



QUALITY MATTERS

Theme: Impact of Coronavirus on Higher Education Institutions

Quality Matters, Vol. 15 No. 57, March, 2021

Quarterly Newsletter of the Center for Educational Improvement and Quality Assurance (CEIQA), SMU.

IN THIS ISSUE

<i>From the Editorial Desk</i>	1
<i>Research Corner</i>	2
<i>Interview</i>	5
<i>SMU News</i>	9
<i>Education Jokes</i>	11

QUOTE OF THIS ISSUE

“Ultimately, the greatest lesson that COVID-19 can teach humanity is that we are all in this together.”

Kiran Mazumdar-Shaw

The secret of crisis management is not good vs. bad, it's preventing the bad from getting worse.”

Andy Gilman

If you have comments and/or suggestions on this issue or want to contribute to the next edition, please feel free to contact our office,

Tel: 011-5537999 or 011-5538020 ext. 120,

Email: ceiqa@smuc.edu.et

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 the business and industry, government and non-government stakeholders and others who might be interested to know about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

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 Readers,
Welcome to Vol 15, No.57.

The theme of this issue is about the impact of COVID-19 on higher education institutions (HEIs). Since the first case of COVID-19 confirmed in Ethiopia, there are no parts of the country and society that are not hit by corona virus COVID-19. The education sector in particular is one of the worst affected areas. COVID-19 has severely affected the teaching learning process, the economy of higher education institutions, the students and their parents' economy and mental psychology.

In fear of the expansion of the pandemic, the government has closed schools, colleges and universities across Ethiopia and recommended HEIs to move to online modality because it is better than nothing and similar to conventional learning. However, online education has not been as effective as it should have been due to lack of skill, technology, and appropriate level of competence and professionalism in our country. As the result of the change in modality students and teachers have been burdened with the task of adapting to an online learning environment. Therefore, this and similar impacts of the pandemic will be briefly discussed in this newsletter.

In addition to this, Quality Matters invited Ato Abiy Debai from HERQA, to share his view on the impact of the pandemic on higher education institutions. Furthermore, the newsletter has news column. In the news column brief report has been given on the two-day workshop, organized by HERQA, which was held at Adama from February 8 to 12, 2021.

Good reading!



RESEARCH CORNER

The Impact of COVID-19 on Higher Education Institutions

Tekeste W. Michael (PhD) SMU

The coronavirus (Covid-19) pandemic has been spreading worldwide affecting the economic, social, educational, and political aspects of the world. Out of these sectors 'education is one of the worst-hit by coronavirus outbreak' (Onyema, et al., 2020). Thousands of educational institutions, particularly those who have not incorporated technology in their education system before the advent of the pandemic, have been greatly hit by the pandemic. Even some countries which have better educational technology, received multilayered damages. Thus, as of March 30, over 166 countries have closed their educational institutions, impacting over 87% of world's student population, 1.52 billion students, and nearly 60.2 million teachers were no longer in the classroom (Burgos, Tlili, & Tabacco, 2021) and as part of the solution of the COVID-19 pandemic, tens of thousands of higher education institutions and schools moved to online teaching. The aim of this paper is, therefore, to shed light on the impacts of the sudden and abrupt move to online teaching as the result of the pandemic.

Impact on Teaching

The complete or partial lockdown posed more complex challenges to HEIs' campuses. The students, faculty, and staff could no longer be physically present on campus. Thus, recently, to mitigate the possible damage of the pandemic and to extend the interrupted schooling, two-thirds of higher education institutions (HEIs), in the world, including developing countries, were compelled to shift to an online class or blended mode of teaching (Bania & Banerjee). It is obvious, that online learning offers many benefits for students: it involves student-centeredness, it is more flexible. It facilitates the distribution of content at the same time, to a large number of users, it helps students to control the content, control over the time spent learning, and many more (Onyema, et al., 2020).

However, there are several challenges to moving teaching and learning online; the most obvious is un-

equal access to information and communication technology. Moving to teaching online would only benefit a very small percentage of student body, thus perpetuating and enhancing a huge inequality and disparity in opportunities, allowing rich students to continue their studies and leaving poor students behind (Burgos, Tlili, & Tabacco, 2021). Another challenge is the quality of online provision when staff are unprepared, in a context of emergency.

