



**Public Relations Practices at the FDRE Ministry of
Education and Perceptions of its Selected Publics**

**A thesis submitted to
School of Journalism and Communication
in partial fulfillment of the requirements for the
degree of Master of Arts in Public relations and
Strategic Communication**

**By
Solomon Melesse**

**September
2023**

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This is to certify that the thesis prepared by Solomon Melesse, entitled: **Corporate public relations practices of the FDRE Ministry of Education and Perceptions of its Selected Publics** and submitted in partial fulfilment of the requirements for the degree of Master of Arts (Public relations and Strategic Communication) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Abstract

One of the major roles of any public relations office in a given organization is to create social coherence with its publics. When it comes to the government PRs, the applicability of the profession is mostly controversial as it swings between public information and mere propaganda. This research has selected the FDRE's Ministry of Education to evaluate the corporate PR practices and the perceptions of their publics. Since the Ministry's activities affects a vast amount of the population, the researcher only focused on a segment of the general population that includes teachers, students and their families. The research uses quantitative research approach to collect information from 193 randomly selected people using self-administered questionnaire; In-depth interview and a focus group discussions with the PR practitioners of the ministry provided additional qualitative data. The findings indicate that, despite the efforts made by the PR team to reach the public using diversified media techniques, these publics are far from understanding what the MoE is doing and how to get information from the ministry. Less than 7% of the survey participants acknowledge that there is a possibility of getting information directly from the MoE. Even as an alternative source of information regarding education. There are challenges on the part of the PR team to clearly identify the target audience which arises from the government's federal structure. Even though there are encouraging moves to employ the new trend of PR like that of social media and internet, still the team must have full control on the information and communication tasks undertaken by other departments. The effort made by the PR team to utilize a symmetrical method to address the audience on important issues is plausible.

Table of Contents

Abstract.....	i
Appendix.....	vi
List of abbreviations and acronyms	vii
Declaration.....	viii
Acknowledgment.....	ix
Chapter one	1
Introduction.....	1
1.1 Background of the study.....	1
1.2 The Ministry of Education in Ethiopia	2
1.3 Problem statement.....	3
1.4 General objectives	5
1.5 Specific objectives.....	5
1.6 Research questions	6
1.7 Significance of the study	6
1.8 Scope of the study	6
1.9 Limitation of the study.....	7
1.10 Organization of the study	7
Chapter two	8
Literature Review	8
2.1 The public relations global overview.....	8
2.2 The concept of a Human anatomy to best describe public relations.	8
2.3 Who are the "publics" in public relations?	9
2.4 Public Relations in Ethiopia	10
2.5 The Ministry of Education	11
2.7 Definitions and concepts	13
2.7.1 Public relations and corporate communication	13
2.7.2 Government public relations	14
2.7.3 Corporate culture.....	15
2.7.4 Corporate communication culture	17

2.7.5	Corporate communication	17
2.7.6	Government Event Management.....	19
2.8	Empirical Literature Review.....	20
2.8.1	Corporate Public relations in Japan	21
2.8.2	Government communication, Netherlands.....	22
2.8.3	Government Public relations, Australia	23
2.9	The new Public relations trend.	25
Chapter Three		27
Research methodology		27
3.1	Introduction	27
3.2	Study Area	27
3.3	Research method and design.....	27
3.4	Target Population and Sampling Method.....	28
3.5	Data collection Methods.....	30
3.5.1	In depth interview	30
3.5.2	Focus group discussion	30
3.5.3	Document reviews	31
3.5.4	Questionnaires.....	32
3.5.5	Ethical considerations.....	32
3.5.6	Data analysis and presentation	33
Chapter Four		34
Data presentation and Analysis		34
4.1	Introduction	34
4.2	Presentation and analysis of qualitative Data.....	34
4.2.1	Focus Group Discussions.....	34
4.2.1.1	Who is the public for the MoE?	36
4.2.1.2	Ways and means of communicating with the “supposed” publics.....	37
4.2.1.3	Significant events that MoE has achieved for the education sector	37
4.2.1.4	Heads of the ministry that gets closer to the publics.	38

4.2.1.5	Clearing the ambiguity and responding to the feedback.	39
4.2.2	In-depth interviews	39
4.3	Presentation and analysis of quantitative data.....	42
4.3.1	Demographic profile of the respondents.....	43
4.3.2	Age and gender distribution among the questionnaire participant.....	44
4.3.3	General questions for all audience categories	45
	Open ended questions	49
	Social media usage.....	50
4.3.4	Questions for Specific group of audience categories	51
4.3.4.1	Specific Questions for Students	51
4.3.4.3	Specific questions to teachers.....	54
4.4	Analysis of the digital media	55
4.4.1	Official website:.....	55
4.4.2	Facebook	56
4.4.3	Telegram	56
4.4.4	Twitter (now named as X):-	57
4.4.5	YouTube :-.....	57
4.4.6	Other Social media platforms.....	58
	Chapter Five.....	59
	Summary, Conclusion and Recommendation	59
5.1	Summary & conclusion.....	59
5.2	Recommendations	61
	Further studies	61
	References.....	63
	appendixes	65

List of Tables

Table 1 General respondents of the survey	43
Table 2 distribution of schools.....	44
Table 3 age distribution among female participant	45
Table 4 age distribution among male participant.....	45
Table 5:- Age categories	45
Table 6 Education's role on the future Ethiopia's fate	45
Table 7:- MoE will provide us information	47
Table 8:- Common information channels among the public of the MoE	47
Table 9:- know where to go in the time of inquiry	48
Table 10: recollection of the major events.....	49
Table 11:- Recollection of officials of the MoE	50
Table 12:- Social media platform usage	51
Table 13:- Measuring confidence to make a difference.....	52
Table 14:- I get solution on the issues	53
Table 15:- information affecting parent's decision	53

Appendix

Appendix 1: - FGD points	65
Appendix 2:- In-depth interview questions	66
Appendix 3: - Questioner for parents	67
Appendix 4:- Questioner for teachers	68
Appendix 5:- Questioner for students	69
Appendix 6:- Organizational Structure of MoE.....	70

List of abbreviations and acronyms

FDRE Federal Democratic republic of Ethiopia

GCAO Government Communication Affairs Office

MoE Ministry of Education

MoSHE Ministry of Science and Higher Education

PR Public relations

FGD Focus Group Discussion

Declaration

I, Solomon Melesse, declare that the thesis entitled “Public Relations Practices of the FDRE Ministry of Education and Perceptions of its Selected Publics” is the record of the independent research work carried out by me under the supervision and guidance of Dr. Getachew Dinku. This work has not been submitted earlier elsewhere for the award of any diploma, degree or fellowship.

Solomon Melesse Tamerat

September 30 2023

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Chapter one

Introduction

1.1 Background of the study

Any business; be it big organization or small business; be it government or non-government organization plus religion group; even amateurs or professionals, must have customers that need to be addressed with some sort of message. The public relations practice is dispensable only if there is anyone who would not have any communication with publics at all; otherwise everyone needs to practice public relations. In this regard public relations offered several options for communication between organizations and their clients.

Among the many organizations that are in need of public relations support to communicate with local and broader international community are national governments, either elected or non-elected. The Merriam-Webster's dictionary defines government as “the group of people who control and make decisions for a country, state, etc.” or “a particular system used for controlling a country, state, etc.” and “the process or manner of controlling a country, state, etc. By stating “etc.” the dictionary refers to several local government structures and agencies. For every interaction or decision to be addressed by the government, there must be a communication process.

In Britain the earliest professional group of civil servants setup to provide necessary link between government and the media had been established in 1947 and these civil servants are called “information officers”. Their roles and responsibilities are stated by the committee that helps to setup this group of professionals (Theaker, 2004, p. 219). However, the ministry of information in Britain is formulated after the First World War which was responsible for all the propaganda by the government especially during WWII (Yankah, 2010). If we observe the day-to-day activities of the media, we can effortlessly observe governments are their major focus and are in the front line for their news making either constructively or negatively. Governments at the same time wanted the media coverage to counter those negative media coverage and state their positions as well as to interact with their public.

The practice of public relations in Ethiopia is very difficult to assess. Some scholars assumed the speeches of the kings used to be the PR activity (Alemnew, 2019). If such routines of kings and clergies were considered PR activity Ethiopia would probably become one of the oldest nation to practice the profession. However, the establishment of the ministry of Pen in 1907 by Emperor Menelik II (Marcus, 1975) could become the first step in the journey of PR at the government level. The formalization of the public relations activity at the Ethiopian government level started after the establishment of the Ministry of pen in 1940 (Gezihagne, 2018).

The major role of the ministry used to be assisting in the writing of the Emperor's speeches, helping formulate statements of government policy, and crafting official correspondence with other heads of state (Schellhas, 2019), which are typical of PR tasks. Letter on, this Ministry has been named as Ministry of information. Most of the responsibilities for this ministry used to serve as a propaganda tool for the subsequent governments of Ethiopia up until the establishment of FDRE Government Communication Affairs Office (GCAO) in 2008.

