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Teaching Staff Profile in Ethiopian Public Universities:
Expansion Challenges and Quality Assurance*

Yohannes Woldetensae **

Introduction

Higher education in Ethiopia is in a process of rapid expansion as a result of the Government's ambition and commitment to enhance access to higher learning throughout the country. The university system has been expanded by upgrading former colleges and by opening new ones. Currently the number of universities has grown to 21, with 12 new ones in the pipeline. The expansion is aimed at ensuring equitable distribution of public universities among the different regions of the county. As a result of the expansion in higher education, the total student enrolment, in both public and private higher education institutions, has increased from 45,554 in 1997/98 to 191,165 in 2004/05. This is an increase of more than four times in just seven years.

Such expansion demands, in addition to the provision of learning facilities, the availability of qualified academic staff in adequate number to cope with the increasing enrollment of students. Recognizing the important role of staff in higher education, UNESCO says:

> *Advances in higher education, scholarship and research depend largely on infrastructure and resources, both human and material, and on the qualifications and expertise of higher-education teaching personnel as well as on their human, pedagogical and technical qualities, underpinned by academic freedom, professional responsibility, collegiality and institutional autonomy.* (UNESCO 1997)

As the qualifications of teaching staff are central to ensure the quality of student learning in higher education institutions, it is necessary to assess the human resources in universities. The objective of this study is to examine the profile of the teaching staff in Ethiopian public universities, determine its adequacy for ensuring quality in higher education, and to suggest strategies for addressing the gaps in the expanding system.

This study uses data from different sources. A brief literature review is made to provide the conceptual framework for analyzing massification and expansion in higher education. The teaching staff profile in public universities is analyzed using statistical data from the Ministry of Education and other information from institutional documents. Information gathered from the discussions of different stakeholders during several national conferences and quality assurance workshops is also used to support the analysis. Informal discussions with some university managers and senior teaching staff also provided additional input to the study.

Conceptual Framework

Historically higher education was a domain reserved only for a very small portion of a population. In the last fifty years, it has become available to a much broader population. Scott (1995) used the term *massification* to describe the development of mass higher education during the latter part of the twentieth century. A good example of massification is the higher education system in the United Kingdom (UK). According to Ashcroft (2004), only 4% of young people of school-leaving age in the UK went to the University in 1962. By the early 1980's the number of young people who entered higher education rose to around 20% of the age range. In 2003/4, 44% of young people in England went to higher education. The UK Government has plans for 50% of young people to go into higher education by 2010. The National Commission on Higher Education (NCHE) argued that the South African

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** Senior Expert, Higher Education Relevance and Quality Agency (HERQA).

higher education system could be regarded as a massified one when its gross participation rate reached 30%. The gross participation rate was only 15% in 1995 (Bunting 2006).

Although the word *massification* implies that a considerable portion of the school-leaving age population joins higher education institutions, it is also used to express the expansion of higher education even with lower gross enrollment rate. "Massification" and "Expansion" are often used interchangeably in the literature. Because the gross enrollment rate in Ethiopian higher education is less than 3%, it is more appropriate to use *expansion* rather than *massification* in the Ethiopian situation.

Expansion Challenges and Implications for Quality

Massification has led to the development of the argument that 'more means worse'. Proponents of this argument claim that massification leads to poorer quality provision. However, many academics do not subscribe to this, arguing that 'more means different' rather than 'more means worse' (Lomas 2001).

In principle, there is a general agreement on the need for expanding the higher education system in order to increase equitable access. The concern is on how to maintain the proper balance between quantitative expansion and quality of the education provided. As higher education expands more rapidly, there is a necessity to assure the quality of education provision.

The UNESCO (2003) report underlines that although enrollments have grown significantly in Sub-Saharan Africa, several challenges related mainly to resource constraints and a consequent decline in the quality of education and research still remain. Expansion of the higher education system without maintaining and improving quality will be counter-productive and, in the long run, destabilizing (World Bank 2003). There is a rising concern regarding the quality of Ethiopian higher education. According to Zenawi (2006), Ethiopian higher education is experiencing problems expressed in the form of shortage of experienced academic staff, weak research output, and declining educational quality. He noted that it is in the midst of these shortcomings that the higher education system in the country is rapidly expanding both in the number of universities and student intake. The rapid increase in enrollment may lead to educating less well-prepared students with less qualified teachers.

According to Daniel (2005), there is a widely shared concern that the higher education expansion in the country appears primarily quantitative and there is a serious question concerning the quality. He also notes that rapid growth could overcome existing infrastructures and negatively affect the quality of learning outcomes. According to his study, the speed and the magnitude of the expansion appears to exceed the capacity of the existing higher education institutions with growing student enrollment, which is not proportional to the staff development.

Similarly, Mulu (2005) points out that the increase in student enrollment results in large class size, high student-teacher ratio and more workload of academic staff that could have a negative impact on the quality of student learning. According to his study, at the undergraduate level, there are instances when students graduated without writing and presenting senior essays. Similarly at the graduate level, students are not required to produce term papers and individual projects because of the large class size.

The World Bank (2003) notes three factors that suggest the educational quality of the country may presently be at risk. First, it is always difficult for any nation to maintain quality standards in the midst of rapid enrollment expansion, and the Ethiopian higher education system is currently in the midst of a rapid expansion. Second, the current level of spending per student on academic expenses is quite low from both a regional and an international perspective. Third, the proportion of academic staff with PhD degrees has been declining, and will probably decline further as rapid enrollment expansion proceeds.

The present higher education system is short of qualified staff (Ashcroft 2005). The lack of a sufficient number of qualified instructors is identified as a persistent problem and challenge in the implementation of the second Education Sector Development Program (ESDP III 2005). The reasons mentioned for these problems include poor salary and incentive mechanisms. This causes the academic staff to teach with a load inappropriate to university teaching and research. As indicated by UNESCO (1997), the workload of higher-education teaching personnel should be fair and should permit such personnel to carry out effectively their duties and responsibilities to their students as well as their obligations in regard to scholarship and/or research.

Teaching Staff Profile in Ethiopian Public Universities

The teaching staff profile assessed in this study considers only nine major public universities. Currently, there is no private university in Ethiopia.

According to the Ministry of Education (2007), there were 3343 Ethiopian full-time teaching staff in the public universities. Among these university teachers, only 409 or 12.2% had a PhD degree, 1400 of the instructors (41.9%) had a Master's Degree, and 1092 instructors (32.7%) had a Bachelor's Degree . The remaining 442 (or 13.2%) had diploma or other certificates. Since the latest statistical abstract of the Ministry of Education issued in February 2007 contains older data that describe the actual status in 2004/05 academic year, the staff profile in the nine public universities (Table 1) is supplemented by updated data compiled from universities' documents.

Table 1. Profile of Ethiopian teaching staff in universities, by academic level

University	*PhD*	*Masters*	*Bachelors and Others*	*Total*
Addis Ababa	393 (27.5%)	675 (47.3%)	359	1427
Haramaya	45* (20.0%)	69* (30.7%)	111*	225*
Hawassa	60 (12.6%)	195 (40.9%)	222	477
Bahir Dar	19 (2.3%)	236 (29.1%)	557	812
Mekelle	17* (4.8%)	106* (30.0%)	230*	353*
Jimma	9* (2.4%)	165* (43.9%)	202*	376*
Gonder	5* (3.5%)	70* (49.3%)	67*	142*
Arba Minch	7 (3.4%)	79 (38.0%)	122	208
Adama	0* (0%)	62* (32.1%)	131*	193*

SOURCES: Various documents and publications from universities.
*Education Statistics Annual Abstract (2007), MOE.

From Table 1, it can be seen that the proportion of academic staff by qualification level varies among the universities. The highest percentage (27.5%) of staff with PhDs was found in Addis Ababa University. Haramaya and Hawassa universities were in the second and third positions with 20.0% and 12.6% respectively. But in the other six public universities, the proportion of PhD holders was below 5% and this is a very low percentage. Data obtained from informal communications and the review of the most recent self-evaluation documents of many universities confirms the very low proportion of PhD holders.

