

# The Articulation of External Quality Assurance in Ethiopian Education System Implementation: A Systematic Review

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**Abstract:** The purpose of this systematic review was to examine by reviewed the conducted external quality assurance research by different researchers in Ethiopian higher education institutions. Quality assurance is as specialized management and assessment procedures adopted by higher education institutions to monitor and enhance academic performance, enhance academic standards, and generate information on outputs and standards for qualification manpower, including university levels. Different authors studied that external quality assurance refers to the actions of an external body which to assess its operation programs to determine. This systematic review aims to synthesize the articulation of external quality assurance in Ethiopian education system implementation stated by different researchers. Google search has been supported through, science Direct, and research gate databases to get systematically reviewed. Thirteen different kinds of literature were searched seven were screened and three of the literature are relevant and reliable to the review questions that have been reviewed. The findings from the reviewed studies stated that if quality assurance of education is implemented in a good manner it was very accreditation for higher education and even a guarantee for enhanced productivity and increase competition.

**Keywords:** Quality Assurance, Accreditation, External Quality, Higher Education

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## 1. Introduction

Quality assurance is the best rigorous term used as shorthand for all forms of external quality evaluation, monitoring an overview of the issue revealed that the meaning of quality assurance is an all-embracing term that refers to an ongoing, continuous process of evaluating and assessing, guar anting, maintaining, and improving the quality of higher education systems or programmers [18]. Quality assurance is a mechanism that stressed accountability and improvement of education by providing a piece of information that is consistent situation by creating the specification for the program. Stated that quality assurance focuses on planning and documentation of all activities [14]. This implies that providing and enhancing the quality of education is the first tactic the design, somebody, without biased check and following the result of education or service quality or job satisfaction is a key point. Many scholars agree the quality of education is sensitive because it is a backbone for other professionals that's why all over the world gave attention therefore, the target of quality assurance is the way

of follow-up by monitoring enhancing academic performance, and academic standard-setting to produce clear information for the customer in every country everywhere. Revealed that quality management is total management that best and job to provide and a set of guidelines and regulations for ongoing improvements for the services [2]. I also believe that for our activities we have to tools the way we operate no compromise. In the education area quality assurance is a comprehensive and complex activity that is difficult to enhance in one night that adequate quality human resource risk and commitment but also accountability to assure quality assurance everywhere.

External quality assurance founds the action of an external body which may be a quality assurance that assesses and cover an operation of the program to determine whether it holds specification and standards that have been decided on. In the education system quality assurance is a method to follow up to come up with the standard and specifications to bring out the education quality by the requirement of the standard.

Accreditation is an external quality assurance instrument

that makes an explicit decision about the degree to which an institution or program meets the pre-determined standards or requirements. There was also another alternative which to follow the institution by auditing the way primary attention area on its accountability and shaping the stated aims and purpose in terms of curriculum, staff, infrastructure, etc. in the higher education institution.

The main purpose of this systematic review study is to search out the articulation of external quality assurance in Ethiopian education system implementation problems. There was the instrument that could be used, including the accreditations system, audit quality impact, accountability, and ranking of the issue of the higher education system. Therefore, the main target of this study was to examine the articulation of external quality assurance in Ethiopian education system implementation, especially the critical issue of quality assurance from higher education to the lower education system. The reason that the problems of external quality assurance articulation in the Ethiopian education system whether having or not to identify the following questions posed by the researcher.

- 1) What kind of problems are related to external quality assurance in the Ethiopian education system?
- 2) How the process of quality assurance is implemented in the Ethiopian education system?

## 2. Methodology

### 2.1. Developing Review Protocol

The systematic review study used a descriptive qualitative research method design. The researcher used the data from the electronic Google website by downloading the previous research which was related to the procedure, methodology, and similar prescription ideas used to evaluate. The study was focused on the articulation of quality assurance, accreditation system, audit, quality impact, and accountability, and the ranking was taken down to find out whether the data on the Google website is applicable and reliable research literature. The finding reveals that the applicable research questions and the basic objective of the study review literature were found according to the protocol of criteria. According to the review protocol criteria method, there were included finding/searching, question, included/excluded, data synthesis, and knowledge transfer and conclusion were included deeply were provided the following.

