
Ethiopian Civic And Ethical Education

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Governance and Civic Education
Fundamentals of Civic and Ethical Education
Education
Morality and Politics: Volume 21, Part 1
How Democracies Die
UNESCO Guidebook on Textbook Research and Textbook Revision
Historical and Moral Consciousness in Education
Justice and Reciprocity in Aristotle's Political Philosophy
Cultural Politics and Education
Ethical Dilemmas in Schools
Democracy and Goodness
The Power of Education
Advanced Civic & Ethical Education
What Kind of Citizen?
The Civic Culture
Diagnosing Corruption in Ethiopia
Citizenship and Moral Education
Civic and Moral Education
Handbook on Digital Learning for K-12 Schools
Curriculum and Imagination
Education, Democracy and Citizenship Revisited
Education in Ethiopia

SIMONE TOMMY**Community Service-Learning**

Princeton University Press

This book contains 13 papers on the socioeconomic development, legal, gender, philosophical, and human rights dimensions of state governance within the context of social, economic, and political processes in Sierra Leone and Kenya. The Political Literacy and Civic Education (PLACE) Project, which was sponsored by the British Overseas Development Administration through the International Community Education Association, is credited with being the book's catalyst. The following papers are included: "Foreword" (S.K. Tororei); "Antecedents of the PLACE Project"; "Conceptualising Civic Education" (S.K. Tororei); "Reflections on Community Education" (Berewa R. Jommo); "Rationale for Political Literacy and Civic Education" (Ekundayo Thompson); "Purpose, Nature, and Scope of Civic Education" (Samuel K. Tororei); "The Development Context of Civic Education" (Ekundayo J.D. Thompson, Margaret Manley); "Civil Society and the Citizen" (Akie Wilson, Joe Sam-King); "Gender, Political Literacy and Civic Education" (Agnes Pessima); "The Constitution of Sierra Leone" (Solomon E. Berewa); "Democracy and the Rights of the Individual" (David G. Thompson); "Political Tolerance--A Prerequisite for Enhanced Democracy in a Multi-Party Environment" (Ahmed Ramadan Dumbuya); "Meaning and Nature of Government" (Walter N. Davies, Peter O. Koroma); "Politics, Political Literacy & Political Participation" (Edward D.A. Turay); "Curriculum for Civic Education" (Ekundayo J.D. Thompson, Joseph

Simekha). (MN)

Higher Education and Civic Engagement
SUNY Press

Curriculum and Imagination describes an alternative 'process' model for designing developing, implementing and evaluating curriculum, suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure. This comprehensive and authoritative book: offers a practical and theoretical plan for curriculum-making without objectives shows that a curriculum can be best planned and developed at school level by teachers adopting an action research role complements the spirit and reality of much of the teaching profession today, embracing the fact that there is a degree of intuition and critical judgement in the work of educators presents empirical evidence on teachers' human values. Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic 'ends-means' notion of educational planning. Anyone studying or teaching curriculum studies, or involved in education or educational planning, will find this important new book fascinating reading. College Civic and Ethical Education
Psychology Press

This book is about the power of education: the kind of education that simultaneously improves the quality of life both of individuals and the wider society. It explains why education must be viewed as a basic human right, as a value in and of itself, and reviews the evidence on how education builds the human resources that individuals and nations need to be productive, to continue to learn, to solve problems, to be creative, and to live together and

with nature in peace and harmony. When nations ensure that such an education is accessible to all throughout their lives, education becomes the engine of sustainable development – economic, social, moral and cultural. The book is unique in that it covers the development of education at all levels in all countries of the Asia-Pacific region and beyond, using the latest international data bases, while blending in analyses of both quantitative and qualitative research.

College Student-Athletes Legare Street Press

The authors interviewed over 5,000 citizens in Germany, Italy, Mexico, Great Britain, and the U.S. to learn political attitudes in modern democratic states. Originally published in 1963. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

[Education for Children with Disabilities in Addis Ababa, Ethiopia](#) Nordic Africa Institute

Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National Curriculum frameworks to 2000 and beyond. This book addresses some of the central issues in moral and citizenship education facing teachers today, embedding practical

considerations in a theoretical context and reviewing teaching, learning and assessment strategies. It draws extensively on research but is written in a clear, accessible style. Citizenship and Moral Education examines the key concepts and provides an up-to-date overview of policy, particularly addressing: theoretical issues, aims and approaches in relation to moral and citizenship education in a pluralist society the contributions of the curriculum, extra-curricular activities and the school ethos to citizenship and moral education in school teaching strategies, materials, pupil assessment and school evaluation. The book also focuses on key professional and personal issues for teachers in undertaking moral citizenship education.

