Foundations of Education

CREDIT HOURS: 3

PROGRAM: BED

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Course Objectives

At the end of the course trainees will be able to:

- **Know the concept of education.**
- **Recognize forms of education and its characteristics.**
- **Understand the purposes of education.**
- **Examines the different foundations of education.**
- **Recognize the role of philosophy in education.**
- **Appreciate the relationship between psychology and education.**
- **Recognize the sociological foundation of education.**
- **Understand the historical development of education in the world.**
- **Know the nature of traditional education in Ethiopia.**
- **Understand the historical development of modern education in the country.**

Course Content

UNIT 1: The Meaning, Forms & Purposes of Education

- The Meaning of Education
- Forms of Education and its Characteristics
  - Informal Education
  - Formal Education
  - Non-formal Education
- Purposes of Education

Course Content…….

UNIT 2: Philosophical Foundations of Education

- **Philosophy and Education**
- **Philosophical Schools of Thought**
  - **Idealism,**
  - **Realism,**
  - **Pragmatism,**
  - **Existentialism,**
  - **Major Educational Philosophies**

Unit Three
Psychological Foundations of Education

- **Psychology and Education**
- **Psychological Learning Theories**
  - **Mental discipline,**
  - **Behaviorism,**
  - **Cognitive and**
  - **Social learning theory)**

Unit Four
Sociological and Historical Foundations of Education

4.1. Sociological Foundations of Education

- **Sociology and Education**
- **Agents of Socialization**

4.2. Historical Foundations of Education

- **The Prehistoric time education (Before 3700 B.C)**
- **Education in Ancient times (3700__1000 B.C)**
- **The Classical Period Education (1000 B.C__500 A.D)**
- **The Medieval Time Education (5th_14th Century)**
- **Renaissance and Education (14th 17th**

UNIT 5: HISTORICAL DEVELOPMENT OF EDUCATION IN ETHIOPIA

- **Traditional Education in Ethiopia**
- **Indigenous Education in Ethiopia**
- **Religious Education in Ethiopia**
- **Modern Education in Ethiopia**
- **The Foundation Period between 1908 – 1935**
- **The Period between 1936 – 1941**
- **The Period between 1942 – 1974**
- **The Period between 1974 – 1991**
- **The Period from 1991- to the present**

Course Delivery Approaches/Methods/Strategies

- **Teacher's presentation and facilitation**
- **Question and answer**
- **Students' Discussion/group activities**
- **Students' reflection**
- **Students Project works (group and individual),**

Assessment Strategies

- **Classroom attendance and Participation= 10%**
- **Two quizzes= 25%**
- **Individual and Group assignments =15%**
- **Final examination=50%**
- **Total=100%**

UNIT ONE : The Meaning, Forms & Purposes of Education

Objectives:

At the end of the unit you will be able to:

- **Understand the concept of education.**
- **Know the various definitions given by different scholars.**
- **Recognize the different forms of education.**
- **Appreciate the purpose of education.**

Activity /Individual and pair for 6'/

- ✓ **Based on your experience, what is education to you? Define in your own words.**
- ✓ **Share your understanding of education to your friend?**
- ✓ **Have you defined education in the same way? Why?**

1.1.The Meaning of Education

- **Different educators have defined education differently. Some view education as :**
- **formal school attendance,**
- **training and as a process of acquiring knowledge, skill and values.**
- **Some of these are education is:**
- **a process of living through a continuous reconstruction of experience.**
- **the cultivation of mind, the instilling of values and principles in the minds of children.**
- **a life long and universal practice of all societies at all stages of development directed at shaping the personality of the individual resulting from practice.**
- **preparing the child for the future in order to be active member of the society**
- **all activities conducted in school environment.**
- **a social process of transmitting knowledge, values, customs, traditions, etc. from one generation to another generation.**
- **all planned activities organized inside and outside of the school environment.**
- **the human experience acquired in the process of man's**

Why Different Definitions?

The main reasons for the variation in the definitions include:

***1.Complex nature of human personality*:**

- **The core of education is the development of human personality .**
- **Human personality composed of physical, social, intellectual, emotional, moral, spiritual.**
- **Thus, emphasis in defining education vary.**
- **Ex. a spiritualist person stresses the self realization of education**
- **while the moralistic stress on the process of character formation.**

***2. Complexity of human environment*:**

- **The task of education is to enable an individual to adapt to a given env't.**
- **The environment is also diverse (Physical, social/cultural, economic, etc.**
- **Thus, emphasis in defining education vary.**

Meanings of education

- **The meaning of education can be viewed in broad and narrow senses.**

In a wider sense education is defined as:

- **Life is education and education is life (Kilpatric).**
- **a purposive social phenomenon and a life-long process as a universal practice of human beings geared to the harmonious development of the physical, intellectual, social, moral, emotional and aesthetics of the individual.**
- **It is summarized as education:**

- **is a life-long process from infancy to old age or from "womb to grave".**
- **includes experience gained through the various formal and informal agencies of education.**
- **we receive education many times when we are not conscious of the fact.**
- **All experience is said to be education.**

Narrow Meaning……

In a narrow sense education is defined as :

- **conscious and deliberately planned and organized to modify the behavior of the students in desirable and socially approved channels and to bring about specific knowledge and skills (Mill).**
- **Thus, in narrow sense the concept of education is summarized as follows:**

- **a type of education given in a planned institution like school.**
- **a deliberate, conscious and systematic influence exerted by the mature person (the teacher) on the immature person (child).**
- **limited to the teaching of ready-made materials (curriculum).**
- **intentional rather than incidents.**
- **Knowledge is considered as the accumulated experience of the human race.**

1.2. Forms of Education

Activity: (In a group of 4 members for 8’)

1. Where do you think people get to learn something?

- ***How do they learn? Who teach them?***
- ***How many forms of education do you know?***
- ***Discuss the similarities and differences of the forms of education you have identified?***

Activity: (In a group of 3 members for 5’)

2. What do you think is/ are the purposes of education to you?Discuss in your group.

Three forms of education

Forms of Education

- **Informal**
- **Formal**
- **Non-formal**

1.2.1. Informal Education

Informal education :

- **is seen as the lifelong process by which every person acquire and accumulates knowledge, skills and attitudes from daily experience and exposure to the environment.**
- **include all the indirect influence of the social and physical environment.**
- **the oldest form of education, which has been in use since the appearance of human society.**
- **The sources include family, peers, community, media, etc.**
- **Some characteristics of informal education include:**
- **no fixed structure, time, duration and methods of teaching.**
- **accidental and lifelong education.**
- **learned through interaction with family, society, etc.**
- **predominated during the prehistoric period.**
- **a lifelong process, from infancy to old age or from "womb to grave".**
- **no certification for what one has learned.**

1.2.2. Formal Education

Formal education:

- **a conscious, deliberate and planned action by one or more persons by presenting ready-made materials established in institution.**
- **institutionalized, hierarchically structured, chronologically graded education system, running from primary, secondary school, college and university.**
- **Some characteristics of formal education include:**

- **has fixed point of entry and exit.**
- **finite and limited to a period of "being taught" as against " life" and "work".**
- **has fixed content to be covered and as indicated in the curriculum.**
- **guided by trained personnel, checked and evaluated, and**
- **finally certified.**

1.2.3. Non-formal Education

Non-formal education is:

- **any organized, systematic educational activities carried on outside the frame work of the formal system of education.**
- **provide selected types of learning to particular subgroups in the population .**
- **Some characteristics of non formal education include:**
- **has flexible points of entry and exits.**
- **lifelong learning integrated with work and life.**
- **anticipates and prepare for change and for the future.**
- **a process of enabling the individuals understand his/her own needs, the environment, the social goal and mutual relationship.**
- **motivated by individual growth, self-renewal and judging together with maximum participation of the learner etc.**
- **Examples : Literacy campaign, in-service training, adult education, life skill training, summer, distance education, etc.**

1.3. Purposes of Education

The purpose of education:

- **may vary from society to society and from country to country .**
- **determined by social, economical, political, cultural, etc. aspects.**
- **among many societies are as follows.**

1 . Self- Realization: education: enable personal growth of an individual/ self sufficient.

