

4.3 Educational Advancement and Quality Assurance

The Ministry of Education and non-governmental and community-based organizations are engaged in strengthening and expanding quality education programs. In spite of all these efforts, Ethiopia's education system/practice, formal and non-formal, has faced challenges in quality, equity or access and lack of relevance and coordination among all modalities/sectors. The current philosophy, policy as well as practices of formal education at schools and preparation of teachers and teacher educators at tertiary levels are not fostering critical understanding and transformation of Ethiopian cultural values and beliefs. In general, the educational system/practice is not promoting a critical and active process of exploration and re-construction of knowledge in its socio-educational and ecological context. The following are key points under this sub-theme:

- Designing and validating new models of formal and non-formal education, at all levels
- Designing and validating new models of adult education, community-based education and pre-/in-service teacher education
- Integrating socio educational and ecological context in all fields/subject areas of study
- Critical educational policy, curricula and syllabi analysis that ultimately develop new models, perspectives and educational philosophy relevant to the Ethiopian context
- Integrating researching, training and development;
- Critical analyses of the social context of learning and organizational structures of schools and higher institutions.