

Quality Matters

Vol. 1 No. 4 April 2007

A Quarterly Newsletter of the Center for Research and Quality Assurance
St. Mary's University College

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Quote of this Issue

“Quality is fitness for purpose”

Higher Education Relevance and
Quality Agency, Ethiopia (HERQA)

This newsletter is published every three months by the Center for Research and Quality Assurance of St. Mary's University College. The main purpose of the newsletter is to keep the SMUC community, interested groups, government and non-government organizations informed about the activities and endeavors within and outside the institution towards fostering research and quality in higher education.

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Addis Ababa, Ethiopia

“Private Higher Education in Ethiopia at the turn of the Ethiopian Millennium”

The 5th Annual National Conference
on Private Higher Education

Institutions (PHEIs) in Ethiopia

St. Mary's University College (SMUC) has announced the forthcoming 5th Annual National Conference on Private Higher Education Institutions (PHEIs) in Ethiopia to be held in August 2007. Under the theme Private Higher Education in Ethiopia at the turn of the Ethiopian Millennium", the conference will explore the role of Private Higher Education Institutions at the turn of the Ethiopian millennium.

The conference focuses on a range of issues including: The Role of Ethiopian Private Higher Education Institutions towards Development; Management, Leadership and Governance in the Ethiopian Private Higher Education Sector; Partnership between Public and Private Higher Education Institutions; Quality of Education in Private Higher Education Institutions; addressing issues of Peace, Environment, Gender and HIV/AIDS in the Private Higher Education Sector, and Others.

Participants expected to attend the conference include government officials, policy makers, researchers, academicians, and invited guests from abroad. Currently, the organizing committee has invited interested people to submit abstracts. To date, four conferences have been conducted in various themes related to Private Higher Education in Ethiopia.

(Dawit Tilahun)

From Editorial Desk

One of SMUC's current concerns pertains to the enhancement of interpersonal and communication skills of our students. A case in point is the experience of our marketing degree program students who, in concert with their counterparts from Amsterdam, are working towards promotions under the theme "*Branding Ethiopia*". Eight marketing students, two associate deans and two senior lecturers from the New Business School of Amsterdam (NBS) were recently our guests for a week. The launching event in Addis Ababa and Amsterdam is scheduled for September 2007 and it will primarily target at promoting Ethiopian organic coffee.

Needless-to-say, students ought to go beyond rote memory and the study-for-exam-paradigm, because the data that we memorize (but not internalize) dissipate as time goes by. On the contrary, deeper grasp of concepts, higher level understanding, problem-solving and analytic skills, creative and autonomous thinking, entrepreneurship, work ethic, integrity, interpersonal skills, communication skills (oral and written) and computer and other skills determine the degree of one's competence, performance and life-long learning.

Quality Matters applauds the pledge made by Faculties and Departments to enhance their efforts and achievements in this regard. Unlike rote memory and one-way lectures, however, these endeavors will not be accompanied by pseudo-acquisition of enormous data within hours. Nevertheless, attaching credits to such skills-enhancement co-curricular programs or incorporating them as components in series of courses (as is the case in some syllabi at SMUC) would serve as the "carrot" against lack of student enthusiasm. ■

Useful Links

Higher Education Relevance and Quality Agency (Ethiopia).
Website: www.higher.edu.et

PROPHE- Program for Research on Private Higher Education
[//www.albany.edu/dept/eaps/prophe/](http://www.albany.edu/dept/eaps/prophe/)

International Network for Quality Assurance Agency in Higher Education (INQAAHE)
Website: <http://www.inqaahe.org>

Quality Assurance Agency for Higher Education (UK)
Website: <http://www.qaa.ac.uk>

Center for International Research Higher Education
Website:
http://bc.edu/bc_org/avp/soe/cihe

Quality and Standards Authority of Ethiopia
<http://www.qsae.org/>

All interested are encouraged to contribute to the various columns of the newsletter

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Higher Diploma Program Graduation at St. Mary's

Thirty instructors of St. Mary's University College graduated from the Higher Diploma Program on the 30th of December, 2006 at Hilton Hotel, Addis Ababa. The graduates and, instructors from Faculty of Teacher Education, attended a ten-month professional development training.

The guest of honor, H.E. Ato. Fuad Bahim, State Minister of Education, congratulated both the graduates and the management of SMUC for being the first Private Higher Education Institution to run the Higher Diploma Program in Ethiopia.