- **develops command of the fundamental tools of learning (reading, writing, arithmetic), an inquiring mind to think, understand, integrate and prove.**

***2.* Human Relationship: education enable people to appreciate, respect humanity, friendship, cooperation, courtesy, and democracy in the home.**

***3.* Economic Efficiency: wise earning and spending of an income. occupational efficiency,.**

4. Civic Responsibility: education helps students to be:

- **Competent citizen who can shoulder civic responsibility**

In general the

Purposes of education are:

- **To give knowledge, form values and develop skills.**
- **To transmit cultural heritage from one generation to another.**
- **To help people adapt to society.**
- **To provide practical/hands-on experience/training.**
- **To provide learner/human-centered education (self-realization).**

Chapter Two

Philosophical Foundations of Education

3.1. Philosophy and Education

The term philosophy has a Greek Origin. It is derived from Greek word.

- **Phileo → Love and**
- **Sophia → Wisdom**

Philosophy :

- **is Love of wisdom/ search for truth or the search for knowledge.**
- **gives meaning to our decisions and actions.**
- **deals with the larger aspects of life, the problems and prospects for living and**
- **determines, our educational decisions, choices and alternatives.**

❖ **framework or base for organizing schools and classrooms.**

❖ **answer what schools are for, what subjects are of value, how students learn, what methods and**

The Relationship between Philosophy and Education

- **On one hand, philosophy is the corner stone of the foundations of education.**
- **On the other hand, the chief means of philosophy is “Education”.**
- **Education is a practical activity of philosophical thoughts.**
- **Every educational practice is illumined with the back drop of philosophy.**
- **No practice is good and scientific unless rooted in philosophical thoughts, which gives logic, rational sequence, and system of education.**
- **Education without philosophy would mean a failure to understand a precise nature of education (Gentile).**
- **Philosophy is the theory of education in its most general sense (Dewey).**
- **Philosophy is the foundation and education is the superstructure.**
- **Philosophy formulates what should be the end of life, while education offers suggestions how this end is to be achieved (R. Rusk).**

Branches of Philosophy

Branches of Philosophy

-The study of reality
- O=What is

-How do we get

-Human conduct, value

Major Philosophies of Education

Major Philosophies

- Idealism
- Realism/ Naturalism
- Pragmatism/ Experimentalism
- Existentialism

Philosophy……..

Though there are different philosophies, all wants the same thing of education, they wish:

- **To improve the educational process.**
- **To enhance learners' achievement.**
- **To produce better and more productive citizens, and**
- **To improve the life of the society.**

1. Idealism

- **One of the oldest.**
- **Proponent: Plato, Kant, Hegel, Froebel, Butler, etc.**
- **mind is central element of philosophy;**
- **Reality is found in human's mind rather than in material nature.**
- **Give primacy to idea. The idealist assumes that:**
  - **truth exist separate and apart from individual /society he lives.**
  - **moral and spiritual reality as chief explanation of the world.**
  - **truth and values are seen as absolute, timeless and universal.**
  - **The world of idea and mind are permanent, regular and orderly and it represents a perfect order.**
  - **Eternal ideas are unalterable and timeless.**
  - **To know is to rethink the latent ideas that are already present in the mind.**
  - **The teacher's task is to bring the latent knowledge to consciousness.**
  - **Use rationalistic approach-deductive to problem solving.**

Idealism……..

Idealists believed that:

- **the aim of education is to transmit cultural heritage of human being.**
- **Eternal process of superior adjustment of the physical and mental developed human being to God.**

Curriculum:

- **prefer the order and pattern of subject matter that relates ideas and concepts to each other.**
- **Is hierarchal and it constitutes the cultural heritages of humankind.**
- **At the top of hierarchy the most general and abstract subjects like philosophy and theology.**
- **Based on learned disciplines (liberal arts)**
- **Revolves around ideas drawn from the past.**

2. Realism

- View the world in terms of objects and matter.
- Realism means objects exist in real world separate and apart from the human mind and perception.
- Proponents; Aristotle T.Aquinas, Pestalozzi, Broudy, etc.
- Assumes nature alone as a source of knowledge.
- People come to know the world through their sense and their reason.
- Everything is derived from nature and is subject to its law.
- Universe is matter in motion.
- The real world is the physical world.
- Reality and truth emanate from both science and art.
- Use inductive method of gathering data.
- Emphasizes cause-effect relationships in the physical world.

Realism……..

Education:

- **To induct the learner into culture.**
- **Society and its institutions must operate in ways that are consistent to natural laws.**
- **School is social agency which transmits natural laws to learners.**

Curriculum:

- **Consists primarily the physical and social sciences that explain the natural phenomena.**
- **Acquiring of subject matter/facts encouraged.**
- **Consists of organized, separate subject matter, content and knowledge that classify objects.**
- **View subject matter experts as a sources of authority.**

3. Pragmatism/Experimentalism

- **Meaning to do, to make to accomplish.**
- **Based on change, process and relativism.**
- **Proponents: C. Darwin, J. Dewey, W. Kilpatrick, Bode, etc.**
- **Experience central to their philosophy.**
- **truth is based on one's experiences; situational *experiences***
- **Considers knowledge as a process in which reality is constantly changing.**
- **Learning occurs as persons engage in problem solving.**
- **Knowledge is considered a transaction between learner and environment. Basic to this interaction is the notion of change.**
- **Both the learner and environment are constantly changing as are the experiences/interaction.**
- **Hypothesis is used in seeking knowledge.**
- **Both deductive and inductive methods are used.**

Pragmatism……..

Education:

- **is aimed at social effiencey.**
- **a process of experiencing on the part of the learner.**
- **A means for reacting, controlling and directing experience.**
- **The goal of ed. is to aid the learner to solve his/her problems.**
- **Not regarded as preparation for life, rather it is considered to be an integral part of life.**
- **Is reconstruction and reorganization of experience.**
- **Learning takes place in an active way as learners, either individually or in groups solves problems.**

Curriculum:

- **Emphasizes the interest of the learner than subject matter to organize curriculum.**
- **The method is more important than the subject matter.**
- **Teaching is more exploratory than explanatory.**
- **The role of the teacher is facilitator.**

4. Existentialism

- **Stress individualism and personal self-fulfillment.**
- **Proponents: M. Greene, G. Kneller, Morris, etc.**
- **the world of existence, choice, and responsibility is primary.**
- **Personal choice is central the decision lead to personal self - definition.**

Education:

- **should stress individual responsibility and choice.**
- **is a process that originates within the self.**
- **The student is responsible for his/her own motivation and learning.**
- **The teacher's task is to provide learning experiences that promotes autonomy, interaction, and choice.**
- **The learners would choose the knowledge they wish to possess.**

Curriculum :

- **avoid systematic knowledge or structured disciplines.**

Major Educational Philosophies

Educational Philosophies

- Perennialism
- Essentialism
- Progressivism
- Reconstructionism

A. Perennialism

- **Oldest and rooted in realism.**
- **Proponent R. Hutchins.**
- **Relies on past asserted by agreed-upon, universal knowledge and cherished values of society.**
- **A plea for the permanency of knowledge.**
- **A view of the unchanging nature of the universe, human nature, truth, knowledge, virtue, beauty, etc.**
- **The goal of education is to develop the natural person and to uncover universal truth by training the intellect.**

Curriculum: Subject centered-liberal arts.

The teacher: is viewed as an authority in the field whose knowledge and expertise are unquestionable.

Teaching method: based on Socratic Method.

Student's: mind as a sponge for absorbing knowledge.

B. Essentialism

- **Rooted in both idealism and realism.**
- **Proponents: Bagley, Bestor, Rickover,etc.**
- **School curriculum should be geared to fundamentals or essentials.**

Curriculum: Subject centered but concerned with the contemporary scene.

Teacher's role: is as an authority in the field.

- **The back-to-the basics focus on reading, writing and Mathematics.**
- **Stress on increasing time and improving the quality of instruction, upgrading teachers and schools analyizing education interms of inputs and outputs.**

C. Progressivism

- **Rooted in pragmatism and considered as contemporary.**
- **Proponents: Follette, Roosevelt, etc.**
- **The skills and tools of learning include problem solving and scientific inquiry.**
- **Emphasize on how to think not on what to think.**

Curriculum: was interdisciplinary in nature and focused on the child as the learner .