### 2.2. Study Design

The systematic review of the previous research on articulating quality assurance, accreditation system, audit, quality impact, accountability, and ranking implementation compared to identifying and synthesizing Ethiopian educational quality articulation by searching reviewed articles and objectives. This area shows knowledge about the study designs where the qualitative research method is to interpretation. My review used qualitative synthesis to bring

together and by providing from the article review papers.

### 2.3. Review Criteria (Eligibility Criteria of the Included or Excluded Study)

The study area focused on eligibility criteria that exclusion and inclusion depending on the conducted and the process of the publication criteria date and kinds of the publication characteristics of the methodology they need on the previous research purpose inclusion criteria were:

Dissertation, intuitional repot, journals, and research report findings.

Qualitative research methods were used.

The publication of the research from 2012 to 2020 was included and the language I was seeking was English Language.

First, the researcher would search different articles which were related globally and national level. But there were few articles published in Ethiopia concerned with external quality assurance/management related to the higher education system. However, the researcher decided to evaluate the systematic review to know how much research was conducted at the Ethiopian level concerning an external quality assurance implementation in the Ethiopian context.

### 2.4. Database Searching Strategies

The reviewed primary data was taken more than fourteen days in the case of new for the process of the systematic review. Within this procedure database searching strategies science direct, research gate literature review has undertaken the flow of external quality assurance implementation being accountability and accreditation system of higher education institutional levels.

### 2.5. Study Selection Process

The data selection process began by reviewing the title, methodology, finding the abstract, conclusion, and recommendations on how to match related each together, and depending on the eligibility criteria reviewing full-text applicable study procedures is required. Finally, the study area was found in thirteen studies. From these studies, seven studies out of the topic and published years they stated that and methodology, three studies conducted on quantitative research method, one study is new but not much with agenda or issue of the research topic and title I was stated. Therefore, the systematic review was included and conducted only three processes of searching in detail and identified as the following figure 1.

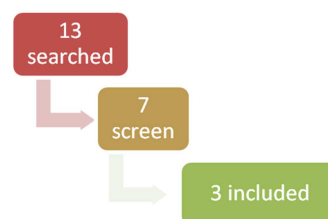


Figure 1. The process of searching study a systematic review.

## 2.6. Data Extraction

In the process of data extraction, the researcher used the included search reviewed excel spreadsheet was a very important commitment that the researcher developed. In the format all the authors, titles, objectives, the findings revealed by the researcher in addition categorized into accreditations system, audit, quality impact, and accountability. So, the recommendation, findings, and conclusion revealed by the researcher or authors extracted through an excel spreadsheet to availability to conclude in one sheet according to the data extraction system review format were interpreted.

## 2.7. Exclusion Criteria

When the researcher was a review reviewer of the study area which excluded any studies not match the topic and agenda of the leadership process, books, gender issues, and so on exclusion criteria to not the researcher has been excluded from the systematic review.

## 2.8. The Appraisal of Included Quality

The dissertation and article eligible for inclusion were undertaken the assessment quality of synthesis of the outcomes from a systematic review. To ensure the design and method of the study was qualitative design approach was used. The qualification or the reliability of the review was exceptionally designed to conduct a qualitative method description case study approach.

## 2.9. Data Synthesis

The purpose of this search systematic review was synthesized in qualitative description method was conclude into the main issue of thematic review category of the accreditation system, audit, quality impact, accountability of external articulation of Ethiopian higher education institution system implementation. So that this synthesis focused on especially Ethiopian higher education institutions, not other countries.

## 2.10. Ethical Consideration

To ensure undertaking of this review results, reviewers depending on the past applicable results it is not personal or groups, only from the document attached on the Google electronic website.

# 3. Findings

## 3.1. Finding Sequence

The title of the review concerned with the articulation of external quality assurance in the Ethiopian higher education system was identified through purified research questions into the purpose of and the objective study area by which protocol criteria were integrated into the inclusion or exclusion process. Next to that literature identification and full-text reviewing were taken as the reason for identification. Finally, the study area was found in thirteen studies. From these studies, six studies out of the topic and years they stated that and methodology, three studies conducted on the quantitative research method, one study it is new but not much with the issue the research topic and title the researcher was stated. Therefore, the studies have been revised systematically and included only three previous pieces of research works literature.

