



QUALITY MATTERS

Theme: Higher Education Governance and Quality Education

A Quarterly Newsletter of the Center for Educational Improvement and Quality Assurance (CEIQA)

Vol 16. No. 63 September 2022

IN THIS ISSUE

From the Editorial Desk	1
Research Corner	2
Interview	7
Campus News	12

QUOTES OF THIS ISSUE

- Hard work and education will take you farther than any government program can ever promise. Mia Love
- The purpose of education is to replace an empty mind with an open one. Malcolm Forbes
- Education is the passport to the future, for tomorrow belongs to those who prepare for it today. Anonymous

If you have comments and suggestions on this issue or want to contribute to the next issue, please contact our office,
Tel: 011-5537999 or 011-5538020 ext. 120, 0911679094

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as business and industry, government and non-government stakeholders and others about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education sector.

Tel. 251-11-5537999
P.O.Box: 1211
Email: ceiqa@smuc.edu.et
Web. <http://www.smuc.edu.et>
Addis Ababa, Ethiopia

FROM THE EDITORIAL DESK

Dear Reader,

Welcome to this edition of Quality Matters, Vol. 16, No. 63, September 2022.

The main focus of this edition, Vol. 16, No. 63, is "Higher Education Governance and Quality Education." We wish to emphasize the importance and necessity of good governance to achieve quality in education.

Towards that end, we had an interview with one of Ethiopia's higher education scholars who has pertinent experience and expertise in the field of governance and quality education. Dr. Jeilu Oumer, our guest for this issue, is currently working at Addis Ababa University in the Department of Educational Planning and Management as senior expert in Education Policy, Planning and Management. We believe that our readers would get benefitted from his stay with us.

Our leading article related to our current topic is written under the title "Quality Education, Good Governance and Human Resource Development". The article capitalizes on the essence of quality in the education sector and the kind of governance it needs along with the supporting human resource development that is needed to manage the sector. As we all know, good quality of education is just a wish unless it is assisted by good governance and effective human resource management. The impact of these inputs in the fruition of quality in education is invaluable. .

In the Campus News section, we have news about what is happening in the University.

Enjoy reading it!

RESEARCH CORNER

Quality Education, Good Governance and Human Resource Development

Quality is at the heart of education since it determines how much and how well students learn and the extent to which their education achieves a range of personal, social and development goals. Good governance indicates the traditions and institutions by which authority in a country is exercised for the common good. Human Resource Development (HRD) deals with the process of competency development in people and creation of conditions to help people apply these competencies for their own benefit and for that of others.

This paper is anchored on the premise that quality education, good governance and HRD, although distinct in many ways, are significantly related in no small measure and are in fact, inseparable. The paper indicates that quality education sets the pace for good governance, which in turn, manifests in the improvement of the capacities of its manpower. It is recommended that concerned authorities should develop a framework that would promote quality education, good governance and HRD as well as bring them into congruence.

Education is a human right that should be accorded to all human beings solely by reason of being human. The relationship between education and development is well established such that education is a key index of development. Involvement in education improves productivity, reduces negative features of life such as child labor, and brings about empowerment as well. Education opens the door for all citizens to participate in development activities and, on the contrary, if citizens are denied education, they are excluded from the development process, which in turn exposes them to marginalization. This is why there has been a lot of emphasis particularly in recent

times for all citizens of the world to have access to basic education of good quality.

Quality education can be viewed from different angles to bring out the meaning to the reader. It revolves around three key features namely: content relevance; access and outcome; and observance of individual rights. Quality education is a prerequisite for good governance and in turn good governance enhances quality education. The hope of every seasoned parent is that the school system will help the child develop his/her potentialities in life. This can only be achieved if the type of education given to the child is of high quality.

Human capital is the most important of all the factors that contribute to fast economic growth, contributing over 64 per cent, according to studies. Human resources constitute the ultimate basis for the wealth of nations. Capital and natural resources are factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. Understandably, a country which is unable to develop skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else. In other words, no country can make any meaningful economic progress without developing the knowledge, skills and competencies of its citizens to manage available resources.

In this paper an examination of the relationship between quality education, good governance and Human Resource Development is made. The contention that quality education could usher in good governance needs to be se-

riously looked into because a knowledgeable, skilled, and well-articulated man has more to offer to the nation than half baked individuals who do not have much to offer to the nation other than to satisfy their selfish interests.

