

The Academy of Pedagogy: From a Teacher Training College to a Vibrant University

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Abstract

Based mainly on archival documents gathered from Bahir Dar University (BDU) record office and the UNESCO Head Office in Paris, this qualitative study chronicles and analyzes the history of the Academy of Pedagogy from its inception until it transformed itself to Bahir Dar University. The establishment of the Academy of Pedagogy was the result of a meticulous but ambitious feasibility study conducted by two education experts from the University of London employed by UNESCO as consultants. The consultants recommended the establishment of a college specializing in training teacher educators in a four-year program in Bahir Dar. The study also recommended the construction of a primary school and a teacher training institute to enable teacher trainers to undertake teaching practice, curriculum revision and action research. Other recommendations included the installation of an educational broadcasting service and the commencement of in-service training for primary school teachers. The study was so ambitious that it suggested the establishment of a Child Development Research Unit, an Ethiopian Arts Center, a Textbook and Journal Publishing Unit, a Comparative African Studies Institute, Rural Sociology Research Unit, a Health Education Unit, an Evaluation and Archives Unit and a Model Community. However, the outbreak of the Ethiopian revolution in 1974, forced the academy to follow a different path. Since then, a lot of changes including curriculum revision took place. In 1980, the Academy was renamed Bahir Dar Teachers College (BDTC). Finally, in 2000, BDTC joined the Polytechnic Institute to form Bahir Dar University.

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Introduction

The 1950s and 1960s witnessed the beginning and expansion of higher education in Ethiopia. In 1950, the University College of Addis Ababa (UCAA) came into existence. Following the signing of the Point Four Agreement between Ethiopia and the United States in 1952, the Alemaya College of Agriculture and the Gondar Public Health College were established in 1954.¹

¹ Bahru Zewde, *A History of Modern Ethiopia 1855 – 1974* (London: James Currey, 1991), pp. 221-222.

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Similarly, the 1959 agreement signed between the Imperial Government of Ethiopia and the government of the Union of Soviet Socialist Republics (USSR) gave rise to the birth of the Polytechnic Institute in Bahir Dar in 1963. A decade later, the Academy of Pedagogy was established in Bahir Dar because of the support provided by the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Development Program (UNDP).

Inception and Establishment of the Academy

In the late 1960s, the imperial government of Ethiopia secured financial support from the United Nations Development Program (UNDP) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) to establish an academy specializing in teacher education.² Accordingly, UNESCO assigned Professor Leonard John Lewis and Mrs Helen Coppen, education experts from the University of London, as consultants to study the possibility of establishing a higher education institute for training teacher educators in Ethiopia. The two experts paid a study visit to Ethiopia in 1968 and produced and submitted a report to UNESCO in January 1969. It came to be known as the Lewis-Coppen Report or sometimes called the “Blue Book” because of the blue cover of the report. Bahir Dar, by then a small but growing town was selected to be an ideal site for the new college.³

The consultants recommended the establishment of a college specializing in training teacher educators who would graduate with Bachelor of Education (B.Ed) after a four year program. According to the study, students would be in campus in the first, third and fourth year taking courses on a residential basis and the second year would be devoted to practical attachment. The study also recommended the construction of a primary school and a teacher training institute in the same campus to enable teacher trainers to undertake teaching practice, curriculum revision and action research. Other recommendations included the installation of an educational broadcasting service and the commencement of in-service training for primary school teachers soon after the beginning of the regular program. The core concept in the study was to connect primary school curriculum with rural development.⁴

With regard to the realization of the project, the consultants divided the implementation period into three broad phases. preliminary, initiation and Ethiopianization. The preliminary phase would be implemented between April 1969 and September 1970, and it was supposed to include the selection of Ethiopian staff to be trained overseas, appointment of UNESCO experts, and the preparation of the curricula. During the initiation phase, an external evaluation of the training program would be carried out following the development of courses and the graduation of the first

² Ye Bahir Dar Memhran College Tarikawi Edget (Historical Development of Bahir Dar Teachers College) 1963-1979 E.C. Memio. pp. 1-2; UNDP/UNESCO, Ethiopia: Academy of Pedagogy, Project Findings and Recommendations. Serial No. FMR/ED/OPS/77/247, Paris, 1977, p. 1.