Data extraction relies on the procedure of an excel data spreadsheet in which three research titles are included in deeply. The study findings reviewed were synthesized systematically in the case of the qualitative thematic area. Those thematic were the articulation of external quality assurance. Ethiopian higher education institution implementation like accreditation system, audit, quality impact, and accountability are prepared as protocol rules. In the study, the finding statements identified by the study revised questions, limitations, discussion, recommendations, and conclusions from the past research are reviewed in the following figure 2.

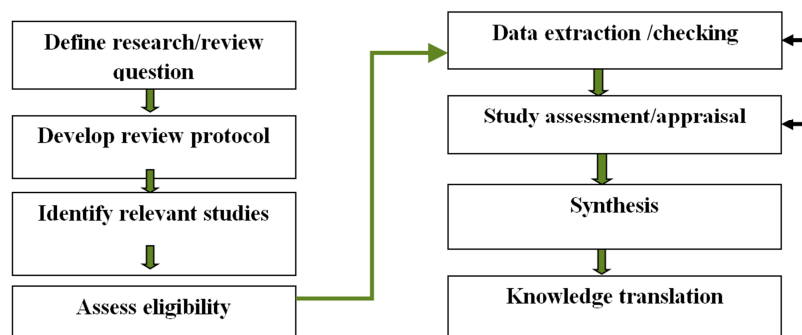


Figure 2. Stages in a systematic review process.

## 3.2. Characters of Included Studies

The included study was conducted from the past 2012-2020 G. C. have been studied [1, 19]. The study area review studies in Ethiopia on the issue of external quality assurance

in Ethiopian higher education institutions related to the idea of articulation of external quality assurance system mechanism, implementation of quality assurance, and accountability of the system. However, the method of the focused area which conducted that qualitative and missed

method idea they need it. The three included reviewed are two articles and one was a dissertation, searching through Google electronic system because there was not enough literature or research conducted in Ethiopia concerned with external quality assurance implementation.

The main purpose of the study area was directly focused on the efficiency and pitfalls of using accreditation, external quality audit, and internal quality assurance as major instruments of the quality assurance system in Ethiopian higher education institutions to assure [17]. Revealed that to date, there is no intention of using institutional quality audit reports for ranking HEIs in Ethiopia [1]. The same is true that describes that the procedures and methodologies used by the agency in ensuring the quality of higher education institutions were in an Ethiopian context [19].

### 3.3. Report Achievement

The major finding of themes emerged from the development of protocol procedures step according to a systematic review undertaken on the themes attained during the three study areas. The achievement is highlighted under articulation of external quality assurance of Ethiopian education system of accreditations system, audit, quality impact, accountability, and ranking.

### 3.4. Setting

All the three studies reviewed were conducted at a higher educational level according to the Ethiopian context. Directly focused on the efficiency and pitfalls of using accreditation, external quality audit, and internal quality assurance as major instruments of the quality assurance system in Ethiopian higher education institutions to assure [17]. The external QA process used by HERQA is almost similar to the European standards and also the justification of similar process and methodological acceptance and assumption in external quality assurance to assure the higher education institutions were identified [1, 19].

## 4. Discussion

Based on the reviewed area all are conducted the external quality assurance and implementation in the Ethiopian context under five themes were forwarded as the following synthesis.

### 4.1. External Articulation of the Accreditation System

The accreditation practice focuses exclusively on input and lacks depth and rigor, it is not surprising that institutions care more about facilitators complying with HERQA's requirements than addressing the other important components of the QA regime [17]. The oldest tools of quality assurance within higher education are intended like accreditation, which refers to an evaluation instrument as means of establishing the status of an institution or program by checking and valance whether certain standards are met International Network for quality assurance agencies in

higher education, [12]. Elaborated that accreditation is the establishment of legitimacy and legal bases in the future possibility of an institution, on this HERQA provides knowledge-based professionals and support to produce young generation focusing skill full activities [4, 5]. So in the case of an independent establishment of HERQA is no replacement to enhance the quality of education by assuring the institution achieves it's their goal.

