



Finote Ethio-Canadian Information Centre In Toronto

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EDUCATION AND SOCIETY

Preamble

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Education involves all experiences that an individual acquires inside or outside the school. In this respect, education is a quite significant process generating the basic foundations of socio-economic development. It is not sufficient to evaluate the value of education in **terms of vocational knowledge and skill (be it professorial or doctoral)**. The economic value of education relies upon attitudes, values, social and communicative skills rather than productive norms and technical knowledge. No matter whether it is national or local, any project regarding social development is to be considered within the **framework of social relationships**. In addition to being a human right, education today is a prerequisite for development and also an effective means for both taking **knowledge-based decisions** and **improving societal democracy**. Education improves and strengthens developmental capacities of individuals, communities, groups, institutions, and countries. However, as Roosevelt's saying '**trying to educate a person mentally without educating morally is to bring a menace into the society**' indicated, this is possible via educating people to become supporters of each other but not enemies at all. In this vein, education can create a safer, healthier and more prosperous world and enhance the living standards by changing the visions and perspectives of individuals. **Critical thinking is valued as a higher-order type of reasoning and a skill transversal to the educational organisms**. Moreover, we believe that one of these **cognitive abilities** claiming a deeper analysis is **critical thinking**. This article tries to explore the essence of critical thinking as high-order skill that can lead to scientific development as a key solution to societal problems. The article involves the objective of a fundamental education is the fostering of rationality, or its educational cognate, critical thinking. The ramifications of these this philosophical view for science education is then considered, and a science education which takes reasons in science as its fundamental feature is sketched in which critical thinking stands out as a fundamental cognitive resource. The article argues that transmission-based learning models used in higher education are problematic and new ways are needed to conceptualize learning in higher education in order to become truly accessible to the widest possible range of lifelong learners.

Critical thinking is a higher dimensional consciousness [critical rationalist epistemology]

The term critical thinking refers to the use of those cognitive skills or strategies that increase the probability of a desirable outcome--in the long run, critical thinkers will have more desirable outcomes than noncritical thinkers. Higher-order thinking might even constitute itself as the decisive element to successfully accomplish, succeed or be successful when performing the multiplicity of tasks and situations we tackle on a daily basis. In this sense, the capacity to think critically is an essential resource for a society one hopes to be a democratic one, made of citizens capable of thinking for themselves and unreceptive to hastily accepting any argument as valid. Thus in-depth study of this area is a rationally based model proposed to guide teaching and learning for critical thinking:

1. a dispositional component to prepare learners/educators for effortful cognitive work, that is transformations to the definition and implementation of this construct are in need , as well as additional efforts to elaborate **assessment instruments** that are valid and sufficiently comprehensive. Moreover, it is vital to build models that relate critical thinking and learning (styles), not only the one occurring in school settings, but also the one brought up in the labor market and democratization of societal relationships.

2. another aspect that will benefit of research concerns the promotion of critical thinking skills in the educated people's context, more specifically the elites' role. Accepting the premise that these skills can (and must) be developed via direct education from the political parties and a proactive attitude towards learning by the public, one can deduct that the elites must also have a role in this equation. The elites who value education have to ascertain such critical thinking with understanding of and hence support the skills that are expected to be developed through the completion of such activities, or as an active part in the process of developing such skills, stimulating them deliberately and according to the attainment of specific goals of the desired revolutionary transformations.

3. critical thinking is perceived as a cognitive capacity that allows one to convey meaning to disperse ideas, capacitating people to meaningful dialogue with others and to experience satisfying feelings, both in their personal and social lives. As a matter of fact, research in this area associates a higher degree of critical thinking to superior levels of control and proactively in school education or social revolution and daily life experience . **Seeking some level of convergence from the different definitions available in the literature, critical thinking can be defined as a more complex and significantly demanding logic form of higher-order reasoning.**

4. critical thinking presumes a repository of faculties: articulation of ideas; meaning evocation; consideration of divergent arguments and search of evidence to evaluate the legitimacy of each one; formulation of hypothesis; justification of personal arguments and beliefs; decision making; problem solving; monitoring and evaluation of personal cognitions and actions in terms of its implementation. We can synthesize the dimensions that constitute critical thinking or the aspects that are implied in its definition by suggesting that this is a multifaceted cognitive construct, with an **inductive, deductive and creative nature**, comprising an heterogeneous set of skills and necessarily implying the motivation to use them.

