

Higher Education Strategy Center

BOOK OF ABSTRACT

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1. Academic Staff Development in Ethiopian Higher Education and Technical Vocational Education and Training Institutions: Situational Analysis and Its Implications

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Abstract

The purpose of the study was to assess the academic staff development practices at Ethiopian Universities and Technical Vocational Educational and Training (TVET) Colleges with the aim of developing a framework for academic staff development. Both quantitative and qualitative methods were used for the study. A total of 8 universities from the four generations of universities, Federal TVET Institute, and 28 TVET Polytechnic Colleges from seven regional states were included in the study. The major findings include: the dominance of cumulative grade point average (CGPA) in measuring the competence of teachers for recruitment, lack of competence of teachers, the gap of qualification mix of staff at the universities which is 26:61.58:12 against the target 0:70:30. Similarly, in TVET institutions 43.8% of the staff is 'C' level trainers which is far from the expectation to be Bachelor and above; weak relationship among senior and junior academic staff in coaching and mentoring, the HDP/ELIP programs are ill managed and contributing less, Professional licensing and relicensing is seen as a missing piece in the HEI where teaching is considered as a lifetime profession. Nevertheless, licensing is common in TVET through certification and recertification by Center of Competence, heterogeneous academic promotion practices across HEIs and TVET, less retention mechanism and lack of conducive physical and social environments in many of the institutions are among the setback for staff development endeavors. Finally, due emphasis has to be given to establish a system of staff development including establishing a system for producing graduates for the teaching profession and continuous professional staff development process with the aim of creating a system for linking the practical work experience s with the training to enable teachers to get hands-on trainings, and licensing and re-licensing of academic staff.

Key words: *Academic Staff Development, Continuous Professional Development, Licensing, Promotion, Retention*

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2. Achievements, Opportunities, and Challenges of Private Higher Education Institutions in Ethiopia

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Abstract

The transition from a command-driven, communist economy and authoritarian bureaucracy to a market-driven, open economy and a parliamentary democracy had welcomed the private sector to enter the higher education business since the 1990s. As a result, there is a wave of privatization of higher education growth in Ethiopia reaching over 261 degree-awarding institutions in number in the last two decades with its complexities and challenges. The main purpose of this study is to investigate the achievements, opportunities, and challenges of private higher education institutions (PHEIs) in Ethiopia. To achieve this purpose, mixed-methods research design, concurrent approach (QUAL-quan) was employed. Since the study is conducted during COVID 19 crises, only PHEIs located in Addis Ababa, and experts from HERQA and MOSHE were participated in the study. To select participants, stratified random sampling (PHEIs), snowball sampling (PHEIs graduates), convenience sampling (PHEIs leaders), simple random sampling (instructors), and purposive sampling (HERQA/MOSHE experts and PHEIs association manager) techniques were applied. Self-administered questionnaires were distributed for instructors in printed and online forms. Documents such as quality audit reports, annual performance reports, and annual statistical abstract were reviewed as secondary sources. Data were analyzed using both quantitative simple descriptive statistics (mean and percentage) and qualitative thematic analysis. Results showed that there are (1) steady growths in the number of PHEIs creating more access and enrollment to higher education, preferred private sector engagement mostly in business and health bands, creating job opportunities, better gender equity in enrolments, diversified delivery modality (2) concerns and challenges on several issues such as public – private distinction and operationalization, over branching, public mirroring, disparity and skewed sectoral engagement, reinvestment scales and sustaining institutions, abiding by laws and HERQA guidelines, poor regulatory agency capacity and licensing procedures, pyramidal or hierarchical core mission execution, staff quality proportion and permanency, academic integrity, enhancement of quality assurance practices, affordability of tuition fee rates, marginalization of economically disadvantaged groups and peripheral areas, managing and accessing organized institutional data, seeking more legal and policy support for private operators. Overall, it is concluded that PHEIs are contributing to human resource development endeavors of the country albeit operating in varied climate and state of inequality, and finally suggestions for further policy, strategy, and research are identified and forwarded to mitigate the major identified concerns .