Concept of Quality Education

Although there are many international treaties, conventions and declarations dealing with various aspects of education, many of such are generally silent about how well education systems could and should be expected to perform. In 1990, the World Declaration on Education for All noted that the generally poor quality of education needed to be improved and it recommended that education be made both universally available and more relevant. The declaration went further to identify quality as a prerequisite for achieving the fundamental goal of equity. Ten years later in 2000, the Dakar Framework of Action declared that access to quality education was the right of every child. It affirmed that quality is at the heart of education- a fundamental determinant of enrolment, retention and achievement. Its expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). Nowadays, there is consensus on the imperative to improve the quality of education. Although there is no single definition of quality, two principles which can be found in most attempts are cognitive development and education's role in encouraging learners' creative and emotional development, in supporting objectives of peace, citizenship and security, in promoting equality and in passing global and local cultural values down to future generations.

In addition, quality incorporates respect

for individual rights, improved equity of access and of learning outcomes. According to the Education for All (EFA) Global Monitoring Report (2005), there are five major factors that affect the quality of education: the Learners, whose diversity must be recognized; the national economic and social context; material and human resources; the teaching and learning process, and the outcomes and benefits of education.

It is important to note that in the last few years, many countries have put up programs to improve access to education. Unfortunately, there has not been a concomitant focus on quality, yet, quality is at the heart of education since it determines how much and how well students learn and the extent to which their education achieves a range of personal, social and development goals.

Good Governance

Good governance, as a concept, is applicable to all sections of society such as the government, legislature, judiciary, media, private sector, corporate sector, trade unions, non-government organizations (NGOs), etc. Public accountability and transparency are as relevant for the one as for the other. It is only when all these and various other sections of society conduct their affairs in a socially responsible manner that the objective of achieving larger good of the largest number of people in society can be achieved (Madhav, 2007).

Good governance embodies and promotes effective states, mobilizes civil societies and productive private sectors. Good governance is a commitment and the capability to effectively address the allocation and management of resources to respond to collective problems (United Nations Development Program, UNDP, 1996). A major characteristic of good governance paves way for easy understanding among stakeholders. It is

participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making,(UNESCO,2005).

Human Resource Development (HRD)

Human Resource Development (HRD) is a multifaceted concept. In management terms, HRD refers to the process of increasing the knowledge, skills and competences of the people in the workplace or in a country in general. In economic terms, it is described as the accumulation of human capital and its effective utilization for the development of the economy (de Silva, 1997). In political terms, Human Resources Development prepares people for adult participation in political processes, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps people to lead fuller and richer lives, less bound by tradition. The processes of Human Resources Development unlock the door to modernization.

In other words, human resource development relates to the provision of social services as well as opportunities to put human resources to work, both of which are intrinsically linked with the overarching objective of the development of a nation. This is where a sound HRD policy or strategy at the national level is a necessity.

At the level of the organization, HRD can be described as a planned, continuous effort to improve employee competency levels and organizational performance through training, education and development programs. At this same level, HRD also incorporates career de-

velopment and performance appraisal.

Broadly speaking, the concept of HRD extends over several issues including population, education, health, nutrition, employment, sanitation, sports, culture, housing, communication, etc.(Peters, 2008). Put together, HRD is about ensuring that every individual, family or community has access to the options and opportunities that will ensure full attainment of potential in every area of life. From the above, we can see the symbiotic relationship between population, HRD and national development.

Synergizing Quality Education, Good Governance and Human Resource Development

As stated earlier, this paper argues that quality education, good governance, and HRD, although distinct in many ways, are significantly related in no small measure and are in fact, inseparable. As a matter of fact, any nation can never stand on firm footings in the midst of unskilled, untrained, and incompetent manpower. In all spheres of the society, human factor remains very instrumental in determining progressive change.

Education is a basic platform for the building of capacities of the human factor in any work environment. When people are qualitatively educated and schooled, they become highly knowledge driven and therefore stand a chance of becoming agents involved in engendering good governance. In other words, as soon as good governance is profoundly implanted in any society, it enhances and strengthens the educational system and tries to heighten the standard and quality. When the quality of education is raised, it goes back to ignite the efficient and appropriate training/development of the human resources, which would in turn, pursue the te-

nets of good governance and nation building.

The interplay between quality education, good governance and human resources development forms a continuum of activity and process that are progressive, continuous and unending. Involvement in one, leads to a concomitant engagement in the other. The process of Human Resources Development involves skill and knowledge acquisition, building competencies and capacities, training, etc. This could take the form of seminars, workshops, symposiums, conferences, and lots more. All of these are embodied under the educational setting.

Similarly, when the human resources are eventually developed, they form the basis for governance. Quality education determines the degree of manpower development which automatically signals the nature and state of governance and democratization anywhere in the world.