In 1960 the first private PR firm "Alem public relations consultancy" was established by two individuals in Addis Ababa (Alemnew, 2019). The involvement of private media agency in the country placed a milestone. Yet the public relations activity in Ethiopia is trapped in multiple glitches and limitations (Gezihagne, 2018).

1.2 The Ministry of Education in Ethiopia

The Ministry of education is one of the eleven ministries ever introduced in Ethiopia by Emperor Menelik II in 1907 (ወልደሞስቀል, 1907). Since Ethiopia has a long history of parochial education system, modern (European style) education becomes the highest priority for all of the administrations since then. Emperor Haileselesie I assigned Aleqa Wolde-Hanna as a Minister of Education (ኃይለሥላሴ, ፳፻፪), and letter the Emperor himself used to be the minister for MoE (DeStefano & Bernard Wilder, 1992) as well as donated his private compound to establish the first higher education institution. The next provisional government of Ethiopia made great effort and achievement especially for the eradication of illiteracy from 90% to 35% (Negash, 1996) in a very short period of time.

Since its inception over one hundred years ago, the MoE has passed through major milestones to reach the current state of Ethiopian education sector which has over 46 thousand schools, and over 26 million students with more than half a million teachers (Education, 2022).

1.3 Problem statement

The Ministry of Education has been in the fore-front through the generation of Ethiopians and able to knock the doors of each and every one of us in one way or the other. Every citizen as an Ethiopian is impacted by this government institution. Having a great deal of responsibility to modernize the education system with ample access for everyone to gain knowledge, used to be the commitment for this ministry. But how could it be possible to effectively achieve this enormous task without a proper communication method? How the successive government/leaders of the country tried to fill the gap to communicate with each citizen in order to get involved to educate either himself or his subordinate to the betterment of the country and the citizens?

As the most responsible organization to mobilize the nation's resources and convince the public to actively participate for the cause, the MoE should play the major role; specifically in terms of public relations activity. However in most of the researches made on the government's public relations activities, anyone can observe that these public relations activities are found to be somehow incompetent to play such big role (Alemnew, 2019; Gashaw, 2021).

Also after assessing the public relations activities of the current federal government ministries, Getasew Adane state the condition as:-

“... majority of the practitioners value PRs as a profession but the actual practice of government communication is manifested by lack of expertise, knowledge gap and favorable ground. Consequently, it plays insignificant role to bring solution to the nationwide chaos that resulted mainly from miscommunication.” (Adane, 2019)

Though there are some researchers who conducted on the overall public relations activities of government organizations in Ethiopia, it is also very important to study how some of the most influential ministries like that of the MoE engage in communicating with the

general public and what methods do they employ to effectively reach their goals, which is bringing the community together to work for the common cause of growth and stability.

Governments generally play a key role either to enhance or diminish their citizen's aspirations, and the same way some government agencies are more impactful to determine that same society's vision. Health, education, and national security issues are among the very top priorities on the nation's survival list. As they are very impactful in every citizen's wellbeing, they also required the same immense amount of communication activity.

After determining the importance of assessing the federal government's public relations practice, this researcher further looked upon some of the thesis done by the AAU graduate school of journalism & communication online at <http://etd.aau.edu.et/handle/123456789/183>. Among the many ministries and federal agencies studied on their practices of the public relations related subjects, the MoE is mentioned (but not fully studied) on three research papers by Getasew Adane (2019), Melkamu Amare (2020), and Dese Kefale (2021) out of the forty or more studies made on the federal government and its agencies public relations related practice.

As mentioned above, having the most overwhelming impact on so many lives of the nation's population, omitting the MoE looks like not seeing an elephant in the room. Also as one of the publics of this ministry as post graduate student and having two children passing through the current education system, this researcher is curious about the communication and the public relations function of this influential ministry. Above all after the realization of the new reformation government in 2018, one of the restructuring agendas of the FDRE's government was to undertake institutional transformation, as it was mentioned on the ten years of development plan (2021-2030) among "one of the six major strategic pillars" (Abaye, 2023). Hence the MoE has become one of the institutions to be included on these transformation matter and the prime minister of FDRE has assigned a veteran opposition party leader for such role. Two of the ministries merged and the overhaul process of the office and also the total educational sector has been taken place right away. Obviously the ministry is making all these hard work for the betterment of the general public and such a major movement requires the public support; so what are the ways and strategies the MoE will utilize to convince and mobilize the public in order to get their support and response if they have any concern? What will be the role of the public relations and the values given by the MoE?

This research rather discuss on the current position that this ministry is having in terms of public relations and corporate culture. This researcher assumed that the current trends in any activity is a reflection of the past history; as well as the lessons taken from the past are more or less the foundation for today's culture. If we are able to study thoroughly the past and present status of such an important government body we would also predict the central government's public relations stance, or at least be in a better position to start further research. However, the gap that is assumed to be filled with in this research will be the current activities and the organizational outlook of the ministry. In this regard the major objective of this research is to study the Ethiopian Ministry of Education's public relations practices. The research will also focuses on assessing the PR activities of the ministry as well as its official's point of view and attitude towards the ministry's public relations mission. This research also study the role and organization of the ministry's corporate communication culture towards both the success and the failures of modernizing the nation's education system.

1.4 General objectives

This research assesses the public relations practices of the MoE, focusing on the public relations activities during this major milestone of the ministry and the perceptions of its most important publics regarding the roles of MoE.

1.5 Specific objectives

1. To explore the principles and expectations to establish the public relations team at the Ministry of Education and the PR practices of the Ministry during the major events involving the organization.
2. To assess the public relations team's role at MoE on playing the issues of teaching learning process and the public's perceptions regarding ministry's communications and the channels selections.
3. To analyze the PR team's understanding on the public of the organization to communicate with the right message using the right channel as well as the public's familiarity with on the major events and history of the organization?
4. To analyze major activities of the ministry and explore what was/is the role of the PR in successfully publicize these activities which includes the current public relations position on the organizational structure.

1.6 Research questions

1. What are the principles and expectations to establish the public relations team at the Ministry of Education?
2. Does the public relations team at MoE have substantial role to play on the issues of teaching learning process?
3. Does the PR team understand the publics of the organization to communicate with the right message using the right channel?
4. What are the major activities of the ministry and what was/is the role of the PR in successfully publicize these activities?

1.7 Significance of the study

The most important lesson to gain from this research is the importance of public relations on the success or failure of any organization, especially on the government public relations activities. Parell and Talan elaborate the importance of organizational communication culture in the government offices as “the best insurance policy against unanticipated problems” (Parell & Talan, 2022, p. 31).

Hence the more we study on the organization’s PR; it will be clear that the more we will understand either its success or failures. Similarly it is also very important to study the major events of any organization and the methods as well as the techniques used to communicate that event to the general public, which is an indication of the proper uses of communication process as well as fulfilling the public service duty.

1.8 Scope of the study

The scope of this research is limited to the Ministry of Education, one of the major and the oldest ministries of the modern Ethiopian government. In terms of issue, the study limits itself to observing the public relations practices of MoE and how it is perceived by its publics at selected public and private schools in Addis Ababa.

1.9 Limitation of the study

One of the limitations for this research is lack of available archives about the MoE in particular. In order to tackle such hindrance the researcher had to find some of the officials and staffs related to the public relations activity to discuss about issues raised on this research objectives. Also unavailability of other researches made on the corporate communication culture and events of government PR activity in Ethiopia was the other hindrance for making comparative analysis for this study.

Another obstacle for this research is for the first time in its history the Ministry of Education was divided into two ministries by the federal administration in 2018 just to merge again three years later, separating the higher education sector into its own ministry after facing difficulties in managing different ministries of the same purpose, which is education. While this study was in progress these two ministries merged and there was big communication gap between the staffers of two of the ministries effectively having different offices and building in the same MoE compound, sometimes for the same tasks. This further complicated the researcher's work as it required going here and there to collect data and information virtually from two different organizations.

1.10 Organization of the study

The research is organized in six different chapters. The first two chapters present the introduction and related literature reviews. Chapter three discussed the research methodology used to conduct the study, while chapter four presents and the analysis and interpretation of the study. The final chapter summarizes the research and provides conclusion as well as recommendations.

Chapter two

Literature Review

2.1 The public relations global overview

Virtually all scholars agree that public relations as a profession is a recent phenomenon and the term was coined in the United States then shipped to Europe after the Second World War. By quoting Grunig and Hunt, the Johanna Fawkes associate the history of public relations with the four models of public relations; hence the Press agency/publicity model as the earliest practice of 19th century, whereas Public information model of early 20th century to be the second phase for public relations timetable, followed by two-way asymmetric PR or persuasive Communication which was implemented between the two world wars; finally Two-way symmetric PR which is yet being described as a theoretical model and not practical so far (Theaker, 2004).

Public relations emerged as a result of four dominant practices and traditions which include: -

- A) Rhetoricians and Press agent tradition: popularized by speech makers and other propagators who were involved in the work of rhetoric's and press a gentry.
- B) Journalistic Publicity Tradition: This was precipitated by the 19th century American Industrial Revolution and the result it altered the structure of society and made public relations inevitable.
- C) Persuasive communication campaign: which was rooted in the US publicity and propaganda initiatives on the World War 1.
- D) Relationship-Building and Two-way Communication Tradition: This was popularized by Arthur Page who believed that winning public confidence required not only temporary attempts to answer criticism but continuous and planned initiatives of positive public relations using institutional advertising and others. (Rajdeep & Jain).