Keywords: Access, Challenges, Opportunities, PHEIs, Quality

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3. Access, Relevance and Quality in Ethiopian Technical Vocational Education and Training System: Critical Analysis and Policy Implications

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Abstract

The Technical Vocational Education and Training (TVET) sector has better prospect in every nation in this era in order to curb the massive unemployment of the major and productive segment of the society that is the youth. Although different reforms have been made to revitalize the system in Ethiopia, very little success has been achieved so far. The purpose of this study was to critically analyze the practice of TVET education system in Ethiopia and come up with strategic issues and policy implications. The study employed qualitative research approach where secondary data had been critically analyzed qualitatively. Policy and strategy documents and reports of different empirical studies have been used. The findings of the study have identified limitations in some strategic issues such as setting market-driven occupational standards (OS) and curricula, provision of special support services for students with disabilities, ensuring adequate readiness of entrants to TVET, enhancing companies involvement in decision making, policy making, assessment and quality assurance processes of TVET delivery, introducing institutional and in-Company trainers' capacity development, setting up research based TVET improvement program, establishing strong quality assurance system, reintroducing vocational guidance and counseling service, revising the Leadership and Governance, establishing labour market information system, diversifying TVET financing sources. The system faced certain problems on quality, relevance governance and financing aspects. Revising existed curriculum, introducing genuine disability-inclusive policy, preparing TVET entrants to be ready before joining the sector, developing directive that shows pathway from and to HEIs, incentivising stakeholders through regulation, developing guideline that forces institutional trainers to get industry experience, establishing TVET research institute at federal and regional level, establishing center of excellence in TVET system, establishing independent quality assurance agency, establishing strong internal quality assurance system and expanding sustainable TVET finance base were proposed as a policy recommendation to improve the service delivery of the system.

Key words: TVET System, Strategy, Strategic Issues and Policy Recommendations

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4. Challenges and Opportunities of Implementation of Industrial Extension Service Program in Micro, Small and Medium Enterprises, and Technical, Vocational Education and Training Institutions

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Abstract

The intention of this study is to investigate the challenges and opportunities of Industry Extension Service (IES) implementation in Small and Medium Enterprise (SME) operators, Technical, Vocational Education and Training (TVET) deans, vice deans, experts and trainers. Specifically, it was planned in order to address the four intervention areas: Technical competency, Entrepreneurship competency, Technological support competency and productivity and Quality competency). The mainly addressed issues were the strengths, opportunities, challenges, supporting services/stake holders' roles and TVET institutions. Methodologically, thorough desk review and international bench-markings were undertaken, and qualitative data were collected and analyzed. The finding showed that several barriers held back the strengths and successes of the SMEs and other organizations most of which are attributed to the problems with government tasks. These include: lack of committed support and supervision, communication gaps, procrastinating activities, deliberate delays or mistreatments, laborers' and trainers' skill gaps, and many others. As the results of this study demonstrate, the primary causes for low practical influence of the IES in SMEs point to the overseers' corrupt treatments with biased decisions and lack of competencies with the trainers and trainees in the TVET institutions. This poor training delivery stretches its negative impacts into the SMEs' in their overall performances. On top of this, delayed and miscommunications among the multi-layered structure of the IES stakeholders play roles in lowering the service and production of the sectors. It has been evidential that the existing guidelines and legal frameworks are not found to be participatory for the stakeholders and the implementers are not well aware of its existence. In conclusion, the industry extension service program did not bring the desired outcome due to inconsistent and non-reliant administrative issues. Thus, this study recommends reforms, restructuring and devising new legislative documents that governs IES practice at multi layered levels.

Key Words: Challenges, Industry Extension Services, Practices, SMEs, TVETs

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5. Exploring Women Leadership in Ethiopian Public Higher Education Institutions: Practices, Challenges, and Policy Implications

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Abstract

It is generally accepted that the presence of a high number of women in management positions at higher education institutions would play an important role to boost the efforts to promote the education of women in a country. The main purpose of the study was to explore the women leadership in Ethiopian public higher education institutions (EPHEIs) with particular focus on practices, challenges and its policy implications. Exploratory qualitative research method was employed and data were collected from twenty four key respondents from twelve universities who were selected via purposeful sampling technique. Semi-structured interview and document analysis were used as instruments of data gathering. The findings of the study revealed that institutional and personal challenges together with the male-dominated culture coupled with a lack of readiness to fight the existing status quo by female academic staff are the major cause for the under-representation of women leaders in EPHEIs. This is mainly because of lack of commitment towards the realization of different policy initiatives such as sustaining investment towards women academic staff recruitment, addressing gender stereotypes and the failure to have professional and sound gender officers, and nominal assignment of women in the leadership positions were some of the major challenges found out in this study. Due to these reasons, the representation of women in the higher education leadership in Ethiopian Higher Education becomes low compared to their male counterparts. Therefore, producing policy direction that will make the top leader of the universities and board members accountable to the under-representation of women in university leadership, restricting impartial appointment of leaders in the university, continuous need based leadership training, strong follow-up on the implementation of policies and directives, and revisiting the relevance and professional ethics of the gender offices were recommended as a way forward to increase women's participation at Ethiopian public higher education institution.