Ethiopia Unbound African Books Collective

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Native Colonialism MIT Press

Historical and Moral Consciousness highlights how ethics can be understood in the context of History education. It analyses the qualitative differences in how young people respond to historical

and moral dilemmas of relevance to democratic values and human rights education. Drawing on a four-year international project, the book offers nuanced discussion and new scholarly understanding of the intersections between historical consciousness and moral consciousness within research. It develops new theoretical tools for history teaching and learning that can support teachers as they endeavor to educate for democratic citizenship. The book includes a meta-analysis of research within history Didaktik and around historical events with a moral bearing, and presents a comparative study of Australian, Finnish, and Swedish high school students' moral understandings of historical dilemmas. Raising important questions about how our learning from the past is intertwined with our present and future interpretations and judgements, this book will be of great interest to academics, scholars, teachers, and post graduate students in the fields of history education, democratic education, human rights education, and citizenship education.

Ethiopia Cambridge University Press
Proposes a new democratic theory, rooted in activity not consent, and intrinsically related to historical understandings of power and ethics.

Political Violence and Democratic Uncertainty in Ethiopia Springer

Examines Aristotle's approaches to how to develop a political community based on the notions of justice and friendship.

The Ethics of Teaching Cambridge University Press

Michael Apple offers a powerful analysis of current debates and a compelling indictment of rightist proposals for change. Apple presents the causes and effects of further integrating schools into

the corporate agenda, as well as current calls for a national curriculum and national testing, privatization and voucher plans, and fundamentalist religious pressures to censor textbooks. He demonstrates who will be the winners and losers culturally and economically as the conservative restoration gains in strength, bringing with it an even greater restratification of knowledge and students in terms of race, class, and gender.

Who Is Responsible for Good Citizenship? Teachers College Press

Democracy is a concept reflecting European philosophies, struggles and concerns. Many Ethiopian ethnic groups have traditions which may offer more satisfactory and culturally acceptable foundations for a "sovereignty of the people" through time-honored ways of voicing political ideas, ironic observations and vital interests. In line with modern urban life Ethiopians also organize and express their interests in non-governmental organizations, the independent press and advocacy groups representing political and social alternatives. The contributors to this book analyze the democratic potential of these movements and practices, their ability to give a voice to the view from below and their potential contribution to a more genuine participation by the majority of Ethiopians in democratic decision making and bringing the sovereignty of the people a step closer to reality.

Tales of Hope, Tastes of Bitterness Springer

Numerous studies concerning transitional justice exist. However, comparatively speaking, the effects actually achieved by measures for coming to terms with dictatorships have seldom been investigated. There is an

even greater lack of transnational analyses. This volume contributes to closing this gap in research. To this end, it analyses processes of coming to terms with the past in seven countries with different experiences of violence and dictatorship. Experts have drawn up detailed studies on transitional justice in Albania, Argentina, Ethiopia, Chile, Rwanda, South Africa and Uruguay. Their analyses constitute the empirical material for a comparative study of the impact of measures introduced within the context of transitional justice. It becomes clear that there is no sure formula for dealing with dictatorships. Successes and deficits alike can be observed in relation to the individual instruments of transitional justice - from criminal prosecution to victim compensation. Nevertheless, the South American states perform much better than those on the African continent. This depends less on the instruments used than on political and social factors. Consequently, strategies of transitional justice should focus more closely on these contextual factors.

A Guide for ensuring inclusion and equity in education World Bank Publications
 Native Colonialism examines the cause and consequence of native colonialism, the process whereby a country colonises itself with foreign institutions and ideals. The book draws its evidence from a variety of Ethiopian sources that have rarely been studied or utilised in academic research. It provides never-before seen interpretations of indigenous sources of knowledge and features ground breaking empirical research on traditional and modern schools in the county, as well as interviews with students, teachers and traditional leaders.
Community Civics Routledge

Presents a comprehensive resource for those interested in youth involvement in community service as part of the public school curriculum.