Accreditation promotes accountability and provides public value not only through judging quality but also by availing reliable information about institutions and their programs. Accreditation provides a variety of benefits such as judging the quality of institutions and programs; encouraging employment opportunities, student aid, and transfer of credit signaling whether educational programs meet widely accepted standards, and ensuring accountability through going external evaluation [17]. The review shows that institutional accreditation, which is more about the license to operate, concerns the evaluation of an institution to check if it meets minimum standards while program accreditation focuses on evaluating the academic standing of a particular program of the study [19]. This implies that in the higher education context the ultimate goal behind accreditation has been focused on identification quality control assurance is essential for all person which to succeed in his /tasks everywhere and every time. The responsibility of carrying out accreditation would be assumed by different stakeholders like national agencies, regional, and professional associations, and state of local accreditation agencies [9]. The diversity of procedures and methods are used to gather useful data and reach decided on best action decisions. This reviewed data synthesis revealed the way the process of accreditation implementation in higher education has a big role if it has continuity and is evaluated from time to time and the feedback given depends on the time frame. Whatever the complexity of institutions and challenges that happen in higher education has to respond to resist the complaints from external and internal quality assurance to assure the process to follow. There was a factor that influenced quality assurance" *first QA is more competitive and rigorous, second, QA is becoming recognized regionally, and third, is a need for an international framework*" described by [13]. The accreditation is the way higher education in any case responsible to evaluate and judge the higher institution got evidence document to entire to decide for the decision making and facilitate action making.

### 4.2. Implementation of Quality Audit in the Higher Education-Related Ethiopian Context

External quality audit is another instrument that concept to check the availability of quality assurance schemes within an institution, serving as a barometer of higher education strengths and weaknesses. The reality is that according to Ethiopian country the case of quality assurance agencies and institutions of higher education may show different national policy issues to routine tasks. Quality assurance systems in Africa are in general at an infant stage compared to their

counter-developed system in other parts of the world [12]. The source specifically mentions those challenges related to funding and availability of professional and technical staff in the national quality assurance agencies and highly qualified faculty members in the institutions of higher education. Described that quality is the contention reified concept an ideological construction in institutions, the idea support that the responsibility of quality control and quality assurance to assure a means of higher agency and university, they manpower including adequate budget to implement [3].

Reviewed that, the legitimacy and creditability of institution quality audits depend upon the professional competency, academic qualifications, experience, and technical expertise of the external audit team members [19]. This review shows that the process and output of the implementation rely on the commitment of the higher education institution and that the quality agency also has the responsibility to enhance the quality of education through the learning and teaching process.

The purpose of a quality audit would be to evaluate the procedure and processes those higher education institutions use to maintain their educational qualities as per their established objectives [8, 15]. The issue of quality assurance, many countries have requested their own higher education institution to set quality assurance, that's why Ethiopian higher education quality assurance is important to evaluate, monitor, ranking, meet on the issue, make a decision and resolve by decreasing the deception around the private institution. The review of synthesis concludes that from the three systematic reviews almost there was the same idea negotiation on the issue of external quality assurance in Ethiopian higher education. However, from the review, there is the same gap which has to be responsible for the government's role to facilitate high attention to the reason the coming generation to take a good quality assured education. The idea which revealed and argued by [7]. In this assumption the quality audit and the quality education institutions that implies the chance for stakeholders. Therefore, the review data shows that there is a low linkage between accreditation and the external quality assurance audit system in Ethiopian educational institutions still which was revealed by [17]. Quality assurance does not cover all the detailed processes of the institution, this convince that to assure quality the commitment of higher agency of education have great role it asks follow up, coordination and taking action were the main target of quality assurance to assure, and safe the generation in quality audit perspective but also to audit quality, it was not the role of only one person [8].