Key words: Gender, Women Leadership, Higher Education

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6. Exploring Women Leadership in Ethiopian Public Technical Vocational Education and Training Colleges: Practices, Challenges, and Policy Implications

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Abstract

It is generally accepted that the presence of a high number of women in management or/and leadership positions at higher education institutions would play an important role to boost the efforts and to promote the education of women in a country in general and in Ethiopia in particular. With such a fact, the main purpose of this study was to explore women leadership in public higher education institutions (PHEIs) in Ethiopia with particular focus on practices, challenges and its policy implications. To achieve the purpose of the study, exploratory research design in qualitative approach was employed with the reason that the study was done at the very tough time of COVID-19. Data were collected from twelve universities which were selected in stratified and followed by purposive sampling techniques. In the mean time, twenty four (two from each university) key respondents were selected via purposive sampling technique. Different documents like reports from MoSHE and TVET, thesis, and international reports were reviewed as secondary sources of data. Semi-structured interview was used as instruments of data gathering. Data were mainly analyzed using qualitative thematic analysis. The findings of the study revealed that institutional, personal and cultural challenges which mainly includes informal networking of male faculties, incentive based exclusion, lack of information and networking, beliefs, norms, and attitudes of the community, role conflict, lack (absence) of mentoring, lack of infrastructure and environmental issues, lack of implementation initiatives and interventions, ethnic-based exclusion, gender-based violence, insecurity and lack of self-esteem are taken as major factors that limit women participation in leadership positions of in public higher education institutions (PHEIs) in Ethiopia. Providing continuous awareness creation training and experience sharing programs to women; establishing sustainable and well-versed national women researchers' network, setting clear comprehensive national gender policy and guidelines for female academic staff members, allocating adequate resources to ensure gender equity in recruitment, promoting and encouraging women to engage in research and publication in planned and sustainable programs; creating a culture of diversity, professionalism and mutual respect towards female academic; facilitating panel discussion programs in gender and leadership issues in their respective universities; enforcing policies and initiatives that are in place towards gender equity; creating a transformed mindset to challenge the status quo and initiating and getting involved in a professional networks and mentorship programs are some of the possible options that need to be taken into account to improve the participation status of women in leadership position in Ethiopian higher education institutions'.

Key words: Women Leadership, Gender Equity, TVET, Women Underrepresentation

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7. Education and Training, Research Institutions and Industry Linkage (ETRIIL) in Ethiopia: Challenges, Opportunities, and Prospect

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Abstract

Education and Training, Research Institutions and Industry Linkage (ETRIIL) most of Ethiopian higher education and training institutions is not properly implemented. As a result, it does not contribute to the overall development of the country. Different researches indicated that information on the status and major challenges that hinder ETRIILs' contribution to the overall development of the country to its maximum capacity is lacking. Besides, the management of ETRIIL required inclining itself to practical action while becoming less rhetoric to bring real change. Thus, this research was initiated with aim to study the status, challenges and opportunities of ETRIIL in Ethiopia. The study primarily employed desk review on the existing practices and challenges of university Industry Linkages. All empirical evidences that fits specified eligibility criteria were used to meet the objectives of the study. Materials used include published articles on reputable journal, government policies and directives, legal consultancy reports, and theses and dissertations. The finding showed that ETRIIL was challenged by several internal and external factors. These include institutional challenges, contextual variations, information gaps, financial and awareness related bottlenecks, work overload and facility related hurdles, leadership related challenges, huge number of students (internship), low numbers of qualified human power, inadequate research infrastructure, and more focus on teaching rather than research-focused mandates. Hence, it's recommended to revisit and strengthen the existing organizational structure at Higher Education and Training Institutions, Research Institutions, the industry and MoSHE. More importantly, new policy direction, legislative frameworks and implementation directives shall be developed and enacted to enhance the linkage among the stakeholders.