Teacher's role: is guiding.

Methods: emphasized on activities and experiences rather than competitive individualized lesson learning.

D. Reconstructionism

- **Rooted in pragmatism.**
- **Mainly served the individual child.**
- **Proponents: Fantini,**
- **Education for change and social reform.**
- **Emphasis on society centered education.**
- **Curriculum that emphasizes cultural pluralism, internationalism and futurisng education.**
- **Teacher serve as an agent of change and reform.**
- **Students are taught to appreciate life in a world of many nations.**
- **Curriculum has to be changed with the society.**
- **Learning is active.**

Unit 3
Psychological Foundations of Education

Psychology:

- **is the science of change in behavior of man and other animals.**
- **Education is also means change in the behavior of man. So education and psychology are inseparable.**
- **is concerned with how people do learn.**
- **provides a basis for understanding the teaching and learning process.**
- **cements the r/p b/n teaching and learning.**
- **provides the theories and principles that influence teacher-student behavior with in the context of education.**
- **serve as the basis for understanding how the individual learners interact with objects and persons in the environment(John Dewey).**
- **strongly influence the content and arrangements of the experiences provided for learners .**
- **provides the theories and principles that influence student-teacher behavior within the context of curriculum.**

Major Theories of Learning

Learning theories are:

- Organized sets of principles explaining how individuals acquire, retain and recall knowledge.
- By studying and knowing different learning theories, we can better understand how learning occurs.
- The principles of the theories can be used as a guidelines to help select instructional tools, techniques and strategies that promote learning.
- The three learning theories are the following.

Early Psychology
(The use of nonobjective methods such as
Introspection)

Psychological Learning Theories



1. Behaviorism

- **Believes that knowledge exist independently and outside people.**
- **View learners as “Blank slate” who must provided the experience.**
- **learning occurs when new behavior or change in behavior are acquired through association between the stimuli and response.**
- **Thus, association leads to a change in behavior.**

Learning Process

- **Based on objectively observable change in behavior.**
- **Learning is defined as the acquisition of new behavior or change in behavior.**
- **Learning begins when a cue or stimuli from the environment is presented and the learner reacts to the stimulus with some types of responses.**
- **Consequences that reinforce the desired behavior are arranged to follow the desired behavior. E.G. Studying for a test and get good grade.**
- **The new behavioral pattern can be repeated so it becomes automatic.**
- **The change in behavior signifies learning has occurred.**
- **Teachers use behavior when they reward or punish student behavior.**

Example and application of Behavioral Learning Theories

- **Drill, repetitive practice, bonus marks, participation marks, verbal reinforcement (good, excellent, etc.), establishing rules.**
- **The learner is only prepared for recall of basic facts automatic response, or performing task not for problem solving or creative thinking.**

Behaviorism

- **Behavior was dealt with and explained in terms of observable reactions.**
- **Most of their experiments dealt withthe conditioned response.**

Learning:

- **explained as a conditioned response.**
- **Occurs when a particular response is desired and a stimulus is found to produce it.**
- **There is much concern for reinforcement, association and habit formation.**

Curriculum:

- **Drill remained a prominent method of teaching and experiences selected were such as to produce conditioned responses.**

Connectionism

Connectionism:

- **is a theory of learning based on the connection of various elements of the nervous system in causing behavior.**

Learning:

- **Was the process of formulating the neural passages or connections. Once these connections have been established, behavior may be repeated under similar conditions indicating that learning has occurred.**
- **E.Thorndike three laws**

a/ The law of effect:

- **Effect either strengthen or weaken connection.**

b/The law of readiness:

- **The tendency of the physiological neurons to operate.**

c/ The law of exercise:

- **Repeating or exercise strengthens connection and v-versa.**

Curriculum: demand drill and repetation.

- **Experiences are selected on the basis of their securing a satisfying reaction from the learner.**

2. Cognitive Information Processing /Cognitivism

- **Is based on the thought process behind the behavior.**
- **Based on the idea that humans process the information they receive, rather than merely respond to stimuli (i.e. that think about what is happening).**
- **The changes in behavior are observed, but only as an indicator to what is going on in the learners head.**
- **The learner's mind is like a mirror from which new knowledge and skills will be reflected.**
- **Credited to J.Piaget**

Learning Process

- **Learning occurs through internal processing of information than external circumstances.**
- **Pays attention to what is goes on inside the learners head and focus on mental process rather than observable behavior.**
- **Change in behavior are observed and used as indicators as to what is happening inside the learner's mind.**
- **Learning involves the reorganization of experiences, either by attaining new insights or changing old ones.**
- **Thus, learning is a change in knowledge which is stored in memory and not just a change in behavior.**

Examples and Application of CIP Theories

- **Classifying information, linking concepts (Associate new content with something known), providing structure, real world examples, discussions, problem solving analogies, etc.**

Gestalt

- **Pattern which is important.**
- **Understanding is based upon insight.**

Learning:

- **is the organization of parts into meaningful whole.**
- **A learning situation is taken as a problem situation seeking solutions by which the learner develops insight.**

Curriculum:

- **Offers the learner an opportunity to discover processes and relationships.**
- **Emphasis is placed upon perceiving a whole in order to understand the importance of a specific.**
- **Generalities and principles are emphasized in preference to isolated facts and meaningless drill.**

3.Constructivism

- **Based on the premise that we all construct our own perspective of the world, based on individual experience and internal knowledge.**
- **Learning is based on how the individual interpret and create the meaning of his/her experiences.**
- **Knowledge is constructed by the learner and since every one has a different set of experiences and perceptions.**
- **Learning is unique and different for each person.**

Learning Process

- **Learning is a process where individuals construct new ideas or concepts based on prior knowledge and/or experiences.**
- **Each of us generate our own mental models, which we use to make sense of our experiences.**
- **Learning is thus, the process of adjusting our mental models to accommodate our new experiences.**
- **Focused on preparing people to problem solving. Thus, to be successful, the learner needs a significant base of knowledge upon which to interpret and create ideas.**
- **Out comes are not always predictable because learners are constructing their own knowledge.**
- **Thus Constructivism, does not work the result always become consistent.**

Examples and Application of Constructivism

- **Case studies, problem based learning, brainstorming, group work, research project, collaborative learning, discovery learning, simulation, etc.**

Summary

- **All the three theories are important to understand.**
- **When deciding which strategies to use, it is important to consider:**
- **The level of knowledge of the learner,**
- **The thought processing demands, and**
- **The desired outcomes.**

Unit Four
Sociological and Historical Foundations of Education

4.1. Sociological Foundations of Education

- **Social foundation of education aims at the socialization of the individual.**
- **Social foundation of education focuses upon the social force through which the individual is developed, and the social relationships by which the individual gains experience.**
- **The aim of education, is to prepare an individual for democratic living.**
- **to enable the individual to live as a member of his society.**
- **Thus, the social function of school can be summarized as:**

1. A preserve and transmitter of the cultural heritage

- **cultures affect and shape the schools and their curricula.**
- **Likewise, schools influence the cultures of the people that the school serve.**

2. An instrument for transforming the culture

- ``

Sociological Foundations……..

