Sub-theme 4.2. Educational Advancement and Quality Assurance

Rationale

Ethiopia has made significant progresses in educational development in recent years. The university system in Ethiopia has experienced educational massification. In addition, strategies have been designed for alternative basic education, early child care and education, functional adult literacy, and new school health and nutrition initiatives.

However, student competencies in knowledge, skills, adaptability, teamwork, communication, entrepreneurship, and motivation etc. are short of the requirements for the socio-economic development in the fast changing and globalized world. The challenges are often posed by shortage of competent staff and professional development, poor educational governance and leadership, problems of quality and relevance of educational programmes, weak research and innovation capacities, limited financial resources, poor physical facilities and infrastructure, and inability to meet increasing demands for access and equity.

In recognition of these challenges, greater attention needs to be focused on educational advancement and quality assurance as a critical factor to ensure educational relevance in the country. Therefore, to address the challenges of the education system in Ethiopia, there is a need to undertake thematic research to generate evidence for new knowledge, innovations, and best practices that can be geared towards improvement of the quality and relevance of education in the country.

Aim

This research sub-theme aims at generating knowledge, skills, innovations, technologies and best practices for improving educational quality, relevance, equity, standard, quality assurance, and educational leadership.

Description

The research sub-theme focuses on improving the quality of the teaching-learning process, student learning competence and achievements, professional development, leadership development, educational planning, curriculum enhancement, school education improvement programmes, application of ICT, and other technologies for enhancing quality of education, and inclusive education. It also deals with interlinking education with research results, with community based education, with industries as well as businesses. The sub-theme also focuses on finding ways of creating enabling environments and facilities for teaching and learning, including for special-need students. Educational standards, dimension, models, and tools for quality assurances are also the thrust of this theme. The sub-theme also deals with research on student assessment, guidance and counselling, and the link between quality assessment and policy interventions as well as functional adult literacy and other forms of non-formal education.

Potential Collaborators

Ministry of Education, other federal ministries, regional and zonal education bureaus, research institutions, NGOs, national and international higher learning institutions, colleges, schools, students, teachers, industries, businesses, the wider communities, and other stakeholders.

Expected Output

- Improved knowledge, skill and awareness to enhance quality of education

- Enhanced knowledge and skills and best practices for creating enabling environment for educational access and quality

- Best practices and improved knowledge for enhanced academic achievements for female and special need students

- Better knowledge, skills, and practices to enhance student competencies in academics, research, and team work and entrepreneurships

- Increased knowledge and skills for effective and productive educational planning and leadership

- Better instructional technologies for quality teaching-learning

- Better knowledge and skills for implementing sound student assessment and feedbacks

- Improved knowledge, skills, and best practices for effective student guidance and counselling services

- Enhanced techniques for installing and monitoring effective quality assurance systems

- Improved application of ICT for the betterment of the quality of education

- Enhanced knowledge, skills and best practices for improving professional competencies of staff

- Enhanced best practices for renewal and effective realization of Functional Adult Literacy

- Knowledge and skills for improving access to education for disadvantaged and special-need students

- Improved expertise and practices for improving the content and relevance of curricula

- Better knowledge, expertise and practices for realizing effective community-based learning and participative research and dissemination of knowledge and technologies

- Research-based evidence for formulating policies, guidelines, and standards etc.

Research Areas

4.2.1. Quality education

This research area focuses on generating scientific evidence for realizing enhanced quality of learners, educational contents, processes, and the environment. It also includes researching into ways generating knowledge and technologies for enhancing the quality of teaching-learning and assessment.

4.2.2. Educational planning and management

This research area focuses on educational planning, leadership, organisational management, school and community relations, university-school linkage, university-industry linkage, functional adult education, environment and health education, and HIV/gender education.

4.2.3. Special needs and inclusive education

This research area focuses on early childhood care, inclusive education, early intervention, special needs education, and inclusive education.

4.2.4. Curriculum inquiry

This research area focuses on curriculum, schooling, teaching/learning, curriculum and program development, implementation, and evaluation, education in non-school settings, comparative education and education in international settings, dialogic and social constructivist approaches to curriculum, student and/or teacher problem solving and critical thinking and assessment, and evaluation of teaching-learning.

4.2.5. Applied psychological research

This research area deals with psychology of learning (learning-theory approach to language, mathematics, engineering, and other fields of study), developmental, cognitive, community counselling, personality, organisational and social psychology as well as problems related to parenting.

4.2.6. Basic Science education

This research area focuses on assessing and enhancing biology, chemistry and physics knowledge of students and teachers at school and higher educational institutions. This is attained through exploring and developing research tools, new and recent theories, and global practices using technology and problem solving approaches to the level of students' understanding.

4.2.7. Mathematics education

This research area focuses on assessing and enhancing mathematics knowledge of students and teachers at school and higher educational institutions. This is achieved through assessing mathematical ability of students, students' mathematical conceptions, special talents in mathematics, and developing research materials/tools for mathematical misconceptions to seek solutions.

4.2.8. Assessment and evaluation of teaching-learning

This research area focuses on determinants of teachers' professional competencies, institutional facilities, instructional technologies, and students' performances.

4.2.9. Educational quality assurance

This research area focuses on students' choices of programmes, quality of education, quality of students, administrative factors, academic factors, learning environments, intake capacity versus performances, etc. This research area deals with dimensions of quality assurance systems (tools, models, standards).

4.2.10. Adult education and community development

This research area focuses on functional adult literacy, community-based learning, life-long learning, formal and non-formal education, on-line education and other related issues.

Beneficiary

The scientific community, industry, educational institutions, Ministry of Education, Regional Educational Bureaus, research institutions, policy makers, and the wider public