Human Resources Development remains so vital particularly when one considers that it is the human element in any economic activity that commands, directs, organizes, controls and maximizes the factors of production. The quality of people appropriate to the particular level and complexities of the activity determines how well or poorly these tasks are accomplished. Good governance can go a long way to reduce public misconduct. According to Lewis and Pettersson (2009), good governance can discourage corruption, an outgrowth of poor governance, which directly affects performance of the education sector.

In order to improve the quality of education, transformation is essential. Transformation in education means educating for change by making the classroom a place of active engagement. Transformation in education covers such issues as curriculum review and decentralization, teacher training or re-training, making the content of ed-

ucation more relevant or appropriate to the needs of the learners and their communities, bringing rights into the classroom and freeing education from all forms of discrimination, prejudice and indoctrination, and making it inclusive of all possible learners and exclusive of violence (Action-Aid International, 2005).

The importance and linkage of education to the development of man and the society is well known. It has been pointed out that: Education satisfies a basic human need for knowledge, provides a means of helping to meet other basic needs and helps sustain and accelerate overall development. Another important role of education lies in the fact that it helps to determine the distribution of employment and income for both present and future generations. Education influences social welfare through its indirect effects on health, fertility and life expectancy (Igbuzo, 2006)

Education is investment in human capital and quality education benefits the individual, society and the world at large. Quite often people keep on asking what education can do for them. It is out of sheer ignorance that such a question could emanate. Quality education improves the health and nutrition of individuals, increases the productivity and earnings, and reduces inequality.

It must be made known to all that, no nation can arise above the quality of its citizens. The type of education given to the people of a nation determines the type of government that might exist in that country. If poor quality education is given to citizens, there is a likelihood that the products would have little or nothing to offer the nation. For quality education to take place in a nation, teachers' preparation should receive a big boost and attention.

For quality teaching to take place in the classroom, teachers must receive adequate training that would help them deliver the goods ef-



fectively. It also depends on the teachers healthy interactions with the learners. The potential indicators that could be seriously considered in terms of effective teaching are as follows; academic qualifications, pre-service and in-service training, years of service/experience, ability or aptitude and pedagogical content knowledge (Amanchukwu , 2011) .

Nevertheless, the talk of good governance in and for Nigeria, past, present and future is idle, not lending itself to any objective and precise analysis and this is why our leaders take us for a ride ,they promise bridges where there are no rivers. Good governance within the confines of a popular democracy should be anchored on two things, one, a constitution suited to the special needs and circumstances of Nigeria as multi-dimensional ethno-religious and political economic structure: and two, a leadership suited not only to the exigent needs of Nigeria, but the exactitudes of the people.

HRD should be treated as an integrated concept. It deals with the development of all people and is not limited to any one section or sector. It is important and equally critical for all sectors wherever people are involved and are required to make things happen. It is needed for all groups, but particularly the underprivileged; it is needed for the unemployed, underemployed, the employed and the self-employed; it is needed by the politicians, bureaucrats and intellectuals to play their roles better and more effectively; it is needed for running the governments effectively, for improving the effectiveness of various agencies and their services; it is needed for NGOs to be effective and play strategic roles; it is needed for mobilizing resources, community participation and involvement; it is needed for ensuring economic, scientific and technological develop-

ment of nations; it is needed to ensure that people bequeath a healthy place of living for future generations.

Conclusion

Education for all cannot be achieved without improving quality. There is therefore the need for policies that assure decent learning conditions and opportunities. Quality education is a sure way to prepare individuals to render quality services to the nation since individuals must have acquired skills, knowledge and wherewithal to live in a pluralistic society such as ours. Good governance can be achieved by providing for the welfare of the people; recognizing the feelings of the people and using the knowledge and skills acquired to serve as a good citizen and representative of a community. It should be noted that investment in education and training is the main key to progress from one level of economic development to another. It conveys the message that societies which do not develop learning attitude will find it difficult to progress beyond their present level of economic and social development.