- **Sociology shapes education and forms a vital force in the entire frame work of education.**
- **The whole superstructure of education has depended upon social forces, needs and demands.**
- **The expectations and aspiration of changing society are reflected through the education system of a country or a nation.**
- **Society is a dynamic, it grows and changes as such these social changes must not only be reflected in education but also must affect it.**
- **It is only by connecting education with the general march of events that the school can lose its isolated character.**
- **According to Dewey, school must become the child's habitat to be a small community, an embryonic society.**
- **Besides, the role of family in the development of the child is not less important than that of the school.**
- **The children from the same parents living in the same house are of different heredities and varying environments.**
- **From this we can summarize that family environment is very important for the development of education, too.**

4.2 Historical Foundations of Education

- **developments in the past contributing and influencing the present education.**
- **Form the basis for decision making and systematic growth of the educational system.**
- **For the sake of convenience the historical foundations can be seen as:**

- **The Prehistoric time education (Before 3700 B.C)**
- **Education in Ancient times (3700__1000 B.C)**
- **The Classical Period Education (1000 B.C__500 A.D)**
- **The Medieval Time Education (5th_14th Century)**
- **Renaissance and Education (14th _17th Century)**
- **Education in Modern Times (From 17th Century to the present)**

1. Prehistoric Foundations of Education (Before 3700 B.C)

- **Early people had low consciousness but have ability to learn.**
- **The learning was informal. Thus, education is social phenomena. No society without education and no education with out society.**
- **“Man is preeminently a learning animal” Good & Teller**
- **The need for survival motivated early man to carry out various activities individually and in groups.**
- **Group activities necessitated an exchange of ideas through gesture word speech brain development man learning animal.**

Aim of Education:

- **To prepare young for all kinds of work (hunting, fishing, cooking, etc).**
- **To train and develop physical quality of human body.**
- **To develop moral and social behavior.**
- **To prepare and transmit cultural heritage from generation**

Content of education During Pre-historic times

- **Physical training((strength, quickness, health,etc)**
- **Mental/intellectual education/ h(unting, fishing, cooking, rearing animals, crop production, etc)**
- **Moral education such as readiness for assisting others, friendly relationship, looking care for old age, children**

❖ **The gradual development of the element of early culture lead to the existence of:**

- **Families → clans → tribes → Social division of labor → Specialization in production → Surplus production → Exchange → Tribal war → War prisoners → Slaves and slave owners, the first class appeared.**
- **This reached its peak in the ancient societies of**
  - **Mesopotamia,**
  - **Egypt,**
  - **India and China.**
  - **Where the formal types of education with class character was introduced.**

4.2.2. Education in Ancient Times (3700_1000 B.C)

- **Formal education was introduced with civilization of culture.**
- **Culture became civilized when social class, writing, arts, urban centers, political, legal, etc were introduced.**
- **Formal education appeared in ancient:**
  - **Mesopotamia during 4th C.B.C/4000 B.C/**
  - **Egypt 3rd C.B.C/3000B.C/**
  - **India 2nd C .B.C./2500B.C/**
  - **China 1st C .B.C./1000B.C/**

Assignment 1: **In your group read education in ancient Mesopotamia, Egypt, India and China. Identify its educational aims, contents and methods. Analyze its strengths and weakness.**

The Classical Period Education (1000 B.C__500 A.D)

- **The classical time was known as the period of "Excellence" in Greek and Roman Languages, literature, art, arcthecture , lasted until 500 A.D.etc.**
- **Among the new centers of educational development, Greece came into being.**

Contribution of Greek to Education

- **The Greeece/Hellas/ were western intellectual life arose and flourished for many centuries.**
- **Education whose features have continued to the present time developed.**

E.g. The disciplines known as the Seven Liberal Arts (Grammar, rhetoric, logic, geometry, arithmetic, astronomy and Music) had their roots in Greek.

- **Added the vowels to the alphabet which was developed by the Phoenicians.**
- **English alphabet is Greek in origion.**
- **Changed the direction of writing to go from left to write.**
- **The two most city states were Sparta and Athens.**

A. Education in Sparta

Aim of education

- **To introduce military and physical education(running, jumping, throwing, fighting,etc).**
- **To produce healthy, strong and skillful soldiers.**

Content

- **Physical and military education and plying musical instruments.**
- **Homer's two great epics the Iliad and the Odyssey.**
- **Homer's epics served as important educational purposes.**
- **Reading and writing were not included in public education.**
- **Girls trained to become worthy mothers or wives.**
- **Spartan girls received more schooling but it was almost exclusively athletic training to prepare them to be healthy mothers of future Spartan soldiers.**

Methods

- **Rote memorization, reciting Homer's two epics,**
- **Quoting patriotic, heroic and tragic actions.**
- **Citing Homer's epics**

B. Education in Athens

Aim of education:

- **To prepare children for citizenship. Education is considered very important for citizenship.**
- **To help children attain a harmonious physical, moral and emotional development.**

Content of education

- **The three Rs-reading, writing and arithmetic's.**
- **Moral and domestic education given for girls at home by mothers.**
- **Pedagogues were responsible to educate children.**
- **Athenians believed a free man should have a liberal education in order to perform his civic duties .**
- **In Athens, women did attend school. Some girls however, were educated at home by tutors.**
- **Athens emphasized a humane and democratic society and education.**

Methods of Instruction

- **Individual instruction at home**
- **Learning by heart**
- **There were three schools; These were:**

1. **The literary school- 3Rs were taught.**
2. **The music school: where how to sing, dance play lyre**
3. **The physical training school: where jumping, running, riding, hunting, fencing etc. were taught.**

Education in Athens…….

Gradually Athens:

- **become the center of intellectual achievements and it gave birth to several great men.**

E.g. philosophers, educators, Poets, orators, historians, artists, etc.

- **The essence of scientific thinking appeared.**

E.g: Socrates :sought to discover and teach universal principles of truth, beauty, and goodness.

- **claimed that true knowledge existed within everyone and needed to be brought to consciousness.**
- **His educational method, called the Socratic method, consisted of asking probing questions that forced his students to think deeply about the meaning of life, truth, and justice.**
- **Hippocrates(the father of medicine) explained the cause of diseases depending on reason.**

- **Anew educational philosophy in which man was the measure of all things arose.**
- **The development of discipline such as philosophy, logic, ethics, politics, etc. took place.**
- **Professional teachers known as Sophists began teaching through discussion and arguments.**
- **Institutions of higher training such as seven liberal arts were introduced.**
- **The Sophists introduced:**

- **Rhetoric- the art of public speech/ public lecture,**
- **Dialectics-the art or method of arguing,**

The Great Classical Greek Educators and Higher Education in Athens

A/Plato (428-348 B.C)

- **Studied under Socrates.**
- **Opened the academy of Athens in 387 B.C.**
- **Introduced:**

- **criteria for selecting students who could join the academy of Athens (Learning ability, power of memory, capacity of hard work, self control, etc.).**
- **The study of philosophy to adapt to new way of life.**
- **The study of mathematics to create a well developed head.**
- **Demanded equal educational opportunities for boys and girls.**
- **Education should be the highest concern of the state.**

B/ Isocrates(436-339 BC)

Isocrates:

- **Taught rhetoric and other subjects.**
- **Based his idea on good speech.**
- **The supreme master of oratorical culture.**
- **A famous writer and teacher of public speech.**

C/Aristotle (384-322 BC)

- **Opened Lyceum the study place of most influential of Hellenistic period.**
- **Gave attention to the study of Logic began by sophists.**
- **Used the word politics for the first time.**

In general, the Greek civilization and education gradually spread to Alexandria, Egypt and towns around Mediterranean and Asian seas.

- **Eculid - worked out geometry**
- **Arhimedes -made improvement in mechanics and physics.**
- **Eratostheness -founded the study of geography, astronomy and geology**
- **Ptolemy-made the map of the world.**

Classical Education in Rome (375_275 BC)

- **The Romans took over education from Greek and adopted it to them.**
- **In developing education, Latin became the language of school.**

Aim of education

- **To initiate the young generation into a traditional way of life.**
- **Tradition had a strong position.**

Content of Education

- **Virtues and moral values which were demanded by the youths were modesty, firmness, prudence, piety, courage, regard for duty, obedience for parents, etc.**
- **People with such virtues or moral values were selected for high position in the society.**
- **Education was based on the respect for the habits and customs of the ancestors.**
- **The family or parents were regarded as the basis and backbone of education.**
- **Mothers were given responsibilities to up bring her daughter to became good wives or mothers.**
- **Fathers were given responsibilities for education of their sons (how to ride horse, swim, fight, endure heat and cold)**

The Greece-Roman Educators (250B.C)

- **Formal education was introduced to the Roman empire after the Greek's became the colony of the Rome.**
- **Many of the Greek scholars were employed as slave teachers in the schools.**
- **Thus, three levels of education appeared in Rome:**

1.The Ludus (Primary school:7-12 years):