Ato Tedla Haile, Academic Dean of SMUC, on his part expressed his appreciation to the Ministry of Education for its positive responses and concern to monitor the training under the supervision of AAU and HDP team of the Ministry.

The Higher Diploma Leaders (HDLs) Dr. Nicolas Dima (IFESH Volunteer) and Ms. Karen Waters (VSO Volunteer), have also appreciated the commitment and enthusiasm of the management of SMUC that enabled them to successfully accomplish their assignments. Finally, participants of the program presented their reflections on the program. (Aderajew Mihret)

Panel Discussion on Human Resources Management

A panel discussion on Human Resources Management was held at St. Mary's University College on the 17th of December

Workshop on Classroom Management in Large Classes

In pursuit of enhancing instructors' pedagogical skills, a four half-day workshop on 'Large Classroom Management' was conducted at St. Mary's University College in December 2007. Over 40 instructors from the various departments of the University College attended the workshop that was directed by Karen Waters, a VSO volunteer.

After deliberating on the theoretical issues concerning large classroom management, participants worked together actively to strategize in areas such as class room management, active learning, and planning in large classes.

The objectives of the workshop were to reflect on the assumptions instructors might have had in managing large classes as well as to stimulate experience sharing and problem solving in matters related to teaching under such conditions.

Participants expressed that they had been given the opportunity to identify various methods of handling large classes and had benefited from the experience which in turn helped them develop a manual at the end of the workshop.

(Misganaw Solomon)

2006. During this half-day panel discussion, which aimed at imparting fundamental notions of human resource management among participants, four papers dealing with issues related to Human Resource Management were presented.

Continued on P. 8

Interview

This column features interviews of people including government officials, policy makers, educators, and presidents of universities or colleges.

The Educational Quality Improvement Program (EQUIP) is a Dutch Government funded project that works towards the enhancement of the Ethiopian higher education system improve in a number of ways including the establishment of a System Support Unit. Currently, EQUIP works with nine public universities to establish Academic Development Resource Centers (ADRCs) towards improving the quality of education in Ethiopia. Davit Tilabun and Tesbager Mersha (from Quality Matters) have interviewed Dr. Mike Cantrell, coordinator of the EQUIP project. Excerpts:

Quality Matters: Could you tell us about the EQUIP project?

Dr. Mike: The EQUIP project is one of the ten or eleven Dutch projects funded by the Dutch government of Higher Education in developing countries through an organization called NUFFIC. They helped the higher education institutions in developing countries in a number of ways. For instance, supporting higher learning institutions establish a System Support Unit is one of them. In Ethiopia, Dutch government helped establish the Ethiopian government Higher Education Relevance and Quality Agency (HERQA) and Higher Education Strategy Center (HESC).

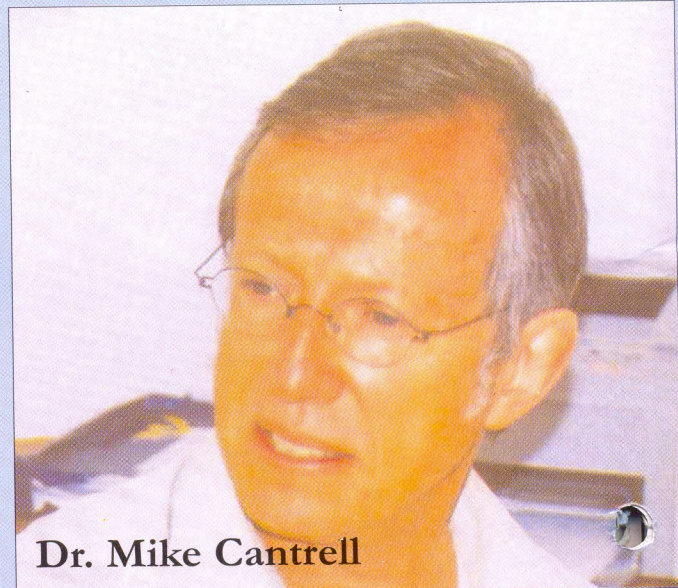
The projects were also invited to provide help in staff development. That is where our project came in. So in 2004, we dreamed up a project in the Netherlands when I was working for the Free University of Amsterdam. We called the project: EQUIP, Educational Improvement Program. We submitted the project proposal to the donors and the Ministry here. They liked the idea and after the signing of the agreements, the project started in 2005. So the EQUIP project is two years old.

