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This book discusses reforms that should be undertaken in secondary education to support Ethiopia's transition from a low- to middle-income economy. The most critical reform identified is the introduction of a flexible curriculum that serves the needs of all students, including those who may not pursue higher education.

This study provides a detailed snapshot of the education sector up to 2001-02, and for some aspects of the sector, up to 2002-03. It takes advantage of administrative data and information from household surveys to document key dimensions of the sector, particularly primary and secondary education, focusing on costs, finance, and service delivery, and their impact on learning achievement, in an effort to discover potentially important areas for further policy development. --foreword.

Visions of the past are crucial to the way that any community imagines itself and constructs its identity. This edited volume contains the first significant studies of the politics of history education in East Asian societies.

A revised edition of the bestselling activities guide for math teachers Now updated with new math activities for computers and mobile devices—and now organized by the Common Core State Standards—this book includes more than 650 ready-to-use math starter activities that get kids quickly focused and working as soon as they enter the classroom. Ideally suited for any math curriculum, these high-interest problems spark involvement in the day's lesson, help students build skills, and allow teachers to handle daily management tasks without wasting valuable instructional time. A newly updated edition of a bestselling title Ideal for math teachers in grades six through twelve Includes more than 650 ready-to-use starter problems

Education in East and Central Africa is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, Tanzania, Uganda, Zambia, Angola, Burundi, the Central African Republic, the Democratic Republic of Congo, Equatorial Guinea and Sao Tome, Gabon, the Republic of Congo and Rwanda. The book critically examines the regional development of education provision in each country as well as recent reforms and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook is an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

From a war-torn and famine-plagued country at the beginning of the 1990s, Ethiopia is today emerging as one of the fastest-growing economies in Africa. Growth in Ethiopia has surpassed that of every other sub-Saharan country over the

past decade and is forecast by the International Monetary Fund to exceed 8 percent over the next two years. The government has set its eyes on transforming the country into a middle-income country by 2025, and into a leading manufacturing hub in Africa. The Oxford Handbook of the Ethiopian Economy studies this country's unique model of development, where the state plays a central role, and where a successful industrialization drive has challenged the long-held erroneous assumption that industrial policy will never work in poor African countries. While much of the volume is focused on post-1991 economic development policy and strategy, the analysis is set against the background of the long history of Ethiopia, and more specifically on the Imperial period that ended in 1974, the socialist development experiment of the Derg regime between 1974 and 1991, and the policies and strategies of the current EPRDF government that assumed power in 1991. Including a range of contributions from both academic and professional standpoints, this volume is a key reference work on the economy of Ethiopia.

As part of its on-going public dialogue program on progress in Ethiopia's development and public policy the Forum for Social Studies is undertaking a project of research and public dialogue on a number of selected topics on the theme of 'Prospects and Challenges for Inclusive and Participatory Development in Ethiopia'. The aim is to enable researchers and professionals to present evidence-based papers to stimulate debate and reflection. This first book in the program looks at the impact of development or lack of it, on specific social groups, namely women, young people and vulnerable groups that should be entitled to decent social care.

This book sets out with the question why Ethiopia a country with one of the oldest still existing state-formations in the world and a farming population that has domesticated a number of indigenous food products, including coffee, oilseeds and *Eragrostis teff* - remains one of the poorest in the world. To answer this question the authors review the history of Ethiopia from the earliest centuries A.D. until the 21st century dispelling a number of prevalent myths in the process. The book covers topics such as ethnicity (a hot issue in today's Ethiopian politics), international relations with especially Britain and Italy, and the country's lack of technical and economic progress. A survey of the current situation in Ethiopia sets the scene for comparisons with other countries. An examination of the history of the West illustrates how the autonomy of intellectual inquiry could promote a spiral of knowledge, pave the way for the Industrial Revolution and allow western countries to attain the highest standard of living in the world. A review of some East Asian countries (Japan, South Korea, and Taiwan) exemplifies how they could catch-up with the West. Against the backdrop of these studies, the authors find the basic causes for Ethiopia's poverty to be missed or messed-up opportunities to adopt available scientific knowledge and technology. Premising that a decent living standard, a catch-up, should be the only reasonable goal also for Ethiopian citizens, the authors propose that the country must emphasize promotion of a) knowledge and information (rather than focusing numbers of school children and schools) and of b) entrepreneurship in all economic sectors. To boost these requirements successfully, the authors argue that all involved in the present

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development agenda need to think outside the box and reassess at least two common assumptions about Ethiopias future namely, that only heavy-handed state guidance can bring about rapid development and that peasants and pastoralists are ignorant and must be told what to do.

Collection of articles examining some of the latest work in the understanding of physics.

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