Despite the increase in the number of teaching staff, a decline in the percentage of PhD holders is observed in some universities. For example in Bahir Dar university, the number of teaching staff increased from 408 in 2004/05 to 812 in 2006/07, but the percentage of PhD holders declined from 4.2% to 2.3%. Adama University did not even have a single PhD holder in 2004/05 academic year, but it has a few currently.

This shows that there is a critical shortage of highly qualified academic staff to handle teaching and research activities effectively in the Ethiopian university system. The proportion of teaching staff with Masters Degree also varies between the universities. The highest percentage of Masters degree (including MD and DVM) holders was observed in Gonder University (49.3%) whereas the lowest percentage (29.1%) of staff with Masters Degree was found in Bahir Dar University.

Student-Staff Ratio in Ethiopian Public Universities

For this study, the student-staff ratio is calculated by dividing the total number of regular or full-time students (including post-graduate students) by the total number of full-time teaching staff (both Ethiopians and expatriates). Table 2 shows the student-staff ratio in the nine public universities calculated based on recent data.

The average staff-student ratio for the nine universities is 1:19.3. There is a big variation among the universities regarding staff-student ratio. Gonder University had the largest ratio with 1:28.3 whereas Bahir Dar University had the least staff-student ratio, 1:14.6. An in-depth analysis and broader study is required to identify the reasons for the variation of student-staff ratio in the universities.

Adequacy of Teaching Staff in Ethiopian Public Universities

To address this issue, two quantitative parameters, staff-student ratio and proportion of teaching staff with PhD and Masters degree, are used. It is clear that the quality of academic staff profile cannot be measured only by quantitative parameters. Other qualitative parameters such as pedagogical competence,

Table 2. Student-staff ratio in the nine public universities

University	*Regular or Full-Time Students Enrollment*	*Full-Time Teaching Staff*	*Student-Staff Ratio*
Addis Ababa	26,581	1,578	16.8
Haramaya	11,402	416	27.4
Mekelle	9,511*	395*	24.1
Hawassa	8,457	521	16.2
Bahir Dar	12,577	863	14.6
Jimma	9,319*	444*	21.0
Gonder	9,192	325	28.3
Arba Minch	6,673	262	25.5
Adama	5,872	354	16.6
TOTAL	***99,584***	***5158***	***19.3***

SOURCE: Various documents and publications from universities.
*Education statistics Annual Abstract (2007), MOE.

effective student support, and capacity to undertake relevant research should also be considered for comprehensive analysis. The study has its limitation in this respect.

To assess the adequacy of the teaching staff number in Ethiopian public universities, the average staff-student ratio of 1:20 is considered as an appropriate standard in this study. The bases for this standard are the international practice and recommendations of studies on the Ethiopian context. The average ratio of students to teaching staff in tertiary educational institutions of developed countries for 2003 was 14.9; in France (17.6), Germany (12.5), Japan (11.0), UK (18.2), and USA (15.2) (OECD 2005). According to the World Bank (2003), the staff-student ratio of some African universities was: University of Ghana 1:20, Makerere University 1:20, University of Khartoum 1:21, and Cairo University 1:28.

The World Bank recommends a target ratio of 1:18 for the overall system of Ethiopian higher education as an appropriate goal for the near future. Saint (2004) used a staff-student ratio of 1:20 in his study. Accordingly, the average staff-student ratio of 1:20 is considered an appropriate standard in this study, too, to assess the adequacy of the teaching staff number in Ethiopian public universities. However, it should be noted that the staff-student ratio varies among academic fields such as social sciences, engineering, education, and medicine. A more rigorous analysis is necessary to explore the problem in depth.

As shown in Table 2, the overall average staff-student ratio of the nine public universities is 1:19.3. This implies that, in general, the number of teaching staff in the university system can be considered as adequate. However, there are some universities such as Gonder, Haramaya and Arba Minch that generally have a staff-student ratio higher than 1:25.

To estimate the required teaching staff profile in public universities with appropriate academic level for quality education provision, the standard set by the Ministry of Education, which is 30% PhD and 50% Masters is used in this study. This standard was also used in the studies of the World Bank (2003) and Saint (2004).

As shown in Table 1, the qualification of the teaching staff in public universities with respect to the academic level is too low to satisfy the standard set by the Ministry of Education. It is rather in a very low level to satisfy the 30% PhD and 50% Masters standard. Six out of the nine public universities had below 5% PhD holders. To satisfy the standard set by the Ministry of Education, Bahir Dar University alone should have 244 PhD holders and 406 Masters Degree holders, meaning it would need additional 225 PhD holders and 170 academic staff with Masters Degree.

It can be observed that most of the public universities have a big shortage of senior academic staff with PhDs. There is also a considerable shortage of teaching staff with Masters Degree. In this regard, Addis Ababa University is in a relatively better situation as it has 27.5% PhD and 47.3 % Masters degree holding academic staff. The problem of insufficient qualification of the teaching staff in public universities is very serious as it is difficult to produce in a short time a sufficient number of academic staff with the appropriate levels for the expanding Ethiopian university system.

The expansion of graduate programs in the public universities is one strategy of the Ministry of Education to increase the supply of teaching staff in Ethiopian higher education institutions. The total number of students enrolled in postgraduate programs increased from 1347 in 2001/02 to 6385 in 2005/06 (MOE 2007).

According to the World Bank (2003), the production of sufficient number of academic staff qualified at the required levels within a short time may be the single most difficult challenge currently faced by the higher education expansion and reform program. This difficulty arises from three factors: graduate training is expensive and time-consuming; the pool of potential candidates is not large and cannot be quickly expanded; and graduate degrees hold high currency in the global labor market, thus making the risk of brain drain an ever-present possibility. The limited training capacity of the public universities is another major constraint to produce a much larger number of successful Masters and PhD holders. The anticipated plan of the Education Sector Development Program III, (ESDP III, 2005) to achieve the postgraduate enrollment target of 16,000 by the academic year 2010/11 seems too ambitious.

The shortage of qualified academic staff will constrain both quality improvement efforts and plans for further expansion. This would prevent an acceptable quality being achieved in higher education (World Bank 2003). It is therefore useful to identify strategies that could help to ensure appropriate staff profile in Ethiopian higher education.

Possible Strategies for Developing Appropriate Staff Profile for assuring Quality

The study has identified the following three strategies to address the issue of appropriate staff profile for providing quality higher education in Ethiopian public universities.

Developing Pedagogical Training and Focusing on Quality

For the quality of teaching and learning to improve, academic staff should actively upgrade their knowledge and skills not only in their respective discipline but also in their teaching ability. Therefore, the traditional approaches of teaching need to be changed in order to enhance the quality of student learning. However, a shift from traditional approach to a student-centred teaching approach is not a simple change. The shift from the traditional approach has significant implications for all aspects of curriculum design, instructional delivery, and assessment methods. It is a challenging process demanding changes in curriculum content, instruction, and assessment.

The Academic Development Resource Centers (ADRCs) established in the public universities may help academic staff to develop pedagogical skills. The National Pedagogic Resource Center has a key role in coordinating such activities (Yohannes 2005). Public universities should be committed to the continuous improvement of quality by initiating staff development programs to support academic staff in their teaching role.

Staff development activities should pay particular attention to the development of newly appointed junior staff. Quality in higher education can neither be maintained nor be improved unless the teaching/learning process is the main focus.

Balancing Enrollment with Available Staff and Learning Resources

The Ministry of Education makes enrollment decisions without considering the existing intake capacities of the respective departments or faculties in the public universities. The enrolment decisions are generally top-down, with very limited consultation of the higher learning institutions (Mulu 2005). The Ministry of Education and the public universities should agree on the number of students to be assigned to each university based on mutually agreed minimum input standards for ensuring the provision of quality higher education. It is essential that each university prepares an annual student enrollment plan based on the learning resources available and the teaching staff profile in its faculties and departments.

It might be necessary to revise the enrollment target plans of the Education Sector Development Program III (ESDP III) to adjust the expansion in accordance with the available physical facilities, learning resources and qualified teaching staff. *This is not an easy choice.* Although higher education policies are initiated mainly by the government, crucial issues raised by the academic community can also be used as a basis for policy revision. The political leadership and the government need to give room for discussion and negotiation with concerned stakeholders in the higher education sector.