2.2 The concept of a Human anatomy to best describe public relations.

Public relations can be best described by the human anatomy, especially the “Head”, if we denote the whole human body as a broad organizational structure; a system having a

purpose to achieve. Since PR is part of an organization the best body part to symbolize it would be an 'Eye'. Our eyes are used to have the supreme importance of understanding the reality that surrounds us; we will also define and give meanings of the matters, which in turn would decide on our fate. In the meantime public relations allows an organization to look for, to understand and classify its audiences so they could contribute for the wellbeing of that organization. It doesn't mean that an organization can't survive without a PR team, (the same way human beings can live without an eye) but it would greatly contribute to the understanding of the environment using its tactile senses, which of course will be pale and partial.

For human anatomy our eyes send and receive messages directly to/from the brain, as the brain is the most important (if not the only) decision maker for the body system. The same goes to the head of an organization (be it the general manager or minister) that we call a brain, the PR team should be in direct contact with that decision making person and assist him to communicate with the internal and external public.

The independence of the PR practitioners grew into a management level at the early 1990's and in organizational hierarchy the communication team supposed to get hold of the upper level to involve on decision making tasks, not in vice versa. Cornelissen's organizational structure (Cornelissen, 2014, p. 129) has brilliantly defined the place of PR & communication's in both vertical and horizontal positions.

To sum up this human anatomy vs. PR notion, the most important task for the PR professionals in the organization will be to identify and effectively communicate with its audiences for the general good of that organization. Darrell et al. discuss these tasks of a PR in the book "Public relations Cases" in its 9th edition as:-

"In helping to define and implement policy and to achieve strategic goals for an organization, the public relations practitioner utilizes a variety of professional communication skills and plays an integrative role both within the organization and between the organization and the external environment." (Hayes, Hendrix; , & Kumar;, 2013)

2.3 Who are the "publics" in public relations?

One of the world renowned chapters in PR, namely Chartered Institute of Public Relations described the public relations public as: - audiences that are important to the

organization that include customers - existing or potential, employees and management as well as investors, media, government and suppliers (CIPR, n.d.).

2.4 Public Relations in Ethiopia

When we come to Ethiopia's public relations structure, scholars are yet to be in consensus when and how it started. Some argue that it is a very recent occurrence while others described PR as the earliest trend practiced by kings and authorities to motivate and promote their agenda (Alemnew, 2019). There are also others/many who have expressed the public relations in Ethiopia has been known after the first ministries of the central government came to existence, and the specific ministry in charge of PR activity is named as 'Ministry of Pen' by the then Emperor of Ethiopia Menilik II. The ministry of pen used to be among the first government institution created by the Emperor in 1907 (Marcus, 1975), and the first person to assign for the ministerial post was the Ethiopian Orthodox Church Pope Abune Mathios (Zewde, 2002), however Tesfaye pulled the time of the formation of the Ministry of Pen into 1940 (Gezihagne, 2018), probably he is citing about the newly established Ministries those had been established after the Italian invasion and the return of Emperor Haile Selassie from exile. As Mark Schellhas described the duties and responsibilities of the ministry, "to put the emperor's words, instructions and decrees in writing, which would become official law" (Schellhas, 2019); he further elaborated the duties as long as carried out the blame whenever Haile Selassie made a decision which is not liked by the public as if the ministry didn't understand what the emperor meant to say, while the public praise the emperor when decree communicated by the ministry is turned out to be good. Such duties and responsibilities are typical of the public relations activities and we could categorize such a model of the PR as a Public information model of the early 20th century which the time exactly matches the categorization by Johanna Fawkes on the history of the public relations as we see early on in this section.

Later the establishment of the ministry of information replaced the ministry of pen and formally engaged in the government-public conversation and served as an official government spokesperson agent. In regards to public relations as a business activity, the first known private public relations firm was established in 1960 by two former journalists and sets a good example of the profession under looked by the private companies up until that time. Since the private corporations and business at that time heavily invested in advertising, it seems that they are

lately comes to understand the roles and benefits of public relations into their day to day activity, and yet the private business' attitude on the role of public relations in Ethiopia required rigorous research and investigation. However the Ethiopian government's public relations endeavor has not ceased, though it continues with different shapes and names up until today that we can find the office of public relations in any government offices from top to bottom.

The availability of public relations positions in all government offices doesn't mean that the practice of PR is up to what is expected, rather most of the researches made by different graduate students from the Addis Ababa University in recent days expressed their frustration on the knowledge gap by the government public relations personnel (Alemnew, 2019; Adane, 2019).

2.5 The Ministry of Education

Another characteristic of the determination and actions of modernizing Ethiopia by the emperor Menelik II is expressed by his approach on the importance of education. Bishaw and Lasser on their journal article wrote on Menelik's modernization of the Ethiopian education as;

“Emperor Menelik II strongly believed that the building of Ethiopia as a modern state, as well as the strengthening of existing political power, necessitated the introduction of modern education. It was believed that the country's independence could be linked to an educated populace that was fluent in foreign languages.” (Bishaw & Lasser, 2019)

As we saw earlier, during the emperor's appointments of eleven ministries one of these ministry used to become the Ministry of Education (ጠልደጦስ ቀለ, 1906); and the appointed minister was the Ethiopian Orthodox Church Pope Abuna Mathios, which used to demonstrate how seriously Menelik II viewed the importance of modern Education (Zewde, 2002). Menelik II probably worried that the modern education he is aspiring for his country may get strong opposition from the clerics and the general public which they thought this modern education would go against the widely accepted rules and values of the Ethiopian Orthodox church. Even though the ministry was made public and a “minister” is assigned, there is no organizational structure set up to enact and control the educational system; after all there was only one school available at that time, which was launched by the Emperor and named after him in . The authority of the pope as a minister used to be making sure that students are not exposed for the secular world, and one of the solution to avert such occurrence is hiring teachers from Egypt's Copt church (Zewde, 2002).

The emperor Menelik II himself announced some of the guidelines to send children's to that school, and exemplify himself by sending his grandson Lij Eyasu (later become successor of Menelik and overthrown by a Coup d'état) with other royalties like Teferi Mekonene (become emperor himself as "Haile selasie I") to the school.

2.6 Theoretical Framework

This research has evaluated the public relations activities of the MoE based upon the excellent theory of Grunig which stated that the theory will "explain the value of public relations to an organization and identify the characteristics of a public relations function that increase its value" (Grunig & Grunig). Janelle also explained the excellent theory as "this theory provides a benchmark for public relations units and emphasizes the strategic importance of public relations in organizational governance" (Janelle, 2023); further elaborated its values and characteristics as:-

"According to the Excellence Theory, public relations is essential for establishing and maintaining good relationships with an organization's strategic publics. This helps organizations develop and achieve mutual goals, reduce the costs of negative publicity, and increase revenue by providing products and services needed by stakeholders. To maximize the value of public relations, organizations should identify their strategic publics and build long-term relationships through symmetrical communication programs." (Janelle, 2023)

Also four of the characteristics mentioned on the same article are as follows:-

1. **Empowerment of public relations function:** Organizations should empower public relations as a critical management function.
2. **Communicator roles:** Public relations executives should play both managerial and administrative roles.
3. **Organization of communication function:** Public relations should be integrated, separate from marketing or other management functions.
4. **Public relations models:** Effective organizations should base their internal and external communication and relationship building on a two-way symmetrical model

Therefore it is the best theoretical framework to evaluate the public relations practices of the ministry of educations through the excellent theory.

2.7 Definitions and concepts

2.7.1 Public relations and corporate communication

Public relations activities are all about dealing with some sort of public in a systemic way, if we can describe it in a simple sentence. However if we go deeper into the theories and practices of all those dealing we should face a life time journey of education. Public relations main objectives are developing and executing strategies and tactics that will benefit any given organization (Tench & Yeomans, 2009). James E. Grunig and Todd Hunt presented their analysis of PR types on their book *Managing Public relations* in 1984. This classification of the US public relations helps us to understand PR and its practices more than ever. As it is summarized by Lee Edwards, here are the four typology of PR by these two scholars in short.

“Press agency is one-way communication: no dialogue with the intended audience is required and the main objective is to put forward one particular view of the world through the media and other channels. Public information is related to press agency in that one-way information dissemination is the purpose of the activity, but it differs from press agency in that truth is fundamental to its purpose. The information has to be accurate, true and specific – the main aim is to inform rather than persuade. Two-way asymmetric communication is rooted in persuasive communications and aims to generate agreement between the organization and its publics by bringing them around to the organization's way of thinking. Feedback from publics is used to adapt communications strategies to be more persuasive, not to alter the organization's position. Finally, in two-way symmetric communication the aim is to generate mutual understanding – the two-way communications process should lead to changes in both the public's *and* the organization's position on an issue.” (Tench & Yeomans, 2009, p. 150)

In order to understand an organization in the eyes of PR's practitioner, some scholars suggest to explore the systems theory; which “describes an organization as a set of parts (or subsystems) which impact on each other and which together interacts with the organization's environment” (Theaker, 2004, p. 48). The systems theory further elaborates how organizations work in harmony within themselves and with surrounding others for mutual benefit. For the public relations professionals understanding this theory

should be compulsory for the reason that its great benefit as well as with the provision of the roles of PRs for the welfare of the organization's day to day activity. Therefore, the public relations practitioner has a responsibility to create a positive brand identity and maintaining the communication process for that organization/corporation he represents.