³ Barrington Kaye, Academy of Pedagogy, Bahir Dar, Ethiopia: Recommendations on Phasing, Staffing and Special Relationships. 1972, p.5.

⁴ *Ibid.*, pp. 6-7.

batch. In the third phase, Ethiopianization of the institution would be realized through the systematic replacement of expatriates by Ethiopian professionals. The final phase was supposed to last three years.⁵

In 1970, Professor Lewis and Mrs Coppen were requested to come back to Ethiopia to refine and revise their study. According to their revised report, the number of expatriate staff originally suggested should be substantially reduced in favour of an increase in the national staff. Since September 1972 was suggested as the date for admitting the first intake, students were to be sheltered in the Polytechnic Institute buildings until the completion of the construction of dormitories.⁶ The cost of construction and equipment was covered by the United Nations Development Program (UNDP) and the Ethiopian government. While the UNDP pledged to allocate a total of \$1, 689, 200 for the Academy and the Ethiopian government earmarked \$2, 785,000, a loan obtained from the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA). In the final analysis, UNDP's actual support reached \$3, 873, 369 while the Ethiopian government's contribution increased to \$7,799,518. Out of this, the government spent \$3, 545,000 on the buildings. A further budget amounting to \$171,500 USD was allocated for equipment including CCTV, language, and science laboratory instruments. On its part, UNESCO promised to provide books worth \$471,900.⁷

In addition, UNESCO paid for four consultants and 19 experts. Among the 19 UNESCO experts, five were from the United States, five from the United Kingdom, and the rest from Denmark, Egypt, Finland, the Netherlands, Norway, Philippines, Sudan, Sweden, and Uganda. Likewise, the consultants were three from the United States and one from the United Kingdom.⁸

UNESCO also took the responsibility of assigning a chief technical adviser for the Academy. Accordingly, in January 1972, it appointed Barrington Kaye, head of the Department of Education at Redland College, Southwest England as Chief Technical Adviser for the Academy of Pedagogy. After having discussion with Professor Lewis in London and UNESCO experts in Paris, Kaye came to Ethiopia in February 1972. Before moving to Bahir Dar, he held discussion with Seifu Mahteme Sellase, Minister of Education and Fine Arts, Million Neknik, State Minister, Paulos Asrat and Mery Tadesse, both vice ministers, as well as Getachew Mekuria, Director General of Teacher Training and Kassa Gebre, Chief Engineer at the Ministry. Shortly afterwards, he arrived in Bahir Dar accompanied by Eric Armerding, UNESCO Resident Representative in Ethiopia and Getachew Mekuria. He visited the Polytechnic Institute and discussed with the director, Beyene Bekele if there was a possibility of using some of the buildings as offices for the UNESCO experts and dormitories for students. He also visited hotels that can be used by the UNESCO staff for temporary residence.⁹

⁵ *Ibid.*, pp. 7-8.

⁶ *Ibid.*, pp. 8-9.

⁷ UNDP/UNESCO, Ethiopia: Academy of Pedagogy ... p. 2.

⁸ *Ibid.*, p. 10.

⁹ Kaye, pp. 10-12.

The Chief Technical Adviser further elaborated and divided the three stages of realizing the Academy (suggested in Lewis-Coppen Report) into eight phases. The eight phases are briefly summarized as follows.

Phase I: Preliminary Phase

The appointment of the Chief Technical Adviser and the establishment of the temporary project headquarters in England would be the primary duty at this stage. Then, in consultation with UNESCO experts and officials of the Ministry of Education and Fine Arts, the Chief Technical Advisor and the National Director of the Academy would plan the operation from their headquarters in the United Kingdom.

Phase II: Simulation and Research Phase

At this stage, the UNESCO experts and the national staff would prepare the curricula and teaching materials, conduct field research in selected rural areas and design a viable academic and administrative structure.

