaped the changes that the continent underwent Combining essential factual description with evaluation and analysis the entries tease out patterns from across the continent as a whole as well as within particular regions and countries it is the first work of its kind to present such a comprehensive overview of twentieth century African history With full indexes and a thematic entry list together with ample cross referencing and suggestions for further reading the Encyclopedia will be welcomed as an essential work of reference by both scholar and student of twentieth century African history Choice Outstanding Academic Title 2004

Teaching a Dark Chapter Daniela R. P. Weiner, 2024-07-15 Teaching a Dark Chapter explores how textbook narratives about the Fascist Nazi past in Italy East Germany and West Germany followed relatively calm undisturbed paths of little change until isolated flashpoints catalyzed the educational infrastructure into periods of rapid transformation Though these flashpoints varied among Italy and the Germanys they all roughly conformed to a chronological scheme and permanently changed how each dark past was represented Historians have often neglected textbooks as sources in their engagement with the reconstruction of postfascist states and the development of postwar memory culture But as Teaching a Dark Chapter demonstrates textbooks yield new insights and suggest a new chronology of the changes in postwar memory culture that other sources overlook Employing a methodological and temporal rethinking of the narratives surrounding the development of European Holocaust memory Daniela R P Weiner reveals how long before 1968 textbooks in these three countries served as important tools to influence public memory about Nazi Fascist atrocities As Fascism had been spread through education then education must play a key role in undoing the damage Thus to repair and shape postwar societies textbooks became an avenue to inculcate youths with desirable democratic and socialist values Teaching a Dark Chapter weds the historical study of public memory with the educational study of textbooks to ask how and why the textbooks were created what they said and how they affected the society around them

Revival: Achieving Schooling for All in Africa (2003) Christopher Colclough, Samer Al-Samarrai, Mercy Tembon, 2017-09-29 This title was first published in 2003 Sub Saharan Africa has the lowest primary enrolments of any major region in the developing world and the number of children out of school is increasing at a faster rate here than anywhere else in the developing world This timely study in line with the Millennium Development Goals examines the methods adopted by the international community to tackle the chronic problems of schooling and poverty in developing countries Incorporating the results of research conducted at both macro and micro levels using a range of methodologies it examines the national differences in school enrolments using a regional and international comparative framework Utilizing both cross section and household survey data the book examines the causes of under enrolment in a micro context based on results from a major international research programme on gender and primary schooling in Africa

The challenges for international aid to provide resources and help secure reforms in support of the international development goals in education are also outlined This book will appeal to researchers and teachers on African development officials in international agencies working on education and development and Government officials in African education *Resolving the African Leadership Challenge* Okechukwu Ethelbert Amah,2023-01-26 Resolving the African Leadership Challenge Insight From History examines leadership in pre colonial colonial and postcolonial modern Africa exploring the origin of Africa s leadership challenge and providing lessons to enhance leadership effectiveness **Proceedings of the XVth**

**International Conference of Ethiopian Studies, Hamburg, July 20-25, 2003** Siegbert Uhlig,2006 The XVth International Conference of Ethiopian Studies took place in Hamburg in July 2003 More than 400 scientists from over 25 countries participated 130 contributions from the program were selected for this volume They are mostly written in English and deal on the regions of Ethiopia and Eritrea and cover the span from the 4th Century to the present The volume is divided into the following chapters Anthropology 20 Articles History 25 Arts 10 Literature and Philology 10 Religion 5 Languages and Linguistics 25 Law and Politics 10 Environmental Economic and Educational Issues 10 **Understanding Religion and Social Change in Ethiopia** M. Girma,2012-12-05 Religiosity is one aspect without which Ethiopian society cannot be fully understood This book aims to map out the terrain of the discourse in religion social change nexus in Ethiopian using the notion of covenant as an interpretive tool **International Handbook of Catholic Education** Gerald Grace,Joseph, SJ O'Keefe,2007-12-07 Knowledge of Catholic educational scholarship and research has been largely confined to specific national settings Now is the time to bring together this scholarship This is the first international handbook on Catholic educational scholarship and research The unifying theme of the Handbook is Catholic Education challenges and responses in a number of international settings In addition to analyzing the largest faith based educational system worldwide the book also critically examines contemporary issues such as church state relations and the impact of secularization and globalization