- **Correspond to the Athenian literary school.**
- **The 3R's were taught (Reading, writing, arithmatics)**
- **Teachers status was low for they were paid less.**

2.The Latin Grammar (Secondary school :13_15 years)

- **To enable Roman youths master Latin Language so that serve in government activities.**
- **Content ;Latin grammar and literature and**
- **some of the seven Liberal Arts such as Music, Geometry and Astronomy.**
- **Teachers status was high for they were paid better and regarded as upper middle classmen.**

3.The Rhetoric Schools (Higher education: above 16 years)

- **To prepare professionals for public services (Orators)**
- **Rhetoric and some of the seven Liberal Arts like Grammar, Geometry, Music and Logic were taught.**
- **Teachers status was very high for they were highly paid and exempted from civic obligation like tax.**

❖ **The University of Rome was opened based on scientific investigation as the**

The Classical Roman Educators and their Contribution to Education

:

- **Wrote a book in Latin for the first time on education of children.**

- **Introduced philosophy and rhetoric to Rome.**

Varro (116-27 B.C)

- **Wrote the first encyclopedia in Latin.**
- **Wrote the first Latin Grammar.**

:

- **Gave advice to Roman emperors to expand education.**
- **Based on association as teaching method.**
- **Opposed physical and hard disciplinary measure.**
- **Considered individual difference.**

The Classical Roman Educators and their Contribution…….

During the 1st-2nd C A.D emperors of Roman Empires Like Julius Caesar, Agustus, Vaspansin and others played a great part in the development of education by:

- **Putting education almost under central control of the government,**
- **Founding public library in Rome for first time.**
- **Drafting constitution for the establishment of higher education,**
- **Introducing salary for teachers from imperial treasury,**
- **Exempting teachers from civic obligations like tax,**
- **Granting money for students until they completed their studies,**
- **Finding proper place for completed,**
- **Constructing many buildings for educational purposes,**
- **Recognizing and persisting private schools, etc.**

The Medieval Time Education (5th_14th Century)

- **The Medieval times also known as the middle ages were the periods between the classical and modern times in Western Europe (5th-14th C AD) or**
- **The period between the decline of Roman civilization and education in 5th C AD and the revival of Greek and Roman learning during the period of Renaissance 14th C AD.**
- **The term Dark Ages was once used to express a supposed lack of learning during this period.**
- **During this period:**
- **Civilization sank low in Western Europe.**
- **A drastic economic, cultural, demographic, intellectual decline took place.**
- **A number of artistic and technical skills were lost.**
- **Human resources decreased and economic life became primitive.**
- **Thus, gradually the interest in secular learning decreased and religious education increased.**
- **The secular schools disappeared and the number of religious (monastic schools) and church education further developed.**

The Christian Church Education

During the middle ages:

- **The Christian church was grew stronger than it had been before.**
- **Monastic and cathedral schools were the most important.**
- **Monks did most to save all the middle ages civilization.**
- **The aims and contents of education were devised in line with the interest and doctrines of the church.**
- **Boys were trained to became monks or priests.**
- **The most important branch of learning was theology/The study of God/.**

Generally, in the Middle ages the Christian church played a remarkable role in restoring/shaping European education.

- **Gradually, craft men and other groups formed professional societies known as the Guilds.**
- **The Guilds ranked among the leading educational institutions of the Middle ages.**

The Christian Church Education……

- **The Guilds gave informal education in technical and social manners for guild members and some formal education for the royal's children.**
- **Then, the interest of royal families like Charles the Great and A. the Great to secular ed. increased.**
- **As a result the interest for secular education increased and church was weakened.**
- **Some of the cathedral schools were stimulated by secular schools. These schools were known as "Studia Generalia."**
- **"Studia Generalia" means recognized places of study were lectures were open to the students of all countries.**
- **At "Studia Generalia" formed association of students, teachers, and scholars which was called "Universitas" in Latin subsquently Universiities appeared in Europe one after another. E.g.**
- **The University of Paris was established in1150.**
- **Bologna University in Italy in 1158,**
- **Cambridge and Oxford in UK 1209,**
- **Salerno Univesity in Italy in 1231,**
- **Heidelberg University in Germany 1386,etc**

Organization of Medieval Universities



In general:

- Latin was the medium of instruction in all traditional faculties.
- Their organization continued as the typical form of university organization until modern times.
- Had the right to determine their legislation, curricula and exercise it.
- Had the right to recruit, train and certify teaching staff at university level.
- Grant Bachelor, Masters and doctorate degrees.
- Supervise teachers and gave them promotion the basis of their efficiency.
- Theology formed the chief subject of instruction in medieval universities.
- A medieval method of thinking was known as “Scholasticism”-the union of Theology and philosophy.
- The philosophy on which the Scholastics relied was chiefly that of Aristotle.
- Scholasticism unable to satisfy human need as men began to substitute scientific observation and experiment for speculation.

The Muslim Education in the Middle Ages

The Muslim education was founded by Mohammed in the 7th C and a number of countries from Europe, Africa and Asia were conquered by the Arabs and became Muslims.

- **This brought material and intellectual development.**
- **Aims of Education:**
- **Religious- the study of Quran as a source or basis of knowledge.**
- **Secular- to develop science and technology.**
- **Contribution:**
- **Discovered the causes of some diseases,**
- **Developed the concepts of irrigation, fertilization, and soil conservation,**
- **Improved the sciences of navigation, etc.**
- **10th C was known as the Golden age of Islamic scholarship.**
- **12-13th C the Arabs classical works were influenced European intellectuals and paved the way for Renaissance and Humanism.**
- **After 13th C the Muslim scholarship declined.**

The Organization and Contents of Muslim Education

The Muslim education during the Medieval period was organized as:

1. **Halquah school :- known as circle school that taught Arabic alphabet.**
2. **Maktab school : known as the writing school.**
   - **gradually developed in to elementary school**
   - **aimed to enable learners read and write.**
3. **Palace school :used for the children of ruler, that taught orator, history and ethics.**
   - **the students can join higher institutions for learning**
4. **Masjid school : attached to mosques.**
5. **Bookshop school : for copyists and book dealers learning.**
6. **Madarasa school: used for Public children.**
7. **Universities : Were famous for research work and higher education of secular character.**

Education During the Renaissance (14th _17th Century)

- **The period between the Middle ages and the Modern times (14th _17th Century) is called Renaissance-Rebirth of the classical learning.**
- **Renaissance began in Italy and spread to the rest cities of Europe.**
- **In this period, the Arabs were the first to revive the classical learning of the Greece and Romans.**
- **The Medieval education was assumed to be inadequate and needed another kind of education known as Humanism Education.**
- **Humanism is a system of views, which gives emphasis to the importance of man (his faculties, affairs, dignity, rights, interests and needs, etc.)**
- **After the appearance of such trends, the primacy of Theology came to an end and Humanism was based on secular needs of man.**
- **Education during the Renaissance emphasized such humanistic disciplines as history, poetry, and ethics.**
- **The invention of the printing press by J. Gutenberg of Germany in the mid-15th century made books more widely available and increased literacy rates.**

Education During the Renaissance……

- **The Renaissance was a particularly powerful force in Italy, most notably in art, literature, and architecture.**
- **Humanist educators designed teaching methods to prepare well-rounded, liberally educated persons. Dutch humanist Desideratum Erasmus was particularly influential.**
- **Erasmus advised teachers to study such fields as archaeology, astronomy, mythology, history, and scripture.**
- **Thus, Renaissance marked the milestone in the development of western education.**
- **Educational opportunities were to children of ruling classes and for women improved slightly.**
- **The religious Reformation in the 16th C resulted in breakway of protestants from Catholic church.**
- **Protestant religious reformers, such as John Calvin, Martin Luther, and Huldreich Zwingli, rejected the authority of the catholic pope and created reformed Christian, or protestant, churches.**

Education During the Renaissance……

- **Martin Luther believed the state, family, and school, along with the church, were leaders of the Reformation. Since the family shaped children's character, Luther encouraged parents to teach their children reading and religion.**
- **Luther believed that government should assist schools in educating literate, productive, and religious citizens. The government was also responsible for supervising schools and licensing teachers.**

In sum results of reformation include:

- **Secular education was emphasized to fulfill the secular affairs.**
- **Universal literacy and popular education were given emphasis.**
- **A number of schools were financed and controlled by state.**
- **Curriculum and constitution of the secondary schools were organized.**
- **The Universities became the centers of studies.**
- **Planning the lesson was introduced.**
- **The principle of promoting students from class to class annually was introduced.**
- **Prizes on the basis of performances and conduct was introduced.**

Education in Modern Times
(From 17th Century to the present)

The modern time was the time when the importance of learning practical subjects through scientific experiments, observation and direct experiences emphasized.