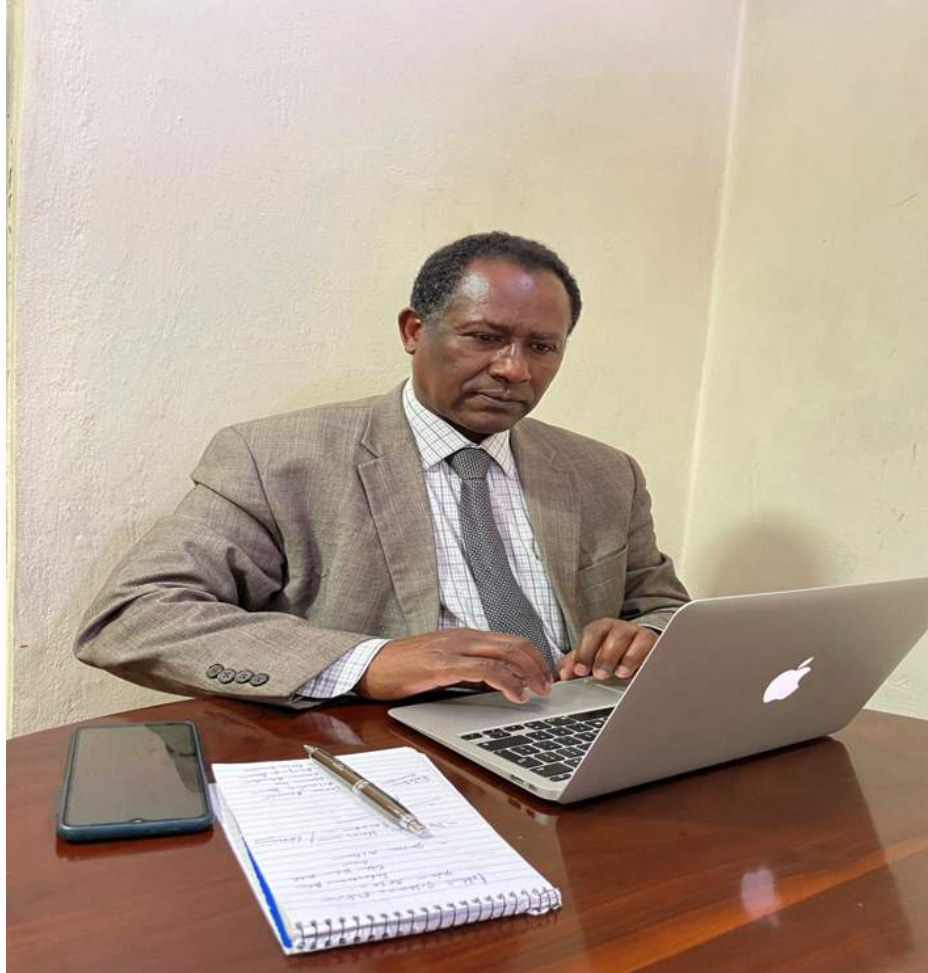
Etim Ndum and Stella-Maris Okey, (Ph.D)
(source: internet)

Quality means doing it right when no one is looking.” ~Henry Ford.

An investment in knowledge pays the best interest. – Benjamin Franklin

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” – Malcolm X

INTERVIEW



Interview with Dr. Jeilu Oumer

Dear our esteemed readers, Quality Matters invited Dr. Jeilu Oumer to share some important points from his wide experience in his field of study. He is currently an Associate Professor of Education Policy, Planning and Management at the Department of Educational Planning and Management at Addis Ababa University. He has a lot of experience in the field of educational management and research including his teaching for many years in higher education institutions. In addition to his service as head of educational offices at various levels, he has also been serving as an examiner and supervisor of graduating students at Masters and PhD level.

QM: Thank you Dr. Jeilu for for agreeing to be in-

terviewed. Though we know you and your contributions in the realm of education, especially with regard to higher education, we would like you to introduce yourself to our readers so that they can have very good understanding of who you are.

Dr. Jeilu: I am an Associate Professor of Education Policy, Planning and Management at Department of Educational Planning and Management at Addis Ababa University. I have PhD in Education and MA in Educational Planning and Management. I have many years of professional experience of teaching, research and leadership and management. I have served at various positions in different capacities: Academic Vice



President of Addis Ababa University for eight years (April 2011-June 2019), Associate Dean for College of Education and Dean of Graduate School of Education (March 2006-2011), Board Chair for Ethiopian Higher Education Leadership & Management Development Project (2018-2021) and a member of Governing Board for two Universities (2016-2021). Before joining higher education, I have also served as Education Bureau Head, Department Head and Senior Education sector expert at Oromia Regional State. In more than 20 years of my teaching, training and research experience in higher education sub-sector, I had supervised and examined more than 70 Master's and 13 PhD students, all of whom have successfully accomplished. I have been engaged as lead researcher and team member of many research projects in the area of educational planning, strategic management, education policy, leadership and governance at national and local levels. Moreover, I have been serving as trainer of educational policy, planning, leadership and management for education sector in general and core trainer of Ethiopian Higher Education Leadership and Management development in particular. I have also participated in a number of international collaborations and initiated a number of academic programs, presented papers in various international, regional and local workshops and conferences, and have many publications.