Phase III: Student Intake Phase

After making all the necessary preparations and accommodation arrangements, the first and the second intake of students would be admitted.

Phase IV: Course Development Phase

Assuming September 1973 to be the date for admitting the first intake, this stage would take place when the first batch of students reached third year after completing the practical attachment in the previous year.

Phase V: Associated Development Phase

The study ambitiously suggested that projects like, Child Development Research Unit, an Ethiopian Arts Center, a Textbook and Journal Publishing Unit, a Comparative African Studies Institute, Rural Sociology Research Unit, a Health Education Unit, an Evaluation and Archives Unit and a Model Community would be established during this stage.

Phase VI: Ethiopian Open University Phase

It was supposed that the Academy would run an in-service and distance training programs like that of the Open University in the United Kingdom. That kind of setting was supposed to help those Ethiopians who could not join universities on a conventional basis to get their degrees.

Phase VII: Evaluation Phase

At this stage the whole training program of the Academy would be evaluated to make the necessary readjustments.

Phase VIII: Ethiopianization Phase

At this last stage, qualified Ethiopians would replace the expatriate staff. Phasing out foreign experts and replacing them by nationals should not wait until the last phase. The process may begin during earlier phases.¹⁰

The study was so ambitious that it recommended the establishment of an Ethiopian Arts Center that would work towards the development of Ethiopian literature, drama, music, painting, sculpture, architecture, ceramics, and other crafts. The study also called for not only the establishment of workshops and studios but also the appointment of a consultant for creative arts. In addition, the study also recommended the assignment of a librarian as well as curriculum and CCTV experts.¹¹

The project documents also suggested that some of the rooms on the first floor of the Polytechnic building would be used as offices for the Chief Technical Adviser, the National Director and their secretaries as well as seminar and lecture rooms. It was also arranged that the UNESCO experts would stay at the Mammo Drug Store Apartment and Ras Hotel (later renamed Ghion Hotel). These experts were expected to conduct pilot research in selected rural areas, organize seminars, experiment courses, advise the chief engineer on construction activities and order the necessary equipment for the training.¹²

The Academy was supposed to have a Board of Governors that should include Haile Sellase I University. Although it was not implemented, the Chief Technical Adviser suggested that the National Director should be given the title of provost and his assistant vice provost.¹³ However, until the Academy became Bahir Dar Teachers College, the heads of the Academy were interchangeably called director or principal. In terms of administration, the Academy was placed under the then Ministry of Education and Fine Arts. In 1972, the ministry appointed Ato Matewos Gessese, as the first national director of the Academy of Pedagogy whose title was soon changed to principal.¹⁴

The first structures included five blocks of classrooms, a spacious library, an administration block, a clinic, an auditorium (with a capacity of accommodating 1,000 people), a dining hall (large enough to accommodate 500 students at a time), two laundries, four staff residential blocks, 11 blocks of student dormitories for 900 students and a student lounge. Later, two storied staff apartments, a new library, a garage, guard rooms, storerooms for food stuff, a maintenance

¹⁰ *Ibid.*, pp. 22-24.

¹¹ *Ibid.*, p. 44.

¹² *Ibid.*, p. 28.

¹³ *Ibid.*, p. 66

¹⁴ BDU Archives, Folder No. 1/4/1, A letter from Matewos Gesese, Principal of the Academy to Ministry of Education and Fine Arts, 25/12/73.

workshop, a warehouse, a cattle house, a petrol tanker, a transport office, a staff lounge, and a bakery were added.¹⁵

The Academy was expected to have close partnership with the Institute of Education, University of London, Redland College, Bristol, during the project years. Initially, the project was expected to last three years with a possibility of extension for several years. The first phase was subsequently extended for five years. When the first phase ended in July 1977, both UNDP and UNESCO made no further commitments to support the Academy. Following the phasing out of the project period, the Academy was left to its own devices. As a result, the planned exchange of students and staff with Redland College never materialized.¹⁶

One may wonder why all the ambitious projects of the Academy remained on paper. That was mainly because of the outbreak of the Ethiopian revolution and the subsequent declaration of Socialism as the country's ideology. The new military government established relations with the Eastern Bloc countries that negatively affected Ethiopia's former ties with the western world. As a result, experts from the western countries left Ethiopia.