Reducing Brain Drain and Mobilizing the Diaspora

Brain drain has been an endemic problem within Ethiopia's higher education community for nearly two decades (Saint 2004). Dissatisfaction with salaries is a key factor undermining the commitment of academics to their institutions and careers and, consequently, their decision or intent to leave (Tettey 2006). Addis Ababa University's strategic plan (AAU 2006) has identified non-competitive salary and lack of incentive system as a major constraint to retain its academic staff.

Universities should use their institutional autonomy and negotiate with the government to propose appropriate teaching staff

salary and incentive packages. Public universities need to promote their outreach activities for generating income that could be used to subsidize some expenses as staff incentive. They may offer various allowances that supplement the academic staff basic salaries from income generated through students enrolled in fee-paying programs.

Ethiopian public universities should take the initiative in addressing some of the brain drain problems that are within their ability to solve. One possible way to tackle the shortage of teaching staff is to engage professionals from the industry on part-time basis or joint job placement. The creation of efficient networking and collaboration between industry and the university is essential to optimally use the human resources in both sectors for mutual benefit.

It should also be recognized that the Ethiopian Diaspora represents a potential resource of significant magnitude for Ethiopian universities (World Bank 2003). The academic community in the Diaspora has a rich variety of skills, expertise and resources. Efforts should be made to attract such sectors of the Diaspora and to facilitate their contribution towards the development of Ethiopian higher education by reducing the shortage of qualified teaching staff.

Universities should establish strong external relations to attract the Diaspora in their institutions. They need to develop websites with detailed information indicating their educational programs and staff requirements. The Ministry of Foreign Affairs and other concerned governmental bodies could work together with universities to develop database that is relevant to establish networks with the Ethiopian Diaspora.

The government and universities may facilitate the conditions that allow good working environment for the Diaspora by providing furnished guesthouses for seasonal accommodation, office facilities, local transport services, and modest allowance. They may also arrange flexible schedule by designing certain intensive courses for a few weeks or several months that fits the timetable of experts from the Diaspora, considering individual vacation or sabbatical leave. The government should be committed to retain and re-attract skilled personnel and take the initiative to mobilize the Ethiopian Diaspora by recognizing its important role in the development agenda of the country.

Recommendations

The analysis of data and review of literature in this study shows that the academic staff profile of Ethiopian public universities is inadequate, particularly with respect to the size of higher academic qualification for university teaching and research activities. Although the number of academic staff may not be the most immediate constraint for enrollment expansion, the shortage of senior academic staff is a major constraint on the expansion endeavor of Ethiopian higher education. The shortage will constrain both quality improvement efforts and enrollment target plans of the Education Sector Development Program III.

The study proposes the following six recommendations that could be helpful to ensure appropriate staff profile for quality higher education in Ethiopian public universities.

1. Analyze the profile of the existing academic staff in each public university with respect to the 30% PhD and 50% Master's degree standard and an average staff -student ratio of 1:20 to evaluate the existing human resource capacity;

2. Determine the number of students to be assigned to each public university based on mutually agreed minimum input standards for ensuring the provision of quality higher education;

3. Revise the anticipated target plans of ESDP III in order to maintain proper balance between enrollment expansion and available learning resources and number of qualified academic staff to assure quality of the education provided;

4. Expand staff development programs in all public universities to upgrade the pedagogical skills of the teaching staff**;**

5. Establish internal quality assurance system and develop mechanisms for self-evaluation in academic quality at department and faculty levels; and

6. Reduce brain drain by initiating incentive packages and mobilizing the Ethiopian Diaspora to tackle the shortage of qualified teaching staff in the public universities.

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The Threats of Massification to Educators:
The Case of Haramaya University*

Kedir Assefa Tessema**

Abstract

This article reports the study made on the massification trends in the Ethiopian universities in general and the consequences of the massification for the educators in particular. There has been a rapid increase of students enrolling in universities in the past ten years. The increase during this period is far greater than the increase made during the forty years from 1950 to 1990, when the maximum enrollment had never exceeded 15,000. Besides, the country is witnessing a proliferation of public and private higher education institutions. Apart from the numerical changes, the introduction of cost sharing, funding policies, and diversification of fields of studies are among the major trends in the system. The shifting landscape of the system has brought about both positive and negative consequences for the indigenous educators in the system. One of the positive consequences is the relative growth in faculty positions and further education opportunities for the educators. On the other hand, the massification has had far reaching down-side consequences for the educators at Haramaya University. Three disempowering processes are identified. One of the consequences is intensification, and its manifestation includes over-engagement of the staff and routinization of intellectual activities. Secondly, peripheralization of the educators, of which silencing, side-stepping and under-crediting dominate, is occurring quite noticeably. Thirdly, a disempowering process, which also features in the two processes mentioned, is the pervasiveness of de-professionalization of the teaching engagements.

Key words:

Massification, higher education, Ethiopia, educators, intensification, peripheralization, de-professionalization

Introduction

Higher education worldwide has transformed significantly since 1980. The transformation has been evident with changes such as rapid growth in enrollments, emergence of massive universities, dramatic opening up of the sector to private holders, passing over cost burden to students and parents, internationalization, institutional mergers, and splits.

These trends are common both in the developed and underdeveloped countries. For instance, the most noticeable change has remained to be in the size and composition of enrollments. In industrialized countries, enrolment has grown so fast and dramatically that some countries have been able to give access to over 50% of the cohort ages. Similarly, university enrolments in African countries increased considerably during the 1970s and 1980s (Saint 1992). As in the industrialized world, the increase in student enrolments has brought about the expansion of existing institutions, as well as the establishment of a variety of new ones – both public and private, and including vocational and professional institutions (TFHES 2000).

Moreover, the transformations have brought about a new composition of students. The new and diversified student population brought with them new demands in terms of curriculum and educational programmes and effectively challenged "the nature and purpose of higher education for a small elite" (Altbach 1982, 7). In addition, the ever surging enrolment in students has posed huge challenges to the traditional form of face-to-face contact of the elite university systems (Bennich-Björkman 1997). The challenges to universities in terms of curriculum, resource utilization and governance are also tremendous (Altbach 1982).

Quite recently, Ethiopia has also become part of the world where higher education is in a state of transition in many ways. The significant expansion seems to have been occurring following the opening up of the sector to private investors and an aggressive expansion intervention by the state. Undeniably, the higher education transitions we are witnessing currently in the public higher education system are tremendous and fast. The impact has been felt by the public, the state, and people who are in the system.

In this article, I seek to examine the major trends in the Ethiopian universities as a general contextualization of my study. Then for a more focused analysis and interpretation of the trends and what they mean for the educators, I deal with the experiences of some educators at Haramaya University, one of the major universities sharing several common internal dynamics and processes with other public universities in Ethiopia.

Methodology

I have used three sources of data, the first of which was documents.

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** Assistant Professor at Haramaya University.

such as brochures, memos, minutes, schedules, calendars and routine request forms. The figures and facts obtained from the documents were used to analyze the trends and directions in Haramaya University. The second source was insider observation that focused on capturing the major activities outside the classroom which the educators accomplish to fulfill their teaching assignments.

Thirdly, I conducted in-depth interviews which might be characterized as narrative/ story interviews. The participants of the interviews were five long-serving educators who currently hold full-time position in different faculties. The sampling procedure was purposive. The steps to identify the respondents were the following: I began by scanning through documents of staff profiles, which helped me to identify thirty five individuals who had teaching experience long enough to narrate their experiences of recent higher education changes. However, the number of individuals who sufficiently expressed their commitment to involve in self-revealing interviews was only seven. Later on, two of them could not participate because of tight work schedule. Fortunately, the sample, the small size of respondents, who had over 15 years of university experience, helped me to generate detailed and rich verbatim data. I summarized the interview notes which I later on coded along the three coding themes (intensification, peripheralization, and de-professionalization) I was able to identify from the literature and my own prior studies. Three of the five interviewees were interviewed in depth on certain aspects that emerged from the original interviews for richer and confirmatory analysis. I used axial coding to further deepen the coding categories that emerged during open coding which took place immediately after the first stage of interviews with all the five respondents.