QM: Very interesting, dear Dr. Jeilu. What does the concept of higher education governance and management imply in general?

Dr. Jeilu: Higher education governance implies the means by which HEIs are formally structured, organized and managed. It is the system by which institutions are directed and controlled, and concerned with structure and processes for decision making at different levels/power distribution, accountability, and control. It encompasses the framework in which a higher

education institution pursues its goals, objectives and policies in a coherent and coordinated manner. It is the exercise of authority under laws, policies and rules that pronounce the rights and responsibilities of various stakeholders. Moreover, governance is concerned with the organization, process of setting policies and long-term goals as well as the strategies for reaching these goals, selection and appointment of people at responsibility positions, who is in charge, and what are the sources of legitimacy for executive decision-making by different actors.

Management refers to the implementation of a set of objectives pursued by a higher education institution on the basis of established rules. It is about allocation of resources and overseeing the day-to-day operations of an organization, tactical aim to deliver values that meets stakeholders' expectations. In general, governance arrangements identify who is responsible and accountable for setting the University's direction and for overseeing its operations, whereas, management is concerned with the efficiency, effectiveness and quality of services provided to stakeholders. Despite the conceptual differences between governance and management in higher education context, they are highly interlinked.

QM: Good, would you tell us your observation about how this concept is practiced in our country? How do you see its implementation?

Dr. Jeilu: My understanding is that the higher education governance represents the entire university leadership functions (internal governance structure) and the external structure (Ministry of Education and Buffer bodies). The governance structure and advisory body in Public HEIs consists of university board, president and vice presidents, senate, managing council, university council, academic unit council, academic unit managing council, department council, and advisory or specialized committees/councils es-

tablished by board, senate or university council. The governing body and management level is structured as a three tier system: the top-level management, middle level management (college), and first level management/department.

In the higher education governance structure, the MoE plays key roles such as ensuring the implementation of policy and strategy on higher education, determining and issuing standards, ensuring strategic plans implementation, coordination of universities and other external entities, while Education and Training Agency (ETA) is entrusted with the task of ensuring quality in the sector. The University's Board, which is the supreme governing body of the institution, is responsible for overseeing the functions of the University, issuing directives, and selecting and appointing vice presidents.

Governance in the university is a distributed function. In practice it extends far beyond the formal (and legal) authority of governing bodies; beyond 'efficient' power of the senior management and administration even academic authority of the Senate. In universities to a greater extent perhaps than many other type of institutions, real authority is exercised at the grass-root by individual faculty (in a more limited aspect) and administrative staff members. Colleges/Faculties, Institutes, Schools and Departments are structures in which the formal authority of the governing body, senior management, administration and academic governance must be reconciled with the informal influence of academic guilds. Roles, responsibilities and accountabilities for governance bodies are defined by law/proclamation and University Senate Legislations. As the proclamation of higher education stipulated, the objectives of higher education are ensuring institutional autonomy with accountability. My observation in the implementation is that the governance structure and the management system is in place including what programs to offer and who will be admitted to those programs, partly by the institutions

and partly by the upper hierarchy. Regarding who leads the universities, the recent effort initiated to select and appoint university leaders on competitive and merit base is a good start, but the implementation is imperfect and erratic. There is hierarchical steering and detailed control/intervention from the government/MoE (state control model) due to the fact that universities are publicly funded. Universities are limited in their ability to think strategically, except within government policy guidelines. Few examples could be cited such as students' placement and curriculum/programs development and implementation steered from the top. Autonomy in finance, diversification of funds, social responsibilities and human resources management are effected to limited extent. In general, the degree of institutional autonomy exercised is minimal. Even within the institutions the devolution of power to academic units, empowerment and the management competences are not to the expected level. This is compounded by poor performance of the management system. Moreover, the practice witnesses that those involved in university governance lack the skill, capability and competence, similarly the personal qualities, professional attributes and commitment of most university board members are not in a position to support and lead universities.

QM Would you mind explaining the relationship between higher education governance and quality education with specific reference to the Ethiopian higher education system?

