

Questioning Ethiopia's University Education Philosophy: A Policy towards Disempowering the Country's Youth

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Abstract : This paper aims to explore the two contradictory debates about the educational philosophy of universities in the context of Ethiopia. It also explores how the understanding of the philosophy of the university is shaped by environmental factors and exacerbates the marginalization of youth. On the one hand, universities are perceived as places where knowledge can solve a certain practical problem. On the other hand, universities are places where knowledge is produced and disseminated irrespective of its immediate use value. This study found that understanding the philosophy of education varies across time and place. In the Ethiopian context, there is neither a disinterested pursuit of knowledge nor an instrumentalist epistemology nor a synthesis of the two. It disregards the value of knowledge altogether and overly simplifies the philosophy of instrumentalist epistemology to the extent of buying and selling certificates, even in the absence of formal training.

Keywords : philosophy of universities, marginalized youth, diploma mill, instrumentalist epistemology, disinterested pursuit

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