Corporate communication teams build the company's image, communicate with internal and external audiences to maintain a positive reputation in the industry, and bridge the gap between employees and management since the company's corporate communication strategy can go in several of ways often consisting of : -

- A) Written (website, press releases, memos)
- B) Verbal (interviews, videos, press conferences) and
- C) Visual (photographs, infographics, illustrations), to build a strong brand identity, in which internal and external communication need to be aligned. (Khan, 2020)

2.7.2 Government public relations

As discussed on the introductory level, any organization must deal with the public in one or the other way. At the same time these organizations have to deal with their own audiences. The four major roles of government public relations are media relations, public reporting, responsiveness to the public, and outreach (Lee, 2019). Getasew Adanane in his MA thesis describes that government PR is the critical link between the government and its citizens by creating even communication between these two bodies. (Adane, 2019)

He further elaborate government public relations officer responsibilities by quoting Martinelli as, "government communicators at all levels should incorporate all three major government PRs purposes: the mandatory (media relations, public reporting and citizen responsiveness), the pragmatic (customer and client responsiveness and outreach activities) and the political (increasing public support) into one master document. Such planning helps government employees identify and specify their priorities to support the vision, mission and goals of the larger agency or department." (Adane, 2019)

Some literature describes government organizations as a public sector which they operate on the national, regional and municipal levels and operate for the benefit of the public using the public fund collected as tax and other sources. Government agencies like that of ministries, law enforcements and others are obliged to communicate regarding several issues

affecting the general publics. Also, these government agencies ratify laws and amendments which they should explain to the citizens as well as the media.

The form of communication which the government agencies used to interact with their audience is obviously different than other corporations especially of those private enterprises. Vilma & Canel discusses some eight points that a government/public-sector communication is different or special than other corporations; which are:- Political sphere of the matters, more public pressure for transparency, diverse and complex structure, grater level of public scrutiny and high degree of accountability, legitimacy which depends on citizens approval, none/less competition with each other like that of private organizations, diversity and multiplicity of the publics, the speed of decision making is slower in government organizations are reasons put forward by the authors why government public relations is different and special. (Luoma-aho & Canel, 2020)

Some of the activities of government public relations are distribution of news releases, brochure and video preparation for the many issues that matters a general public, speech writing, background briefings for legislators, and implementation of public information campaigns to improve the health and safety of citizens. Such activities are not time bound, which means they should be applied during both the peaceful or other emergency situations.

In addition to this, government public relations ought to have the highest degree of recognition simply because they communicate a wide range of audiences and issues that would affect the nation as well as citizens. Unfortunately, most of the practitioners are considered as government's mouse pieces or propaganda machines and develop minimal trust with their public. Therefore, PR professionals of the government agencies must protect themselves not to drawn in to the party politics of any specific administration or government.

Government has a right and the obligation to inform its people and contribute to educating them but such roles should be performed by professionals who know the boundaries and the ethics associated with the practice.

2.7.3 Corporate culture

Most organizations articulated their mission and vision statements and even make them visible for anyone visiting their offices. By looking these "mission and vision" statement we can have an idea what these companies/organization's core values and aspire to achieve Sooner or later. Even employees of that organization would have a clear understanding of their

corporate goals and what to expect from their employer as well as what is expected from each of them while they are working for that company. More or less organization's culture can be expressed on its mission and vision statement.

One of the definitions is written as, "Corporate culture is the blend of sociability and solidarity in an organization. It can be understood as the ethics, values, perception, atmosphere, practices, attitudes and beliefs shared by the employees of a company to achieve organizational goals and objectives." (J, 2019)

The term organizational culture was first labelled by Elliott Jaques in his 1951 book titled, *The Changing Culture of a Factory* (Denison, Nieminen, & Kotrba, 2012). In regards to the definition of organizational culture they described in their paper as

"Although there is no widely agreed upon definition, most organizational scholars concur that the core definitional content includes the values, beliefs, and assumptions that are held by the members of an organization and which facilitate shared meaning and guide behavior at varying levels of awareness." Denison, et al. (2012)

Another definition which gives us another good perspective on corporate culture and written by Milton Herman is stated: -

"Corporate culture refers to the shared values, attitudes, standards, and beliefs that characterize members of an organization and define its nature. Corporate culture is rooted in an organization's goals, strategies, structure, and approaches to labor, customers, investors, and the greater community." (Herman, 2021)

Even though having clear and achievable corporate culture is vital for the company's overall success, according to 'the society for Human Resource Management' article, when an organization has a strong culture, three things happen in terms of employees' job performance: Employees know how top management wants them to respond to any situation, employees believe that the expected response is the proper one, and employees know that they will be rewarded for demonstrating the organization's values (SHRM, n.d.). Therefore, corporate culture is very important that it helps anyone to identify and understands the values and priorities that specific organization is having as well as strived for.

2.7.4 Corporate communication culture

It is not easy to get any material written specifically on corporate communication culture, since most research and papers covered either communication and culture or just corporate communication. However, few blogs have covered the importance of corporate communication culture in any organization. One of these blogs is by the company names as “Haiilo” a global employee engagement corporation, which they wrote on their blog to defined communication culture in the office as,

“.....a way organization engages with the people, shares information, drives conversations, and encourages employees’ share of voice. Moreover, communication culture defines how employees communicate with each other, as well as the ways managers communicate with their teams.” (Haiilo, 2020)

In this regard building an effective communication culture in the work place is as important as developing a general corporate communication strategy; and also studying the organization’s communication culture could say a lot about the why companies are either effective or not effective on their day to day activity. It is therefore of crucial importance that people have a sufficiently similar understanding of action-guiding information, and communicative acts. (Nordby, 2020)

2.7.5 Corporate communication

Up until 1970s most public relations officers considered their publics are limited to the organization’s stakeholders and mostly to the press. But other stakeholders demanded information from the companies on several issues hence public relations officers realized that communication has more importance than simple public relations, and a new corporate communication function started to take hold (Cornelissen, 2014). An important characteristic of the new function was that it consolidated a range of communication disciplines and expertise into a single corporate communication or corporate affairs department.

For such Corporate communication developed as one of the fields of management theory, by including disciplines like public relations, marketing communication and management communication (Hübner, 2007); this new function came to incorporate a whole range of specialized disciplines including corporate design, corporate advertising, employee or internal communication, issues and crisis management, media relations, investor relations,

change communication, and public affairs which all focused on the organization as a whole and on the important task of how an organization is presented to all its key stakeholders, both internal and external. Hübner further explained,

“Literature focusing on corporate communication from a management viewpoint is critically examined. This finds a predominantly outmoded concept of communication underlying most recent corporate communication research. A different perspective might be to review corporate communication as organizational discourse to explain and unfold the full performative capacity of corporate communication. This leads to the consideration of corporate communication not as a management instrument in a functional sense, but as an ongoing strategic practice.” (Hübner, 2007)

Generally, corporate communication is viewed both as the execution of communication activities as well as the set of analysis, planning, execution and evaluation processes associated with these activities. In regards of theoretical literatures on corporate communication, Dr. Hartmut Hübner discusses five of the fundamental theories which represent those two continents of Europe and the United States. Let’s see them in brief: - (Hübner, 2007, p. 13)

1. The first is Grunig and Hunt’s (1984) concept of communication management,
2. The second is Argenti’s theory of corporate communication.

These two in the above represent the American’s view of corporate communication and the next three theories represent the European views in corporate communication.

3. Van Riel’s (1992) principles of corporate communication,
4. Bruhn’s (2003) notion of integrated corporate communication,
5. Cornelissen’s (2004) strategic management perspective of corporate communication.

To summarize the above five corporate communication theories the below table presented by the author is very descriptive.

Table 1. Overview of prevailing themes in corporate communication theories

Themes	Grunig (1984-2002)	Argenti (2003)	Van Riel (1992)	Bruhn (2003)	Cornelissen (2004)
Concept of communication management	Four models of public relations/ communication; twoway symmetrical model normative	Corporate communication as functional area of management	Corporate communication as a valuable management tool	Corporate communication as a planning and organisation process to integrate various communication activities	Corporate communication as managerial framework for managing communication activities, as well as a set of techniques
Audiences	External and internal publics	Constituencies	Internal and external target groups	Internal and external target groups	Stakeholders
Corporate identity	n/a	Identity (visual), image (held by constituencies) and reputation (intangible asset) as the fundamental function of corporate communication	Self-portrayal of the company conveyed through behaviour, communication and symbolism	Identity created through consistent appearance of the company in all communication channels	Corporate and organisational identity seen as constructed and closely related to each other
Reputation	n/a	Reputation as an intangible asset	Reputation as an intangible asset		Perceptual construct involving stakeholders
Internal communication	Symmetrical model to be applied	Connected with senior management and strategy	Motivating employees, creating trust	n/a	Company members as internal stakeholders
Communication function	Manager / technician dichotomy Concept of integrated communication	Middle ground between centralized and decentralised structure; reporting line to CEO	Embraces marketing communication, organisational communication and management communication	Integration of corporate communication activities in terms of content, formal aspects and timing	Alignment through suitable management processes rather than integration in organisational structures

2.7.6 Government Event Management

Government bodies are among the busiest organizations in terms of trends on event. Despite their day-to-day administration tasks for the publics, they have to motivate and get all the support to implement laws, amendments, and regulations that should be enforced by the citizens. Also, there might be extra-special events which requires mass movement of the general publics like that of election sessions, conflicts with other nations, or literacy campaigns.

