

A History Of Ethiopia Higher Intellect Content Delivery

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the government of the federal democratic republic of ethiopia commissioned a national study to review the overall education system of ethiopia in 2016 that resulted in the education and training roadmap outlining the unwavering commitment towards transformative changes in the national education system among the various areas identified in the roadmap for further intervention and urgent policy shift was the dire need to differentiate the public universities which for ages have stagnated from disciplinary and mission redundancy and transform them to vibrant 21st century dynamic universities endowed with missions commensurate with the critical needs of the country

this book examines the ethiopian higher education sector through an exploration of its various dimensions challenges and prospects albeit one of the largest systems in the continent the sector has received little research attention in the past the book bridges this gap by marshalling a variety of current themes and issues with their wider implications for continental and global higher education the chapters are structured in such a way that general readers professionals and students of higher education can have a good grasp of the ethiopian higher education sector as a microcosm of the african higher education ecosystem

this book focuses on higher education in ethiopia analysing persisting inequalities and policy responses against the backdrop of the extensive expansion and reform that the system has experienced in recent years drawing on empirical data generated through interviews policy reviews and focus group discussions it explicates factors of structural inequality ranging from neoliberal policy orientations to repressive gender culture and geo political peripherality in a departure from conventional studies that consider policy a response to social problems the book takes a critical perspective to show the constitutive role of policy and explains how the representation of the problem of social inequality undermines equity policy outcomes in ethiopian higher education not only does the book problematise the framing of the problem of inequality in the system it also outlines strategies for designing transformative equity instruments in explaining structural factors of inequality and equity provisions the book productively combines sociological concepts with historical accounts and political economy insights given the increased economic optimism associated with higher education in sub saharan africa and the neoliberal ideals underpinning much of the restructuring of the system in the region this is a timely and important contribution that sheds light on the social justice implications and consequences of such changes it offers fresh accounts of largely neglected qualitative cases of inequality making it a valuable read for students and researchers in the areas of ethiopian education policy studies international and comparative education and international development

master s thesis from the year 2012 in the subject pedagogy miscellaneous topics grade ma mekelle university language english abstract education has received increased attention by the current government of ethiopia in the recent years because it is believed to be a long term determinant of sustainable development to this extent the importance of educating people to ensure a country s continuous competitiveness and sustainable development is unquestionable because expanding and reforming higher education and research in a country will contribute significantly to alleviate problems such as suffering from relatively slow social and political progress and becoming increasingly marginalized from the world economy the purpose of this study was to examine education quality of input and process factors more emphasis on college resources and infrastructural perspectives and the role of quality assurance in ensuring quality education in mekelle university particularly in adi haki campus in line with the research questions and objectives both qualitative and quantitative methods of data collection have been used for this study to find out the research questions survey has been conducted with two questionnaires for teachers and students 121 students and 56 academic staff members of the selected colleges beside this four individuals i e academic v president of mekelle university and quality assurance head offices of the selected three colleges has been interviewed to support the data which is collected through quantitative way after collecting data and information and analyzing it has found that educational quality of the selected colleges are not providing quality of education and the reason is that lack of motivation inadequate e learning materials poor salary and allowance package pitiable research inputs and outputs shortage of financial and lack of managerial capacity availability of corruption political intervention less educational qualification of instructors i e below the required minimum standard to give instruction at degree level and difficulty of conducting the teaching learning process effectively because most of them were not acquainted with the concept of pedagogy are among the constraints which were deduced by the respondents additionally students satisfaction level is low on campus facilities library and internet facilities and academic competency of their instructors

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