We just had a mid term review, because we

“ Ethiopia has got quite a long way to go to set a sound higher education system. ”

have funding for four years. The review team has just produced plans for the rest of the project, for it is not going to be successful unless we have sustainability. Thus, the plan is that there should be staff development centers ten years down the road in all the public universities. However, there are some foreseeable challenges. It is not only the map, but it is also making sure that they continue functioning. After the donor funds are finished, the center should be supported institutionally.

Technically speaking, the project is divided into three phases: Inception, Establishment and Delivery phases. Except a few problems here and there, we have made a reasonable progress. So now we have already established



Dr. Mike Cantrell

ADRCs and are ready to deliver the courses.

One of the key players in several of the EQUIP projects is the Free University of Amsterdam. They have been involved in educational development in Africa since about 1975. I joined the project in 1982 in Botswana. Ethiopia is my fifth African country. I have been fortunate in having very interesting jobs. But, of course, my job is really to develop capacity and then to step away and make sure that everything goes smoothly.

Why did you start this program?

Because there is a concern about quality. And there is a particular concern about quality in

the face of rapid expansion of higher education. But I think the answer is you need to be able to assess quality and remedy problems irrespective of whether or not these expansions are going or irrespective of whether or not there is a higher education quality agency. It should be part of the nature of a university to provide its own staff with development opportunities. Staff development tends to focus on sending people away for masters and PhDs. However, no thought is given to in-service courses that motivate and improve them. But, of course, to do this you do need some incentives. That is why initially before this little machine gets started moving; we did talk about incentives and staff development policy within ADRC units. Something like CARROTS ways of attracting people to get involved in staff development, because it is one of the big challenges we face.

How do you work with higher education institutions in Ethiopia? With which particular institutions are you working with?

The nine established public universities. The last one to be established is Adama University. Then you have Addis Ababa, Arbaminch, Awassa, Bahir Dar, Jimma, Gonder, Harromaya and Mekele Universities. So far the Dutch projects have not involved in the thirteen new public universities. But I know that the State Minister for Higher Education has recently visited the Netherlands and asked for further assistance. It makes sense of course if we have managed to set up staff development centers. We have written courses and trained courses for the nine universities staff then it should be easier to transfer that expertise, the course, and that knowledge to the newly established universities.

Does this mean that you have no partnership with private higher education institutions?

The EQUIP project does not have.

Why?

I think that is what the government of Ethiopia asked for. But the government needs to involve some of the private institutions in the managerial level project. So it is only four of the private institutions are involved in the project. The private HEIs could benefit in the following way. The ADRCs in the end, when

all are established, should offer their courses to the wider community. So, for instance, Addis Ababa University could offer a course on gender awareness to interested private HEIs such as St. Mary's and Unity so that way they can benefit. So the universities with the ADRCs may charge a nominal fee for let us say St. Mary's or Unity staff to attend those particular courses. At the moment, however, we are just writing the courses and we have not got in that delivery phase apart from the Instructional Skills courses which are now offered in most of the public universities all around the country.

The private sector could benefit but they might have to pay for that benefit. So the project was designed to reach only public universities with the view to generating income by providing staff development courses to the rest of the education community.

How did you choose the courses to be taught at the Academic Development Resource Centers?

Basically we are trying to improve the quality of teaching and learning. So any thing that improves classroom instruction, assessment, and student material is going to have impact on quality of education. As part of the project, you need to conduct assessment. So we had a rough idea of what courses needed. The obvious one is a crash course for new lecturers that have no pedagogical training whatsoever. As you know in this country most staff recruited tend to be young people who do not have master's degree. In some countries you need a PhD to actually be able to work in a university. So there is a lot to be done in pedagogical training.

The first priority was to create a course for the new staff on things like classroom management, planning and active learning. All those you could imagine a lecturer should have. During that time we have also spotted other needs, for instance, as far as I am aware, the programs that are offered in most of the public universities have never been reviewed.

“ If you have not got motivated staff, you are not going to have good quality in courses. ”

The only university that I am aware of, that conducted a review of its offerings to see the quality and relevance of its offerings is the Addis Ababa University. It did that in the year 2000. We are going to produce programs of quality and relevance. People need to be told how to review programs, how to design programs and how to design courses. Issues such as gender awareness, problems of the retention of girls, the way they are treated in the classroom and student assessment are very big areas.