#### **4.3. Accountability of External Quality Assurance**

The reviews indicated that institutional quality audit in Ethiopian higher education has the main objective of improving the quality of higher education. Regarding this aspect, institutional quality audits by external experts emphasized providing recommendations to enable them to improve the level of quality of their education. Modernization of quality assurance systems that would

facilitate risk-taking, and anticipate the way we look at the quality and the way taking the risk is a concern about how much committed for our task and decided on it [11].

#### **4.4. Quality Impact**

Some procedures stressed institutional self-evaluation, external audit, and peer-evaluation as a norm. The synthesis review recommended by [16] revealed that there was an impact that faces in the higher education institution's failure to acknowledge individual and bottom-up quality improvement initiatives, inability to make use of research results, and the need to exercise institutional autonomy on academic matters Jimma University were stated that an adequate and effective quality assurance system missing in the Ethiopian public University [12]. The impact of educational quality we can see by two angles, which means negative and positive impacts. The quality of education gives the chance to students and families because the customer of any university can get an alternative to learning to learn and capture great knowledge and become competent everywhere if taken positively. Otherwise, it is a distraction from economic crises with a negative impact. Therefore every individual has responsible enhance the quality impact of education nationally and regional to save a generation. When we see the quality impact of higher education it has the mission to meet the competition why there may be two types of strategies that were a defensive strategy which keeps the market of education to control educational research and an offensive penetration strategy which focuses on creating an educational program, these activities show the direction for stakeholders concentrating on their strategies have to control and evaluate positively the process of learning-teaching in higher institutions [10].

#### **4.5. Ranking**

Adamu A. Y. and Addamu A. M. revealed that there is a debate about whether to use the outcome of an external QA audit for ranking purposes [1]. Argues that an increase of diversity in the higher education system is an important strategy to meet student needs, the concept of this author true that when diversity is accepted within the whole by rejected I know the whole and encourage the other perspective besides ranking is important for higher education not only accept diversity but also it is an availability higher agency to take action and the more to plan how to support the mission they plan to achieve, performance, competent with each other [18]. Instead, it should be used to capture the quality of HE. To date, there is no intention of using the institutional quality audit report for ranking HEIs in Ethiopia. The appearance of the rankings about the difference idea hypnoses undertaken for who make the policy of education and higher education institution which is a clue and an important contribution for higher education. In quality assurance, there are various metrics indicators that suggest improvements in retention rates, graduation rates, level of the final award, graduate employment, and employability attributes the indicator of

quality measurement leads, especially is a clue for universities because they evaluate themselves and become more compute [6].

## 5. Conclusion

Quality assurance is as specified by management and assessment procedures accepted by higher education institutions for putting and enhancing academic performance, academic standards, and generating information. This quality assurance is concerned with external quality assurance intention to the actions of an external body, which considers its programs to determine whether it is meeting the standards that have been agreed on. Accreditation is an external quality assurance instrument that makes an explicit judgment about

the degree to which the external QA procedures used by HERQA are almost similar to the European standard and guidelines of an institution that meets the pre-determined requirements. An audit also on the other hand is the process of reviewing an institution of primary attention area on its accountability and shaping the stated issue and objectives to date, this is not the intention of using the institutional quality audit report for the HEIs in Ethiopia. Therefore, systematic review results revealed that the implementation of external quality assurance in Ethiopian higher education is still under question according to the literature reviewed by the reviewer. Finally, quality assurance is not a one-person role or one organization but also it is highly the responsibility of the governmental body because accountability and responsibility are very important role models for other sectors.

## Appendix

*Table 1. Protocol.*

The objective of the review	Methods and processes to be used	Refined Research Questions	Source for search	Search strategy	Eligibility (inclusion/exclusion) criteria				Data extraction methods	Data analysis/synthesis
					date	Study methods	Types of study/publication	Study focus area		
To examine the efficiency and pitfalls of using accreditation, external quality assurance, and audit as major instruments of quality assurance mechanism in Ethiopian education	Define questions formulate objective protocol preparation study selection, data extraction, and report the findings	What are the specific methods and procedures used by the agency to ensure the quality of higher education?	Science direct and research gate	Through electronic database using important terms such as external accreditation quality assurance system in higher education	2008	qualitative	Unpublished research dissertation	External accreditation on quality assurance system	Using data extraction format development on an excel sheet	Descriptive (non-quantitative synthesis)
To describe the procedures and methodologies used by the agency to ensure the quality of higher education	Define questions formulate objective protocol preparation study selection, data extraction, and report the findings	What are the specific methods and procedures used by the agency to ensure the quality of higher education?	Science direct and research gate	Through electronic database using important terms such as external accreditation quality assurance system in higher education	2012	Qualitative	Article	External accreditation on quality assurance system	Using data extraction format development on an excel sheet	Descriptive (non-quantitative synthesis)