In the 17th Century:

- **Practical use of science became important as a result of its practical application.**
- **Scientific society formed in different parts of Europe.**
- **A number of scientific measuring instruments and laboratory tools developed**

  (telescope, microscope, thermometer, etc).
- **Progressive educators like:**

- **F. Bacon (1561-1626) & R.Descartes (1596-1650)- emphasized the importance of mother tongue in learning.**
- **W. Ratke (1571-1635)- well known in the field of Pedagogy and introduced Didactics.**
- **J. Comenius (1592-1670)- introduced purposeful activity as a method of learning.**

  - Instruction must fitted to the child not the child to instruction.

  - Learning through experiments, practice and repetition

Education in Modern Times……

In the 18th C :

- **Emphasis was given to science and free use of reason for the improvement of social, economic and political conditions of people.**
- **Thus, rationalism, individualism, and nationalism became the dominating trend.**

- **Rationalism: thinking based on logical thought rather than on religious faith.**
- **Individualism: which emphasized the rights, interests, needs, abilities, etc. of the individuals in the society.**
- **Nationalism: a doctrine that advocates national, economic, social, political, cultural interests, unity and independence.**

Education in Modern Times……

In the 19th C:

- **The development of national system of education and kindergarten movements took place.**
- **Modern elementary, secondary, vocational, teacher education and university developed.**
- **Psychology, pragmatism and experimentalism in education were developed.**
- **Modern University education first appeared in Germany.**
- **Contributed by forerunner of philosophy of education:**
- **F.Froebel (1782-1852)- founded kindergarten in1837.**
- **H. Pestalozzi (1746-1827)- laid foundation of modern elementary education.**
  - Well known for the child centered education at elementary school level.
  - recommended learning through first hand experiences.
- **V. Humboldt (1768-1835) : opened the first modern teacher training institute.**
- **J.F. Herbert (1776-1841): forwarded four step method of teaching (Clarification, association, systematization, and application) which later developed into:**
- **Introduction, presentation, consolidation and evaluation of the lesson.**

Education in Modern Times……

In the 20th C:

- **Effective educational programs were drawn.**
- **Proper text books were prepared.**
- **Necessary equipments and better salary for teachers were introduced.**

- **Pragmatism – developed by J. Dewey who emphasized:**
  - **learning by doing , child centered and project method.**
  - **considers usefulness, workability and practicality of ideas.**
  - **made experiments on curricula, methods and organization of education.**

- **Experimentalism-advocates experimental or empirical principles and procedures were advanced.**

Unit Five
5.1. The Historical Development of Education in Ethiopia
5.1.1.Traditional Education in Ethiopia

- **Ethiopia has had its own long and rich educational traditions.**
- **These educational traditions might be viewed as indigenous and religious ones.**

Indigenous education is :

- **essentially a part of life of the society and community oriented .**
- **has been offered by all ethnic and linguistic groups and remains an important transmitter of cultural identities from one generation to the next.**
- **aims at inculcating in children the attitudes and skills appropriate for male and female social roles.**
- **emphasized the duties and privileges derived from cultural values.**
- **responds to the concrete problems of local communities.**
- **method such as oral instruction, symbols, stories, proverbs, singing, imitation, dramatizing, observing, repeating, memorizing and participation.**

❖ **In general, indigenous education has played invaluable roles in preparing the young generation for their future role in Ethiopian society.**

Religious Education in Ethiopia
1.The Ethiopian Church Education

- **traced it back to the 4th century, when Christianity was introduced into the country.**
- **The main purpose was to preserve all aspects of Christian values and culture.**
- **aimed to prepare young men for the service of church such as priests, monks, deacons etc.**
- **had served as the main sources of civil servants such as judges, governors, scribes, treasures and general administrators.**
- **has four stages or levels. These levels/ stages are:**
  - **The school of reading (”Fidel/Nebab Bet”/**
  - **The school of church Music (“Zema Bet”)**
  - **The school of poetry (“Kene Bet”)**
  - **The school of books (“Metshaf Bet”).**

Stage 1. The School of Reading /"Nebab/ Fidel Bet"/

- aims at enabling the learner master the Geez /Amharic letters, read different religious texts and serve the church as "deacons".
- the content of education include the Geez /Amharic alphabet/, and letters.
- Learning by heart or memorization is atypical method of learning.

Stage 2.The School of Church Music /"Zema Bet"/

- aims at producing persons who are well versed and specialized in the church music and who can serve the church.
- the content includes religious songs, the arts of church dancing, drum-beating, etc.
- Rote memorization is the dominant method of learning at this level.

3. The School of Poetry /"Kene Bet"/

- aims at preparing persons who are well specialized in "kene" and serve the church.
- students are introduced to "Geez" vocabularies, grammar, and structure of language and critics of the "kene" composition of others.
- Method of learning through discussion and argument become dominant.

Stage 4: The School of Books /"Metshaf Bet"/

- aimed at producing highly educated religious persons who are able to teach at higher level of church education.
- the content includes specialization in one, two, three or four of the following areas.

These are the:

- Old Testament,
- New Testament,
- Church Dogma,
- Philosophy and Astronomy.

- Dogmatist method is encouraged in which reading and translating without adding or dropping any thing to it.
- Generally speaking, Ethiopian Orthodox Church education had a virtual monopoly on education up to the end of 19th century.
- It had been strongly opposed the introduction of modern education and scientific thinking of the learners.

2. Islamic Education in Ethiopia

1.The Mejilis /Tehaji Quran School: known as the school of reading the Quran.

- **aims at enabling the learners master the Arabic letters and read the Quran.**
- **The contents of education comprise mastering Arabic letters / memorize prayers, etc.**
- **Learning by heart or rote memorization is the main method of learning.**

2. The Fiqh School

- **aimed at familiarizing the students with the basic principles of Muslim religion.**
- **The contents of education consists of learning about Muslim laws, the belief in Allah and Quran, prayers, fasting, going to Mecca or Medina and giving alms to the poor.**

3. The Nahwi School: known as the school of Arabic Grammar.

- **students learn the Arabic vocabularies, grammar or structure.**
- **Thus, students can understand what they learn.**

4. The Quran Tasfir School: students translate the Quran into vernaculars, comment on what they have read like their teachers without adding or dropping any idea to it.

- **aim to prepare persons who are highly educated and can preach the Muslim religion on the basis of the Quran.**
- **Generally speaking, it has also negative influence on modern education and scientific thinking of the learners.**

3.2: Modern Education in Ethiopia

The objective conditions that necessitated modern education in Ethiopia:

1.The formation of centralized government with its capital at Addis Ababa

2. The diplomatic relation established between Ethiopia and western countries,

3. The construction of Franco-Ethiopian railway, that linked the country with outside world.

4. The development of modern means of communication such as telephone and postal services and

5. The arrival of foreign missionaries.

- **Thus, modern education was officially commenced in 1908 with the opening of Menelik II School in Addis Ababa.**
- **The historical dev't of modern education can be divided it into six periods. These were:**
  - **The Period between 1908 – 1935**
  - **The Period between 1936 – 1941**
  - **The Period between 1942 – 1950**
  - **The period between 1951-1974**
  - **The Period between 1975 – 1991 and**
  - **The Period from 1991- to date.**

History of Modern Education……..
1. The Period between 1908 – 1935
/ The Foundation Period/

- **The first gov't school Menelik II School was opened in 1908.**
- **Its existence was justified on purely political grounds.**
- **the first teachers were from Egypt.**
- **Menelik II School was resembled a language institute rather than a proper school, for**

French, English, Italian and Arabic were the main subjects taught in this school.

