

4.1 Good Governance and the Rule of Law

Needless to say, the challenges of the existing wider policy-practice gap in Ethiopian are a matter of public issue. Moreover, perhaps, no wider policy-practice gap is observed as it is in Ethiopian land law and use, legal and social justice, administrative system, and land law, governance and management. Similarly, at its fourth session, in August 2014, the United Nations Committee of Experts on Global Geospatial Information Management (UN-GGIM) approved the addition of a new work item, “The application of geospatial information – land administration and management” into the Provisional Agenda. Through the participatory and transformative research project works, protection of social and legal justice and legal recognition, sustainable use and management of common lands and natural resources with the focus of human rights and wellbeing, equitable prosperity and sustainable livelihoods and healthy and sustainably managed environments. Under this subtheme key focuses are:

- Access to justice, legal and social justice, and criminal justice;
- Tax administration;
- Land law, land management, land governance, land rights, land-use regulation, land valuation and taxation;
- Legal empowerment and ensuring the rights of vulnerable groups;
- Media law and journalism in advancing justice and accountability;
- Technology adoption for good governance.

4.2. Society, Culture, Tourism and Community Learning & Development

The traditional survey and descriptive research are not contributing to social transformation or cultural change of the Ethiopian society. Social transformation, which Ethiopia planned to have achieved since the 1990s (in its Education & Training Policy, Growth and Transformation GTP1 and Global Millennium Goal, etc.) theoretically involves the process by which an individual alters the traditionally or culturally ascribed social status of their parents into a socially achieved status for themselves; and, cultural change involves modification of a society through innovation, invention, discovery, and/or contact with other societies. These are supposed to further stimulate cultural, social change, alteration of mechanisms within the social structure characterized by changes in cultural symbols, rules of behavior, social organizations or value systems.

The following are focus areas:

- Youth and communities Participation-- to encourage young people, in particular, and adults at large, to become more interested in socio-cultural decisions that affect their lives;
- Linguistic-cultural preservation and revitalization
- Ancient and medieval artefacts and heritage management activities,
- Traditional educational and democratic processes and systems;
- Designing and validating culturally/linguistically relevant, innovative, technology-based packages and material
- Developing new perspectives or models in social-cultural research methodology

4.3. Educational Advancement and Quality Assurance

The Ministry of Education and non-governmental and community-based organizations are engaged in strengthening and expanding quality education programs. In spite of all these efforts, Ethiopia’s education system/practice, formal and non-formal, has faced challenges in quality, equity or access and lack of relevance and coordination among all modalities/sectors. The current philosophy, policy as well as practices of formal education at schools and preparation of teachers and teacher educators at tertiary levels are not fostering critical understanding and transformation of Ethiopian cultural

values and beliefs. In general, the educational system/practice is not promoting a critical and active process of exploration and re-construction of knowledge in its socio-educational and ecological context. The following are key points under this sub-theme:

- Designing and validating new models of formal and non-formal education, at all levels
- Designing and validating new models of adult education, community-based education and pre-/in-service teacher education
- Integrating socio educational and ecological context in all fields/subject areas of study
- Critical educational policy, curricula and syllabi analysis that ultimately develop new models, perspectives and educational philosophy relevant to the Ethiopian context
- Integrating researching, training and development;
- Critical analyses of the social context of learning and organizational structures of schools and higher institutions.

4.4. Population, Gender, Peace, Conflict and Development

Although the reality of aspirations for development, peace, and equality are features of human history, the forms and nature of these vary from context to context. As located in developing world and, especially, in the Horn of Africa, Ethiopia is exposed to geopolitically, climatologically, historically and socioeconomically generated and cumulated challenges. Ethiopian and Horn of African communities desperately want economic, infrastructural and technological developments and in general, need a free world from poverty, hunger, conflict, unemployment and any form of oppression or conflicts arising from cultural-politics. Nevertheless, the Horn of Africa in particular and Africa at large is experiencing not only the traditional conflicts over inter-/intra-ethnic contests, nation conflicts, and conflicts over resources (land, water, minerals, etc.), but also even more complex forms of human trafficking, economic-political migrations, trans-border crimes, terrorism, and global climate change (GCC) generated conflicts. The following are key points under this sub-theme.

- Peace, conflict and development;
- Migration and human trafficking;
- Violent crimes, trans-border crimes and cross-border terrorism;
- Unemployment and corruption;
- Culture-/gender-based inequality;
- Economical or skill empowerment of the disadvantaged women, girls and/or physically impaired women and men.