*Table 2. Characteristics of included studies.*

Study Title	Author/Authors	Year	Aims	Study design	Participants/scope	Information contained	Quality Assessment (GRADE)	Country
The nuts and bolts of quality assurance in Ethiopian higher education practices, pitfalls, and prospects	Wondwosen Tamrat	2020	To efficiency and pitfalls of using accreditation, external quality audit, and internal quality assurance as major tools of the quality assurance system in the Ethiopian higher education	qualitative	at university level		higher education	Ethiopia
Higher Education Quality Audit In Ethiopia: Analysing The Methods And Procedures	Melaku Dires	2008	To describe the procedures and methodologies used by the agency in ensuring the quality of higher education institutions	qualitative research method	at university level		higher education	Ethiopia
Quality assurance in Ethiopian higher education: Procedures and practices	Abebaw Y. Adamua*, Aster M. Addamub	2012	To know the current trends of QA in the Ethiopian HE?	Qualitative	at the university level		higher education	Ethiopia

Table 3. Data extraction.

Study Title	Author/s and Year of publication	Purpose/s (Objective/s) of the studies	Major findings	
			Importance of Quality assurance	Quality assurance success factors
The nuts and bolts of quality assurance in Ethiopian higher education practices,, itfalls and prospects	Wondwosen Tamrat 2020	To examine the efficiency and pitfalls of using accreditation, external quality audit, and internal quality assurance as major tools of the quality assurance system in the Ethiopian higher	The introduction of EQA has provided a variety of opportunities for Ethiopian HEIs foremost among which is the creation of frameworks that can respond to the mounting challenges of educational quality	"One major challenge of the EQA system is related to the excessive responsibilities entrusted to HERQA as compared with its limited capacity to deliver. the external quality audit exercise does not inform the accreditation practice and remains an independent exercise having no link with the accreditation despite the huge amount of resources deployed, the external quality audit exercise still Remains an independent exercise that can only be useful for institutions that have a high level of commitment, motivation, and readiness to benefit from the process [17]. Necessitated by new global realities, national developments, and internal demands, the Ethiopian higher education sector has introduced formal mechanisms of quality assurance that include accreditation, EQA, and IQA. One would assume that improvements at the system and/or institutional level are an outcome of the efficiency and integration of the various QA mechanisms that have been in operation for nearly two decades now. The foregoing highlights the deficiencies of the national QA framework in Ethiopia as regards the efficiency of the discrete mechanisms introduced and the link that exists within
HIGHER EDUCATION QUALITY AUDIT IN ETHIOPIA: ANALYZING THE METHODS AND PROCEDURES	Melaku Dires 2008	To describe the procedures and methodologies used by the agency in ensuring the quality of higher education institutions	Auditing of quality and relevance of higher education in Ethiopia is conducted in general based on the following ten focus areas as identified by [HERQA]. 1. Vision, Mission, and Educational Goals 2. Governance and Management Systems. 3. Infrastructure and Learning Resources. 4. Academic and Support Staff. 5. Student Admission and Support Services. 6. Program Relevance and Curriculum. 7. Teaching, Learning, and Assessment. 8. Student Progression and Graduate Outcomes. 9. Research and Outreach Activities. 10. Internal quality assurance	
Compared to their counter-developed systems in other parts of the world and thus confronted many challenges."				
"Quality assurance in Ethiopian higher education: Procedures and practice	Abebaw Y. Adamua*, Aster M. Addamub 2012	To know the current trends of QA in the Ethiopian HE?	The implication of quality assurance in Ethiopian higher education.	"The determination of the outcomes of its QA processes is not undertaken autonomously and independently from the government, particularly MOE. The ultimate goal of any type of external QA is to maintain and improve the quality of HE. Until now, BDU did not design an action plan to implement the recommendations given by HERQA's audit report.