Data gathering, analysis and interpretations took place concurrently with the help of memoing technique. The memoing technique was useful to keep a record of emergent understandings and data triangulations. The core findings of the study are organized in this article along the coding categories and sub-categories. The substantive findings are supported with exemplar excerpts from narrative interviews, tabulated figures and indicators. The interview excerpts included in this article were selected mainly because each of them reflects the experiences that the respondents shared. They were the ones that were agreed upon by three researchers whom I asked to read the coded data summaries.

Conceptual Framework

I would now turn to clarifying terms such as *massification, intensification, de-professionalization,* and *peripheralization* which have under girded the presentation, interpretation and discussion of my data. Although massification is associated with the opening up of the system to the masses, rather than only to the elite (see Trow 1970, 2005; Brennan 2004; Bryson 2004), I would broadly use the term in reference to:1) higher education becoming a massive system that doubles or triples enrollments by focusing on quantitative gains (Scott 1995); 2) the function of higher education focusing on training students for work rather than life; 3) a higher education system packaging curriculum and instruction in multiple modalities to enable adult students to get training on the job (Blackmore 2001; Scott 1996); 4) a higher education system that transfers the burden of cost from the state to students and parents through schemes such as cost sharing (Blackmore 2001; Bryson 2004); and 5) a higher education system that offers a diverse field of studies and degrees to cater for the demands of the market (Hirtt 2004). Massification is conceptualized to examine transitional trends.

As far as the downside consequences of massification are concerned, *intensificatioin* **(**Apple & Junck 1986, 1996; Hargreaves 1992, 1994), *peripheralization* (Kedir 2007) and *de-professionalization* (Scott, Stone, & Dinham 2001) would be central to this study. *Intensification* refers to a work condition where more of teacher's time is devoted to the task of teaching and the scope of administrative duties extending, and where time is decreasingly available for collegial relations, relaxation and private life. Characteristics of intensification (see Apple & Junck1986, 1996; Hargreaves 1992, 1994) that compound these difficulties in teachers' work include the following: 1) less 'down time' during the working day, resulting in less time to keep up with developments in subject areas and less time to reflect on and refine teaching skills; 2) a chronic and persistent sense of work overload: 'more and more has to be done; less and less time is available to do it' (Apple & Jungck 1996, 25). This overload reduces teachers' 'areas of personal discretion, inhibits involvement in and control over longer-term planning, and fosters dependency on externally produced materials and expertise' (Hargreaves 1992, 88); 3) with negative effects on the quality of results; ' as corners are being cut to save time' (Hargreaves 1992, 88) only that which is essential and immediately accomplishable is done and isolation from colleagues increase as there is no time for feedback, collaboration or sharing of ideas; and 4) diversification of expertise makes teachers become more dependent on external specialists, creating doubts about one's own

competence. The growing economic and management oriented perspective on education, linked to increased external control, leads to intensification of teachers' work and detracts from the ability of teachers to work creatively and/or to direct higher education institutions' own professional learning, thus further impacting on the very nature of teaching itself.

A second, but equally useful, concept is de-professionalization, which refers to the process of subjecting educators to disconnections --- practices that make them lose their professional knowledge, skills and attitudes. According to Scott, Stone, & Dinham (2001, NP), erosion of professionalism occurs at least in two ways: 1) through the "lowering of the status of and respect for profession"; and 2) "erosion of the scope for exercising professional judgment, independence, competence and of the time to do real teaching'". In such a process, "the act of teaching or inquiring is no longer conceived of as holistic but rather as a sequence of separated tasks and assignments."

Peripheralization is another major academic work process.. This concept refers to the gradual pushing away of the actual practitioners from the decision-making process to a role of implementers (Kedir 2007). I use this concept by developing on Altbach's (2002) conceptualization which refers to the academics or educators who work in Third World countries and who are on the periphery of their counterparts in the West..

Discussion of Findings

The findings to be discussed here focus on two major sub-topics: massification trends and emergent processes and consequences to the educators.

Some trends of massification in Ethiopia

From the 1950s up until 1991, the number of universities in Ethiopia was only three: Haile Sellassie I University (later Addis Ababa University), Haramaya University and Asmara University. According to Habtamu (2003), when Haile Sellassie I University was opened, it had less than 1,000 students and less than 50 teachers. Twenty years later, the general tertiary enrolment in Ethiopia was about 4,500 (Saint 2004). Forty years later, in 1991/92, the number of students in higher education system was 14,994 (Tekeste 1996). Fifty-five years later, the figure surged to almost 200,000 (MoE 2007). Massification gained momentum in Ethiopia only in the late 1990s.

From official data on the expansion of higher education (MOE, 2000, 2003 -2007), it is understandable that Ethiopia is entering the phase of massification. With regard to numerical indicators, two patterns of a surge in enrolment figures, which I refer to as *numerical turn point*, are recognizable from the data. One was the 1999/00 *numerical turn point*, from a 5000 yearly increase to a 20,000 yearly increase. The second was the 2002/03 academic year, during which a *numerical turn point* of about 47,000 students was achieved (see Teshome 2003, MoE 2000, 2003). In addition, the increase in the number of universities and enrollments signals the quantitative dimension of massification. The number of fully functioning public universities is about ten, and it has just been claimed by the Ministry of Education that the number has reached twenty-two. According to Teshome (2003), the private sector's share of enrollment has reached 24 %.

As far as the nature of fields of study that are spreading increasingly are concerned, there is a huge proliferation of market-oriented courses such as accounting, business, economics, and management. For instance, the share of such courses in 1993 was only 25 % of the total enrolments, and its present share has reached 43 % (Saint 2004).

There is an acute shortage of local educators in each university. Such a gap has been filled by expatriate staff from countries such as India, the Philippines and Nigeria. There is an increasing *expatriatization* of the sector. The expatriate staff earns four times what the local staff earns and is one area of resentment for Ethiopian staff. The composition of the staff is also becoming largely young and inexperienced and under- qualified. For example, in 1998, the proportion of PhD holders was 28% of the total staff, but it was only 9 % in 2004 (Saint 2004).

As enrollment and the number of universities keep increasing, there is also a growth in faculty positions and further education opportunities. Indicators such as the frequent vacancies for faculty teaching positions and the high number of fillable posts might be suggestive of the increase in employment opportunities for the academic staff. However, there are far more undergraduate degree holders than the faculties would have liked to have (See MoE 2005, 2006, 2007 for the staff composition in each institution).

Intensification, peripheralization and de-professionalization

Parallel to the massification, the processes that disempower the educators have increased both quantitatively and qualitatively. One such manifestation is through *intensification, which is very evident* at Haramaya University. The standard teaching workload in Ethiopian public universities is 12 credit hours per week. Academic staff are also expected to devote 25% of their working time to research. The most significant feature of the intensification is *over-*

engagement. Over-engagement has to do with the volume, depth and breadth of tasks that educators are made to accomplish. Nevertheless, the following case illustrates over-engagement:

> *Previously, I used to offer courses to a small size of students, say 35 students. I was teaching a single class in 2000 and 2001 academic years. Gradually, the size of each class increased to 50 and 70 and then even 100 students. The number of sections to be taught again grew to almost 5 or more. Weekly class load has reached over 15 credit hours. Such responsibilities are increasingly becoming worse…because teaching is not confined to classroom activities. Course outlines must be duplicated…handouts must be prepared…exams must be set and printed and marked. Last semester I had to mark over 500 exam papers. Each paper had 10 pages. I had to add up all the marks and enter the grades. Besides, I am a member of three task forces. Apart from offering courses, I advise over nineteen undergraduate and postgraduate students who are writing their senior essays and theses…. Also there are other requirements like a four-hour weekly teaching methodology course for a year… which is called Higher Diploma Program. Really… I can enumerate more such burdens …* (**Respondent XY)**

As indicated in Table 1, the average weekly class load reached 13.5 during 2005/06 academic year. The average number of courses to be handled at a time by an instructor reached 4.49. The average class size was as big as 70 students in one classroom. In other words, the number of students an instructor teaches in one semester is about 314 (see Table 1 for the details). The following narrative by a respondent indi-

Table 1. Student enrollment, staff number, class size, workload and physical facilities of the educators at Haramaya University