Events are always affiliated with the actions and messages of the event organizer (personal, corporate or groups) itself; however corporate event management is a young and rapidly growing industry (O'Toole & Mikolaitis, 2002). Governments as well are the many

event organizers either by informing or administering their day-to-day activities. Every vent requires dealing with people as a partaking or as a target to bring about any specific effect on them. Katherine & Simone Indicated that event management does involve a human resource aspect in it. (Thomas & Stephens, 2022) They further indicated that “The diverse workforce inherent in events will have varied motivations; and respond differently to incentives and rewards.”

The relationship between public relations and event management is intertwined, as Avery Jones, a renowned PR and event consultant describe the relationship between public relations and event organization go on hand on hand by Framing the Communication Message, and creating buzz (awareness) about the event being held. While emphasizing that both public relations and event management does have their own roles to play, they do work as hand and gloves and they will make things done. (Jones, 2016)

The ministry of education of Ethiopia goes through several events in its entire age and most of them create impact on the nation’s socio-political aspects that mobilize millions on their side while played significant roles on the fate of the country. It is very important to cover the roles of the public relations professionals on these and other activities taken place by the ministry for this period and on several public information campaigns.

2.8 Empirical Literature Review

Government all over the world strives to gain the trust and confidence of their citizens and in most cases their survival depends on the acceptance they get from the publics. Public sector communication can indirectly and directly influence the policy-making process of governments (Luoma-aho & Canel, 2020, p. 31). Even the fundamental truths on the science and the application of any profession (including PR) are not different, the actual day to day activity varied from place to place and it will depend on the norms and cultural values of the specific country. Public relations as a tool is making public administration smooth and better, hence there must be different approaches for different nations depending up on their cultural, social and political background.

Since public relations is highly dependent on communication it is influenced by culture. Some scholars even include community as inseparable part of culture and communication (Bâlc, 2018). For a longer time, public relations is considered to be a western culture since its

inception was in the western hemisphere and grown up to be a professional career in the United States. However, as the world becomes smaller (village) and globalization becomes a new normal, then most scholars focus on the relationship between culture and public relations and attracted more research after 1990s (Sriramesh & Verčič, 2012, p. 10).

Hence it is worthwhile to study the practical aspect of government public relations in different regions of the world as to understand how cultural difference will impact the occupation and the impact it will have on the publics and also to compare the development of public relations and its trend other parts of the world with Ethiopian government PR practice. Here are three different countries in Europe, Asia and Oceania is being discussed in brief.

2.8.1 Corporate Public relations in Japan

As a nation Japan was considered to be near isolation from the rest of the world for so many periods and forced to open its borders for trade and diplomacy by the United States fleet at the end of the 19th century. Similar to other development and economic progress, Japan's public relations culture is introduced by the USA after the nation's defeat of Second World War.

Japanese institutional culture used to be seniority system, lifetime employment, and group decision-making process which is reflected on everyday life of the people, that they give very high regards to the elderly and a lifetime commitment for a relationship which is dominated by the Confucianism philosophy. In such a monolithic cultural norm, public relations that would require a two-way communication have tension to penetrate.

After Japan's defeat of the second world war, from 1945 to 1952 Japan was under "Allied military occupation" (somewhat colony like administration), headed by the US military personnel General Douglas MacArthur until 1951 (Jansen, 2022). Such 'opportunity' brought Japan multilateral support from the USA and adoption of US's mainstream culture on the media as well as communication. An economic boom of the 1980^s made Japan on the forefront of world riches next to the USA, and there are nationwide television networks, newspapers, magazines, and other forms of media; thus, the efficiency of information dissemination and media access becomes very high.

2.8.2 Government communication, Netherlands

The history of public relations in the Netherlands is highly interacted with the development of education. It is very interesting to know that when the public is more aware of its surrounding (enlightened), the gates of information will wide opened to satisfy that quest of knowledge. During the eighteenth century the concept of “voorlichting” (enlightenment) was widely introduced among the Dutch (the people of Netherland) community that every member of the society should be informed on several aspects of life (Ruler & Verc̃ic, 2004).

“In the nineteenth century the concept of voorlichting developed into “giving full information to all people to mature and emancipate”. The administration as well as civil society organizations started to introduce voorlichters, specialists who travelled around to give information about health, good farming, housekeeping, education, politics, etc.” (Ruler & Verc̃ic, p. 264)

As one of the smallest and most densely country, Netherland (also known as Holland), is among the founding members of EU and the top 10 richest nations in Europe.

Out of the six million working people in the Netherland, the public relations sector provides employment opportunity for 75,000 of them (Ruler & Verc̃ic, 2004). After assessing the government communicators of the Netherlands for his Phd dissertation, Erna Ruijer summarizes that most of the professionals were actively involved in implementing proactive transparency and used principle based approach (Ruijer, 2013).

Netherland abolished the absolute monarchy and recognized a constitutional monarchy system in 1848 that limits the government’s executive power and controlled by an elected parliament. Dutch people are characterized as egalitarian and a high working moral. In general they believed that common people are the norm, while competition has not been appreciated that much and talent should deploy for the benefit of all, not just for individual acclamation (Ruler & Verc̃ic, 2004, p. 262). Such attitude of life also influenced the practice of public relations that author in the book ‘Public relations and Communication Management in Europe’ described that “The evolution of public relations in the Netherlands cannot therefore be captured in terms of “publicity” or “press agency” but all the more in terms of “public information” and well-meant (but patronizing) soft-selling “persuasion” (2004, p. 265).

Having one of the oldest constitution in the world (enacted in 1814 to become the 5th oldest constitution) (Oldest.org, 2021), the Netherlands officially accepted freedom of the press with some restrictions of respecting the privacy of royal family. Later that limited expression of the press had been broaden to protect government actions to the extent that a cartoon published on the newspaper was leading to the arrest of the cartoonist by Public Prosecuting Office in 1995; even today civil servants had to obtain official permission to communicate with the media (Kerkhoff, 2018).

Public relations as a course for the academic purpose in the Netherlands was given around 1940s “under the umbrella of Mass Communication and Journalism” (Ruler & Verc̃ic, 2004). Journalists prefer to speak directly to the administrators and politicians since categorizes themselves into a societal pillar and each pillar has its own news outlet and political contact; therefore, Dutch public relations practitioners targets most of their product for external public.

2.8.3 Government Public relations, Australia

As of 2012 Australia’s public relations sector generated more than 1 billion dollars revenue and was created employment for close to 15,000 people mostly women (Cawley & Freeland, 2012), the paper also claim that the number of PR professionals in Australia surpass the journalists in that country.

To our surprise US army General has played the most notable role on the establishment of Australian public relations profession like that of Japan, which we saw earlier on this chapter. This general even called as the “father of modern public relations in Australia” (Cawley & Freeland). On the above paper Cawley & Freeland quote “During his time in Australia around 1942, General MacArthur changed the widely perceived view of public relations from simply a one-way communication publicity model to a two-way asymmetric communications model” (Page 2). General Douglas MacArthur (1880 – 1964), was a commander of the Southwest Pacific Theatre (which covers most of the south East Asia and Oceania region) in World War II, administered postwar Japan during the Allied occupation that followed, and led United Nations forces during the first nine months of the Korean War (James, n.d.).

The first public relations agency in Australia was established in 1947 by the person called Eric White, who has served *Sir Robert Menzies cabinet* (the longest serving Australian

Prime Minister) as a press secretary (Cawley & Freeland, 2012). While private PR is flourishing it took another four decades for the Australian government to understand the importance of government communication and deploy “Personnel assistances” on the media issues. Though it was controversial at the time, in 1972 the newly elected Australian government assigned a press secretariat for all 32 ministries of the “Whitlam Labor government” (Sanders & Canel, 2013).

Public relations in Australia is defined by the national industry body for public relations and communication professionals in Australia namely, the Public relations Institute of Australia (PRIA), as the “Public relations is a management function involving effective communication between an organization and the people,” (PRIA, 2022). PRIA is established in 1949 to promote and enhance the profession and their statuses to the broader community, hence enforces the highest standards of ethical practice and represent public relations practitioners in the best interests of the profession. All its members are required to make a personal, written commitment to the strict code of ethics. According to the paper presented by Cawley & Freeland, in Australia, the main priority for public relations professional is to use effective communications initiatives to gain (understanding and acceptance) from their organizations’ publics (Cawley & Freeland, 2012).