When you relate it to quality, it is absolutely crucial that we review our assessment practices. Very few of the public universities have an assessment based on criteria. Everybody seems to follow a normal curve and take the normal curve into 'A's. If for instance the top mark is 30%, the student that scores 30% will be given an 'A'. How could that be when the students have understood only one third of the course?

How do you explain quality improvement in relation to staff development?

It is very simple. If you have not got motivated staff, you are not going to have good quality in courses. You are going to have very little assessment going on in classes, you are going to have staff with closed doors that only see students rarely, you will have very poor support system for students in terms of extra tutorials, and identification of marginal groups that are at risk. All these things can be handled through staff development. But you also need something else to support top management.

You actually need the university management to believe in staff development, and also to put money in staff development, operational budget incentives. I just came from Namibia, for instance, where whenever people finish their staff development program, they get increments in their salaries. This is a huge inducement for people to take this thing seriously. Unless you have got that inducement, staff development will be a very difficult task. I know that some universities already started to deliver the instructional skills courses. They have been very much disappointed by the turnouts from their colleagues. So you could put lot of efforts in preparing your good courses and having trainers for those good courses. But unless you can attract people and keep them in those courses, then it is demoralizing.

How would you describe your relationship with HERQA and Ministry of Education?

The relationship with HERQA is a very important one because we are trying to improve internal quality within the institutions. HERQA eventually checks on that quality. First of all it requires the institutions to have a self evaluation document and it also wants to see that quality assurance and staff development opportunities are there. The moment they have got the staff development center, there will be a tick as far as HERQA is concerned. Of course it has to be functional or operational; it cannot be a name on a door. We tend to work hand in hand because HERQA is helping the universities develop their quality systems. HERQA is also running a number of workshops to help private and public HEIs prepare for audits. So that is the relationship with HERQA.

With Ministry of Education, the EQUIP project is a national scheme and the donor actually funds nearly all the projects through the ministry. But as you can see now, we are out of the premises of Ministry of Education for various reasons. One of the reasons is autonomy. We should not be seen to be under the control of the Ministry of Education. I think that will help develop that image of autonomy. The more autonomous we are, the more independent HERQA/EQUIP/HESC can be.

How do you rate the quality of higher education in Ethiopia compared to other African countries?

At this time it is very difficult to compare, because there is very little international comparison going on. Ethiopia tends to be isolated in the way it has developed its education system. I have just come from southern African countries and my impression is that Ethiopia has got quite a long way to go to set a sound higher education system. If I look at the crowd, if I look at the facilities, if I look at the qualification of staff or the profiles of staff, then obviously there are a few challenges there. But I am convinced that Ethiopia will get there in the end.

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The Higher Diploma Program: A New Experience

As of the 2005-2006 Academic Year, the Higher Diploma Program was a new experience for both St. Mary's University College as well as for me. The program itself, which aims to improve teaching methodology and to change the old teacher-centered passive lecturing with a new student-centered active learning, is rather new to Ethiopia. And in a way it is new for me, too. I am a product of the former Eastern European regimented school and of the American independent style of learning and research. With a European degree and an American PhD I was considered well-educated, but I have to admit that I was lacking in the area of Pedagogy.

Therefore, to a certain degree I found the program both a novelty and a challenge. While offering the course I was thinking that I should have taken or given a pedagogy course many years before. During my career from assistant to professor, I was considered a good lecturer. Nevertheless I was a "lecturer" par excellence. I liked to prepare my topics well and to talk freely with the help of visual aids. All I asked my students to do was to question, to make comments, and to present and defend their own papers orally. Last year, while offering the HDP course, I realized that I could have done considerably better. If I had only known the new methods or had cared to learn about them! But if I cannot change my own past, I can change the future of the Ethiopian lecturers. Thus, I learned the new methodology by doing it, and along with me my candidates have also learned the new approach.

As with any new challenge, the beginning was a bit confusing. Among other things I was not sure when to start to observe my candidates in their own classrooms, when to ask them to begin to put together their portfolios, and what exactly

were the criteria for grading and promotion.