Moreover, a sudden and unexpected shift to online teaching is not secured in developing and middle-income countries that lack sufficient financial resources, well-trained ICT professionals, reliable network and sufficient bandwidth, sustainable coverage of electric power. Furthermore, in developing countries, students do not have access to the internet from home (Mairnoni, Vannt, & Jensen, 2020).

The lockdown confronted teachers, students, and parents with an entirely new situation. Continued teaching and learning was only possible through alternative means of schooling. Instructors had to change to online teaching, requiring them to use various digital tools, pedagogical knowledge suitable to online teaching, and resources to solve problems and implement new approaches to teaching and learning (IAU, August 2020).

Impact on Higher Education Institutions' Research Enterprise

COVID-19 has also disrupted research activities in HEIs all over the world. It is having both negative and positive impacts on research. On the negative side, COVID-19 is making it impossible for researchers to travel and work together properly. In Africa for example, '43% of HEIs completely stopped their research activities' (Mairnoni, Vannt, & Jensen, 2020, p. 32). The situation is almost the same in all regions (85% vs. 79%). 'Globally the most common impact of COVID-19 on research has been the canceling of



international travel (at 83% of HEIs) the closure of labs, lack of additional fund from aid organizations' (Mairnoni, Vannt, & Jensen, 2020, p. 32). All these factors limit researchers' ability to conduct researches particularly in situations whereby face-to-face interactions with students and teachers are required or access to HEIs facilities or research laboratories were denied (Onyema, et al., 2020, p. 113).

On the positive side, many HEIs are committing their labs and teams to research on COVID-19, searching for a vaccine and/or for drugs capable of treating the disease, or collecting and disseminating information on the disease.

Impact on Higher Education Institutions' Economy

Even though the degree of the impact differs, COVID-19 affects the economy of both public and private higher education institutions. Public higher education institutions, in most part of developing countries, have sufficient support from the respective governments and get thousands of millions of dollars to run their programs. Thus, the effect of the pandemic upon their income is insignificant, except the reduction or cancellation of funds from foreign countries as well as from NGOs. Nevertheless, the economic impact of the pandemic is more serious in the private higher educations (PHIs) which collect their income mainly from student fees which are too little to resist the impact of the pandemic (Tamrat W. , 2021). In some cases, they receive 'little or no support from governments' (Aborode, Anifowoshe, Ayodele, Iretiayo, & Davd, 2020). In Ethiopia for example, some PHIs were exempted 'a 4-month employee income tax exemption, postponement of pension payments for a few months, and issuing regulation that prohibits landlords from increasing rents and evicting tenants from their occupants' (Tamrat W. , 2021).

Private higher education institutions not only worried about 'the tuition fee payments and a potential drop in student numbers in the upcoming semesters due to economic impacts of the current pandemic but also were concerned about the uncertainty surrounding the time when institutions will be able to return to a normal situation, where campuses will be reopened

and face-to-face teaching provided again' (Bhagat & Dan).

A decrease in student enrolment will have important financial implications for the institutions. Moreover, some students that are not able to work and make a living, travel back home to rural areas and may not be in a financial situation that will allow them to return to the institution and continue their studies, once the epidemic is over. This will, therefore, negatively affect the financial situation of the institutions and students (Bhagat & Dan).

In addition to this, secondary high schools which feed students to higher education institutions have also been closed and this also has an effect on private higher education institutions and prevents them from recover soon. Furthermore, the reduction of working hours and business during the pandemic in 2020 also indirectly impacts the economy of PHIs.

Silver Linings of COVID-19 in Ethiopia

Although the pandemic of COVID-19 has negative impacts on the higher education institutions (HEIs), it has important bright-side regarding technological transformation, research opportunities, developing reading habit.

Technological Transformation

The outbreak of the pandemic has provided higher institutions and governments the stimulus to reconsider the implementation of technology in education which had previously been overlooked. Digitalisation in schools has recently attained prominence. Now, as a result of the pandemic and the resulting crisis, many higher education institutions have begun to apply digital technologies such as LMS, Google class, etc. in their education system. Technological innovation also assists researchers to collect data through phone calls, social media, Google platform etc. Government and non-government officials are also employing video conferences to share ideas and conduct meetings with distant official which is cost effective and time saving.

