

Ethiopian Higher Education During the Pandemic: Critical Incidents and Dilemmas

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Introduction

Global context: The spread of Covid-19 virus has become problematic around the globe since its first outbreak in China-Wuhan. Many Countries have planned for emergency to slow down the spread and continue their regular activities (OECD, 2020). Socio-economic, educational and political life continuation have been constrained worldwide.

Ethiopian Context:

- Unexpected outbreak of the pandemic,
- Measures taken: lockdown, sanitization, travel restrictions and bans, social distancing, emergency state, mobilization of public resources for quarantine, mobile phone ringtone message of PM (Zikargae, 2020),
- Music campaign,
- Domestic travel restrictions,
- Public gathering bans.

Hungarian Context:

- Emergency state,
- Remote teaching in public and private higher educations,
- Unprepared school for Spring 2020,
- Gap between school and students.

Introduction

Higher Education Context

Global:

- The spring semester of 2019/2020 was challenging because of the unexpected outbreak of the pandemic.
- Higher Educations have been confronting with the continuation of their regular activities and become responsive to stakeholders needs.

Ethiopian Context:

- Lack of readiness,
- Poor internet connection, ICT facilities,
- Unable to reach students at remote areas,
- Problem of expertise in using ICT,
- Awareness creation by Higher Education for the community.

Hungarian Context/ELTE:

- Emergency and quick shift to online setting,
- Information dissemination for international and national students,
- Questionnaire about the readiness, expertise and choice of online platforms for teachers and students,
- Mentorship services,
- More developed strategies for 2020 Autumn,
- Trial of Hybrid teaching.

Study Aim

This study aims to identify the incidents and professional dilemmas HEIs have been facing with the particular focus on Ethiopian HE and ELTE/PPK (HUN).

The Study Questions

The study is guided by the questions:

- What are the incidents and professional dilemmas HEIs have been encountering as a result of the novel corona virus?
- What differences, common incidents and dilemmas found between ELTE and Ethiopian Higher Education?

Methodology

Qualitative

Ethiopia: online Interview, 11 participants

Madawalabu, Oda-bultum, Jimma, Deberebirhan, Adama, Wolega and Selale Universities

ELTE: Longitudinal study

Online interviews with 18 university teachers, 48 students (1st and 2nd phase)

Findings

Unit of Analysis	Incidents		Dilemmas	
	Ethiopian HEI	Hungary-ELTE	Hungary-ELTE	Ethiopian HEI
Teaching-Learning and Research	Unpreparedness Online only for post-graduate Unable to reach undergraduates Change in the schedule to get students back Change in research thematic areas Increased research work for teachers Reduced class size Digital trainings Trial of online teaching for undergraduates	Quick shift to online Teaching & learning Mentoring Need assessment survey on distance learning-teaching Digital Trainings	Digital Competency Facelessness of students on the online setting Disappearing students Problem for interaction/student-centered Unfair students interaction on lessons Stress, Burden Lost human life Time-magement problems	Hesitation to re-open the university after the 1 st lockdown in March Digital competency Fear to get back to University Fear after case and fatality record on university staffs Adapting the precautions and being reluctant to use them Stress, Burden Lost human life Time-management problem
Management and Community services	More work to motivate staffs to research and innovate Produce sanitizers, Support community with poor economic status			The budget, time and work re-schedule Hesitation of meeting of the requirements and needs

Conclusion-Who is at risk?

Ethiopia: The government, the society, students- for the untimely graduation and get to work,
Students at remote area with poor access of internet

ELTE: students at dormitory, International students,
First year students, Seniors

Solutions/recommendations

- Ethiopian Universities are required to make plans for the future: blended and online teaching and learning,
- Residence-based teaching-learning (Tamrat, n.d.),
- Work on teachers and students' digital literacy,
- Support,
- ELTE- Institutional support,
- Professors' interaction and support,
- Change in teaching methodology,
- Increased control.