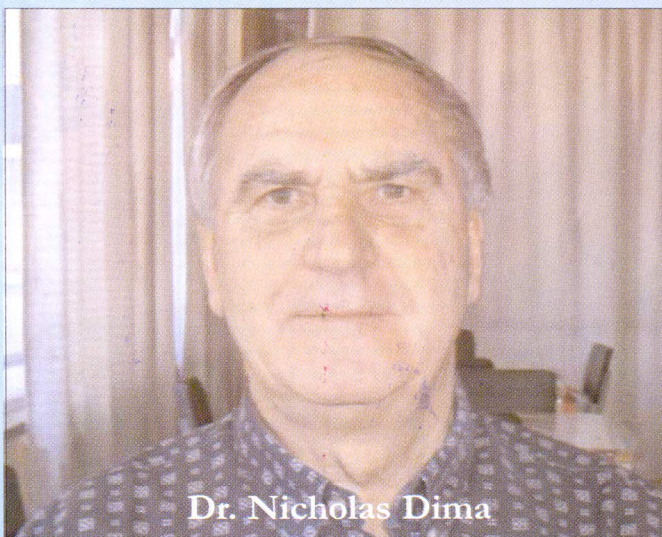
To complicate the situation, my communication with the Ministry of Education was infrequent and there was nobody with HDP experience around the SMUC to assist me. Consequently, I did not observe the candidates in their classrooms often enough. Nevertheless, I finished the

course on time before leaving for the US and pushed the candidates hard to engage in meaningful action research, to write good papers, and to put together even better portfolios. In the end I was satisfied with the work of most candidates, but two things kept bothering me. I was not happy with the limited number of lesson observations and the amount of feed

back I gave my students. And I questioned myself whether the candidates would apply the new approach in future teaching.

Back in the States and then shortly in Europe I had a hectic vacation. I took several beautiful trips and I tried to solve many personal and family problems. All along, however, I kept thinking of my Higher Diploma Program as unfinished business.

But, at St. Mary's University College I had a pleasant surprise. Upon consulting me on the subject, the Academic Dean Ato Tedla Haile, decided to continue the pedagogical program with an impact assessment. This decision gave me the possibility to somehow continue the program. Consequently, I am now in the process of visiting and observing the classes of my former candidates, assessing their application of the new teaching methodology, and assisting them when and if necessary. And what have I "observed" so far? It's too early to come to a conclusion. But next time around I am sure I will have more to say.



Dr. Nicholas Dima

Continued from P. 5

Can you tell us about the challenges you have faced so far?

I think one of the biggest challenges that I face is communication. I can cover that in several ways. The obvious one is that connectivity within institution, and people generally have problems reading emails.

The other one is the general lack of communication from different levels of a system. I have never worked in a country where so little information flows from directors to their staff, from manager to staff, etc. There is almost lot of secrets and people are only told things absolutely necessary. It would be much better if communication is much more open.

The other problem is the part-time nature of most of these projects. I had anticipated that after two years I would have been able to convince the universities to put full time staff into staff development units. But what happens is that people have been assigned at staff development as extra duty, on top of their normal teaching. That is the way for sustainability. Staff development is a full time job. But if they just do it as an additional task I wonder whether they will be successful. These are my frustrations. ■

Continued from P. 3

Panel Discussion...

Project Manager and Freelance Trainer, Ato Mesfin Asfaw, presented a paper entitled 'Appreciative Inquiry in Human Resources'. He indicated that appreciative inquiry is a way of thinking about our world, our organizations and ourselves. The objective of Appreciative Inquiry is to uphold talking and celebrating our success as well as understand the detail of what is working in any system.

W/t Bizuwork Wolde, Head of Human Resources and Administration Department at GOAL Ethiopia, presented a paper entitled 'Challenges in Implementing HR Policies'. Ato Teshome H/Selassie, Deputy HR Manager of Absinya Bank, and Mr. Ted Lenio, lecturer at the International Leadership Institute, presented papers. More than 150 students took part in the panel discussion. ■

Title: The Streaming of Students to TVET in Ethiopia: The Case of Two TVET Institutions in Addis Ababa

Researcher's Name: Nahom Fessehaye

Type of Research: MA Thesis

Date and Place of Publication: June, 2006; Addis Ababa University, School of Graduate Studies

The study attempts to explore the possible impact of the procedures used to stream students upon completion of Grade 10 for a place in Technical and Vocational Education and Training (TVET) on their motivation and performance. It employs qualitative case study method incorporating two TVET institutions; one private and another public.