Admission and Training Programs

The Academy of Pedagogy was supposed to admit the first intake in September 1972. The Academy was supposed to produce teacher-educators, supervisors of teachers, organizers of in-service education, community development officers, and organizers of adult education.¹⁷

As outlined in the original study a Teacher Training Institute (TTI) and a model primary school should be established in the same campus. According to the project document, the TTI would train primary school teachers and at the same time it would be used for demonstration purposes for teacher educators. Though not materialized, the Academy was supposed to be equipped with closed circuit television and broadcasting facilities.¹⁸

The Academy's training program was divided into two parts: in-campus training, and community attachment. Students were supposed to take courses in campus in their first, third and fourth years. But the second year was to be devoted to community attachment. The attachment program required students to study the history and geography of the local community, examine agro-industrial activities, public health and environmental issues. The whole purpose of the community attachment program was to prepare new curricula based on Ethiopia's rural economy.¹⁹

In early 1972, the Academy was ready for admitting students. The admission criteria required trainees to have a teaching experience of three years. They were also required to sit for an entrance examination and show up for interviews.²⁰

¹⁵ Ye Bahir Dar Memhran College Tarikawi Edget ... p. 2

¹⁶ UNDP/UNESCO, Ethiopia: Academy of Pedagogy ...p. 1.

¹⁷ BDU Archives, File No. 1/7/2, Dr. Demisse Manahlot to Dr. Taye Gulelat, 08.03/1976 E.C.

¹⁸ Academy of Pedagogy, Bahir Dar," a paper prepared for the African Teachers Education Association Conference, Addis Ababa, March 25-April 1, 1972, pp.17-19.

¹⁹ *Ibid.*

²⁰ *Ibid.*, p. 22; BDU Archives, File No. 1/4/1, Matewos Gessese to Ministry of Education and Fine Arts (MOEFA), 29/11/72.

Initially, there was a plan to recruit 100 trainees each year from all the 14 provinces of Ethiopia. Accordingly, the Academy screened 100 applicants through entrance exam and interview as a first intake. The first entry included 98 trainees but two applicants were rejected because of their failure to apply for a study leave in advance.²¹

During the selection process, priority was given to primary school teachers. Both married and unmarried trainees were entitled to get a modest stipend during their study. With regard to such benefits, the Academy had the following regulations:

While at the Academy, unmarried students, in addition to food, lodging and tuition, will receive a stipend of \$15.00 [birr] per month to cover the costs of stationery and other incidental living expenses. A married student living on the campus will receive in addition, \$25.00 for his wife and \$12.50 for each dependent child up to five children. A married student who lives off campus will receive \$50.00 for himself and in addition \$25.00 for his wife and \$12.00 for each dependent child up to five children. A married woman ...will receive equivalent allowance for herself and her dependents up to five children.²²

All screening should be done by a committee (consisting of the *Awraja* supervisor, a *qebele* chairperson, and a member of mass association) presided by head of the *Awraja* Education Office. Once it ensured the fairness of the screening process, the Academy would announce through the national radio the names of selected applicants. Finally, selected applicants were required to produce a medical certificate showing their fitness to pursue their studies. To that effect, the Academy was supposed to write a letter to Felege Hiwot Hospital to give successful applicants a medical certificate.²³

In October 1973, the Academy commenced the training of the first intake. Although 98 trainees were selected for the first entry, only 94 students got registered for the first year courses. Sadly enough, among the 94 registered trainees, there were only two female students. By the time the training of the first entry commenced, the construction of dormitories was still underway. As a result students had to stay at the Polytechnic Institute in the 1973/74 academic year.