5. Guided by a goal to be achieved (the cognitive finality or direction), critical thinking translates the employment of cognitive aptitudes and the use of one's knowledge base to critically analyze facts or beliefs, in order to produce rational knowledge that can direct behavior and sustain daily decision making and problem solving. This way, it implies a flexible and reflexive attitude, including the analysis, evaluation and correction of one's activity and progress towards the established goal, as well as the motivation to pursue that desired goal. Ideally, the education system should permit each student's expansion in a number of curricular and cognitive areas, which is feasible by means of teaching the various thinking skills. These are susceptible of improvement, with the possibility of being learned, internalized and independently applied by the learners in multiple circumstances, assisting them to think more efficiently when dealing with **distinct real-life situations**. This is possible because this type of reasoning supports the development of **analytical, critical and decision making skills**, which are useful on a daily and transversal basis, and increase learning and problem solving quality. Such a process encloses the theoretical, practical and motivational components of critical thinking: the introduction to the implied concepts and understanding, which provide for the enrichment of one's knowledge base; the familiarity, perfecting and expansion of a set of skills needed to reflexive thinking; the strengthening of the disposition to put knowledge and skills into use. This way, **critical thinking must be valued by education systems**, in order to make propitious an environment in the conditions that allows and stimulates the adoption of a reflexive attitude towards the quality of one's thinking.

In concern to the binomial nature versus nurture, critical thinking definitely seems to belong to the scope of the second.

6. The true mission of education is commonly described as being the promotion of **thinking skills, critical natured thinking skills to be more precise**. This issue is particularly significant in higher education, considering that it is by means of a university education that students get equipped to enter the labor market, acquiring and perfecting resources with which they can face future challenges. This process occurs by using what they have learned along their university education years and from the knowledge they have acquired and that is demanded in their line of work. More complex thinking skills aren't covered by conventional teaching and assessment formats, which are still too focused on data transmission, memorization of factual information and subsequent evocation of knowledge in evaluation situations. Such a conventional approach, in which teaching and learning processes are centered on **analytical skills and critical thinking is omitted**, should be corrected, for it doesn't provide true opportunities for the students' cognitive development. According to a few authors and our own, there should be an intentional effort to go beyond the curriculum and to implement changes in each teacher's pedagogic method and in the education system itself, in aim to fully grasp critical thinking skills.

7. The perfecting of critical thinking requires time, for it is dependent of cognitive development and takes place with the appropriation of resources that allow the subject to give a more reflexive and efficient answer to circumstances. Furthermore, the relational interaction that takes place in school settings seems to boost the quality of critical thinking; in the relationship with teacher and peers, the student grasps by modeling and receives feedback about his/her activity. In an initial phase, this type of thinking requires the subject to learn the theory underlying critical thinking and its specific concepts, which will endure the construction of a metacognitive knowledge base to guide one's activity. Data about what and which are critical thinking skills is acquired—namely, comprehension, argument analysis, hypothesis testing, probability consideration, decision making and problem solving—, besides data about how and where they should be used. In fact, critical thinking is, to some point, distinctive of the surrounding environment, considering that knowledge and skill are employed with deliberation and according to the specificities. Simultaneously, it is essential to instigate a conscious citizenship, with which each person reveals values that benefit him/her at a personal level and, more important, the community he/she belongs to.

8. Despite the difficulties inherent to its measurement, critical thinking assessment is feasible presents the following critical thinking assessment instruments as the most well-known. If we take a step back to the definition of critical thinking and recall its dimensions, it is well known that there are three main aspects composing this construct: **knowledge base, motivation and cognitive operations**. Regarding the latter facet, usually referred to as critical thinking skills, which are associated to the strategies applied in order to attain a goal set *a priori*, some difficulties are produced when wanting to try to identify which and how many are these skills.

To sum it up subjacent to critical thinking seem to be elemental capacities of idea/argument decomposition and synthesis, but also the capacity to evaluate the performance and products resulting from personal action, during and after the process which is a transformative action and reflection of praxis. Thus, critical thinking appears to be a higher-order type of reasoning employing cognitive skills and directed by a motivational component in problem solving. Recalling the old saying rather be **smart** than **intelligent**, it is possible to unravel the popular wisdom it encloses: we can realize that being smart is another way of perceiving intelligence. In other words, it describes the person's critical use of his/ her resources or cognitive skills in order to achieve a desired aim.