Decentralization in Ethiopia Edward Elgar Publishing

This volume is a critical and objective study of the contemporary college student athlete. Framed around the process of recruitment, transition, and support of student athletes in higher education, the volume is a response to societal pressures to reform college athletics. Driven by publicity and the potential for revenue gains, colleges and universities have invested heavily in developing athletic programs, coaches, and facilities. Yet few resources are invested strategically in the personal and intellectual development of student athletes. Written by a team of authors with first-hand experience working with student athletes and transitional programs, the volume argues that institutional attention must be directed at caring for the personal and intellectual growth of student athletes. Highlighting some best-practice curricula and exploring the psychological issues surrounding participating in often highly-competitive athletics, the authors consistently conclude that institutional responsibility is of the utmost and immediate importance. Authors also consider the unique settings of student athletes in community and private liberal arts colleges, demonstrating the broad interest in athletics and institutional competition. The result is an important volume that will be of interest to those who counsel and administer intercollegiate athletic programs, faculty and researchers looking for insightful baseline data on the contemporary student athlete, and those concerned with transitional programs and the future

of higher education.

After Dictatorship UNESCO

This book guides the adoption, design, development and expectation of future digital teaching and learning projects/programs in K12 schools. It provides a series of case studies and reports experiences from international digital teaching and learning projects in K12 education. The book also furnishes advice for future school policy and investment in digital teaching and learning projects. Finally, the book provides an explanation of the future capacity and sustainability of digital teaching and learning in K12 schools.

The Civic University Routledge

This is a study of the nature of corruption in Ethiopia. It maps eight key sectors. The diagnostics strongly suggest that, in Ethiopia, corrupt practice in the delivery of basic services is potentially much lower than other low-income countries, but that there are emerging patterns in sector level corruption.

Disconnected Routledge

Provides an original and challenging contribution to contemporary debates on the civic purpose of higher education, exploring its manifestations through practices of teaching and research. Offers critical perspectives on the role of higher education institutions in terms of realizing civic missions, especially in current global market conditions.

Governance and Civic Education

Columbia University Press

The 1991 government change in Ethiopia ushered in a centralised system of governance, aimed to bring about harmony and cooperation between different groups and to promote local self-rule. It has proceeded in two phases: 1991-2001 centred on creating and powering National/Regional

Governments, termed mid-level decentralisation. Further powers were devolved in 2001 through the District Level Decentralization Program and Urban Management Program. This volume brings together studies by the Forum for Social Studies and others, with the aim of identifying knowledge gaps for further research and to generate debate on the issues in Ethiopia. The study is in two parts: a literature review seeking to document existing studies and highlight research gaps; and field work which involved a rapid assessment of eight weredas and two kifle ketemas in Addis Ababa. The other three studies are synopses of master theses submitted to the Institute of Regional and Local Development Studies of Addis Ababa University.

Fundamentals of Civic and Ethical Education AFRICAN SUN MeDIA

The main focus of the study is the deepening crisis of the Ethiopian education system. This study reconstructs the growth of the crisis of the sector during the last four decades. It then discusses the implications of the crisis in terms of communication breakdown; absence of analytical capacity at system level; the fragmentation of society; loss of political legitimacy and perpetuation of authoritarian power. Although the education sector has greatly expanded its impact on poverty alleviation has so far been insignificant. The poverty landscape has changed to the worse during the last fifty years. This is largely due to the fact that the Ethiopian education system is based on false premises. At the center of the crisis is the use of English as medium of instruction. The proficiency in English is so low that its continued use as a medium of instruction can only lead to

the collapse of the education system. The study argues that it is only through language (readily understood and practiced) that collective life and the world can be interpreted in an integrated manner. The replacement of English by Ethiopian languages all the way from the primary to tertiary levels is one of the

factors that could strengthen the survival potential of the Ethiopian political community. The study is relevant for policy makers and students of development studies on the role of education in social change in Africa south of the Sahara.