Moreover, the pandemic has also taught institutions the importance of contingency plan which can be used



during the time of possible natural or manmade interventions. The technological innovation also enabled higher education students to manage their time and to assist themselves economically. Since most of higher education teaching is delivered via online, students who are economically disadvantaged have got ample time to make extra money to support their lives.

Research Opportunities

The other legacy of the pandemic is the opportunity it brought to research projects in a remarkable way. The pandemic provides local higher education researchers an opportunity to relate theory with practice in an authentic manner (Wondimu & Bethelehem, 2020).

Most researchers have been engaged in problem-solving studies. Several higher education institutions are contributing to the production of hand sanitizers, face masks, and other products, which is a significant activity that connects HEIs and community services. The COVID-19 period can be taken as an opportunity for Ethiopian traditional medicine experts and several young researchers are making efforts to get medication for the diseases in unusual way.

Developing Reading Culture

The other important bright-side of the pandemic is the behavioral change it has brought in developing reading habit. People who are staying at home due to the pandemic are being encouraged to read books as the result of the complete or partial lockdown. This is the ideal opportunity to make up for lost reading time. Reading became a ritual for a number of young people (Wondimu & Bethelehem, 2020).

Personal hygiene

Last, but not least, the other important contribution of COVID-19 is the lesson it left behind. Before the advent of the pandemic, thousands of people were exposed to different types of contagious diseases as a result of poor hygiene. Thus, several people were suffering of common cold and other disease but after the onset of the disease people wash their hands and stopped shaking hands with each other and, due to this, transmittable diseases which were once very common problem now have significantly been reduced. .

Bibliography

Aborode, A., Anifowoshe, O., Ayodele, T. I., Ireteyayo, A. R., & Davd, O. O. (2020). Impact of COVID-19 on Education in Sub-Saharan Africa. Preprints 2020, 2020070027 , doi: 10.20944/preprints202007.0027.v1).

Bania, J., & Banerjee , I. (n.d.). Impact of Covid-19 Pandemic on Higher Education: A Critical Review. critical-review , <http://www.guninetwork.org/report/impact-covid-19-pandemic-higher-education-critical-review>.

Bhagat , S., & Dan, K. J. (n.d.). Higher Education Amidst COVID-19: Challenges and Silver Lining. Information System Managment , 37:4, 366-371,DOI: 10.1080/10580530.2020.1824040.

Burgos, D., Tlili, A., & Tabacco, A. (2021). Radical Solutions for Education in a Crisis Context: COVID-19 as an Opportunity for Global Learning; Lecture Notes in Educational Technology Springerger <https://doi.org/10.1007/978-981-15-7869-4-7>

IAU. (August 2020). Regional/National Perspective of COVID in Higher Education. International Association of Universities. Retrived from <https://iau-aiunet/IMG/pdf/>

Mairnoni, G., Vannt, H., & Jensen, T. (2020). The Impact of COVI-19 on Higher Education around the World. IAU global survey report , 1-48.

Onyema, E. M., Eucheria, N. C., Gbafemi, F. A., Sen, S., ATONYE, F. G., Shamara, A., et al. (2020). Impact of Coronavirus Pandemic on Education. Journal of Education and Pracrice , 108-121.

Tamrat, W. (2021). Enduring the impacts of COVID-19 : experiences of the private higher education sector in Ethiopia. Studies in Higher Education, 46:1,59-74, DOI:10.1080/307579.2020.1859690.

Tamrat, W. (2021). The impact of COVID-19 on private higher education: the Ethiopian experience. The Society for Research into Higher Education .

Wondimu, W., & Bethelehem, G. (2020). Challenges and Silver Linings of COVID-19 in Ethiopia. Journal of Multidisciplinary Healthcare , Volume 13. 10.2147/JMDH.S269359.



INTERVIEW

An Interview with Ato Abiy Debai

Ato Abiy Debai is a staff member of Higher Education Relevance and Quality Agency/HERQA/. Before he joined the agency, he had been engaged in teaching in various higher education institutions. He had also served as an academic dean while he was serving in higher education institutions. He served as an expert in the agency as well. Currently, he is Accreditation Directorate Director at HERQA. Here is the interview;



In the first place, we would like to extend many thanks to you, Dear Ato Abiy, for your willingness to have this session of interview with you and your precious time as well.

QM: How does COVID-19 affect higher education in Ethiopia?