A year after the admission of the first batch, (i.e., in October 1974), 100 new trainees were selected and admitted as the second intake. In the meantime, the Teacher Training Institute (TTI) was ready to admit the first trainees. Accordingly, 177 students were admitted to the TTI. By the time the Academy's second entry and the TTI's first entry began their training, the first batch of students had already been assigned to different parts of Ethiopia for community attachment. Nevertheless, all training programs were suspended due to the Development through Cooperation Campaign known in Amharic as *Edget Behebret Zemecha*. In December 1974, the military government (Derg) issued a proclamation that required students and instructors to take part in the *Zemecha*. In January 1975, therefore, high school and university students as well as their teachers

²¹ BDU Archives, Ministry of Education and Fine Arts to Academy of Pedagogy, 28/09/66 E.C.

²² BDU Archives, Academy of Pedagogy Information Sheet, ND, p. 2.

²³ *Ibid.*

stayed in their assigned places for 18 months. The *Zemecha* disrupted not only the training of students, but it also forced the UNESCO experts to move to Addis Ababa and leave Ethiopia. Among them, six remained in Addis Ababa while the other six left Ethiopia. By September 1976, only three UNESCO experts remained in Ethiopia.²⁴

Student Activism

Following the end of the *Zemecha* in mid-1976, the Academy invited those trainees who had already started training before the *Zemecha*. Before the readmission of students, all instructors were told to report on duty beginning from 12 June 1976. The Academy had to make sure that all dormitories were ready to accommodate students.²⁵

However, there was a decline in the number of students who wanted to resume their training. In September 1976, only 67 first and 18 second year students came back to campus out of the original 83 and 94 first and second year students respectively. To make matters worse, soon after the resumption of classes, the number of first year students further declined to 58. The college's administration was very much worried by the disappearance of students and reported the problem to concerned officials.²⁶

The college administration later found out that the disappearance and drop out of students had something to do with the agitation of the Ethiopian People Revolutionary Party (EPRP), one of the civilian opposition groups that was opposing the establishment of the military government. The EPRP had already recruited a great number of young people as members and it was advising its members to quit their education. The other reason for the disappearance of students was the reign of terror. When the Derg launched the "Red Terror" against the EPRP, its members had to go into hiding to avoid imprisonment and execution. At the same time, because of Ethiopia's alignment with the Eastern Bloc Communist states, scholarship opportunities were available for Ethiopian students. That was a golden opportunity for those students who wanted to stay away from the turbulent revolutionary atmosphere at home.²⁷

In contrast, the 18 second year students expressed their firm decision to resume their training despite the violent revolutionary period. They even organized themselves as cadres and opened their office in campus. They acted as full-time cadres of the military government. They went to the extent of turning the auditorium's basement into detention room for imprisoning EPRP members and forcing the college community to attend their meetings that had the objective of exposing EPRP members.²⁸

They were so powerful that they obliged instructors of the Academy and the TTI to give their bicycles to student cadres for revolutionary activities. To add insult to injury, they forced some instructors to give A's to all students. In short, the student cadres had almost taken the

²⁴ *Ibid.*, p. 3.

²⁵ BDU Archives, A Letter from Ministry of Education to Major Kiros Alemayehu, 07/10/68 E.C.

²⁶ BDU Archives, File No. 1/4/1, Academy of Pedagogy to Gojjam Public Security, 22/08/69 E.C; Academy of Pedagogy to the Ministry of Education, 29/01/69 E.C.

²⁷ BDU Archives, File No. 1/4/1, To Whom it May Concern, 08/06/1969 E.C.

²⁸ Belete Tekele and Menan Kemal interviewed by author, 03/04/13.

college's administration into their hands. Eventually, however, Ato Ayele Meshesha (later Dr), the then principal of the Academy managed to put an end to student anarchy.²⁹

A Change in Admission Policy

Some years later, the Academy changed its admission policy. In the 1976/77 academic year, the Academy began to admit high school graduates with a GPA of 2.00 in the Ethiopian School Leaving Certificate Examination (ESLCE). at least in five subjects. Teachers with 10 + 2, 11 + 1 and 12 + 1 certificates and a teaching experience of two years were also admitted. The Academy made it clear that applicants' ESLCE results should not be older than ten years and their age should be between 18 and 30.³⁰ The Academy continued to admit students from all the 14 provinces as well as from Addis Ababa. The table below shows the first three batches of students selected from all the administrative regions between 1973/74 and 1976/77 academic years.³¹

Table 1.