*For Our Soul* Teshome Wagaw,2018-02-05 For Our Soul describes the ongoing process of adjustment and absorption that the Ethiopian Jewish immigrants experienced in Israel Between 1977 and 1992 practically all Ethiopian Jews migrated to Israel This mass move followed the 1974 revolution in Ethiopia and its ensuing economic and political upheavals compounded by the brutality of the military regime and the willingness after years of refusal of the Israeli government to receive them as bona fide Jews entitled to immigrate to that country As the sole Jewish community from sub Sahara Africa in Israel the Ethiopian Jews have met with unique difficulties Based on fieldwork conducted over several years For Our Soul describes the ongoing process of adjustment and absorption that the Ethiopian Jewish immigrants also known as Falasha or Beta Israel experienced in Israel *Young Men in Uncertain Times* Vered Amit,Noel Dyck,2011-11-01 Anthropology is particularly well suited to explore the contemporary predicament in the coming of age of young men Its grounded and comparative empiricism provides the opportunity to move beyond statistics moral panics or gender stereotypes in order to explore specific aspects of

life course transitions as well as the similar or divergent barriers or opportunities that young men in different parts of the world face Yet effective contextualization and comparison cannot be achieved by looking at male youths in isolation This volume undertakes to contextualize male youths circumstances and to learn about their lives perspectives and actions and in turn illuminates the larger structures and processes that mediate the experiences entailed in becoming young men The situation of male youths provides an important vantage point from which to consider broader social transformations and continuities By paying careful attention to these contexts we achieve a better understanding of the current influences encountered and acted upon by young people

**Postconflict Development** Gerd Junne, Willemijn Verkoren, 2005 A comprehensive discussion of the specific development challenges faced in postconflict societies and a range of concrete successful approaches to confronting those challenges

**Managing Development in a Globalized World** Habib Zafarullah, Ahmed Shafiqul Huque, 2012-03-13 Traditionally development has been rooted in ideologies and assumptions prevalent in the developed world and in practices and strategies adopted by leading industrial nations However historically eclectic ideas and approaches often clash with existing long established notions of progress and modes of realizing social and economic change Managing Development in a Globalized World Concepts Processes Institutions explores this topic by incorporating ideas and interpretations that have previously been neglected or given inadequate attention in the discourse on developing countries It underscores development as a continuous process that must be supported by sound policies and efficient management supplying a wider understanding of the field The authors argue that the application of innovative development techniques and best practices is essential for obtaining optimum results in meeting the needs of society They examine the style of managing development with a new perspective that links the phenomenon with changing demands and the interplay of internal external actors and a host of stakeholders An exploration of key sectors in development provides clear comprehension of problems and solutions A careful synthesis of theoretical conceptual and empirical literature the book assesses real world situations and provides insight into the operational dynamics of development policies programs and institutions It focuses on goals values and dynamics of development management that are undergoing rapid changes and continue to be enhanced to alleviate poverty and improve living standards in an era of globalization and inter regional and inter institutional synergies It highlights best practices essential for the efficient and effective delivery of human development services that are designed and put in place to obtain optimum results in meeting the needs of society

A History of African Higher Education from Antiquity to the Present Y. G-M Lulat, 2005-08-30 This book surveys the history of higher education principally universities in Africa Its geographical coverage encompasses the entire continent from Afro Arab Islamic Africa in the north to the former apartheid South Africa in the south and the historical time span ranges from the Egyptian civilization to the present Since little has been written on this topic particularly its historical component the work fills an important gap in the literature The book delineates the broad contours of the history of higher education in Africa in

exceptional historical breadth voluminously documenting its subject in the text detailed footnotes and lengthy appendices Its methodological approach is that of critical historiography in which the location of the African continent in world history prior to the advent of European colonization is an important dimension In addition the book incorporates a historical survey of foreign assistance to the development of higher education in Africa in the post independence era with a substantive focus on the role of the World Bank It has been written with the following readership in mind those pursuing courses or doing research in African studies studies of the African Diaspora and comparative international education It should also be of interest to those concerned with developing policies on African higher education inside and outside Africa as well as those interested in African Islamic history the development of higher education in medieval Europe the contributions of African Americans to African higher education and such controversial approaches to the reading of African history as Eurocentrism and Afrocentrism