AtoAbiy: Thank you very much for this opportunity of sharing experiences and information as well with the larger community in the academia and beyond. In light of this,I want to thank St. Mary’s University again for giving me this chance to reflect my view on the impact of COVID-19 on Higher Education Institutions. COVID-19 has been affecting the world in many ways: economically, socially, and politically. So Ethiopia is not an exception. As a nation, we have been affected in many ways by this pandemic. Particularly, the education sector is one of the sectors that have been affected tremendously by the pandem-

ic. COVID-19 has affected the sector economically as well as educationally. It disrupted the regular class sessions. Students discontinued their regular classroom education and have become inactive because as a protection mechanism the Ethiopian government prohibited outdoor and indoor gathering of people including classroom instructions. Thus, all higher education institutions, be it public or private, have stopped giving classroom instructions. In this context, it was very difficult to deliver quality education using the conventional modalities or platforms because we don’t have full-grown online classroom instructions. But this doesn’t mean that we haven’t tried other modalities totally. Admittedly, we have tried to narrow the gap by using the available online systems but when we assessed our attempt, the return was not that much satisfactory. The pandemic has seriously affected the overall education. In addition to that, most of HEIs’ economy was deteriorated because most of their income depends on students’ fee. To your surprise, even



the existence of some PHEIs was in question due to this pandemic.

In addition to that, since most PHEIs give their services in rented buildings, they were not able to pay their bill for the rented buildings due to the fact that the number of students was significantly reduced because of the inconsistencies created by the pandemic. Moreover, PHEIs were forced to pay salary for their staff without collecting sufficient income from students

Furthermore, public and private higher education institutions have stopped employing part timers. This affected individual staff of PHEIs and exposed them to hardship because as a convention higher education staffs particularly instructors are used to working as part timers in some other academic or non-academic institutions to make more money so that they can bear up the ever increasing cost of living and to properly support their families. This also has contributed to increase the number of unemployment.

The pandemic has affected the HEIs research activities, and community service activities of HEIs as well because of the pandemic institutions were not able to do research as per their plan. In fact, they were trying to deliver social responsibilities, for instance, they were teaching the community members how to protect themselves from the pandemic COVID-19. They were also providing materials that enabled the community to protect themselves from the pandemic.

QM: Do you think that COVID-19 affects private higher education institutions differently?

Abiy: Yes of course, I have talked about some of them in your first question. COVID-19 has affected PHEIs in a different way and profoundly. Firstly, as I mentioned a bit earlier, the private sector's economy completely depends on the students' fee for its entire expenses. However, due to the pandemic, the income of HEIs was and still is greatly affected by COVID-19. Some of their students stopped paying their fee or some of them were not able to pay their college fee on time. This was a burden for most private higher education institutions because they were not in a position to pay salaries to their instructors and supporting staffs in time and even to manage their domestic function properly. Secondly, according to the public state-

ment of the government, students were forced to pay their college fee without receiving proper education. This by itself exerted economical, mental and social problem on students when they were obliged to pay college fees without receiving proper education. Actually, the Ministry of Science and Higher Education / MoSHE/ had allowed HEIs to use other platforms and social media to continue the interrupted education and to foster students' spirits but most of HEIs particularly the PHEIs were not ready to deliver education via other platforms or online systems except sending learning materials through Telegram and LMS.

In addition to these, most of private higher education institutions run their business in rental houses or buildings. Therefore, because of the pandemic they were unable to pay the rent and they were not on good condition with the owners of buildings.

Furthermore, as I have said before, most PHEIs have additional part time employees but unfortunately, they fired their part timers because of the pandemic and this caused unemployment, which adds up to the already existing social problems. These points were some of the major issues with respect to the impact of COVID-19 on private higher education institutions

QM: In what way does COVID-19 affect higher education stakeholders (instructors, students, parents, governments, and managements)?

Abiy: You know, as I told you before it has affected the instructors' income because research and classroom instructions were not in place due to the pandemic and thus, the instructors were obliged to stop part time jobs. As a result, most of them were not able to live only on their regular salaries. They used to have additional income from other institutes. Actually, it is difficult to put in figure but unemployment in terms of these part time instructors was critical.

In addition to that because of the prohibition of physical gathering, instructors had no opportunities to build their capacities. They had no educational conference or meeting, they were not able to discuss educational issues with other institutions' professionals. These were the major issues related to instructors.