Key Words: Challenges, ETRIIL, Linkage, Opportunities, Status

8. Invigorating Research and Community Engagement in Ethiopian Public Higher Education Institutions: Towards a New Policy Direction

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Abstract

Two of the three core missions to which the Ethiopian Higher Education Institutions (EHEIs) are mandated include research and community engagements to make better the life of the nations. However, information on research and community engagement approaches has been inadequate in the universities. Thus the study was initiated with objectives to provide a nationally harmonized framework for the governance of research development and community engagement by effecting system-wide policy, principles, practices, legal requirements, ethics and standards. In essence, the desk reviewed literature mainly highlights about the changed roles of higher education institutions in the 21st century in research and community engagement. Accordingly, cross-sectional survey design was employed. 19 universities were selected via stratified random sampling procedure; respondents were selected purposively due to the appropriateness and depth of information required for the study. Questionnaires and key informant interview were tools used to collect data. All data was inserted to SPSS version 20. Descriptive statistics was used for summarizing the results Quantitative data in tables. All interview notes and the transcribed audio records were translated, coded and then thematic analysis was made to get meaning from it. Both quantitative and qualitative data collected were presented, analyzed and interpreted in line with the principal component variables of the study-research and community engagement national and institutional policies and practices. Accordingly, key principal factors such as national policy context on research and community engagement, institutional setups, funding mechanisms, student's engagement, public engagement, logistics and infrastructures, nations development objectives and national research and community engagement agendas, university-industry linkages, conceptualization and institutionalizations were assessed and discussed. The main findings showed that there is varied conceptualization of the terms research and community engagement; inadequate logistics' and institutional facilities; ineffective monitoring and evaluations systems; less accountability; inefficient fund raising, budget management practices; poor incentives mechanisms'; low collaboration and partnership among the university, community, industries and civic societies; lack of staff commitment & professional experiences; and low institutional capacity and structural setups, problems in research and community engagement ethics, leadership and quality of outputs; less mainstreaming of research and community engagement in higher education learning curriculum. Fragmented and less aligned institutional research and community engagement themes and agendas with nation's development objectives and visions were gaps indicated by the survey study. Hence, it's recommended that the national and institutional setups needs restructuring to provide a comprehensive enabling environment for sustainable and successful linkages to occur among government, HEIs and wider communities in realizing the social responsibilities of all entities.

Key words: Community Engagement, Invigoration, Higher Education Institutions, Research, Universities

9. Concerns, Challenges and Policy Options for Peace-Building and Conflict-Management in Public Higher Education Institutions Leadership

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Abstract

This research dealt with explication of concerns and challenges of peace-building and conflict management in public higher education with the purpose to delineate policy options. A naturalistic method of qualitative research approach was used where policy and legal documents; reports and experiential reflections were data sources. Criterion sampling technique was used to identify documents whereas purposive sampling was used to identify key informant interviewees for the study. The core issues of the study were the role of the universities as a hosting unit in peace-building, participation of key stakeholders, and the role of the university leadership in working with the proximate community. Accordingly, Ethiopian Higher Education Proclamation, recent report of the Ministry of Science and Higher Education, Education Sector Development Program V, and pertinent researches to conflict in higher education were analyzed thematically. Moreover, experiences across six universities in Ethiopia were surveyed and reflected on. The findings of the study revealed that, while policy documents and proclamations dealt with gross development in knowledge, skills and competencies, little space was given to policy and practices of peace-building. Conflict-handling mechanisms were also temporary and reactive than proactive. While experiences as well as sources of conflicts across universities were diverse, there were no options reflected to bring experiences to vertices such that, a unanimous means of curbing conflicts and developing a peaceful teaching-learning atmosphere could see due success. Overall, practices of peace literacy, inclusive diversity and social cohesion were not developed in a way to capitalize on conflict prevention, conflict management and promoting peace culture. Consequently, higher education institutions should prioritize preventing conflicts, protecting loses of life, property damage and promoting conflict-resolutions in a proactive manner. For that to prove essentially true, promoting and working on students, university community and society peace-literacy, inclusive diversity and social cohesion. To realize sustainable peace and integration peace culture and peace literacy needs to build and constructively handle conflicts incidences. More significantly the role of universities and stakeholders should be enhancing to secure their own peace and for the peace of the society at large.

Key Words: *Peace-Building; Conflict Management; Higher Education, Concern and Challenges*

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