Dr. Jeilu: There is strong relationship between higher education governance and quality of education. The governance system affects the performance and outcomes of higher education institutions. Governance is about creating, expanding, reforming, and building the capacity of the entities and mechanisms by which quality is assured. Governance is the major factor for quality of education (learning and teaching, research

and community engagement/service). Governance encompasses leadership and management. Good governance is about funding, academic staff, engages quality-focused leadership, in placing regulatory entities/internal and external quality assurance who are tasked with monitoring education quality. Standards of monitoring and the ability to meet requirements that exert some influence on boosting education quality. Good governance represents the best possible process for making decisions; processes for making and implementing decisions that enable the achievement of the goals (improved quality) in higher education. Good governance is ensuring accountability, the higher education governance system can assure quality of education through various interventions such as authorization, accreditation, a continuing quality assurance system, and periodic review.

QM: It can be observed that quality of education is threatened in various ways. What do you think are the reasons for this, particularly related to governance and management? What should be done to correct the wrongs that have been observed with this regard?

Dr. Jeilu : It is important to have common understanding of what quality is. Quality is relative and fluid. Some view quality as perfection (zero defect), quality as value for money (transparency & accountability), quality as fitness for purpose, quality as fitness of purpose (excellence), quality as transformation (a change process to add value to a product/service), and meeting objectives. From stakeholders'/consumers' perspective quality is meeting their needs and requirements. There are several factors that threatened quality in purview of governance and management. Resources play major roles. Poor quality of faculty (significant staff qualification don't meet the minimum required for the level, lack of motivation and commitment, poor pay structure/lack of incentives), budgetary constraints/limited funding/fi-

nance (Budgetary constraints, particularly for operation, adversely affect the quality of teaching, especially practical training and research), poor infrastructure/technology and facility, curriculum standards design and flexibility in implementation, poor research environment, poor leadership and management competence, policies and procedures, weakness in practical orientation and university-industry link affect quality. The other quality imperative is the student attributes, quality of the students entering higher education, the recruitment and admission process, the placements, student supports services, etc. Issue of quality is a vicious circle and systemic. The future of a nation depends largely on the quality of people groomed and research outputs in the institution of higher education, so it is essential to intervene for the purposes of raising the quality of education. Holistic, comprehensive reform in the sector that engages all stakeholders is needed. Particularly, it is essentially important to reform and significantly empower higher education governance with all the necessary authorities such as bestowing upon autonomy along with accountability and allocating sufficient funding in order that it diversifies its educational and community services. Better governance policies as a means of improving the institutional framework of higher education in the country are needed. More importantly, strengthening the quality management system is critical. The most determinant factor of quality which is the external environment or the political and macroeconomic stability is expected to be more favorable.

QM: We understand that quality of education needs the unreserved efforts of all members of society. But who or which parties do you think should be engaged more to bring about the desired quality in education?

Dr. Jeilu: Quality education is the center pieces of sustainable socio-economic development. Thus, quality assurance is the concern of all stakeholders and require their engagement. In higher education con-

text, students should be represented in various governing bodies related to internal quality assurance and have to be involved in assuring the presence of quality management process. Representation in the governance of higher education institutions of employers, staff members, administrators, government and non-government organizations, quality assurance agencies, competitors, collaborators, community/parents, etc., is vitally important in maintaining quality. University is primarily responsible for quality and quality management. Universities should have a quality assurance unit that sets quality assurance policies, guidelines and standards regularly reviews all programs, teaching-learning and assessments and monitors research and community outreach outputs and impacts, administrative efficiency and effectiveness. The public and private higher education institutions, except for differences in sources of funding and investment decisions, both contributes to national development, and should make their programs dynamic, responsive and relevant to labour market demands. This is to mean they should collaborate and strengthen partnership. Noting the critical roles the private higher education institutions play, the government is expected to strengthen its support through policy and capacity building. Understandably, the major challenges for the lack of improvement in achieving best quality at all levels of the education sector seem to be partly related with appropriate policies which support it to avoid constraints with regard to gaining the necessary resources so that it fully builds its capacity. Thus, revisiting the policy frameworks, investing in capacity building and strengthening partnership for resource diversification is needed.

QM: Dear Dr. Jeilu, do you have ideas or suggestions you would like to add, in case we haven't mentioned in our discussion?

Dr. Jeilu: The basic principle behind institutional au-

tonomy is that institutions can operate better if they are autonomous. The autonomy with accountability embraces designing and deciding on administrative structure and system, developing educational programs and standards, developing and deciding on curriculum matters, recruiting and admission of students, diversifying budgetary sources, and managing resources. Institutional autonomy will serve as an incentive to change and be innovative. Rather detailed control of the higher learning institutions, moving towards more institutional autonomy and strategic management, and placing a system of accountability for the results, outputs, and outcomes is beneficial. In similar vein, the private higher learning institutions are important partners and should be fairly treated, supported and strengthen. I am so thankful, for the opportunity to share my views on this relevant, appropriate and timely issue.