The study reveals that the criteria being employed to stream students to TVET disfavor towards TVET by streaming students who were unable to succeed in EGSECE (Ethiopian General Secondary Education Certification Examination). This is reflected in the selection criteria based on grade points achieved at the EGSECE that enrolls complete failures scoring well below the passing grade of 2.0. This is becoming a tangible reason for labeling the program fit for the 'low achievers'.

On the other hand, students and parents who participated in this research lack ample prior information about TVET. Thus, they are found to have an incorrect and often negative impression about TVET which led to students and parents expressing deep dissatisfaction in streaming students to this program.

The findings indicate that cumulative effect of the above factors have a serious impact on students' motivation towards their lessons and their achievement as well. Implications concerning the appropriate implementation of the TVET policy in terms of formulating streaming criteria and the need for a concerted effort in disseminating information about TVET have been pointed out. ■

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For those who might wish to access the full text visit our website at <http://www.stmarycollege.edu.et> or visit the Graduate School Library at Addis Ababa University.

Virtual Reality: Alternative Approach to Foster Quality in Science Education

By Aderajew Mihret

The development of a country is described in relation to the number of its educated people and the quality of education it provides to its citizens. Education is a major social institution acting as a cause, a consequence, and a facilitator of change within a society.

Access to education in the developing countries however, is one of the biggest problems. It is in line with this fact that Ethiopia has embarked on providing education to the large number of its population. However, providing education to a significantly large population and maintaining quality are different. Both practices need to go together if standard is to be kept and development is to be effected. The following paragraph forward some remarks on how we can maximize the quality of science education.

The subject matters of natural science and mathematics are faced with inherent difficulties. Among the many factors that contribute to such problems, textual approaches and two dimensional representations of real life situation take the highest share. Subject matters of science /mathematics require students to concretize objects, atoms, molecules, observe relationships/differences/ processes in real-time frames. Schools which are sufficiently equipped with necessary materials provide access to students to learn by working in laboratories. This environment, of course, requires well-informed/ trained teachers who can assemble the apparatuses together, and establish the necessary procedures for experimenting. Students who learn with the guidance of such capable teachers are able to multiply what they have learnt thereby fostering quality in science edu-

cation.

What if a school lacks well-equipped labs and well-trained teachers? Most teachers lack the interest to work with experimental or practical sessions. This in turn has been reflected negatively on the students morale to study subjects like maths, physics, chemistry and technology.

It is here that we need a paradigm shift because no change nor development could be registered without the blend between ICT and education. Whenever we run short of materials and infrastructure to hold practical laboratory classes, Virtual Reality (VR) can contribute a lot in acquainting students with required procedures and processes.

What is a Virtual Reality (VR)? And how does it help in science learning? VR or "interactive visual simulation" is a "computer generated, three dimensional environment where the user can move around freely, see and manipulate the content of the environment-where all communication is interactive and with immediate response." (Yair, Mintz and Litvak, 2001) It is also seen as a way to see, feel, touch and manipulate computerized information.

VR offers students the unique opportunity of experiencing and developing a broad range of environment, objects and phenomena within the walls of the classrooms. Students can observe and manipulate normally inaccessible objects, variables and processes simulated on a computer screen.

The ability of this technology to make concrete what is abstract makes it suitable to the study of natural science. It is an effective approach in bringing conceptual changes, in developing skills and context area knowledge. Availing computers together with softwares and other necessary inputs seems to be preferable than building lab rooms and equipping them in all necessary lab materials.

First, students will be familiar with ICT and related activities, and second they will get the chance to see the relationships between abstract idea and concrete objects/environment. Careful scrutiny of the approach also shows that it promotes independent learning. It also develops retention and increases the curiosity /attention of the learner. It should, however, be noted that VR can not benefit the learner from the well-equipped/organized school labs. The fact is that such schools are ideal.

The subject matters of science education have thus encountered inherent difficulties and hence need new technological solutions. VR, as one of the relevant learning-tech, is becoming increasingly prevalent in the educational arena and many studies concentrate on the impact of VR on learning and knowledge construction. In a report to National Science Foundation (NSF), Furness et al. (1997) noted "VR improves learning, when it does, by providing the learners with new, direct experiences of phenomena they could not have experienced before either in direct interaction with the real world or using other technologies".