Academic Year	*Total student enrollment*	*Total educators*	*Number of courses and teaching load*				*Spatial facilities for teaching and adjunct activities*		
			Total no. of class cohorts	*Total no. of 3 credit hour courses per the total class cohorts*	*Average no. of course per instructor*	*Average weekly class hrs of instructors*	*Total no. of classrooms*	*Total no. of laboratories*	*Total no. of office rooms for instructors*
1995/96	1215	127	17.4	104.1	0.82	2.5	_	_	_
1996/97	2,673	153	39.7	238.02	1.6	4.7	16	5	54/69
1997/98	1847	_	_	_	_	_	_	_	_
1998/99	1,303	167	18.6	111.7	0.7	2.0	_	_	_
1999/2000	2,185	162	31.2	187.3	1.2	3.5	_	_	_
2000/01	2,941	203	42.0	252.1	1.24	3.73	_	_	_
2001/02	7835	205	111.9	671.6	3.5	9.83	19	6	80/132
2002/03	12,776	205	111.9	1095	3.9	11.71	31	6	112/200
2003/04	14,214	310	203	1218	3.9	11.79	31	6	112//200
2004/05	15,985	357	228.4	1370.14	3.83	11.51	79	6	144/258
2005/06	20,099	383	287.12	1722.8	4.49	13.5	79	6	144/258

SOURCES: Alemaya University of Agriculture 1996, 1997, 1998.
Alemaya University 2001, 2002, 2003, 2004, 2005.
Haramaya University 2006.
Ministry of Education 1999.

***Notes*:** The average size of a class cohort is worked out simply on the basis of the smallest and biggest holding capacities of the classrooms (30 and 130 seats, respectively). The calculation of the size of course offer is also based on the number of average class cohort (i.e., 70 students) to take six courses (of three credits each=18 credits a semester). The number of course offers is not actually an exact figure as cohorts do overlap in the type of courses they take; therefore, at times more than one class cohort might take exactly the same type and number of courses though they differ in class schedule and the rooms they attend in.

cates the impact of the increase in workload.

> *Too much teaching…plus administrative assignments…plus my own research though very small… is damaging my social and family life. One of the effects is almost total disconnection from my friends…time to chat with colleagues as well as neighbors is becoming scarce. Another effect is the time I spend with my children and wife is again decreasing… I go home in the evenings. When I get there I become exhausted and prefer to sleep…I couldn't help… and the effect is I am becoming emotionally disconnected from my family.* **(Respondent XXY)**

The type of tasks to be fulfilled in the process of course offering has also increased numerically as well as in size. As Table 2 shows, in addition to the regular course offering assignments, the educators are expected to engage in various administrative responsibilities and tasks in relation to the teaching assignments. Moreover, on-the-job compulsory courses such as Higher Diploma Program (HDP) and self-imposed engagements, and accountability activities. Admittedly, HDP concerns only staff members of Faculty of Education. It is one of the sources of intensification for the course participants. The self-imposed engagements also concern those staff members who have their own research and consultancy projects. When it comes to accountability activities, all staff who offer courses are required to account for every evaluation procedures, particularly examinations and tests, which creates a huge burden on educators because once students have obtained some information about their exam results, they end up in confrontations with educators.

Table 2. The level of increases in teaching related tasks, on-the job trainings, and administrative responsibilities

Type of tasks	***The respondents (anonymously identified with letters)***				
	XY	***XXX***	***XY***	***XYY***	***YYY***
Word processing exams and handouts	>>>	>>>	>>>	>>	>>>
Duplication of exam papers and handouts	>>	>>	>>>	>>>	>>
Stapling exams and handouts,	>>>	>>	>>	>>>	>>>
Moving materials from one place to another (e.g. handouts)	>	>>>	>>>	>>>	>>>
Invigilating students	>>>	>>>	>>>	>>>	>>>
Marking exams, grading and reporting grades	>>>	>>>	>>>	>>>	>>>
Committee/task force assignments	>>>	=	=	>	>>>
Coordinating cross-cutting courses/ activities	=	=	>>>	>>>	>>
Attending on-the-job courses	>>>	>>>	<	<	>>>
Attending state organized meetings/ occasions	>>>	>>>	>>>	>>>	>>>
Assisting in registration/orientation	>>>	>>>	=	=	>
Office assignment	>>>	>>>	>>>	>>>	>>>

Note: Symbols used to identify level of tasks as compared to the levels before the massification:

= Same < Lighter > Once heavier >> Twice heavier >>> thrice heavier

The majority of these tasks, which I documented over a period of one semester from my regular observations and which I also coded from the in-depth interviews, either used to be carried out by support staff or never existed before the massification. For instance, moving handouts from the duplication center to classrooms is being carried out by the educators. Attending a four-hour weekly mandatory course for the Faculty of Education staff is a post-2003 phenomenon . Arguably, such adjunct tasks and the increases in the teaching load do characterize the current condition as over-engagement for the educators.

What makes the over-engagement worse is the prolonged daily class schedule and annual academic calendar. Evidence from archival documents (See Haramaya University Registrar 2004, 2005, 2006) reveal that daily class schedule spans over 12 hours—7:30am to 6:30pm., from Monday to Saturday. The annual academic calendar also spans throughout the year because new entrants come to the university in two or three admission installments. By implication, educators must be on duty continuously and for long hours.

The over-engagement has adverse effects for the educators because they remain with no or less time for socialization, such as time for family, peer groups, and religious

activities. As more and more time goes to teaching, adjunct activities, and self-imposed engagements, less and less time is left for socialization. I quote from what is revealed by one of my respondents:

> *…it is damaging my social and family life. Let me give you more cases. Since the academic staff engage all day in teaching and other assignments, they have little time even to chat together and socialize. I have been totally cut off from my neighbors. I couldn't go to funeral ceremonies, weddings, etc. Can you imagine how I am being detached from people…?* (**Respondent XXY)**

The second process is *deprofessionalization,* which is associated with disconnecting experiences. These emanate from tasks such as engaging in various task forces and heavy teaching responsibilities. As resources such as time and materials are getting scarcer, the focus is on the immediate and doable. Normally academic staff are expected to spend 25% of their time in research activities. Individual experiences also shed light on the deteriorating condition for research avenues. The experience of one respondent shades light on the impact of over-engagement on research activities:

> *The increase in the number of students has become an obstacle for self-improvement. For example, I couldn't carry out research; I couldn't read and get prepared for lessons. Although I have a big interest in research, I couldn't engage in research and publications. Even writing a proposal has become impossible. My focus is on the teaching and practicum. You are split between teaching here and worrying about student supervision and evaluation for their practicum. No time is left for further reading and self-improvement.* ***(Respondent XY)***

However, there are educators, though very small in number, who have been able to create some space for informed practices and research. This is evident from the efforts some educators made to publish in international and refereed journals despite the constraining circumstances discussed earlier.

Another manifestation of deprofessionalization in the current system is the tendency to accomplish teaching activities as routine tasks which require little or no intellectual and creative engagement. Quite pervasively, teaching is often and increasingly considered synonymous with being punctual for classes, taking class regularly, full coverage of curricular contents during the semester, being available in offices, carrying out invigilation assignments, submitting grades in time, allowing students to see their exam papers and question, taking attendance, etc. Such *routinization of teaching* is typical of the current trend. Routinization has to do with turning the diversity and richness of advanced scholarship into a few procedural and repetitive activities. The routinization is getting apparent as the management has become intent on making teaching a set of task that can be controlled and measured from afar. The focus is on procedures and routines rather than on educators' commitments to ethical practices, upholding professional values, methodological competence, action research, self- and peer-reflections and appraisals to improve student learning, teacher research, curriculum research, educational leadership research, etc. For instance, one of the faculties recently introduced a system of controlling exam setting and administering procedures. According to the system, a committee sets exam and closely oversees exam marking. Individual teachers, having taught and proposed exam options, get out of subjectively and intimately engaging in the process of deliberating on the decisions of assigning letter grades to their students. Such a system has come into the fore in the name of avoiding favoritism and maximizing objective grade allocations to students. Another instance of increased control has come in the form of invisible monitoring of what teachers do and do not do. Recently, a "Student Club" has been introduced in each faculty or college, by selecting student representatives from each department to evaluate teachers. Regular meetings are carried out on a regular basis by faculty deans with members of such "Clubs" to gather information about each teacher's conformity with faculty requirements which largely focus on the process of routinization stated earlier. Sadly, teachers are not involved in one way or another to verify the trustworthiness of the favorable or unfavorable information obtained about them through the "Clubs". Another form of routinization is the managerialism and attendant reductionist tendencies. This might be better illustrated with one critical case. At the Faculty of Education, where teaching methodology courses are offered, the class size has grown significantly, and often times educators are forced to combine various groups to teach them in auditoriums. A Respondent reacts to this situation as follows:.

