

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

ethiopia is clearly one of the most important countries in africa first of all with about 75 million people it is the third most populous country in africa second it is very strategically located in the horn of africa and bordering eritrea sudan kenya and somalia with some of whom it has touchy and sometimes worse relations yet its capital addis ababa is the headquarters of the african union the prime meeting place for africa s leaders so if things went poorly in ethiopia this would not be good for africa and for a long time this was the case with internal disruption rife until it was literally suppressed under the strong rule of the recently deceased meles zenawi the historical dictionary of ethiopia second edition covers the history of ethiopia through a chronology an introductory essay appendixes and an extensive bibliography the dictionary section has several hundred cross referenced entries on important personalities politics economy foreign relations religion and culture this book is an excellent access point for students researchers and anyone wanting to know more about ethiopia

this book critically interrogates the notion of transformation in higher education focusing on

epistemological and structural issues in postcolonial and contemporary africa the book considers the multifaceted challenges facing higher education in the continent and uses the concept of transformation as a common thread weaving through a range of issues including epistemology identity relevance research collaboration and decoloniality arguing for a holistic approach towards progressive and innovative education systems the book calls for a fundamental transformation that expands access enhances quality and competitiveness addresses past injustices and improves the capacity to act together for a more sustainable and just future overall the book makes a powerful case for the power of transformation in higher education to shape the social economic and cultural fabric of society this book s critical evaluation of knowledge production in africa will be an important read for researchers and policymakers involved in africa s higher education sector

this handbook covers a wide range of historical perspectives realities research and practice of internationalization of higher education ihe in the global south and makes comparisons to ihe issues in the global north drawing on the expertise of 32 academics and policy makers based in and originating from four key regions of focus sub saharan africa north africa and the middle east asia pacific latin america and the caribbean across 24 chapters the editors and contributors provide a diverse and unparalleled exposé of the status and future aspirations of institutions and nations in relation to ihe this is the first comprehensive analysis of this growing field and expands the scope of research in the field of comparative and international education in terms of theory and policy development includes 36 chapters written by hadiza kere abdulrahman salem abodher giovanni anzola pardo aref al attari norzaini azman teklu abate bekele abdellah benahnia andrés bernasconi daniela craciun hans de wit futao huang jocelyne gacel Ávila evelyn chiyego garwe javier gonzález gifty oforiwaa gyamera xiao han mohamed salah harzallah bola ibrahim annette insanally sunwoong kim aliya kuzhabekov kamel mansi simon mcgrath francisco marmolejo georgiana mihut sabelo j ndlovu gatsheni ibrahim ogachi oanda bandele olusola oyewole rakgadi phatlane francisca puyol laura e rumbley chika t sehoole wenqin shen luz inmaculada madera soriano wondwosen tamrat juliet thondhlana julie vardhan chang da wan anthony welch ayenachew a woldegiyorgis renée zicman

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 vice 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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