QM: We thank you very much for your precious time and scholarly views.

“The more that you read, the more things you will know, the more that you learn, the more places you’ll go.” —Dr. Seuss.

“The definition of insanity is doing the same thing over and over again and expecting different outcomes.” – Einstein.

“Quality is more important than quantity. One home run is much better than two doubles.” – Steve Jobs.

“Teachers open the door, but you must enter by yourself” – Chinese Proverb

“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.” – Abigail Adams

CAMPUS NEWS

Awareness Creation Session Held

Center for Educational Improvement and Quality Assurance (CEIQA) in collaboration with International Relations and Communication Office held an awareness creation session for Business Administration Office Staff in the Syndicate Room, on April 1, 2023, at Mexico Campus. The session was conducted by Ato Shegaw G/ Medhin, Head of CEIQA.



During the event, it was disclosed that the sensitization program is intended to equip the staff with the knowledge of what quality assurance means for higher education, and how quality is maintained. More specifically, it was organized to help the participants grasp the meaning and purpose of higher education Quality assurance's components: Accreditation, External quality assurance (EQA), Internal quality assurance (IQA). In addition, Ato Shegaw explained to the participants how St. Mary's University is working comprehensively towards Quality Assurance. Finally, questions, comments, and reflections were forwarded and entertained duly by the presenter of the training.

SSSO of SMU held Training

On May 17, 2023, St. Mary's University (SMU) hosted

an event for undergraduate student representatives at the Undergraduate Multipurpose Hall. The event was organized by the Students' Support Services Office (SSSO) and the Center for Educational Improvement and Quality Assurance (CEIQA). Hirut Ebdo, Head of SSSO, led the event and Ato Shegaw G/ Medhin, Director of CEIQA, delivered the training.



The event aimed to raise awareness about quality assurance in higher education and how SMU maintains it. The participants learned about the components of quality assurance: Accreditation, External Quality Assurance (EQA), and Internal Quality Assurance (IQA). The presenter emphasized the roles and responsibilities of student representatives and outlined the quality assurance system and practices of SMU. He also explained that filling up instructor evaluation forms correctly is a key way of ensuring quality, as it is part of the evaluation process.



After the training, there was a session for questions, comments, and reflections as usual.

The event was concluded with the election of volunteers who want to serve the institution as members of the Student Union based on the specified criteria.

Good Practice Sharing Session Held

On June 10, 2023, the Center for Educational Improvement and Quality Assurance (CEIQA) organized a good practice sharing session that was held at the Syndicate Room. The Director of CEIQA opened the session by underlining that sharing best practices is an excellent way to create a quality culture and ensure that everyone is on the same page. He then invited the Basic Courses Department and the Student Support Services Office to share their best experiences.



Ato Manaye Adela, Head, Basic Courses Department, presented the strengths, achievements, challenges, and future aspirations of his department. He said that the Department of Basic Courses has been offering common courses across all departments and has also been participating in research and community services.

Ato Manaye attributed the success of the Department to the close follow-up and timely intervention in the teaching and learning practices, and the challenges

through proper implementation of continuous assessment with close support and immediate feedback. Moreover, he praised the friendly and respectful collegial approach and the spirit of teamwork among the staff members.



On the research front, he said that the Department has been encouraging instructors to engage in research, and as a result, seven research works have been conducted so far. He further reported that a campaign of “Books for Children” which aims at collecting and donating books to children is being done as a community service. In addition to these, a seminar under the theme “Freshman Courses Delivery” is to be conducted within 10 days. (As he commented, this is the first of its kind in the country in Freshman Programs). Moreover, the Department has uploaded more than 35 electronic books as references for different courses.

Regarding the weaknesses and challenges, he said irregularities among teachers in the use of modern technology, absenteeism, and high turnover of instructors have remained unsolved.

On the other hand, he mentioned the presence of experienced instructors with high teamwork spirit, the existence of a conducive work environment, and multidimensional support from CEIQA and relevant offices as opportunities.



Hirut Ebdo, St Mary's University Student Services and Support Office (SSSO) Head, described teamwork and collaboration with other staff as best practices of the Office in fostering a collaborative environment to ensure effective and efficient service delivery to students.

She further mentioned that the Office involves itself in community services by engaging students in volunteer work and promoting a sense of social responsibility through different student clubs that the Office has established under its supervision.