> *The challenge of teaching in big rooms really makes me feel like leaving this job. Let me give you a telling case… a year ago one of my expatriate colleagues was forced to teach 250 students in the auditorium. Since he was asthmatic, he couldn't speak loudly to get heard by all students. He repeatedly asked for a lesser number of students. The dean couldn't help him, for there were only four teachers who were offering the course to over*

*700 students. When he realized that he was risking his health, he left the university. There are many such stories of running away from the university. (**Respondent XYY)***

The third core process is *peripheralization* which manifests itself in the following ways: sidestepping, silencing, and under-crediting. Educators are increasingly being sidestepped from major decision-making processes. Those individuals who are supposed to focus on educational leadership have taken the tasks of curriculum development, assessment, field work planning and executing, supervising classes and arranging semester course offerings. Major decisions are made in managerial meetings and deliberations including curricular decisions. However, the majority of the academic community is not part of the decision-making process. Another good case in point is the decisions that have been made with regard to regular course assignments and exam administrations. Course assignments are now being done by the department head with little or no consultations with the staff mainly because assignments must be made continuously which makes staff meetings hardly possible. There is also a growing tendency to set and administer exams through committees and people in the management. In other words, the traditional individual academic autonomy and responsibility are gradually eroding as tasks intensify individually and institutionally.

Another emerging trend is *silencing, i.e.,* lack of collective voice and protection of the academic community's interests and prerogatives. This is articulated by one Respondent as follows:

*We haven't any association of higher education teachers. We lack organizability. I think that is the reason why many of our colleagues are denied their rights. There were many cases when a staff member was refused scholarship simply because the concerned body did not approve it. Students are in a better position to make their demand through boycott of classes, to get a teacher changed. We even keep quiet when our profession is intruded into. Teachers are employed without the right person being involved to select appropriate candidates…. At a time when university life is being equated with classroom activities, there is no way of defending one's rights and professional practices. The president or vice-president can block you from getting the scholarship you deserve. You could be denied your pay or even promotion. The educators have no any organized safe guarding or professional self-protections… practices can be distorted. Sometimes when you fail to conform with the wishes of the top management, you might face serious backlashes. (**Respondent XYY)***

The third peripheralization is *under-crediting*. *Under-crediting* refers to the process of denying the staff appropriate recognition. In the current practice, the incentive system is not appreciative of the intensive responsibilities that researchers and conscientious staff members deserve. Monthly salary is identified as one of the worrying under-crediting practice:

*Despite such unbearable workload, as well as incredible increase of cost of living, the monthly salary has improved very little. For example, a lecturer earns less than what a Woreda/ District Development Agent gets… somebody who might only have a degree or less…Can you imagine to what extent we are under-paid? the low monthly salary is inadequate to make a descent living. The other worrying trend is the pay lowering and delaying system. As a rule a lecturer must be paid 70.00 Birr [about 9 dollars] per hour in the non-regular program. But when it comes to overload assignment within the regular program, the pay is 40.00Birr [5 dollars] per hour. Also, the pay for the extra load within the regular program is effected one semester or one year after the work is completed. (**Respondent XXY).***

Under-crediting is also evident in the current pay system which offers expatriate staff a better pay, say four times bigger than what the local staff with the same academic rank receives. This differential pay system excludes other incentives he/she gets, such as housing allowance. Some of the expressions my respondents used to state the effect of such under-recognition of local staff *vis-à-vis* over-recognition of expatriate staff includes the following: 'humiliating', 'demoralizing', 'belittling', 'double-standard', and 'discrimination'.

All the processes brought to light reflect how fast and deeply educators' work conditions are deteriorating. In spite of the opportunities created, the three core processes would affect the higher education reform. Intensification is widely believed to gradually create emotional and physical damages. As argued by Ballet et al. (2006), intensification is often associated with negative feelings of stress, insecurity, and guilt. It is also one of the major causes of de-skilling. Peripheralization, especially sidestepping and silencing, results in personal and social ills.

> The lack of participation in decision making… appears to be an important stress-inducing factor. 'Participation in the organization decision-making process has emerged as a critical factor in maintaining worker morale, motivation, enthusiasm, self-esteem, and overall job satisfaction… and minimizing role conflict and ambiguity' (Ballet et al. 2006, p. 215).

Arguably, the three disempowering trends are not entirely new to Ethiopian educators. For example, peripheralization processes had existed even before the mas-

sification in Ethiopian higher education. The massification has precipitated the worsening of the academic work processes. I would illustrate this with an example. One of the characterstics of massification is to grant students a "client" status because of the financial burden students share. As students are required to share cost, they are promised the right to choose the "commodity" they consume and ask for accountability. As a result, the educator is subject to the open scrutiny of students and to account for teaching and evaluation procedures. It would be self-defeating for the system to demand that educators be accountable while it is not accountable itself.

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Research Constraints at the Ethiopian Civil Service College *

Tilaye Kassahun **

Abstract

The main objectives of the present study were to assess the status of academic research and the overall research environment at the Ethiopian Civil Service College, to examine the staff's interest in research activities, and to identify major factors that deter research efforts at the College. The study employed a descriptive survey with the help of questionnaire applied to selected academics that were chosen based on diversified sampling techniques. The results indicated that practical research at the College is at its infancy and many of its academics were not able to produce even a single practical research during their stay at the College despite their high interest in research activities. The underlying causes for such insignificant research efforts at the College seemed to emanate from an unfavorable research environment. Some of the dominant factors that deterred research efforts among academics are lack of sufficient financial reward and other incentives, inadequate support and encouragement by the College, inadequate knowledge and skills in research techniques, lack of time due to excessive engagement in other academic and administrative activities, shortage of the necessary and up-to-date reading materials in the library, absence of clear-cut research policies and directions, absence of outlets for disseminating the research results, lack of cooperation and sharing innovative ideas among work colleagues, and lack of interface between the College and client organizations. Therefore, the College's management needs to work hard to address these factors, create an enabling environment, and enhance the conduct of research at the College.

Introduction

The Ethiopian Civil Service College (ECSC) was established in 1995 for the purpose of building the capacity of civil servants working in the Federal and Regional Governments through education, training, research, and consultancy service. The College has been mandated, among others, to conduct research on civil service problems and disseminate the results thereof *(Government of Ethiopia, 1996).*

Backed up with such a legal mandate, the College has envisioned itself *to become the center of excellence for building an effective, efficient, transparent and accountable Civil Service which contributes to the development and transformation goal of Ethiopia.* Anyone who is reading this vision statement may understand that research has received a great deal of attention at the College. However, the reality appears to be different.

Although research is highly advocated at the College, it happens to be one of the least practiced endeavor among academic staff. This is evident from the fact that selected faculties (e.g., Faculty of Law, Faculty of Business and Economics) had launched their journals sometime ago. However, their ambition was not realized as they were forced to stop after the first issue due to lack of research articles from the College's staff.

Of course, this is not to deny the fact that some research has been conducted by the graduating students as requirements for the completion of different programs. Such research is being conducted by the graduating students who have to fulfill their academic requirements. The fact that such studies are conducted by beginners, and their validity and reliability may not be well-established.

There are some factors that obstruct the ECSC teachers from conducting research. The nature and extent of these factors needs to be thoroughly investigated so that appropriate and timely actions could be taken. It was to explore these that the present study has been launched.

Objectives of the Study

The main objectives of the present study were to analyze the nature of the prevailing research environment and the underlying factors that hinder the conduct of research at the Ethiopian Civil Service College.