Why social revolution for social change should need higher-order principles?

1. The main difference between the living and the non-living is that the former always renews itself. One of the mechanisms which provides and maintain this renewal is higher-order education. Thus, the comprehension and explanation of the role of education in this social development is of paramount importance so as to understand the previously stated progress and change. Critically acclaimed political parties can shape the society in all aspects of economic and political equalities where people's democratic and harmonious communities of are seeded.

2. In other words, raising sufficient number of efficient people for more prosperous society is the duty of valued educators and educational institutions which have certain functions in the community. Each educational institution constituted of revolutionary elites has the responsibility to establish relationships throughout mutual interactions based on critical-thinking. Community development and social change through social revolution is particularly related to the education and instruction that social problems are identified and citizens are informed about these matters in a democratic way.

3. Social development and progress are to change the structure of a community by changing the socio-economic policies in order to improve the prosperity levels of individuals irrespective of ethnic diversities, gender, and political or religious beliefs. From this perspective, development is both an economic and an educational process with political visions of social development to satisfy substantial and moral needs in a balanced and humanistic fashion. Furthermore, social development is a concept indicating the increasing level of communities in terms of knowledge, mentality and life. Moreover, recognizing social development and social equalities cannot be provided with self-satisfied elites to actualize community development, it is necessary to organize shared educational activities in order to familiarize the society with working in groups. In doing so, **it is vital to utilize the produced political consciousness to reach at political, social and economic objectives that can be achieved through valued and critically conscious elites.**

The chart below demonstrates discrepancies between critical thinking political elites and uncritical thinking elites

Types of elites	Behavioral indicators	Social change	Types characteristics of government
Critical thinkers	<ul style="list-style-type: none"> • Not mentally confused • Able to think clearly and intelligibly unclouded • Higher cognitive process • Problem solver, out of the box thinker, and logical thinker • Unwilling authority or dogma • Social revolution • Paradigmatic rationalist • Scientifically equipped with self-consistent 	<ul style="list-style-type: none"> • Liberty, equality, social justice, and collectivism • Social democracy • Creation of the best circumstances for all humans to develop their nature and express their diverse qualities • Involvement of citizens in the determination of the condition of their association • Restructuring of civil society, that is transformation of relation of 	<ul style="list-style-type: none"> • Follow the trajectory of transitional people's democratic government that will lead to democratic people's sovereign state • There are free and fair elections, and citizens can run for political office. • The rights and freedoms of citizens are protected (e.g., the right to vote, freedom of speech and expression). • Participating in decision-making is a fundamental human right • Democracy protects people from political and economic catastrophes – famines, wars (governments are more circumspect, attentive to public needs)

	<p>principles</p> <ul style="list-style-type: none"> • Abhorrent of neo-liberalism and neo-colonialism • A genuine higher-order skill is subversive in the sense of subverting the citizen's taken-for-granted world, including the world of endeavour, or creativity, into which he or she has been initiated • Widen the channels through which citizens can effectively participate in politics • Use new information technologies, network-type forms of political organizing • Extend democracy into the workplace (employee ownership) • Reduce the influence of big money on political systems • Increase the state's ability to control economic elites 	<p>production, as a prerequisite of a flourishing democracy: civil liberty requires a self-governing polity in which participation is a necessary precursor</p> <ul style="list-style-type: none"> • The wisest and most effective laws/constitutions are those made by citizens bearing the common good in mind. Sovereign authority rests with the people and executive should be conceived as a commission for the enactment of their will • The equally legitimate claims of all citizens to autonomy are foundations of any freedom that is worth the name 	<ul style="list-style-type: none"> • Democratic governance can trigger a virtuous cycle of development – as political freedom empowers people to press for policies that expand social and economic opportunities, and as open debates help communities shape their priorities • Politics is not only bundling together, it also the process itself - the collective process, and the formulation of something collective
<p>Uncritical thinkers</p>	<ul style="list-style-type: none"> • Confused, narrow minded, and opinionative • Impoverished thinking that leads to the statuesque expected solution • Psychological limitations guided by opportunism 	<ul style="list-style-type: none"> • Social reformism: followers not leaders • Oscillatory in their political views • adherents of neo-liberalists as tantalized by free-market not free-thinkers 	<p>Autocratic Governments Absolute or totalitarian dictatorship Ideas of a single leader glorified Government tries to control all aspects of social and economic life</p> <ul style="list-style-type: none"> • Government is not responsible to the people. • People lack the power to