**Higher Education in Ethiopia** Tebeje Molla, 2018-01-18 This book focuses on higher education in Ethiopia analysing persisting inequalities and policy responses against the backdrop of the extensive expansion and reform that the system has experienced in recent years Drawing on empirical data generated through interviews policy reviews and focus group discussions it explicates factors of structural inequality ranging from neoliberal policy orientations to repressive gender culture and geo political peripherality In a departure from conventional studies that consider policy a response to social problems the book takes a critical perspective to show the constitutive role of policy and explains how the representation of the problem of social inequality undermines equity policy outcomes in Ethiopian higher education Not only does the book problematise the framing of the problem of inequality in the system it also outlines strategies for designing transformative equity instruments In explaining structural factors of inequality and equity provisions the book productively combines sociological concepts with historical accounts and political economy insights Given the increased economic optimism associated with higher education in sub Saharan Africa and the neoliberal ideals underpinning much of the restructuring of the system in the region this is a timely and important contribution that sheds light on the social justice implications and consequences of such changes It offers fresh accounts of largely neglected qualitative cases of inequality making it a valuable read for students and researchers in the areas of Ethiopian education policy studies international and comparative education and international development

**Religion and Law in Ethiopia** Mohammed Abdo, 2021-05-20 Derived from the renowned multi volume International Encyclopaedia of Laws this convenient resource provides systematic information on how Ethiopia deals with the role religion plays or can play in society the legal status of religious communities and institutions and the legal interaction among religion culture education and media After a general introduction describing the social and historical background the book goes on to explain the legal framework in which religion is approached Coverage proceeds from the principle of religious freedom through the rights and contractual obligations of religious communities international transnational and regional law effects and the legal parameters affecting the influence of religion

in politics and public life Also covered are legal positions on religion in such specific fields as church financing labour and employment and matrimonial and family law A clear and comprehensive overview of relevant legislation and legal doctrine make the book an invaluable reference source and very useful guide Succinct and practical this book will prove to be of great value to practitioners in the myriad instances where a law related religious interest arises in Ethiopia Academics and researchers will appreciate its value as a thorough but concise treatment of the legal aspects of diversity and multiculturalism in which religion plays such an important part

**Language Ideologies and Challenges of Multilingual Education in Ethiopia** Moges Yigezu, 2010 During the last decade and a half The use of local languages for official purposes particularly in primary education has become a pronounced characteristic of Ethiopian education system The fact that as many as 22 languages have been introduced into the school system since mid 1990s represents a major ideological shift from the previous policies the country had adopted over the course of several centuries The Ethiopian educational language policy is radical in its scope and unique in Sub Saharan Africa and elsewhere and it invites a close examination of its ideological foundation and even more so its implementation model The primary objective of this study was to make a critical appraisal of the implementation of vernacular education in the Harari region and examine the challenges of providing primary education in several Ethiopian and international languages i e English Amharic Oromo Arabic and Harari The study made a comparative assessment of the use of languages as media of instruction for primary education and concluded with an appraisal of the relative strengths and weaknesses in the use of each language from both pedagogical and social perspectives

Historical Dictionary of Ethiopia David H. Shinn, Thomas P. Ofcansky, 2013-04-11 Ethiopia is clearly one of the most important countries in Africa First of all with about 75 million people it is the third most populous country in Africa Second it is very strategically located in the Horn of Africa and bordering Eritrea Sudan Kenya and Somalia with some of whom it has touchy and sometimes worse relations Yet its capital Addis Ababa is the headquarters of the African Union the prime meeting place for Africa s leaders So if things went poorly in Ethiopia this would not be good for Africa and for a long time this was the case with internal disruption rife until it was literally suppressed under the strong rule of the recently deceased Meles Zenawi The Historical Dictionary of Ethiopia Second Edition covers the history of Ethiopia through a chronology an introductory essay appendixes and an extensive bibliography The dictionary section has several hundred cross referenced entries on important personalities politics economy foreign relations religion and culture This book is an excellent access point for students researchers and anyone wanting to know more about Ethiopia

*Revolutionary Struggles and Girls' Education* Thera Mjaaland, 2021-07-27 Revolutionary Struggles and Girls Education At the Frontiers of Gender Norms in North Ethiopia argues that at the base of girls poorer performance than boys at secondary school level when puberty has set in is the symbolic violence entailed in sanctioned femaleness Informed by the modesty of Virgin Mary in Orthodox Christian veneration it instructs girls to internalize a holding back which impinges on her self efficacy and ability to be an active



learner Neoliberally informed educational policies and plans which have co opted liberal feminism also in Ethiopia do not address hard lived gender norms and the power and domination dynamics entailed when parity between boys and girls in school continues to be the dominant measure for equity Despite women s courageous contribution at a literal frontier during the Tigrayan liberation struggle 1975 91 where they fought on equal terms with men and despite the tendency that girls outnumber boys at secondary level in the present context sanctioned femaleness constitutes a frontier for girls educational success and transition to higher education In fact when teaching learning continues to be based on memorization rather than critical thinking the very transformative potential of education is undermined also in a gendered sense

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