While our interest is in fostering science education using another alternative approach VR, care should be taken when integrating VR products into the education process. VR products need to behave according to the natural laws that govern the real world they strive to portray. They should not distort the physical laws of nature. Otherwise, the danger of amplifying misconceptions or generating new ones in the user's mind is greatly increased. ■

Student Exchange

As part of its mission, St. Mary's has made every effort to enable its students get international experience through links established with a number of institutions. One of them is the New Business School of Amsterdam (NBS). The link with this institution was initiated by Michel Le Roux, a French man and Debritu Lusteau, an Ethiopian woman, both living in the Netherlands. Of course, Dir Foundation, a local NGO, which is involved in promoting education and helping the disabled, was instrumental in bringing the two to St. Mary's.

With that context in mind, the idea of exchange program was put into action when eight NBS students, two associate deans and two senior Lectures came to Addis Ababa from the Netherlands on April 17, 2007 for a one-week educational visit. Both the Dutch and their Ethiopian counterparts at SMUC were Marketing Management students and staff, who were working on a project entitled '*Branding Ethiopia*,' which mainly focused on promoting Ethiopian Coffee. In the project, brand equity was given prominence to enable Ethiopian farmers sell their produce in a market that should strictly adhere to fair trade practices.

During their one-week stay here at SMUC, the Dutch team was briefed by St. Mary's students and staff about Ethiopian culture and the sourcing, selection, logistics and Exporting procedures of Ethiopian Coffee. In this respect, their visit to the coffee quality control and auction center here in Addis Ababa has enlightened them with the processing and marketing procedures of the coffee industry. (T Haile)

1st year Anniversary

CRQA has celebrated the first anniversary of 'Quality Matters'. We would like to take this opportunity to thank all who have contributed to our newsletter and invite all interested to have your ideas included in the various columns of *Quality Matters*.



Puzzle and Fun Corner

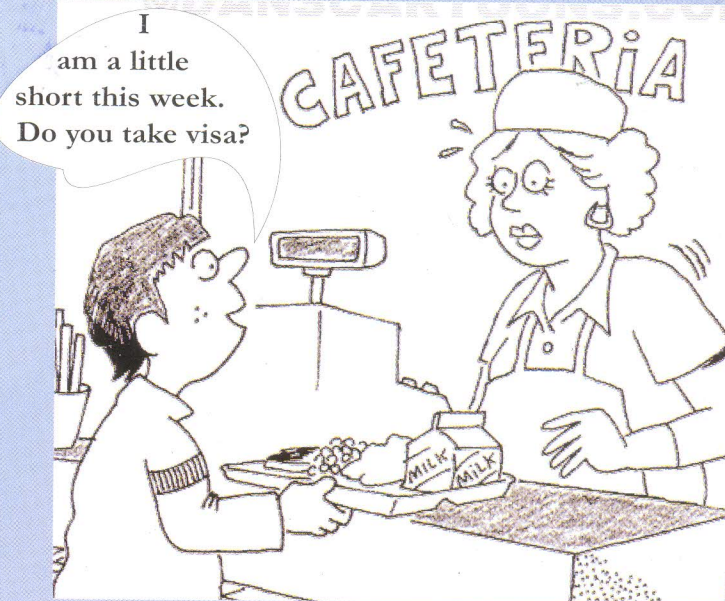
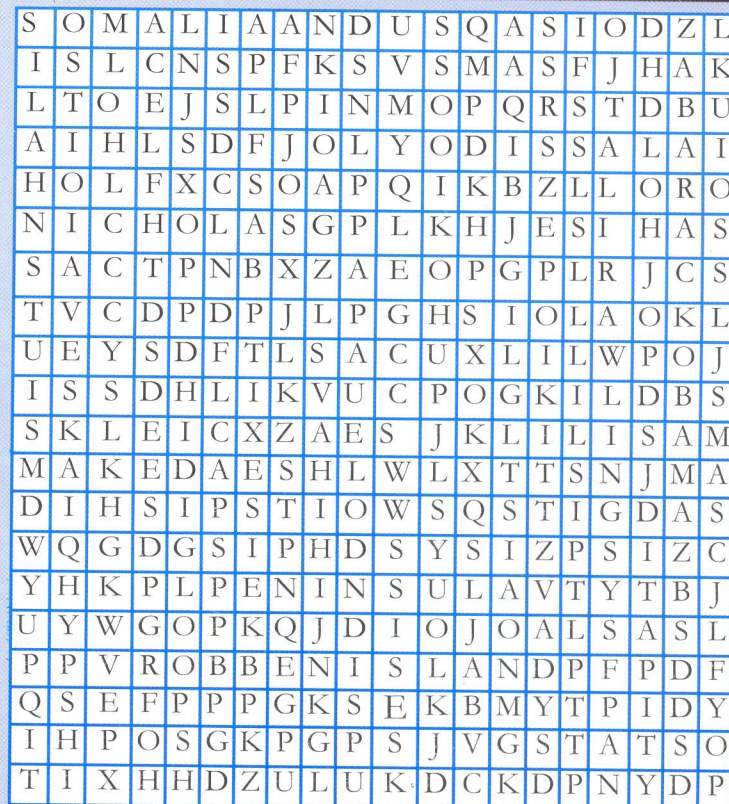
The answer for the following questions are hidden in the puzzle. Find them and circle them on the puzzle (Note: answers may appear horizontally, vertically or diagonally). If you complete this puzzle without any mistakes and get it to CRQA of St. Mary's University College within a week's time, you will receive a prize, and if you successfully complete three consecutive puzzles, you will be entitled to get substantial prize.