- **There was no age limit for admission, but a prior knowledge of Amharic was needed.**
- **The second modern government school, Teferi Mekonnen School was opened in 1925.**
- **It was a French-Oriented school because:**
- **There were successions of French school directors.**
- **The teachers were from French and French speaking Lebanon.**
- **The medium of instruction was mainly French.**
- **The final examination for those students who completed the elementary school was from France. For further education the students used to go France.**
- **The curriculum and text books were imported from France.**
- **in 1930 the ministry of Education and Fine Arts was established.**
- **in 1931 the first Girls' School i.e.; the "Menen" Girls' School was opened .**
- **in 1934, a teacher training school was founded in Addis Ababa.**

II. The Period Between 1936 – 1941

During this period:

- **Italian occupation (1936 – 41) seriously disrupted the educational system that had just begun to emerge.**
- **Government schools were either closed down or were requisitioned for military purposes, training centers and medical centers.**
- **Teachers and students were dispersed.**
- **A high percentage of pre-war educated Ethiopians were killed.**
- **But after 1936, for political indoctrination, Teferi Mekonnen School and other Italian oriented schools (1 – 4 grades) were opened.**
- **In these schools the Italian language (using an interpreter) and the main local nationality languages such as Amharic, Oromigna, Tigirigna, Harari, Sidama, Somali, Arabic (in Muslim areas), etc were used as medium of instruction.**
- **But eventually after five years of struggle the Italian left Ethiopia in 1941.**

III. The Period Between 1942-1950

In this period:

- **The ministry of Education and Fine Arts reopened.**
- **The first Post-War school was opened in 1942. Then:**
- **Grant was obtained to construct school from Britain.**
- **Several British teachers come to Ethiopia.**
- **Teaching materials including textbooks and curriculum were imported from Britain.**
- **The medium of instruction became English.**
- **The London Matriculation or GCE was introduced.**
- **The Ethiopian students were sent to Britain for further education.**
- **The structure of the educational system was a hybrid derived from Great Britain, a three tire system 4-4-4 (four years primary, four years of Junior secondary and four years of senior secondary education).**
- **Therefore, the number of elementary, secondary and Teacher training schools and the number of students attending schools increased until 1950.**

IV. The Period Between 1951-1974

- **The American began to shape edu. through Long Term Planning Committee in 1951.**
- **Point Four Program and Agency for Inte Deve. and Field Service Program given.**
- **Higher education was introduced to Ethiopia with the foundation of the University College of Addis Ababa in 1951, Jimma and Ambo Agricultural Colleges.**
- **In 1952, Alemaya Agriculture College and public health college at Gondar.**
- **In 1961 these institutions of higher learning together formed the Haile Sellasie I Univ.**
- **Grade structure was changed from 4+4+4 to 6+2+4 (6 years primary, 2 years of Junior secondary and four years of senior secondary education).**
- **Reform of curriculum at the primary level (1-6) was made.**
- **Amharic became the medium of instruction at this level.**
- **For the primary schools textbooks were prepared in Amharic and**
- **At the primary level of education all expatriate teachers were replaced by Ethiopian teachers. Thus, this was the first step towards the Ethiopianization of Education in the country.**
- **School supervision began. Self-contained classroom was piloted.**
- **The Education Sector Review (ESR) was officially constituted in October 1971.**
- **ESR made the rural population the target of educational policy. This dissatisfied the urban population. ESR failed and the crisis of the education sector aggravated the strikes until the overthrow of the Imperial system in September 1974 .**

V. The Period Between 1975 – 1991

- **Ethiopia adopted the doctrine of Marxist-Leninism philosophy.**
- **the educational system was restructured and organized along the ideology of the communist Government.**
- **Thus, the government issued three aims of education. These aims were:**

1. Education for production,

2. Education for socialist consciousness and

3. Education for scientific Research.

This period was noted for the following:

1.The establishment of a teachers education committee to coordinate the curriculum of the school at various levels.

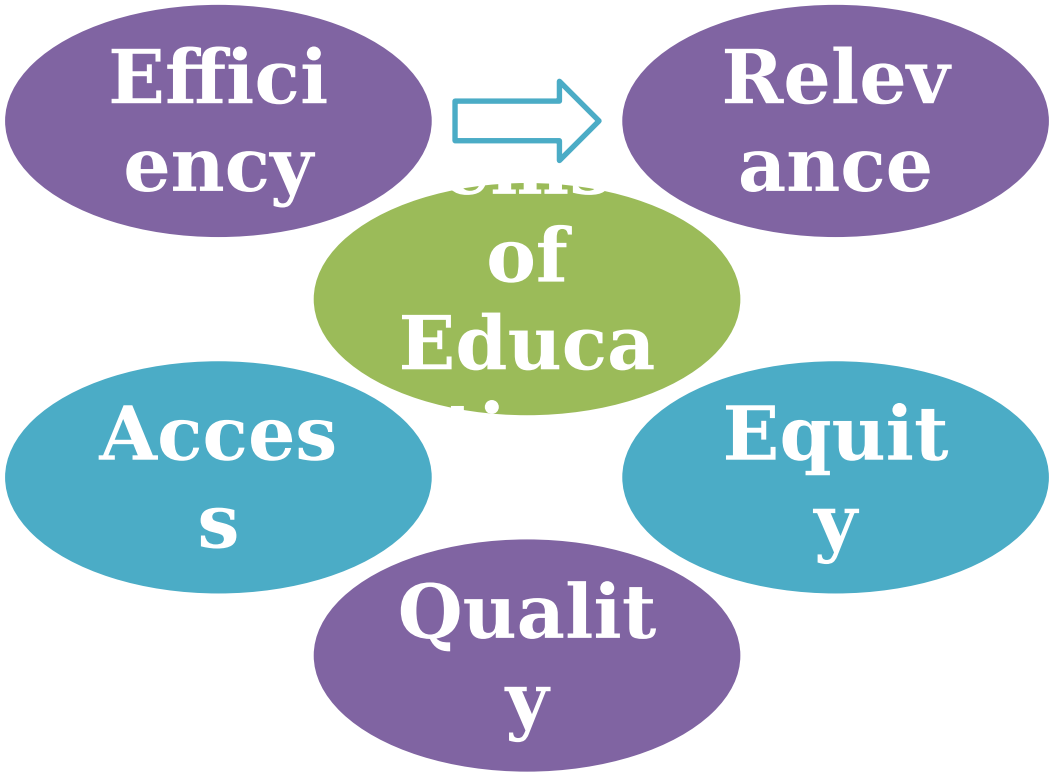
2. Curriculum development was highly favored to expand socialist ideology

3. Well known with literacy campaign conducted established in 1979.

4. Attention given to kindergarten education

- **Finally, the government was overthrown in May 1991 by Front (EPRDF).**

The Ethiopian Education and Training Policy (1994- to date)