Research Methodology

Methods of research: In this study, a descriptive study method was employed. A simple survey was used to describe the nature of the problem based on the opinion of the sample respondents. Further, the method was also used to identify the major factors that hindered the conduct of the research at the College.

Sampling design: There are about 199 academic and administrative staff members at the Ethiopian Civil Service College working in four major institutes (viz., Institute of Legal Studies, Institute of Public Management and Development Studies, Institute of Urban Development Management, Institute of Distance Education), three units (viz., Mathematics, English, & Computer) and differ-

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** Assistant Professor and Director (Research, Publication and Consultancy Office), Ethiopian Civil Service College.

ent centers. Of these, forty-five instructors have been selected as the sample population of this study. The samples were selected based on diversified sampling techniques, viz., simple random sampling, stratified sampling, and purposive sampling). Through stratified sampling procedure, considerations were made to maintain representation in disciplines, departments & institutes), academic rank, and qualification. Once the stratification was made, an appropriate sample size (computed based on proportion) was determined and drawn from each stratum on the basis of simple random (or lottery) method. Purposive sampling was also employed to select individuals who were thought to furnish relevant information better than others. In this case, instructors who worked (or are working) in the research office or held important positions related to research at the College were chosen as samples. Moreover, the participants of the study were staff members who served at the College for more than one year. This was done to ensure that the respondents had sufficient level of acquaintance with the College's environment.

Data gathering tools: The main data gathering tool was questionnaire. Appropriate items were developed and thoroughly tested for validity and reliability of the instrument. Twenty-two items were developed to measure a wide variety of variables (viz., demographics of the respondents, the status of academic research at ECSC, the overall research environment of the College, major factors affecting research efforts, and possible solutions). In addition, documentary analyses have been employed..

Data analysis techniques: The study had applied relevant statistical techniques to analyze the data gathered through the above instruments. Particularly, the study had used percentages, averages, standard deviations, chi-square, and ranking methods as required in treating the data collected.

Table 1. Summary of demographics

Variable	*Category*	*Count (F)*	*Percentage (%)*
Gender	Male	43	95.6
	Female	2	4.4
Age	Less than 30 yrs	2	4.4
	30-34 yrs	9	20.0
	35-39 yrs	14	31.1
	40-44 yrs	11	24.4
	45 yrs & above	9	20.0
Qualification	Bachelor's degree	6	13.3
	Master's degree	28	62.3
	Doctoral degree	11	24.4
Academic rank	Graduate Asst.	4	8.9
	Lecturer	30	66.7
	Asst. Professor	10	22.2
	Assoc. Professor	-	-
	Professor	1	2.2
Institute	Distance Learning (IDL)	6	13.3
	Legal Studies (ILS)	10	22.2
	Public Mgmt & Dev't Studies (IPMDS)	14	31.1
	Urban Development Management (IUDM)	11	24.4
	Others	4	8.9
Tenure at ECSC	1-5 yrs	21	46.7
	6-10 yrs	17	37.8
	Above 10 yrs	7	15.6

Results and Discussions

Demographics

The respondents were asked to furnish some relevant information in relation to their personal profile. The results are summarized in Table 1.

Table 1 shows that an overwhelming majority (95.6%) of the respondents happened to be males while only 4.4 percent happened to be females. This is due to the disparity of gender composition that is prevalent among academic staff in the College. The number of female instructors

With regard to age, the highest proportion (31.1%) of respondents had fallen under the category ranging from 35 to 39 years. All in all, about 95.6 percent of respondents are at the ages of 30 years or more. The remaining two (4.4 %) were 28 years old.

Regarding their qualification, 62.3 percent had graduated with Master's degree, 24.4 percent had doctoral degree, and the remaining (13.3%) had Bachelor's degree. Of these, 66.7 percent were lecturers, 22.2 percent were assistant professors, 8.9 percent were graduate assistants (or entry level instructors), and one of them was a professor. Again, 31.1 percent of the respondents were affiliated to the Institute of Public Management and Development Studies,

24.4 percent were affiliated to the Institute of Urban Development Management, 22.2 percent were associated with the Institute of Legal Studies, 13.3 percent were working in the Institute of Distance Learning, and the remaining 8.9 percent were affiliated to English Language, Mathematics, Computer and other centers or units. Regarding tenure, the majority of them (46.7%) had served from one to five years at the College, 37.8 percent had served the College from six to ten years, while a few of them (15.6%) had served the College for about 11 years.

Table 2. Number of research outputs

Category	*Responses*	*Count (F)*	*Percentage (%)*	*Mean*	*Chi-square ($\chi 2$)*	*df*	*Sign*
ECSC	Very many	-	-	1.47	48.78	4	0.00
	Many	2	4.4				
	Average	3	6.7				
	Few	9	20.0				
	Very few	31	68.9				
Individual Staff	More than 6 articles	-	-	1.56	34.02	4	0.00
	5-6 articles	1	2.2				
	3-4 articles	4	8.9				
	1-2 articles	14	31.1				
	Nil	26	57.8				

Status of Research at ECSC

One of the research objectives was to examine the status of academic research at the College. To this end, the subjects were asked to furnish their views with regard to the extent of research outputs at the College on the basis of both institutional and individual efforts. The results are summarized in Table 2.

As indicated in Table 2, the subjects were requested to characterize the extent of research output (not required for graduation) at the College as compared to another educational institution they had ever come across. The results indicated that an overwhelming majority (68.9%) of the respondents believe the College had produced *very few* research outputs through its academic staff. Another 20 percent of the respondents believe that the outputs were *few*. About 6.7 percent believe that *sufficient number* of research outputs had been produced at the College but only a tiny number (4.4%) of them believe that the College had produced *more than average number* of research outputs. The distribution of the responses was found to be significantly different as per the Chi-square statistics ($\chi 2_{(4)} = 48.78$, $p<.00$).

This researcher had gone through the available documents from the research office and relevant departments at the College to check whether there were research reports. He found only very few research reports that were produced under the College's approval. This indicates that the College's research outputs seem to be significantly smaller than other educational institutions in the country. These results can serve as a wake-up call for the College's management to introspect whether its activities have been aligned with its fundamental mission. It is clearly indicated in its legislation that one of the mandates of the College is to carry out research on pressing civil service, social and economic problems and to disseminate the findings through appropriate channels. The research results are expected to serve as policy inputs for the Government at various levels (Government of Ethiopia 1996). However, in relation to research-related activities, the College seems to have somehow failed to meet the expectations of the Government and other stakeholders in the past 10 years or so. But in recent times, the College has shown its renewed interest in research and is striving hard to reverse the trend. It has established a re-engineering team to re-structure the research and publication office in a better way. It has also recently (May 30- June 1, 2007) organized a national Conference on "The Achievements, Challenges and Prospects of Civil Service Reform Implementation in Ethiopia." Fourteen research papers were presented at the Conference whose proceeding is due for publication.

Further probing was also made to know about the quantity of research outputs that have been produced by the academic staff under consideration. Results in Table 2 indicate that the great majority of the academic staff (57.8%) had not produced any research output during their stay at the College. About 31.1 percent of the instructors replied that they had produced one or two research outputs, 8.9 percent of them responded by saying that they had produced three or four articles while only one of the respondents replied that he/she had produced about six research papers. However, none of the re-

spondents had produced more than six research papers. The differences in the responses of the participants was found to be statistically significant at close to 100 percent as confirmed by the Chi-square test ($\chi 2_{(4)}$ = 34.02, p<.00). This shows that the great majority of academics do not seem to engage themselves in research. Research opens the opportunity for earning professional respect and career advancement for the academics. According to Derebssa (2000), research is important to HEIs staff in at least three ways: by enhancing their quality of instruction through injecting fresh ideas and techniques, by improving their research competences, and by facilitating their career developments (like promotion). It may be due to their cognition of such facts that the academics of ECSC had developed positive interest in research.