Number of Selected Trainees

No.	Administrative Region	1966 (1973/74)	E.C	1967 (1974/75)	E.C	1968 (1975/76)	E.C	1969 (1976/77)	E.C	Total
1.	Addis Ababa	5		5		-		6		16
2.	Arsi	1		2		-		5		8
3.	Bale	1		4		-		5		10
4.	Begemidir & Semen	6		8		-		8		22
5.	Eritrea	4		6		-		5		15
6.	Gamo Gofa	2		2		-		4		8
7.	Gojjam	7		5		-		6		18
8.	Hararge	3		7		-		12		22
9.	Illibabor	-		1		-		2		3
10.	Kafa	11		8		-		6		25
11.	Shewa	20		17		-		12		49
12.	Sidamo	6		4		-		6		16
13.	Tigray	15		14		-		4		33
14.	Wollega	8		7		-		10		25
15.	Wollo	9		10		-		10		29
	Total	98		100		-		103		301

Source. BDU Archives, File No. 1/4/1, Principal of Academy of Pedagogy to all administrative regions, 04/01/1966 E.C.

²⁹ *Ibid.*

³⁰ BDU Archives, File No. 1/4/1, A Letter from the Ministry of Education to the Academy of Pedagogy, 29/01/69 E.C.

³¹ BDU Archives, File No. 1/4/1, A Letter from the Principal of the Academy to all Administrative Regions, 04/01/66 E.C.

However, the Academy began to encounter problems with regard to the qualification of the academic staff. Most of the instructors had only bachelor's degree. The critical shortage of instructors with second and third degrees, the Academy as forced to bachelors to teach courses from second to fourth year.³²

Anticipating this serious problem, UNESCO had already embarked on a staff development program during the project's five-year period. Accordingly, it offered fellowships to the Academy's teaching staff for one to two years to enable them to get a minimum of a master's degree. Although a budget was allocated for 38 fellowships, only 29 staff members got fellowship and completed their training abroad. Because of UNESCO fellowship arrangements, the University of London and Redland College in England offered two scholarships each to the national staff of the Academy. In addition, the universities of Bath (U.K), Texas, Indiana, Iowa (U.S.A), Toronto (Canada), Victoria (New Zealand) granted fellowships to the national staff. However, only 16 staff who completed their fellowship returned to the Academy.³³

Still worse, the expatriates who came from Communist states like Cuba and the German Democratic Republic had no experience of teaching at the university level and had serious language problems. For instance, of the nine Cuban instructors, only three could teach in English. The other six instructors were teaching in Spanish and the whole lecture had to be translated into English.³⁴

Later in the 1980s, UNESCO brought five expatriates to support the Academy's training programs. These were an expert from France, two experts from Afghanistan and two volunteers from Nepal. The French expert came for evaluation and research, but he did nothing. The Academy had no idea why he was assigned in the first place. Likewise, the two volunteers from Nepal came at a wrong time and did not do any meaningful activities. Only the two experts from Afghanistan were very much helpful. One of them was a curriculum expert and the other had specialization in the production of teaching aids.³⁵

A shortage of qualified staff was not the only problem. The absence of a charter or legislation had its own impact on staff promotion. Even students were aware of the problem and they complained in 1974/75 that the Academy had lost its sense of direction.³⁶ On their part, instructors expressed their dissatisfaction to the college's administration in a letter they wrote to the vice principal in July 1976.³⁷

The Academy also faced another administrative problem. In 1978, a science college was established in the same campus. That raised the number of institutions to three in the same campus.

³² BDU Archives, File No. 1/26/1, Ye Memhran Temhert Academy ... pp. 4-7.

³³ UNDP/UNESCO, Ethiopia: Academy of Pedagogy ... P. 7.