One of the controversies in Australian government public relations business is that the incumbent government mostly used the massive amount of government resources to its political purpose in order to spin public opinion especially during the election time. In 2010 for example the opposition party was complaining that it only has four media advisors whereas the government employed close to 1,000 public servants as media, communications, marketing and public affairs advisers (Young, 2013). In its part, the Australian governments have argued that their increased public relations resources are about information and consultation with citizens in an increasingly complex and mediated era rather than being about ‘spin’ or manipulating the media or public opinion (Young, p. 104).

In general public relations plays a significant role in government – public communication sphere, however different government uses different approaches and methods despite the fact that all of them strives to make constant exchanges of information and communication about policies, ideas and decisions between themselves (inter-governmental) and their public.

The researcher does not need to include the public relations practices of the nations in Africa, since it has the very short history (after the liberation of colonialism) and a direct continuation of their colonial powers trend.

2.9 The new Public relations trend.

As the 21st century has uncovered one of the dynamic trends on the information technology, so most of (if not all of) the professions evolved to adjust with such a new phenomenon. Public relations is not isolated as well to modify itself in order to cope up to the coming wonder without compromising (or even advancing) the established norms and protocols of modern PR.

The Public relations network has published an article in 2021 that elaborate the professionals on how to carry on with "modern public relations" in this global information technology sphere. This article outlines seven points what every PR practitioner needs to understand these new trend called 'modern public relations" (Le, 2021). These are:-

1. **Elements of modern PR:-** Digital transformation has become a part of modern PR and PR professionals need to acquire their digital understanding to thrive in 2021.
2. **Targeting the right audience:-** With modern digital solutions, it's possible to gain insightful data and track the digital footprint of target audiences.
3. **Tailoring personalized messages:-** PRs can apply various tools to create this personalized experience, from digital ads, online banners, to interactive video, and many more.
4. **Appealing to the public:-** Riding on the trends and speaking in the audience's familiar tone of voice could help the messages go viral, and it will definitely increase the rate of engagement.
5. **Keeping social media knowledge up-to-date:-** Every social media platform works on an algorithm, and we need to understand it to fully utilize this tool, and PR professionals should pay attention to where their audience is going.
6. **Embracing mainstream media:-** Social media is famous among the communications industry for its speed. But this speed is a double-edged sword since it can spread fake news.
7. **Measuring results:-** PR departments Should choose the most appropriate tools and metrics to evaluate the effectively accepted by their targeted public.

The new PR trend called 'modern public relations' is mostly relay on the internet to pursue its objectives, though the methods are different than the old times Chipchase & Theaker emphasized that " communication on the web should obey the same principles as all other corporate communications" (Theaker & Chipchase, 2004) which they described as Simplicity, Timeliness, Openness, Flexibility, Individuality, Meaningful and Measurable (Page 259). They also give emphasis that PR specialist required IT skills to be more effective as the new media specialist, "has worked with in both the IT and the consumer PR sectors" (page 259).

Even though the basic internet outlets such as W.W.W. and e-mail are playing very important role to effectively communicate with the vast majority of targeted audience simultaneously, the new form of internet platform namely the "Social media" has takeover (produced) several media platforms at the same time and forced the PR practice to be more of two-way symmetrical model. Social media also poses two important challenges for the PR practitioner; despite all the advantages of easing the communication process, these platforms are subjected to manipulation and mostly used to satisfy the shortest attention span of the audience. PR professionals required to be "engaging with their audience more frequently and be able to create a more effective channel for communication with its publics" (Gupta, 2021).

Chapter Three

Research methodology

3.1 Introduction

Research methodology includes the techniques used in a research project to systematically solve the problem that is identified by the researcher. Research in general “...involves the adoption of methodical and well defined procedures and practices” as described by (Wilkinson & Birmingham, 2003)”; henceforth this chapter discusses the ways and methods that are used to answer the very basic research questions on the given title of the research, which is the corporate PR practices of the MoE.

3.2 Study Area

The research is carried out at the Ministry of Education and other selected schools in areas of the nation’s capital city. The MoE is one of the 21 ministries set forth by the office of the Prime Minister of the FDRE, and currently led by Prof. Birhanu Nega, a veteran politician and one of the opposition party leaders. Ministry of Education was divided into two ministries by the federal administration in 2018 segmenting the science and the higher education aspect as a one minister naming it as the Ministry of Science and Higher Education (MoSHE) and the general education was meant to be taken care of by the old MoE for a little more than two years.

3.3 Research method and design

This research is mixed because of the general nature of the research question, which is assessing past and present PR practices and examine stakeholders’ perceptions. Quantitative research method provides very rich and anecdotal data of stakeholder views of the organization; Cornelissen also suggested that this method is “more open in nature, allowing selected stakeholders to delve into their associations with the company as they see them”. (Cornelissen, 2014, p. 86)

Qualitative research offers an interpretive, naturalistic approach and helps the researcher to study things in their natural settings (Hargie & Tourish, 2009). Therefore to

entertain the research topic and questions presented above, in-depth interviews have been conducted with current PR Director of MoE on aspects of the ministry's public relations activities. Focus Group Discussions, document analysis of PR documentations like that of current and past corporate literatures, websites and other forms of documents have also been analyzed for a thorough discussion of the research problem.

The publics of the MoE are not limited to that of the organization's employees or officials; as mentioned on the first chapter of this paper, virtually every citizen of the nation is impacted by the actions and decisions made, and also the policies ratified by the ministry has affected generations both for good or bad. Therefore, having the opinions of this vast amount of the public segment is very much important to understand the level of success of the corporate communication, as perceived by the publics. But, covering such wide range of group will require enormous amount of time and resource, and yet engaging any segmented amount of this public will also provide a glimpse of information which will open a door for further in-depth research or analysis of the topic. In this regard quantitative data from the general publics of the MoE has been collected in the form of a questioner. They have provided some responses on their knowledge on the major activities of the ministry in the past and present times.

Both primary and secondary sources of data are used to collect relevant and appropriate statistics to make the research complete.

3.4 Target Population and Sampling Method

The Ministry of Education comprises of several directorates and departments which among them is the Communication and International Relations Department. The major target population of this research is the PR and communication department which undertakes the responsibilities of the public relations activities. Focus group discussions and in-depth interviews were conducted within the members of the communication team.

In regards to the quantitative aspects of the research, 210 questionnaires had been distributed to the assumed general audiences of the MoE which constitutes parents who had children at randomly selected schools at the time of data collection, teachers as well as students who were attending elementary, secondary and vocational levels of education at the nation's capital.

A self-administered questioner with 16 Likert scale and open-ended questions were presented for a total of 210 participants (30 from each of the identified seven schools) which includes teachers, parents and students; all are presumed to be primary publics for the MoE. All schools are found on different locations in the city, namely Minelik II secondary school, Holly Trinity Secondary school, Radical Academy (5kilo campus), Addis Ababa technical college, Shimeles Habte Elementary as well as secondary school, and Lebu High school.

These schools has been randomly selected on three locations in the vicinity of Addis Ababa; the selection of students and teachers is left to the school administrators to choose from, and also students who are participated on the research questionnaires have made their parents to reply. There is no special criteria to select either students, teachers or parents except that of their ability to read and answer the questionnaires; for example some school teachers told the researcher that they are only able to read Oromiffa (Qubee), and at Shimelies Habte elementary school grade 7 students are invited to fill the form as they are assumed to read and understand the questionnaire.

The proposed questions are expected to evaluate the population of this research's general attitude towards the MoE and their trust on the Ethiopian education system. There are also questions asked on some of the most memorable events on the country's education timeline like that of the Literacy campaign of the 1970s and 80s as well as officials (Ministers), of the ministries who contribute more to promote quality education, to test how the communication team of the ministry has been communicated such events and officials. All questionnaires were prepared and presented in Amharic language to effectively communicate with the participants of the research. Among these questionnaires 193 of them were filled and analyzed to complete the research. If such population of the public is able to be familiar and have a knowledge and experience with the MoE the PR work considered to be effective and successful.

Focus group discussion is conducted with five of staffers at the communication department of the MoE, as well as two in-depth interview with the public relations department officials at the MoE; sampling method for both the focus group discussion and the interview is purposive and convenience sampling technique. The technique is widely used in qualitative researchers to identify and select individuals or groups of individuals presumed to have the knowledge on the researched subject (JW Cresswell, 2011). Therefore two in depth interviews was held with head of the public relations and also with the team leader of the same department. Both the FGD and the interviews are conducted at the MoE PR offices. During the FGD all the available staffs of the public relation department are participated.

3.5 Data collection Methods

Mixed method approach is used to collect the data and both qualitative and quantitative method has been used sequentially. The qualitative data has been collected first in the form of in-depth interview followed by the FGD. Some of the information gathered during the qualitative session has been used to prepare the questionnaire and later the quantitative data was collected. Data collection is not limited to the personal communication with the informants and the public, also document information is used both from the MoE and other sources which include official website and social media platforms. Both primary and secondary data is used to get the full range of information of the research questions.