Table 4. Setting and final finding.

Research Tittle	Author/s	Objectives	Year	Country	Institution	Main Findings	
						Importance of QA	Success Factors
The nuts and bolts of quality assurance in Ethiopian higher	Wondwosen Tamrat	To examine the efficiency and pitfalls of using accreditation, and	2020	Ethiopia	higher education	It has influenced the implementation of external quality assurance in	Accreditation in Ethiopia: practices, challenges, and anomalies External quality audit in Ethiopia: practices, challenges, and anomalies



Research Tittle	Author/s	Objectives	Year	Country	Institution	Main Findings	
						Importance of QA	Success Factors
education practices, pitfalls, and prospects		external quality audit, as major tools of the quality assurance system in Ethiopian higher education				Ethiopian education sector-wise.	
Higher Education Quality Audit In Ethiopia: Analyzing The Methods And Procedures	Melaku Dires	To describe the procedures and methodologies used by the agency in ensuring the quality of higher education institutions	2008	Ethiopia	influence	Influences the implementation of external quality assurance in Ethiopian education sector-wise.	The finding was the result of the quality audit of higher education. Institutions did not have an established link with funding, ranking of institutions, or accreditation. The purpose of an institutional quality audit is improvement-oriented, the finding of the study showed that certain elements of controlling/accountability were also demonstrated. An institutional quality audit has nothing to do with accrediting public higher education institutions. As a result, none of the public higher education institutions and the programs offered by them were accredited. Seemingly, it is also less likely that institutional quality audits would help to bring about sustainable quality culture and improve the innovation capacities of institutions toward quality improvement without primarily ensuring the minimum level of quality standard of education. There is a debate about whether to use the outcome of an external QA audit for ranking purposes. Quality assurance is an output of the activity between organization and learning-teaching within teacher-student. Instead, it should be used to enhance the quality of HE. To date, there is no intention of using the institutional quality audit report for ranking HEIs in Ethiopia.
Quality assurance in Ethiopian higher education: Procedures and practices	Abebaw Y. Adamua*, Aster M. Addamub	To know the current trends of QA in the Ethiopian HE?	2012	Ethiopia	higher education	Influences on the implementation of external quality assurance in Ethiopian education sector-wise.	for monitoring, and enhancing academic performance, academic standards, and generating information. There is a debate about whether to use the outcome of an external QA audit for ranking purposes. Quality is not a simple thing it was a progressive interaction between teacher and student within higher agency support. Instead, it should be used to enhance the quality of HE. To date, there is no intention of using the institutional quality audit report for ranking HEIs in Ethiopia. Also, accreditation is an external quality assurance mechanism that makes an explicit judgment about the degree to which an institution meets the pre-determined requirements. An audit also on the other hand is the process of reviewing an institution's primary attention area on its accountability and shaping the stated aims and objectives. Therefore, the systematically reviewed output is showed that the implementation of external quality assurance/management in Ethiopian higher education is still under question that still needs to be improved. What I remained, quality education is the path to building the future generation and shaping a competitive and confident youth.
Summary		Quality assurance is a tool for controlling and the way adopted by higher education institutions for monitoring, and enhancing academic performance, academic standards, and generating information. There is a debate about whether to use the outcome of an external QA audit for ranking purposes. Quality is not a simple thing it was a progressive interaction between teacher and student within higher agency support. Instead, it should be used to enhance the quality of HE. To date, there is no intention of using the institutional quality audit report for ranking HEIs in Ethiopia. Also, accreditation is an external quality assurance mechanism that makes an explicit judgment about the degree to which an institution meets the pre-determined requirements. An audit also on the other hand is the process of reviewing an institution's primary attention area on its accountability and shaping the stated aims and objectives. Therefore, the systematically reviewed output is showed that the implementation of external quality assurance/management in Ethiopian higher education is still under question that still needs to be improved. What I remained, quality education is the path to building the future generation and shaping a competitive and confident youth.					

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