³⁴ BDU Archives, File No. 1/26/1, Ye Memhran Temhert Academy Ametawi Zegeba (Annual Report of the Academy of Pedagogy), 1972 E.C., pp. 4-7.

³⁵ *Ibid.*, p. 7.

³⁶ BDU Archives, File No. 1/7/2, Academy of Pedagogy to Ministry of Education, 05/11/1967 E.C.

³⁷ BDU Archives, File No. 1/7/2, A letter from Instructors to the Vice Principal of the Academy, 15/11/68 E.C.

In order to solve the administrative problems, Ato Abraham Hussen (later Dr), the then dean of the Academy, brought the three separate institutions under his administration in January 1979.³⁸

Until the end of 1979, the Academy of Pedagogy and the Science College had been under the Higher Education Commission. In January 1980, however, they were placed under Addis Ababa University (AAU) together with the TTI.³⁹

Subsequently, the AAU administration made some changes with regard to the Academy. In accordance with the decision made in April 1980, Academy of Pedagogy and the TTI were brought under a single administration. Meanwhile, the Ministry of Education agreed to transfer the TTI's budget to AAU. The other change was the renaming of the Academy. Accordingly, in November 1980, the Academy was renamed Bahir Dar Teachers College (BTC).⁴⁰ Meanwhile a new administrative structure was put in place. Accordingly, the college's administration would include a dean, a vice dean and an administrator. The college came to include four academic units: Pedagogical Science, Mathematics, Physics, Languages and Social Sciences.

Following this restructuring, Dr. Demisse Manahlot, Dean of Bahir Dar Teachers College, wrote several letters to Dr. Duri Mohammed, President of AAU regarding the training programs. Among other things, informed the president about the inability of the College to respond to the requests of Bahir Dar civil servants who wanted to enroll in the evening program. He thus asked the president to give immediate directives.⁴¹ Finally, in September 1981, the College launched evening training programs. The main beneficiaries of the evening program were the administrative staff members who enjoyed the privilege of enrollment free of charge. Civil servants and high school graduates who were residing in Bahir Dar and in the nearby towns also got the chance to enroll in the evening programs.⁴²

Curriculum Revision

The pressure for curriculum revision primarily came from graduates. According to the first curriculum revision made in 1976, trainees would take Pedagogy as their major and choose one of the four fields of study (i.e., Amharic English, Geography and Mathematics) as their minor. However, that did not solve the problem of unemployment among graduates. It was found out that only a limited number of graduates were employed in their major area of specialization. Most of the graduates were had to teach in their minor areas. According to archival evidence, only 51 were working in their major areas of training out of the 347 graduates. In order to solve the problem, the college's administration introduced what it called "composite major." The new curriculum required trainees to specialize in two major areas. That enabled graduates to teach in one of the two

³⁸ BDU Archives, File No. 1/7/2, Abraham Hussen to Higher Education Commission, 28/04/1971 E.C.

³⁹ BDU Archives, File No. 1/26/1, Ye Memhran Temhert Academy ... pp. 10-11.

⁴⁰ BDU Archives, File No. 1/7/2, Minutes of a Meeting, 02/08/72 E.C. pp. 1-2.

⁴¹ BDU Archives, File No. 1/7/2, A letter from Dr. Demisse Manahlot to Dr. Duri Mohammed, 15/03/73 E.C.

⁴² Conversation with Yaregal Geremew, who was one of the first batch of students to join the evening program.

major areas.⁴³ However, it was not until 2000 that students began to graduate with B.Ed. in composite major.

As the number of trainees continued to grow, the college began to face the shortage of dormitories. Originally, there was a plan to admit 550 TTI students. But the accommodation capacity of the college was only 950 students. If the college was to admit the same number of TTI trainees every year, they would claim more than 50 percent of all the dormitories and other facilities. In other words, the college could admit only 400 students for other diploma and degree programs. Mainly because of Dr. Demisse's, the TTI students were transferred to Gondar and Nazareth in 1984.⁴⁴

Dr. Demisse also managed to solve the chronic shortage of textbooks and reference materials. His persistent efforts bore fruit. The college received a donation of 2,160 books worth \$75,000 USD from UNDP. In addition, various embassies and private agencies have also donated a great number of books to the college.⁴⁵

It is now 50 years since the establishment of the Academy of Pedagogy. In the last thirty years, the college produced renowned scholars who had been serving as president of universities, tenured professors, research directors and in other capacities.