3.5.1 In depth interview

Interviews were employed in research for the purpose of getting detailed information on the specific subject and greatly helpful to draw a vast amount of information during a one-to-one conversation. Interviews shall be conducted either face-to-face or as a telephone conversation, but “.....telephone interviews are less personal than their face-to-face counterpart and all of the body language data will be lost using this method; they are perhaps best used for short and much focused interviews.” (Wilkinson & Birmingham, p. 55) Interviews are also classified as structured, semi-structured and unstructured ways. In this regard after full consent of the participants was secured , the first recorded in-depth interview with head of the communication and PR directorate of the MoE have been conducted for over half an hour to discuss all matters that affects public relations issues of the MoE (the interview protocol is attached at the end of the document). Also another formal interview with the team leader of the PR had been conducted for half an hour as well. The interviewees have been identified as AA and BB.

3.5.2 Focus group discussion

Focus groups are a group of interacting individuals brought together by a moderator or interviewer, who drives the group and its interaction to gain information about a specific research topic. While in-depth interviews are where researcher interacts with respondents on an individual level, one consumer at a time, FGD helps to identify and clarify shared

knowledge among groups and communities, which would otherwise be difficult to obtain with a series of individual interviews (Eeuwijk & Angehrn, 2017). FGD are classified as 'natural group' and 'expert group' discussions.

For the sake of this research one FGD is conducted with five of staffers at the communication department of the MoE, whom all used to have thorough knowledge on the activities of their department. The purpose of this FGD is to further understand the ways and means of the communication process that the MoE used to interact with its audiences. Five guiding questions had been raised for the discussion that all members are participated in explaining the points in their own terms, which has been recorded and filed.

Before the group discussion began, participants were asked to clarify their educational background and work experience. Out of the five group members, three of them have MA degree one has BA degree and one participant described his education as level 4. They have 4, 6,7,11 &14 years of work experiences at the MoE. All of them are active members of the PR team and an in-depth interview had been held with communication head and the team leaders of the ministry's PR department.

3.5.3 Document reviews

Document analysis is generally reviewing and analyzing any types of relevant document be it formal or informal; printed or non-printed, and also hard or soft copies of a material. "Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge." (Bowen, 2009)

Documents are meant to be formal printed materials published or unpublished and made available by the concerned official body of the organization. These documents include, but not limited to, newspapers, magazines, conference proceedings, researches, websites and etc.... Some of the document analyzed are publications on the adult literacy education by the MoE and reports submitted from the proceeding of annual education conference. Most of the documents have been made 40 years and more ages documents on the major activities of the ministry in the past been analyzed.

3.5.4 Questionnaires

Questionnaire in this research is used to get the accounts of the MoE's outside publics on how they perceive communications from the ministry and to see how far they know about the activities undertaken by the MoE now and in the previous times. Analyzing the responses of the publics helped to see how effectively the communication team of the ministry is disseminating information to its primary stakeholders.

Questioners are used by large organizations very often to assess public views and perceptions on different types of products and services. Wilkinson and Birmingham explain,

“Well-planned and well-executed questionnaire campaign can produce rich data in a format ready for analysis and simple interpretation. If correctly managed they can be less resource-intensive than many other research instruments, and they can help gather views and opinions from many individuals” (Wilkinson & Birmingham, 2003, p. 8).

A self-administered questioner was distributed to a total of 210 participants (30 for each school) in seven schools found to be in Addis Ababa and includes teachers, parents and students; all are presumed to be primary publics for the MoE. The proposed questions are assumed to evaluate the audiences of this research's general attitude towards the MoE and their trust on the Ethiopian education system. There are also questions asked on some of the most important events on the country's education timeline and name of the officials (Ministers), to test how the communication team of the ministry had been communicating such events and personnel with the general public.

All questionnaires are prepared and presented in Amharic language to effectively communicate with the participants of the research. Out of the distributed the questionnaires, 193 of them were returned and analyzed.

3.5.5 Ethical considerations

All ethical considerations have been taken care of during the data collection and analysis process, which includes respecting the privacy of the study participants and sharing all the information about the purpose of the research. Support letter from the AAU's School of Journalism and Communication had been obtained and delivered to both the MoE and Addis Ababa Education Bureau to address on the research plan as well as to gain their confidence.,.

The purpose of the study was explained to the survey, individual interviews and FGD participants. The consents of the participants were secured. Throughout the data analysis process, confidentiality has been maintained, as promised to the participants.

3.5.6 Data analysis and presentation

Descriptive and inferential methods were used in the research to analyze the processed data. Both qualitative and quantitative data analysis methods were employed. Quantitative data were coded and analyzed using the trial version of Statistical Package for Social Sciences (SPSS version-29).

The analysis of the descriptive and inferential statistical data was presented in the form of frequency tables, and the analysis of the qualitative data was stated in the form of thematic narratives, either through direct quotes or qualifiers.

Chapter Four

Data presentation and Analysis

4.1 Introduction

Data analysis is examining and interpretation of documents presented in either text (prose), figures or images discovered during any research. In this chapter, both quantitative and qualitative data gathered during the process of the research is presented and explained. The main objectives of the research was to assess how the Ministry of Education has been communicating its activities, and how this communication has been perceived by its major publics.

4.2 Presentation and analysis of qualitative Data.

Qualitative data gathered from primary sources through in-depth interviews, FGDs, and also from secondary sources like that of a report by the officials of the MoE, and further information on the web-site of the ministry. First and foremost, it is the researcher's ambition that how the PR team at the MoE understands its public; which is the most important goal of any PR officer to understand who is/are the publics that it yearns to communicate on the issues of the organization. Every definition on the public relations study articulated the term "public" as indispensable phrase because knowing and understanding the target is of crucial importance for any work to begin with.

4.2.1 Focus Group Discussions

A focus group discussion was held at the MoE public relations team's office. Five people who are all members of the PR team at the MoE participated in the FGD. The next section presents data drawn from the focus discussion along with the questions raised to them.

Picture 1 Cornelissen's Organizational structure for communication team

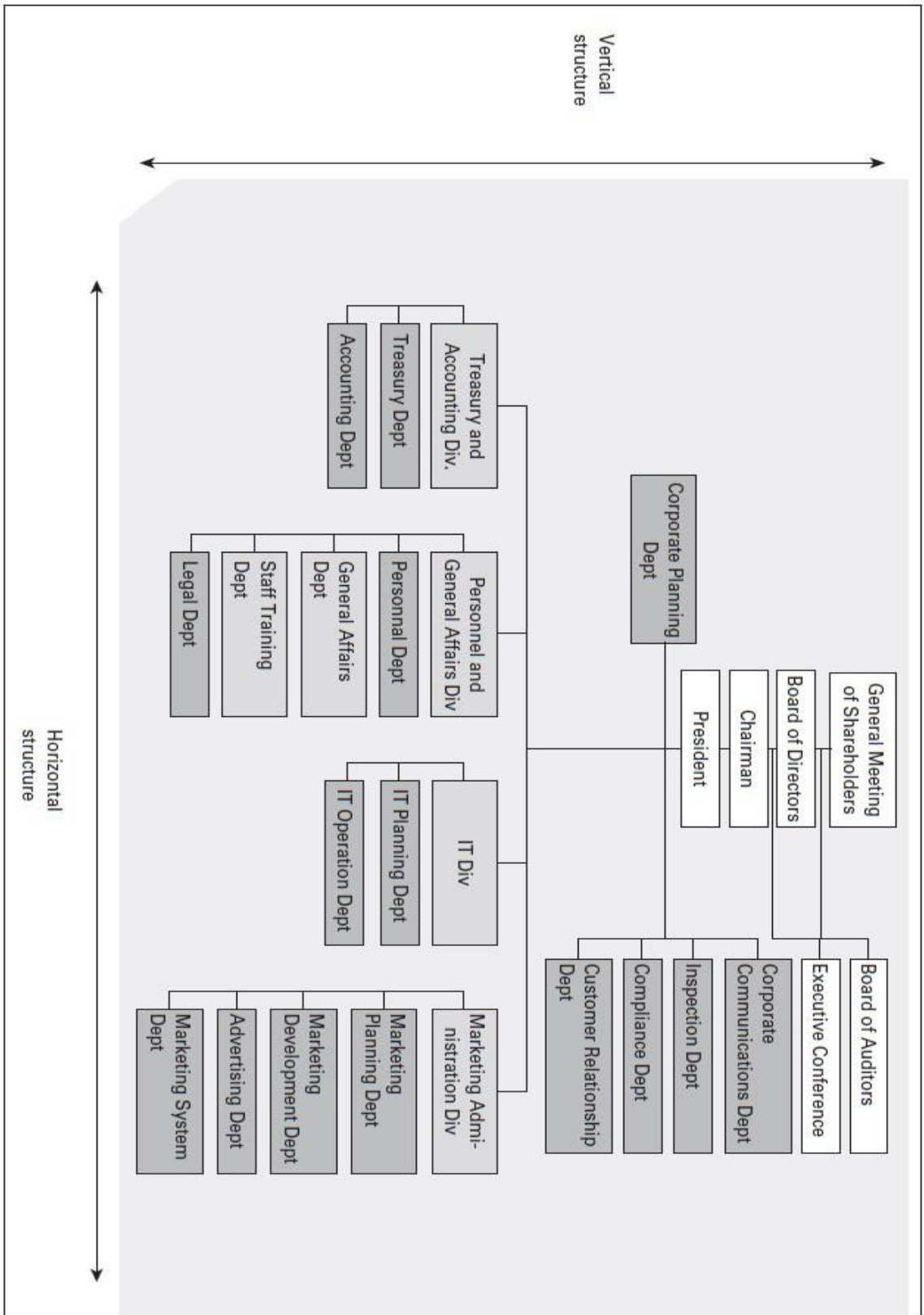


Figure 5.1 The vertical and horizontal structure in communications organization

4.2.1.1 Who is the public for the MoE?

In this federal structure of the Ethiopian government, the role and responsibilities of the federal and the regional governments is distinctly written on the constitution, even though it is somewhat difficult to differentiate and to implement as it is stipulated. For example Article 51.3 of the constitution gives power for the federal government to “establish and implement national standards and basic policy criteria for public health, education, science and technology...”, hence the authority of the Federal MoE is limited to the “establishment of basic policy” whereas the regional states have the power and authority to implement those policies on their constituency as the next article awards all the authority to the states which are “not given expressly to the Federal Government alone...” ((FDRE), 1995).