- 1) The species name for Gelada Baboon. **Puzzle #4**
- 2) The South African Island where Mandela served 27 years in prison.
- 3) Afro-American senator of Illinois who dedicated his life to public service as a community organizer, civil rights attorney, and leader in the Illinois state Senate.
- 4) The United Nations Convention on the Rights of the Child has been ratified by most member nation states except.
- 5) The last Russian emperor.
- 6) The scientific class to which birds belong.
- 7) The long projection of land into water.
- 8) A Bantu language spoken by about 5 million people in South Africa.
- 9) Ghanaian flight lieutenant who took power in the 1979 coup.
- 10) The Ethiopian name for Queen Sheba, which Ethiopians claim was a queen of the Axumite Empire.

Jock of the Issue

Day Off

Two factory workers are talking. The woman says, "I can make the boss give me the day off." The man replies, "And how would you do that?" The woman says, "Just wait and see." She then hangs upside-down from the ceiling. The boss comes in and says, "What are you doing?" The woman replies, "I'm a light bulb." The boss then says, "You've been working so much that you've gone crazy. I think you need to take the day off." The man starts to follow her and the boss says, "Where are you going?" The man says, "I'm going home, too. I can't work in the dark."



Answers to Puzzle # 3

The second issue of 'Quality Matters' contained a puzzle of ten questions. The answers to the puzzle are:

- | | |
|--------------------|--------------------|
| 1) BAT | 6) BRYOPHYTES |
| 2) TORNDO | 7) ONNI NISKANENN |
| 3) BOA CONSTRICTOR | 8) DAVID LIVINGTON |
| 4) OPO | 9) GEOTHE |
| 5) GEOTROPISM | 10) ETYMOLOGY |

The following people have made good attempts. But none of them have completed the puzzle without mistakes. CRQA appreciates their participation.

- 1) Abel Shimelis, IT student of St. Mary's University College
- 2) Kalkidan Amare, Sales Executive in the Emirates Airlines

Center for Research and Quality Assurance

Research Grant Scheme

St. Mary's University College supports student researchers preparing their undergraduate and graduate thesis on Private Higher Education Institutions in Ethiopia. Research undertakings under this program are expected to be analytic enough to address current problems.

Priority research topics under this funding scheme are:

- * Planning, financing and managing Private Higher Education Institution in Ethiopia
- * Policy and regulatory issues related to Private Higher Education Institutions
- * Challenges and prospects of Private Higher Education Institutions in Ethiopia
- * Quality education in Private Higher Education Institutions
- * Teaching methods and practices in Private Higher Education Institutions
- * Evaluating learning outcomes in Private Higher Education Institutions
- * Student services in Private Higher Education Institutions
- * Other issues related to Private Higher Education Institutions

Prospective researchers should submit their proposal to:

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Inquiries may be directed to: research@stmarycollege.edu.et. Application form can be downloaded from our website
<http://www.stmarycollege.edu.et/page/research.htm>

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