Although the Office has been effective in supporting and facilitating students' engagement in many

extracurricular activities, low participation of students and lack of awareness were among the challenges that the Office faces.

“The support of the University’s management and relevant offices in providing the Office with the necessary resources and encouragement to implement its initiatives effectively is considered as an opportunity,” she remarked.

During the meeting, the Book Club and the Charity Club presented their annual performances and were recognized as the best practices that exhibited outstanding performance by the top management and the University’s staff who were in attendance.



Finally, discussions and comments were forwarded by the participants. Then, the President of the University closed the session by highlighting the significance of such sessions to enhance the quality and standard of the University and acknowledged CEIQA for organizing such an event.

“Live as if you were to die tomorrow. Learn as if you were to live forever.”-Mahatma Gandhi

“Education is one thing no one can take away from you.” —Elin Nordegren

“Intellectual growth should commence at birth and cease only at death.” – Albert Einstein



St. Mary's University Press

A New Bookshop Opened!!

We are pleased to announce that St. Mary's University Press has recently opened a new bookshop known as "St. Mary's University Press Bookstore" in the main campus of the University located some 150 meters away from Mexico Square down to the direction of Sarbet, adjacent to Oil Libya. We have stuffed our bookshop with books written in Ethiopian and foreign languages that appeal to the interests of people in all walks of life including students of varying levels.

We kindly invite you to come and visit us anytime you wish; we are ready to serve our customers and visitors as well in wholesale or retail mode of selling.



የተለያዩ ቻርቶች



For further information, please feel free to contact us with the following telephone numbers:-
 0913 – 42 62 48 or 0973 – 10 29 88
 Email:- smupress@gmail.com
 P.O.Box 1211 Addis Ababa, Ethiopia



St. Mary's University

Programs Offered



Undergraduate Degree Programs (Regular/Extension)

- ◆ Accounting & Finance
- ◆ Management
- ◆ Marketing Management
- ◆ Tourism & Hospitality Management
- ◆ Computing Science

Undergraduate Degree Programs (College of Open and Distance Learning)

- ◆ Accounting
- ◆ Management
- ◆ Marketing Management
- ◆ Financial Economics
- ◆ Rural Development
- ◆ Agricultural Extension
- ◆ Agri-Business Management
- ◆ Cooperative (Accounting & Auditing)
- ◆ Cooperative (Business Management)
- ◆ Educational Planning & Management
- ◆ Economics
- ◆ Sociology
- ◆ Public Administration and Development Management
- ◆ Agricultural Economics
- ◆ Banking and Finance
- ◆ Logistics and Supply Chain Management

Graduate Programs Offered in Partnership with Open University of Tanzania (OUT)

- ◆ Master of Project Management
- ◆ Master of Arts in International Cooperation & Development
- ◆ Master of Science in Economics
- ◆ Master of Human Resource Management

Postgraduate Programs (Regular)

- ◆ MSc in Quality and Productivity Management
- ◆ MA in Social Work
- ◆ MA in Development Management
- ◆ Master of Business Administration (MBA)
- ◆ MBA with HRM Concentration
- ◆ MSc. in Agricultural Economics
- ◆ MA in Project Management
- ◆ MBA in Accounting and Finance
- ◆ MA in Marketing Management
- ◆ MA in Development Economics
- ◆ MSc. in Computer Science
- ◆ MA in Higher Education
- ◆ MA in Sociology

Graduate Programs Offered in Partnership with Universita Cattolica del Sacro Coure, Italy

- ◆ MBA in Impact Entrepreneurship

Graduate Programs Offered in Partnership with IGNOU (Distance)

- ◆ MBA (Master of Business Administration)
- ◆ MSW (Master of Arts in Social Work)
- ◆ MEC (Master of Arts in Economics)
- ◆ MPA (Master of Arts in Public Administration)
- ◆ MARD (Master of Arts in Rural Development)
- ◆ MSO (Master of Arts in Sociology)
- ◆ MPS (Master of Arts in Political Science)
- ◆ MCOM (Master of Commerce)

Short Term Training

- ◆ Business & Computer Science areas
- ◆ Higher Education areas

Services through SMU's Testing Center

- ◆ TOEFL (Internet-based test)
- ◆ GRE (Internet-based test)
- ◆ Praxis Exam
- ◆ CISI Exams
- ◆ Recruitment tests

Address:

Tel: +251 11 554 6669 (Graduate Studies)

+251 11 553 8017 (Undergraduate Regular/Ext.)

+251 11 550 4762/63 (Undergraduate Distance)

+251 11 550 3140 (International Program)

Fax: +251 11 558 0559