Similarly, COVID-19 has impacted parents. Most of the parents were affected by the deteriorated economy



due to mobility restrictions or other consequences of the pandemic or due to the rise in cost of living. And yet, they were forced to pay their children's college fees. They had also huge responsibilities to control their children's day-to-day activities. Before the advent of the pandemic this was the responsibilities of HEIs but after the pandemic parents have responsibilities to safeguard and promote their children's health, education, and to provide care, direction, guidance and control in a manner appropriate to the children's age.

The pandemic also has affected students as well. You know, it never allowed students to have better quality and relevant education. They had no opportunities to discuss with their instructors. Moreover, graduation of 2012 was not done according to the planned time. The Ministry was obliged to extend the graduation by six months or above. Furthermore, HEIs were trying to provide relevant education via online but students were not in a position to do additional efforts to bridge the gap. They had no access to the network or IT equipment. These were also the things that affected the students.

The pandemic has affected the government critically as well. We were trying as parts of the government to minimize the gap. For example, we were asking the Ministry or regulatory body to subsidize the PHEIs to minimize and to make PHEIs sustainable during the challenging time. The government was financing hotels, tourism and other business areas but its response to HEIs was not that much fruitful. It was a challenge for government to respond our request fully except giving very little support. In addition to that the government requested relevant graduates from the HEIs, but public and private higher institution were not in a position to respond to the request and to some extent government and private institutions had to stay with significant number of vacancies.

In addition to that, the government was obliged to allocate additional budget to curve this pandemic. You know, as part of a government, we were very frequently travelling from Addis Ababa to regions to assess institutions whether they have started education or not and to collect relevant data to make informed decision on the case and this caused the government to expend more money. All these additional tasks have come and loaded the government because of

COVID-19. These are the major issues related to the stakeholders.

QM: How do HEIs ensure the quality of online courses during the pandemic?

Abiy: Even before COVID-19, the quality of education in Ethiopia was in problem. COVID-19 is an additional curse to what already we had with this regard. The pandemic has intensified the existing problems. So I do not agree even with those institutions, which claim that they have been providing quality education through these social media. I don't think they can substitute classroom education properly because as I told you before our experience in online education is very limited. Such infrastructure has been so limited in our nation in general.

However, since the major concern of HEIs and the government was to provide quality education, we, as part of the government, were pushing HEIs to maintain education in whatever available means. That was to start and continue online education. You know, even though we were not good at giving education in online modality, something was better than nothing. Accordingly we were encouraging the institutes to move to online modality rather than completely discontinuing education. Some informed and capable HEIs were trying to implement learning management systems (LMS) which enabled them to provide education through IT platforms even if there was very limited network coverage, but most HEIs were using social media like telegram and other platforms to reach the students and to deliver educational materials and assignments.

QM: What do you think is necessary to overcome the impacts of the pandemic?

Abiy: Information is necessary. HEIs should know how the pandemic is transmitted from person to person and how to prevent the transmission of the pandemic. HEIs have to get informed community, informed staff, informed students, and informed parents. That is the first step they should take seriously. After having the necessary information and knowledge about the pandemic, HEIs can start education. Likewise, it is difficult to start education without having the necessary knowledge and skill about online education. As a nation, we are not ready to use online educa-



tion as I have discussed before, we don't have the proper mechanism. So HEIs should provide capacity building training to their staffs so that they can have the proper mechanisms to provide online education. So, after having the necessary knowledge and skills, HEIs can start classroom education. Furthermore, I think the HEIs ought to have additional classrooms, additional instructors, and additional extra time to prevent the transmission of the pandemic during face-to-face classroom sessions. In this context, instructors can use online education as a supplement of classroom education till they develop full capacity of using online education.

QM: The current pandemic has disrupted education across the country, but has it also presented good opportunities for the improvement of higher education teaching learning activities?

Abiy: Any challenge has its own good opportunities. In light of this, COVID-19 has its own opportunity for the sector, you know it enabled HEIs to assess where they are. HEIs were auditing themselves because of COVID-19. COVID-19 enabled institutions to know themselves. One opportunity it gave HEIs was that it pushed them to find other mechanisms or contingencies, which can substitute classroom education during any possible interventions. For example, the question of capacity building in online modality has been raised during the arrival of the pandemic. As a result, HEIs invested to have the capacity, the skills in terms of using these IT and online modality.

