

OVERVIEW OF PUBLIC HIGHER EDUCATION SYSTEM IN ETHIOPIA: QUALITY IMPLICATIONS

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Tsehaynew Getaneh Tareke *, **Getachew Tassew ****, **Girum Tareke ****,
Krisztián Józsa ***

** University of Szeged, Doctoral School of Education*

*** Department of Psychology, Wollo University, Ethiopia*

**** University of Szeged*

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This overview aims to provide the comprehensive picture of the higher education system (HES) in Ethiopia. Higher education promotes over all development of the country by producing knowledgeable and skilled manpower and generating science and technology tools through research (Martin & Sauvageot, 2011; Yizengaw, 2004). The study included all available legal documents nationally and international studies on higher education from different data bases. It covers the structure, curriculum, teaching learning process, assessment scheme, quality standards and the existing constraints in the education system. Structure wise, the sector is governed and monitored by the federal ministry of education (MoE, 2023). Moreover, universities have board, presidents and vice presidents which oversees the overall performances and routines. Ministry of Education (MoE) develops various frameworks and guidelines for university structures, teaching and assessment, medium of instruction, incentive mechanisms, staff development, and student admission that universities follow and integrate it with their institutional organ for implementation. The legislation, abiding legal document approved by senate, in each institution also set duties and responsibilities for all concerned stakeholders. Higher education institutions shows rapid expansion in number and gross enrollment rate even if it is behind the sub-Saharan African region. Following its expansion, higher education system suffering from internal and external challenges in accomplishing its aspiration due to inadequate facilities, infrastructure, poor management, conflicts and crisis (Woldegiyorgis, 2014; Tadesse et al., 2018). The universities are implementing harmonized undergraduate curriculum uniformly until differentiation yet to come. The academic programs are four years for bachelor degree, two years for masters, and 4 years for PhD degree (MoE, 2023). Even though reforms and curriculum changes have been made, the quality issue remains a persistent challenge in HES in the country. The MoE initiated university differentiation in to four categories to produce skilled manpower based on national demand. For the universities to achieve their intended vision and mission (locally, nationally and international), there need to be close monitoring by respecting their autonomy; there should be evidence based reforms in management, research, resource mobilization, curriculum modifications, finance, differentiation and quality improvements at the national level. Ensuring quality education in HES needs more attention than empty words on areas of differentiation, leadership, commitment, resource and participatory intervention measures.