	<ul style="list-style-type: none"> • Interethnic conflict • Paradigmatic empiricist • Renegades with upward mobility to satisfy their egos • Mostly are charlatan/hoaxer doctors with illegal/forged documents 	<ul style="list-style-type: none"> • Politics without sovereign state leads to tribal societies • Reformist organizations are composed of individuals with limited knowledge and skills and imperfectly known values • Factored problems and fractioned power • Lack critical values with traits of leading societies into civil wars as performed in Ruanda and Yugoslavia 	<p>limit their rulers.</p> <ul style="list-style-type: none"> • Examples- Adolf Hitler, Benito Mussolini, Joseph Stalin, Mengistu Haile Mariam, Melese Tekle, Abiy Ahmed, etc. • Oligarchy: Government by the few. • Sometimes a small group exercises control, especially for corrupt and selfish purposes. • The citizen has a very limited role. • The group gets its power from military power, social power, wealth, religion or a combination. • Political opposition is usually suppressed-sometimes violently. • Leaders in the party and armed forces control government
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The most dangerous elites phenomenized in the present Ethiopia

Hobbesian war of all neighbors against neighbors is phenomenonized by Abiy Querro in the 21 century Ethiopia, as the violence has not induced by the conclusive surging of primordial hatreds but created by manipulation of demagogic opportunist elites-thugs, criminals, and hooligans. Through the use of critical theory and other social revolution transformative praxis, this article narrates the Abiy-US-Arab Emirates government as contingent/anticipatory model of the genocidal contexts of Rwanda, Bosnia and the Holocaust along the lines of: organic interethnic conflict, instrumental rationality, utopianism and ethnic hegemonies. In fact , genocide itself seems to be a result of a disillusionment with the modern project as seen through the difficulties brought on by the age of industrialization, but also as the project of Western hegemony, as the perpetrator states seem to be those that are both, at the time of genocide, excluded from the main circle of power, but also have a difficult history of foreign rule, which has made the transition towards the nation state difficult, particularly in terms of confusing identity categories.

In Ethiopia an introduction of westerner's modernity means an introduction of slave labor and a horrific decline in the status of the agricultural classes, demonstrating that modernity has in these contexts been primarily about violence and inequality. In fact the Woyane-abiy regime, as we have seen in the past three decades, became the apical bud of the unseen and untold internal displacement and ethnic cleansing. Genocide doesn't erupt like active volcanoes or it does not exhibit a quick quantum leap, it rather germinates as process by intermittently killing the vulnerable children and seniors. These atrocities are state-oriented, supported opportunist elites, and perpetrators of Oromo bandits. The preamble for genocide has organized by USA and Arab Emirates to dismantle Ethiopia as a nation: a country that has been role model of freedom and independence for all African nations. The testimony of

the atrocities (Querro -Abiy-orchestrated) in part of the region are depicted in the figure below. The passivity and insensitivity of opportunist elites, who have been clouded by greed/ acquisitiveness and neo-liberalist's and their agent provocateur's leftovers, are the most embarrassing and despicable humiliation that our country have ever seen in its history.



Gedeo's abandoned children crying for help! Dictators celebrating the killing! Abiy-quaerro victims



Benishangul displaced people thrown in the lurch everywhere..... Ethiopian Christian Church killing Killings

Ethiopians should come together and fight against the OLF-Querros ethnic regime change before our country turns into the former Ruanda and Yugoslavia!

Gross human right violation must be stopped now!

Abiy-Querro government is state terrorist and genocide perpetrator: social revolution is the only solution to stop it!

We request the us government and the Arab Emirates to stop assisting the genocidal state!

We implore the opportunist elites to stand with the people not with ethnically structured regime!

Abiy Ahmed and his OLF bandits should face international court of justice for crime against humanity