QM: What would you like to see for the future in regard to COVID-19?

Abiy: COVID-19 showed us where HEIs were in terms of research, community service, and instruction. Let me give you an example, I don't mention the names of the universities, but as COVID-19 appeared in Ethiopia, universities were not running research and community service as they were expected to do so. Some, for example, ought to teach the society how to protect themselves from COVID-19. On the contrary, they were observed doing irrelevant tasks, which can be done even with 'idir' or some other social associations. For example, to your surprise, I heard that some universities were providing 'injera' to the needy during the pandemic. On the contrary, in

foreign countries, higher education institutions were striving to get the vaccine and they have invested a lot to protect their citizens from covid-19 by using their capacity. Our HEIs should revisit their mission and ought to learn from others.

COVID-19 gave us valuable opportunities to assess and to know the status of our HEIs. HEIs are established to give instruction, to do research and to serve the community and instructors should act accordingly. HEIs must adjust themselves in line with these points in the future. These are the major activities that higher education should focus on.

HERQA, as part of the government, is trying to work with HEIs. The present context of the pandemic enabled us to assess the HEIs situations and to redirect HEIs to the right way for the future. We will work with HEIs to accomplish their mission. They must have a strategy, which enables them to challenge even a new encounter we don't know what we will face in the future. HEIs must prepare themselves to face challenges in the future. Nobody knew if COVID-19 would appear and affect the world in this way. So our institutions must review themselves and structure themselves in the future. In addition to that, HEIs must have invested to have the proper LMS in the future, which can support their regular teaching-learning process. As you know, according to the information from telecommunication 80% Ethiopian territory will have access to the Internet. So these are excellent opportunities to be considered for the future for bringing quality and relevant education. Actually, you might have heard that HERQA in collaboration with MoSHE have prepared and launched a guideline that supports and allows HEIs to use and start online education. Recently, we have permitted online education for HEIs and they have started delivering full online education that means end-to-end online education.

QM: Thank you for your reflecting your view on this issue.

Abiy: Thank you.



SMU NEWS

A two-day workshop, organized by HERQA, was held at Adama from February 8 to 12, 2021. The objectives of the workshop were to present the external audit report of twenty-seven universities (9 Public and 18 Private universities), and to listen to the presentations of the internal quality assurance practices of five universities. More than 180 representatives from public and private higher education institutes participated in the workshop.



Partial View of the Workshop Participants

Nevertheless, due to COVID-19, the participants were divided into two groups. Accordingly, the first group met on the 8th and 9th of February and the second assembled on the 11th and 12th of February 2021.



The workshop was opened by Dr. Dinkuana, Director of the Quality Audit and Enhancement Directorate. The Director, in his opening speech, underlined that participants are expected to learn about the external

quality audit of HERQA and the experiences of the five selected universities internal quality assurance-experiences.

In the morning session of the first day, W/t Tigist, an expert from HERQA, discussed about the status of quality assurance in higher education in general and the quality assurance experience of Ethiopia in particular. W/t Tigist, in her presentation, mainly discussed the achievements, challenges, and opportunities of HERQA in its a decade and half journey of assuring quality in Ethiopian education institutes.



In the afternoon session Ato Tafere, from HERQA, presented the summary of external audit results of 27 universities (9 public and 18 private institutions audited from 2014 to 2018).

From his presentation, it was learnt that only 50% of public and private institutes achieved the minimum requirement only one out of ten focus areas of HERQA. Regarding the remaining nine focus areas the result was below 50%. The overall performance of the universities showed that only 35% of the institutes or about nine institutes have met the minimum standard which is lower than the institutes evaluated before 2014.

Following the presentations, different comments and questions were raised by the participants. Among the questions and comments that took the attention of participants was the decline of the external quali-



ty audit result of twenty-seven universities compared to the previously audited universities. In addition to this, the audiences were taken aback by the similarity in the level of quality assurance between public and private institutions.



Ato Shegaw G/M presenting SMU's experience

The purpose of the second day workshop was to provide the internal quality audit report of Debre Markos University, St. Mary's University, Mekelle University, University of Gonder, and Addis Ababa Science

and Technology University. At the very beginning, Debre Markos University and St. Mary's University took the floor and presented their experience to the participants.

