

INDIGENOUS KNOWLEDGE FOR SUSTAINABILITY EDUCATION IN ETHIOPIA

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ABSTRACT

Education, which is the vehicle of social and economic development, has to be de-marginalized in Ethiopia by reconstructing and transforming the discourses in education and construct in a manner which fit to the situation within the country. It should be able to equip the learners to fit into the day to day life situations and enable them to cope up with the emerging problems in their daily life. The issue of sustainability in education helps to protect the world's social diverse that is in danger. This is possible by giving a chance to Indigenous knowledge which provides a key source of information and understanding regarding the day to day life of the local community in agriculture, traditional medicine, local resource utilization and other activities to play part in shaping our development endeavor. Indigenization helps to rely on the local reality.

The objective of this paper, therefore, points to several important aspects for those who demand to raise the responsiveness of indigenous knowledge in education. Integrating indigenous knowledge into curriculum is vital to ensure sustainability education. The data required for the research determines the nature of the method to be employed. The source of my data is secondary, and the nature of the study is qualitative and historical. This article concluded that indigenous knowledge has valuable insights for realizing sustainability in education.

KEYWORDS: *Sustainability, Sustainable Education, Indigenous Knowledge, Education. Marginalization*