Table 2.

Academic Staff Profile

Academic Year	Diploma	BA/BSc	MA/MSc	PhD	Total	Expatriates	Total
1966 (1973/74)	4	10	7	-	21	11	32
1967 (1974/75)	4	10	7	-	21	13	34
1968 (1975/76)	4	10	9	-	23	-	23
1969 (1976/77)	4	7	11	-	22	4	26
1970 (1977/78)	2	13	11	-	26	-	26
1971 (1978/79)	3	25	10	1	39	-	39
1972 (1979/80)	3	25	11	1	40	16	56
1973 (1980/81)	2	31	9	1	43	10	53
1974 (1981/82)	1	25	6	1	33	1	34
1975 (1982/83)	2	24	5	1	32	7	39
1976 (1983/84)	2	38	8	1	49	11	60
1977 (1984/85)	10	43	9	1	63	8	71

Source. BDU Archives, File No. 1/7/2, Bahir Dar Teachers College Annual Reports, 1977 E.C.

⁴³ BDU Archives, File No. 1/7/2, A Letter from Minister of Education to Higher Education Commission, 19/09/1978 E.C.

⁴⁴ BDU Archives, File No. 1/7/2, Dr. Demisse Manahlot to Dr. Duri Mohammed, 24/03/1974 E.C.

⁴⁵ BDU Archives, File No. 1/7/2, Ye Bahir Dar Mamhran College Ametawi Zegeba 1974 E.C, p.7.

Table 3.*Student Enrollment (Excluding the TTI)*

Academic Year	Diploma			Degree				Grand Total
	1 st	2 nd	Total	1 st	2 nd	3 rd	4 th	
	Year	Year		Year	year	Year	Year	
1966 (1973/74)	-	-	-	94	-	-	-	94
1967 (1974/75)	-	-	-	83	94	-	-	177
1968 (1975/76)	-	-	-	-	-	-	-	-
1969 (1976/77)	-	-	-	58	18	-	-	76
1970 (1977/78)	120	-	120	94	47	-	18	279
1971 (1978/79)	NA	NA	NA	NA	NA	NA	NA	301
1972 (1979/80)	67	252	319	91	130	89	47	676
1973 (1980/81)	72	58	130	44	80	125	NA	379
1974 (1981/82)	87	55	142	40	40	70	124	416
1975 (1982/83)	93	76	169	70	35	31	71	376
1976 (1983/84)	131	83	214	32	62	33	33	374
1977 (1984/85)	319	234	753	82	33	56	34	958

Source. BDU Archives, File No. 1/7/2, Bahir Dar Teachers College Annual Reports, 1977 E.C.

Conclusion

The Academy of Pedagogy commenced the training of teacher educators in 1973 in accordance with the recommendations of two education experts from the University of London. Originally, there was a plan to build a primary school, a teacher training institute, and an educational broadcasting service for practical training purposes. In addition, the study called for the establishment of a Child Development Research Unit, an Ethiopian Arts Center, a Textbook and Journal Publishing Unit, a Comparative African Studies Institute, Rural Sociology Research

Unit, a Health Education Unit, an Evaluation and Archives Unit and a Model Community. Unfortunately, however, except for the Teacher Training Institute, other projects were not implemented mainly because of the outbreak of the Ethiopian revolution in 1974. In the early years of the revolution, student activism and the reign of terror had affected the training program of the Academy. Later in 1980, the Academy was renamed Bahir Dar Teachers College and it remained under Addis Ababa University for many years. In the meantime, curriculum revision was undertaken several times. Among other things, composite major was introduced, and the diploma programs were upgraded to a degree level. Eventually, Bahir Dar Teachers College merged itself with the Polytechnic Institute to form Bahir Dar University in 2000.

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