St. Mary's experience, presented by Ato Shegaw G/Medihn, grabbed the attention of HERQA's people because St. Mary's University was the first university to be externally audited in Ethiopia and to establish quality assurance center before the establishment of HERQA.

In the afternoon session, the remaining three universities shared their experiences. In both sessions the discussions were very lively and many of the participants raised different questions and had heated discussion on the issues. In spite of time constraints, nearly all of the participants had an informal discussion about St. Mary's experience during the coffee break time.

At the closing of the workshop, Dr, Dinkuana, asserted that both public and private institutions, together with HERQA, should work to assure quality of education. He finally appreciated JHPIEGO for financing the workshop.

An Invitation to Submit Letters to the Editor

QM is pleased to announce the introduction of a section that will feature letters to the editor. Those who wish to comment on an article published or anything in the news letter will now have an opportunity to do so. We would welcome your input! Please send your news, and comments even an article related to quality education to share in upcoming newsletters:

To submit a letter to the editor, please email ceiqa@smuc.edu.et



EDUCATION JOKES

- A man was fresh out of accounting school and went to an interview for a good paying job. The company boss asked various questions about him and his education, but then asked him: “What is three times seven?”
“Twenty-two,” the man replied.
After he left, he double-checked it on his calculator and realised he wouldn’t get the job. About two weeks later, he got a letter that said he was hired for the job! He was not one to look a gift horse in the mouth, but was still very curious. The next day, the man went in and asked why he got the job, even though he got such a simple question wrong.
The boss shrugged and said: “Well, you were the closest.”
- A rabbit says to a fox, “I’m writing a dissertation on how rabbits eat foxes” “Come on, you know that’s impossible! No one will publish such rubbish.” says the fox
“Well, follow me and I’ll show you.” They both go into the rabbit’s dwelling and after a while, the rabbit emerges with a satisfied expression on his face.
Then comes a wolf. “Hello, what are we doing these days?”
“I’m writing the second chapter of my thesis, on how rabbits devour wolves.”
“Are you crazy? Where is your academic honesty?”
“Come with me and I’ll show you.” As before, the rabbit comes out with a satisfied look on his face and a diploma in his paw.

Finally, the camera pans into the rabbit’s cave and we see a mean-looking, huge lion, sitting, picking his teeth and belching, next to some furry, bloody remnants of the wolf and the fox.

The moral: It’s not the contents of your thesis that are important -- it’s your PhD advisor that really counts.



Virtual Links on Quality Assurance

Arab Network for Quality Assurance in Higher Education (ANQAHE) www.anqahe.org

Asian Pacific Quality Network (<http://www.apqn.org>)

ASEAN Quality Assurance Network (AQAN) www.mqa.gov.my/oqan/

Association of African University (www.aau.org)

Association of Quality Assurance Agencies of the Islamic World (AQAAIW)

www.mqa.gov.my/aqaalw/index01.cfm

Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) www.canqate.org Central

and Eastern Europe Network of Quality Assurance in Higher Education (CEENQA)

www.ceenetwork.hu

Central Asian Network for Quality Assurance and Accreditation (CANQA) www.canqa.net

Center for International Research on Higher Education (<http://bc.org/avp/soe/cihe>)

Ethiopian Ministry of Education (<http://www.moe.gov.et>)

Eurasian Quality Assurance Network (EAQAN) www.eaqan.org

European Association for Quality Assurance in Higher Education (<http://www.enqa.eu>)

European Quality Assurance Network for Informatics Education (EQANIE) www.eqanie.eu

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

Institute of International Education (www.iie.org)

International center of Excellence in Tourism and Hospitality Education (THE-ICE) www.the-ice.org International

Council for Open and Distance Learning (www.icde.org)

International Institute for Capacity Building in Africa (<http://www.eric.ed.gov>)

International Network for Higher Education in Africa (NHEA) (<http://www.be.edu>)

International Network for Quality Assurance Agency in Higher Education (INQAAHE)

<http://www.inqaahe.org>

Program for Research on Private Higher Education (PROPHE) (www.allbany.edu/eaps/prophe)

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

Quality Assurance Agency for Higher Education (UK) (<http://www.qaa.ac.uk>) Talloires network (www.talloires-network.tufts.edu)



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