Table 3. Staff interest in carrying out research

Responses	*Count (F)*	*Percentage (%)*	*Mean*	*Chi-square (χ2)*	*df*	*Sign*
Highly interested	31	68.9	4.64	28.93	4	0.00
Interested	12	26.7				
Neither interested nor disinterested	2	4.4				
Disinterested	-	-				
Highly disinterested	-	-				

As a indicated in Table 3, about 70 percent of the respondents reported that they had a very high interest in research while 26.7 percent believed that they had a modest level of interest in it. There were no respondents who claimed they were in any way disinterested in research activities given appropriate opportunities for it. This shows that an overwhelming majority of academic staff at ECSC seems to have a great deal of interest in carrying out research provided that they are given the opportunities to do so.

Table 4. The overall research environment of ECSC

Responses	*Count (F)*	*Percentage (%)*	*Mean*	*Chi-square (χ2)*	*df*	*Sign*
Very favorable	0	0	2.62	21.73	4	0.00
Favorable	1	2.2				
Only to some extent favorable	26	57.8				
Unfavorable	18	40.0				
Very unfavorable	0	0				

Overall Research Environment of ECSC

The overall research environment plays an instrumental role in either promoting or deterring research efforts within an organization. In this respect, the participants of this study were asked to evaluate the research climate of the College. Table 4 summarizes the results of the study.

The respondents were requested to pass their verdicts by judging the overall research environment at the College in terms of the composite indices of 14 items prepared for it. The items were developed to evaluate the extent of availability of sufficient incentives, clear policies, managerial support and commitment, collegial support and cooperation in generating innovative and creative ideas as well as research techniques, work overload, personal competence and motivation among academic staff, facilities and references (research infrastructure), avenues for publication, and interface between the College and client organizations.

As depicted in Table 4, the results indicated that a great majority (57.8%) of the respondents believe the research environment was *favorable only to some extent*, the second majority (40%) of them responded that the research environment was *unfavorable*, while only one respondent replied that it was *favorable*. The resulting differences between observed and expected values in each of the cells were found to be statistically significant ($\chi 2_{(4)}$= 21.73, p<.00). Referring back to the results of reported earlier and relating them to that of Table 4 reveals that some interesting generalizations can be made. Lack of favorable environment might have deterred activities related to academic research at the College..

Deterrents for Conducting Research at ECSC

The participants of the present study were also asked to describe major factors that discouraged the efforts of the academic staff to carry out research. Table 5 summarizes their responses in rank order.

Table 5. Factors hindering research

Factor	*Count out of 45*	*%*	*Rank*
Inadequate incentive/funding	30	66.7	1
Inadequate management support/follow-up	27	60.0	2
Lack of time due to excessive academic & administrative workload	25	55.6	3
Lack of commitment/interest of academic staff	18	40.0	5
Lack of competence in research techniques	18	40.0	5
Lack of relevant facilities (journals, secretarial service, Internet, etc.)	18	40.0	5
Lack of clear & widely shared research policy	17	37.8	7
Lack of appropriate research outlets to publish results	15	33.3	8
Lack of support and sharing of innovative ideas among work colleagues	13	28.9	9

Table 5 shows factors inhibiting research efforts at the College in their order of influence. Accordingly, lack of adequate research incentives or funds, inadequate management support and follow-up, and too much involvement in other academic and administrative routines had appeared as the first three major influential factors in their rank order of 1st, 2nd, and 3rd, respectively. The other three factors (viz., lack of commitment/interest by the academic staff, lack of competence in research techniques, and inadequate facilities including up-to-date references and appropriate data) had appeared tied up so as to constitute the fifth major group of deterrents to research by the academics at the College. Absence of clear and widely shared research policy, lack of appropriate research outlets (avenues) to publish research results, lack of support and sharing of innovative ideas among work colleagues, lack of interface between the College and client organizations that require research-related services had appeared as the last four major factors in their descending order of influence (ranging from 7 to 10) on the research efforts of the academics at the College under consideration. The factors were nominated by people ranging from 11.1 percent to 66.7 percent of the respondents in this study. In addition, a small number of respondents had added to this list other factors, such as absence of compulsory rules (like *'publish or perish'*), low staff salary causing them to look for part time jobs to make ends meet (i.e., skyrocketing living expenses or inflationary conditions in the economy), lack of clear-cut relationship between research outputs and staff promotions, too much external influence on and instability of the College, lack of shared vision among the academic staff, and absence of strong research culture at the College.

The findings of the present study are in line with some of the previous studies (e.g. Ahmad, 2000; Amare, 2000; Derebssa, 2000; 2004; Habtamu, 2000; Kothari, 1990). For example, Derebssa (2004) has reported that academic research at the university has been impeded by factors such as absence of permissive research culture, shortage of funds, lack of research competence on the part of the academics, administrative and teaching overload of potential researchers, and scarcity of research infrastructure. Similarly, Ahmad (2000) suggests that absence (limited status) of the interface between the external world (business & industry, government departments) and the institutions of higher learning can significantly inhibit research undertaking by the academics.

Thus, any attempt to improve the existing research environment at the College needs to address the above issues on a step-by-step basis and the initiative should come from the management as early as possible.

Conclusion

This study has been launched to *analyze the nature of the research environment and the underlying factors that hinder the conduct of research at the Ethiopian Civil Service College*. Within this context, the data was collected from 45 instructors (selected based on diverse sampling techniques) through a standardized questionnaire and was supplemented by personal observation as well as documentary analysis. The analysis of data had helped to draw the following conclusions:

1. The great majority of the respondents (close to 89%) reported that the College has produced only a *few* or *very few* research outputs so far. About 58 percent of the respondents confessed that they had not produced even a *single article* during their stay at the College. This indicates that the College has been doing much less research compared to similar institutions in the country.

2. It was also interesting to note that a significantly large propor-

tion (more than 95 percent) of the academic staff have either a *great deal of interest* or *moderate level of interest* in engaging themselves in research.

3. However, about 98 percent of the respondents reported that the research environment at the College was either *unfavorable* or *only to some extent favorable.*

Among those factors that acted as deterrents to practical research at the College, the lion's share goes to the existence of *inadequate incentives* and/or *funds* (stated by 66.7 percent of the respondents). All in all, about ten factors have been identified as major deterrents. These include inadequate managerial support/commitment, lack of time due to engagements in excessive academic and administrative routines, lack of commitment/interest by academic staff, lack of competence in research techniques, lack of appropriate facilities, lack of clear and widely shared research policy, absence of appropriate and accessible research outlets to publish research results, lack of support and cooperation in sharing innovative ideas among colleagues, and lack of interface between the College and client organizations that need research-related services.

Recommendations

In view of the findings of presented above, the College is required to make a great deal of efforts to discharge its responsibilities of carrying out research and provide proper service to its stakeholders or clients. In this regard, the College should take the following measures:

Allocate sufficient amount of annual budget that can be utilized without bureaucratic hurdles. Additional reward mechanisms need to be devised to encourage potentially talented researchers. These may include establishing a clear-cut relationship between academic promotion and research outputs, and allocating modest honorarium for researchers.

The College's management needs to take some tangible steps to encourage research. For example, it can identify possible research areas (grand projects) and invite potential researchers to submit their proposals and/or open rooms for self-initiated research proposals coming from its academic staff to be considered for research grants.

In addition, the top management has to make every effort to create a conducive and enabling environment for academic research by arranging the necessary facilities, increasing and diversifying library collections, encouraging case-oriented trainings, organizing research-related seminars and workshops, reducing workloads (up to 25%) of senior staff and assigning them in research-related activities. There has to be some arrangements for granting research leave (sabbatical or otherwise) with pay for senior staff at the College.

Forums need to be organized to sensitize all academic staff with the research policy of the College so that they can clearly understand all the terms and conditions of the policy.

Strengthen the research office in terms of qualified humanpower and adequate facilities. It should be staffed with more qualified staff and the existing research staff need to receive advanced training in research techniques and methodology.

Establish close linkages with client organizations and training institutions to promote research-related activities. There needs to be a mechanism to develop a *College-organization/industry* interaction program so that academics can get ideas from practitioners on what needs to be researched and the practitioners can apply the research produced by the College. Efforts should also be made to increase awareness of research values on the part of policy-makers and organizational leaders so that they can make use of research outputs for policy-development purposes.

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Address: P.O.Box 25864 code 1000: Addis Ababa, Ethiopia
Tel. (00251)-11-1572990/91: Fax (00251)-11-1572979
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