General Objectives of Education and Training Policy

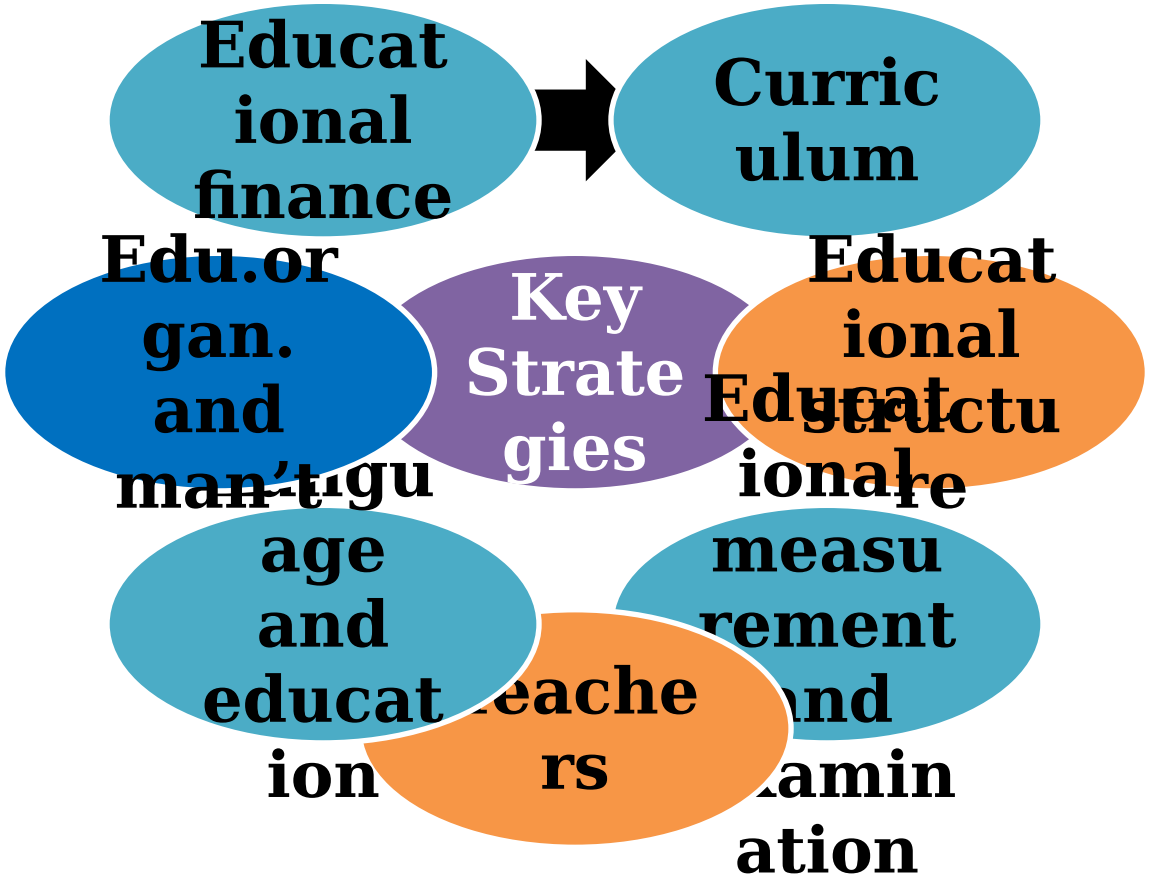
The Education and Training policy has the following general and specific objectives:

- **Develop the physical and mental potential and the problem solving capacity of individuals by expanding education and in particular by providing basic education for all.**
- **Bring up citizens who can take care of and utilizes resources wisely, who are trained in various skills, by raising the private and social benefits of education.**
- **Bring up citizens who respects human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline.**
- **Bring up citizens who differentiate harm full practices from useful ones who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society.**
- **Cultivate the cognitive, creative, productive and appreciating potential of citizens by appropriately relating education to environment and societal needs.**

Specific Objectives:

1. **To promote relevant and appropriate education and training through formal and non-formal** programs.
2. **To develop and enrich students' inquisitive ability and raise their creativity and interest in aesthetic.**
3. **To enable both the handicapped and the gifted learn in accordance with their potential and needs.**
4. **To provide basic education and integrated knowledge at various levels of vocational trainings.**
5. **To satisfy the country's need for skilled man power by providing training in various skills and at different levels.**
6. **To make education, training and research be appropriately integrated with development by focusing on research.**
7. **To provide secular education.**
8. **To make education a supportive tool for developing traditional technology, and for utilizing modern technology.**
9. **To provide education that promotes democratic culture, tolerance and peaceful resolutions of differences and that raises the sense of discharging 10. societal responsibilities.**
10. **To provide education that can produce citizens who stand for democratic unity, liberty, equality, dignity and justice, and who are endowed with more values.**
11. **To provide education that promotes the culture of respect for work, positive work habits and high regard for workmanship.**
12. **To recognize the rights of nations/ nationalities to learn in their language, while at the same time providing one language for national and another one for international communication.**
13. **To gear education towards re-orienting societies attitude and value pertaining to the role and contribution of women in development.**
14. **To provide education that can produce citizens who possess national and international outlook on the environment, protect natural resources and historical heritages of the country.**
15. **To provide education that can produce citizens who have developed attitudes and skills to use and tend private and public properties appropriately.**

Implementation Strategies
(Based on 5 general and 15 objectives)



1. The Curriculum

According to the policy the curriculum should be:

- **Based on stated educational objectives.**
- **Prepared, implemented and evaluated by professionals.**
- **Based on pedagogical principles and are up to international standard, giving due attention to concrete local conditions and gender issues.**
- **Integrated at various levels of education, training research, development and societal needs, maintaining the required standards.**

2. Educational Structure

According to the current policy:

- **the new educational structure consists of basic, general, higher and specialized on a formal and non-formal basis as follows;**
- **A kindergarten system for children aged 4 – 6 years**
- **A primary education from grades 1 – 8 sub-divided into two cycles:**
  - **First cycle-grades 1 – 4 (basic education) and**
  - **Second cycle-grades 5 – 8 (general education)**
- **A secondary education that is sub-divided into two cycles:**
- **A general secondary education for grade 9 and 10 first cycle and**
- **Preparatory senior secondary education for grade 11 and 12- second cycle and a system of vocational and technical education in parallel with it.**
- **Higher education of 2 – 3 years of diploma and 3 – 5 years for under graduate degree, and additional 2- 3 years for post-graduate studies.**
- **A system of vocational /technical training side by-side with academic education co-ordinate and interlinked with it.**
- **A special education system and distance education in collaboration and co-coordinated with the rest of the education system.**

3. Educational Measurement and Examinations

The following educational measurement and examination are suggested in the policy, namely:

- Continuous assessment in academic and practical subjects at all levels.
- National examination at grade eight and ten to certify completion of primary and general secondary education respectively.
- After the second cycle of secondary education, students sit for examinations of relevant institutions for admission (Entrance Examination).

4. Teachers

Among the policy recommendation from the teachers view points:

- **Teacher trainees should have the ability, diligence, and professional interest, physical and mental fitness appropriate for the profession.**
- **Teacher educational and training components would emphasize basic knowledge, professional code of ethics, methodology and practical trainings.**
- **Teachers should be certified before assigned to teach at any level of education could be mentioned.**
- **One of the main features of the policy is specification of students' learning profiles. These profiles represent the goal to be achieved on completion of a level and type of education in terms of knowledge, attitudes and skills considered necessary for a given type of training or education.**
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Teachers.....

The MOE set the following graduation profiles:

- **Profile of students who have finished eight years of primary education include:**
- **They are ready to carry out simpler tasks that do not require special skills or training.**
- **They will be ready for different kinds of training.**
- **They can become productive workers with the help of directives, continuous training and assistance.**
- **They will actively participate in cultural alternatives and feel responsible.**
- **With the help of continuing education they can develop their knowledge and skills further.**
- **They have developed good experience of working cooperatively for the common good.**
- **Profiles of students who have completed the first cycle of secondary education (9 – 10) include:**
- **They can work in areas that do not require special skills or training as they are mature mentally and physically.**
- **They are ready for advanced vocational training owing to heir acquisition of general knowledge in which theory is linked with practice.**
- **They are conscious of their civic responsibilities and they are also ready to fight against social ills and mal-practices.**
- **They are ready for on-the job training.**
- **They can actively participate in different activities such as social meetings, discussions, community development activities.**
- **They are ready to acquire practical and theoretical knowledge through continuing education.**
- **Profile of students who have completed the second cycle of secondary academic education (11-12) include:**
- **They can be assigned to work in places which do not require special skills or training but**

5. Language and Education

According to the policy:

- **Primary education is given by nationality languages.**
- **The language of teacher training for kindergarten and primary education would be the nationality language used in the area.**
- **Amharic is taught as a language of countrywide communication.**
- **English is the medium of instruction for secondary and higher education.**
- **English is taught as a subject starting from grade one.**

6. Educational Organization and Management

According to the policy:

- **the educational management is decentralized.**
- **It should be democratic, professional, coordinated, and efficiently effective and would encourage the participation of women.**

7. Educational Finance

- **The priority for government financial support is up to the completion of general secondary education (grade 10) .**
- **cost-sharing at preparatory level and**
- **Self sponsorship at higher levels of education and training.**

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