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Advanced Civics And Ethical Education

Keywords: Civic Education, Civics and
Ethical Education, Democratization,

Ethiopia 1. Introduction Education is one
of basic element of development of a given
country. The educational development in

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Ethiopia is not as old as the history of Ethiopian state. Education in general and Civics and Ethical Education in particular play

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grades 9 and 10 : based on the new curriculum. Responsibility. Assegidew Tesfaye, Eshetu Biru. Imprint. [Ethiopia : s.n.], 2005. Physical description. 337 p. ; 20 cm. Available online. (Full view)

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As far as its role is concerned, it is averred that the present Civic and Ethical Education curriculum is progressive compared to its predecessors (Tesfaye et al., 2013). As some literature argues, Civic and Ethical Education has been contributing to creating good citizens as it works with other countries in the world

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(Gosa and Desta, 2014). Some studies conducted at the university level have shown that Civic and Ethical Education has been developing and promoting civic skills, knowledge and ...

Role of civics and ethical education for the development ...

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Civics and Ethical Studies - Bahir Dar
University

Implementation of this system must be facilitated by the creation of a holistic educational and methodical complex.

Today, the following components of the system of civic education in the school are

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distinguished: Ethical and legal education.
Mastering skills and abilities to assert
active citizenship. Social practice.

Civic education: Meaning, importance,
components, and ...

his book is written for students studying
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It will guide you through the 11 values with readings, case studies, questions and illustrations to support the text. Each unit begins with an introduction and states the lessons and the outcomes.

CIVICS AND ETHICAL EDUCATION
Ethiopian Grade 12 Civics Teacher Guide

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The Civics subject belongs to the Natural Sciences stream. Out of five, it is one of the common subjects for students.

However, the Ethiopian Ministry of education provides the Grade 11 Civics Textbook for students. Students can download the Grade 11 Civics TextBook

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in a PDF file for academic study purposes.

Summary: The author "offers portraits of three high-performing urban schools that

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have made character development central to their mission. [The book] highlights each school's unique approach to character development and shows how qualities like empathy, integrity, perseverance, and daring can nurture student success."--p. 4 of cover.

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This book examines how educators internationally can better understand the role of education as a public good designed to nurture peace, tolerance, sustainable livelihoods and human fulfilment. Bringing together empirical and theoretical perspectives, this insightful text develops new understandings of education

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for sustainable development and global citizenship (ESD/GC) and illustrates how these might impact on educational research, policy and practice. The text recognizes the ESD/GC as pivotal to the universal ambitions of UNESCO ' s Sustainable Development Goals, and focuses on the role of teachers and teacher

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educators in delivering the appropriate educational response to promote equity and sustainability. Chapters explore factors including curriculum design, values and assessment in teacher education, and consider how each and every learner can be guaranteed an understanding of their role in promoting a just and sustainable

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global society. This book will be of great interest to academics, researchers, school leaders, practitioners, policy makers and students in the fields of education, teacher education and sustainability.

Many people place great stock in the importance of civic virtue to the success of

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democratic communities. Is this hope well-grounded? The fundamental question is whether it is even possible to cultivate ethical and civic virtues in the first place. Taking for granted that it is possible, at least three further questions that arise: What are the key elements of civic virtue? How should we cultivate these virtuous

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dispositions? And finally, how should schools be organized in order to make the education of citizen possible? These interrelated questions are the focus of this collection. By considering these questions from a variety of philosophical perspectives ranging from moral psychology, philosophy of education, and

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political philosophy, the nine essays assembled here advance our understanding of the challenges we face in trying to shape children to be virtuous citizens.

Teaching Civic Engagement provides an exploration of key theoretical discussions,

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innovative ideas, and best practices in educating citizens in the 21st century. The book addresses theoretical debates over the place of civic engagement education in Political Science. It offers pedagogical examples in several sub-fields, including evidence of their effectiveness and models of appropriate assessment. Written by

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political scientists from a range of institutions and subfields, Teaching Civic Engagement makes the case that civic and political engagement should be a central part of our mission as a discipline.

This groundbreaking book describes theory, research, and practice that can be

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used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation-states, develop civic participation skills, and reflective cultural, national, and global identities.

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This book displays the striking creativity and profound insight that characterized Freire's work to the very end of his life-an uplifting and provocative exploration not only for educators, but also for all that learn and live.

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The book is organized around four sections. The first section is an introduction to the problem of defining the scope and foundations of the development of moral personality and social engagement, in particular, the development of civic and ethical attitudes and prosocial behavior. The second

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section presents a comparative analysis of education policies in Mexico, Chile and Colombia, in particular the way the curricula of civic and citizenship education is designed and implemented. The section also describes and analyzes the way this subject is taught in the classrooms of the primary, secondary and high school levels

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in the three countries. The third section includes the results of research projects in Civics and Citizenship Education conducted with different theoretical and methodological models of analysis. This last section includes some of the best practices of Civic Education that have been developed in Mexico, Colombia, and

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Civic virtue and the type of education that produces publicly minded citizens became a topic of debate in American political discourse of the 1980s, as it once was among the intelligentsia of Classical Athens. Conservatives such as former

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National Endowment for the Humanities chairman William Bennett and his successor Lynn Cheney held up the Greek philosopher Aristotle as the model of a public-spirited, virtue-centered civic educator. But according to the contributors in this volume, a truer model, both in his own time and for ours, is

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Isocrates, one of the preeminent intellectual figures in Greece during the fourth century B.C. In this volume, ten leading scholars of Classics, rhetoric, and philosophy offer a pathfinding interdisciplinary study of Isocrates as a civic educator. Their essays are grouped into sections that investigate Isocrates'

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program in civic education in general (J. Ober, T. Poulakos) and in comparison to the Sophists (J. Poulakos, E. Haskins), Plato (D. Konstan, K. Morgan), Aristotle (D. Depew, E. Garver), and contemporary views about civic education (R. Hariman, M. Leff). The contributors show that Isocrates' rhetorical innovations carved

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out a deliberative process that attached moral choices to political questions and addressed ethical concerns as they could be realized concretely. His notions of civic education thus created perspectives that, unlike the elitism of Aristotle, could be used to strengthen democracy.

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There is a flourishing literature on citizenship education in China that is mostly unknown in the West. Liberal political theorists often assume that only in democracy should citizens be prepared for their future responsibilities, yet citizenship education in China has undergone a number of transformations as the political

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system has sought to cope with market reforms, globalization and pressures both externally and within the country for broader political reforms. Over the past decade, Chinese scholars have been struggling for official recognition of citizenship education as a key component of the school curriculum in these changing

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contexts. This book analyzes the citizenship education issues under discussion within China, and aims to provide a voice for its scholars at a time when China ' s international role is becoming increasingly important.

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