The first question presented to both the in-depth interview and the FGD participants has been “Who is/are the publics of the MoE?” which looks very simple and/but very confusing at the same time. During the FGD five of the participants stated their view of the organization’s public as:-

- Participant 1. “People, school communities, students, students’ parents, teachers associations, education sectors, stakeholders and so on”.
- Participant 2. “Students, teachers, generally the education community.”
- Participant 3. “Teachers, students, parents, others.”
- Participant 4. “Media, teachers, students, parents, international students & teachers.”
- Participant 5. “All student, teacher, Government University.”

As can be seen from the above responses none of the participants of the FGD have mentioned the regional states. Since all the authority and power is vested on the regions except that of the “establishment of basic policy”, primarily the existence of the MoE is to support and empower regional states to fulfill their task of providing quality education to citizens. The roles and responsibilities of the MoE and the regional states are elusive, as it is even confusing for the members of the Federal parliamentarians. On his report for the parliament on May 24, 2023, the Minister of MoE explained that his ministry’s role is primarily “working closely and carefully, to clarify educational policies and listening to their (region’s) grievances during the quarterly meetings (FDRE, 2023).” In this regard the primary publics of the MoE should include the regional states of the FDRE. In any case, one would expect members of MoE’s PR

team would be on the same page when it comes to articulating their primary publics. This has a significant implication in strategizing communication and crafting messages that fits the situations of the primary publics.

4.2.1.2 Ways and means of communicating with the “supposed” publics.

After the identification of MoE’s publics, the next discussion point had been to identify the current communication channels that are being used by the ministry to communicate with the general publics.

The first respondent of the FGD stated “we reach the wider population of our audiences using the mainstream media, social media and through the institutions under our jurisdiction”. While explaining what the mainstream media is used to communicate, “we use advertisements to inform the opening and closing dates of schools; registration of the new (school) sessions. We also post updated information on the ministry’s website and social media pages”.

Other participants also mentioned that the MoE regularly communicates regional and “Woreda” educational bureaus on policies as well as information for the schools community. Most of the participants mentioned “Facebook” as the major social media channel.

4.2.1.3 Significant events that MoE has achieved for the education sector

Even though all the participants were able to recognize that there are major events that took place in Ethiopian education history, what they could mention mostly was the very recent activity of the ministry that is a “general school leaving examination fully undertaken by the MoE and the result of which left the nation in shock”. As curators of the organization’s past and present activities a lot more was expected from the FGD participants, yet one of the participants mentioned on the major failure of the Ethiopian education system, having said that “the education system failure in the previous administration should be among the significant problem that leads the nation toward today’s turmoil”. Indeed, MoE has played a major role in the downward path of the education sector as mentioned by one of the participants of the discussion who said the education sector used to be “influenced by the political ideology”.

Indeed, such political involvement in the country’s education policy was one of the hindrances for the provision of quality education. During the communist ‘Derg’ regime the MoE has introduced a new slogan “Education for production, for scientific research, and for

political consciousness." (Tamiru & Lasser, 2012). However, that all the aspired goals failed to materialize.

In reflection of the events taken place by the MoE, the FGD participants also raised some of the achievements like that of a 'significant increase in students in schools as well as educational institutes of all levels in the country has been raised; however such vague generalizations of success have been cited during all political administrations in the country.

4.2.1.4 Heads of the ministry that gets closer to the publics.

Establishing emotional relationship between any organization and a brand with its publics is one of the techniques that public relations professionals utilize for a smooth and trusted bond between the parties. A company which is very familiar with its publics hardly loses credibility even during the time of crisis as it gets ample time to set its route on the right direction.

Jernstedt explains the importance of the 'Art of Trust' in public relations as: - "If it is prevalent, it generates loyalty, a sense of credibility, and a sense of dependability. More importantly, it gives a sense of confidence and advocacy that will withstand challenges or temptations that could affect the bond." (Jernstedt, 2002)

Having this in mind FGD participants were asked to mention some ministers who are known of getting closer to the publics, and of any activities that the MoE is involved to engage the society. These activities include, but not limited to; sporting events, national or regional services as well talent competitions. Such events and gatherings help create bond between the publics of the ministry and help build trust and relationship to boost the brand of that organization. Event marketing PSO is the most common forms of methods employed by the PR be acquaintance with the public and communicate.

Two of the participants raised meetings between the ministry and audiences and stakeholders as one of the most prominent gathering is the annual education congress between the MoE and all the stakeholders of the nation's education sector. As we have seen earlier the head of the ministry also told the house of people's representatives about a quarterly meeting between his ministry and the regional education bureaus. Both of the FGD participants thought now a days the most common communication techniques for the government public relations is a meeting. Meeting is everywhere from Kebele up to the national level this a daily and routine

means of communication. Another special event mentioned by the participants is the interuniversity sport competition that takes place every two years.

4.2.1.5 Clearing the ambiguity and responding to the feedback.

The final discussion point was how the PR team responds to request for clarification and inquiries as well as discontents or complains from the publics and the media. The first respondent replied “press conference is the major platform that we are applying to clarify ambiguous policies and questions raised from anyone.” The other probable means to address the public, according to the second FGD participant is the weekly television air time paid by the Ministry. “Regarding individuals who needs any assistance or guidance on their complaint the door is open”, replied the third participant and added that “all senior staffs at the ministry have an obligation to answer to the press if there is any inquires”, according to the focus group participants they also use social media platforms to clarify issues raised by the public either students, teachers, parents or the media.

4.2.2 In-depth interviews

An in-depth interview was held in Amharic with the PR and communication directorate head of the MoE to clarify research objectives on the activities of PR practice. After getting a full permission from the person, the interview was audio recorded, then transcribed and translated into English by the researcher. The responses are organized here along the interview questions.

As it is stated on the second chapter of this research “the main objectives of a corporate communication team are to build the company’s image and to communicate with audiences well”. Therefore, identifying the audience should be the priority for the PR team. In PR and communications, having a targeted audience can be the difference between a successful campaign and a complete nonsense (Nawrot, 2023). Nawrot further explained three most important reasons of knowing who the target audience is:-

- A. It gives a communications focus
- B. It allows to personalize your messaging
- C. It allows to measure the impact of communications

The first question in both FGD and during the in-depth interviews asked how the PR team understood the ministry's audience. Head of the PR and communication team of the MoE explains their audiences as *"we have 30 million students, I can start from them and 47 higher education institutes, donor agencies and other ministries who are working closely with us"*. As we can observe from the responses of both the FGD and an in-depth interview participant, the PR team of the ministry boldly describes the school community (teachers, students, and parents) as their principal audiences. However, the documents referenced by the researcher (the FDRE constitution and a speech by the minister) the regional administrations are principally responsible for educational matters except than that of the higher education institutes. To clarify the above ambiguity, a follow-up question was raised: *"if a teacher or a student has an issue can they submit their inquiry to the ministry directly?"* The response has cleared the confusion now that *"Such issues should be dealt by the school first of all, or at most should be answered at the regional level, as a ministry we are focusing on policy and regulatory issues, unless otherwise it is very exceptional issue such individual cases should be handled by the regional offices."*

Corporate communication strategy plays crucial role in order to clarify such confusion of identifying the exact public or prioritizing the publics. In the newsletter from SpriggHR stated that, Corporate Communication Strategy is the framework used by organizations to plan out communication with employees, customers, suppliers, and investors, it further elaborates *"When leveraged properly, a Corporate Communication Strategy can be the key to better understanding organization's public and enhancing its reputation with the people whose attitudes and actions influence your success the most"* (SpriggHR, 2020).

The second question of the in-depth interview is about having corporate communication strategy in the ministry and whether there is a research and development team for the PR and communication department. BB replied as *"yes we do have a communication strategy, we also have communication strategy for sectors like that of 'curriculum communication strategy' we can provide if you would like to see; but we don't have R&D team in the ministry, we do strategies in collaboration with the government communication affairs office"*.

Since it is important to know when the communication office is formed to understand a continuation of communication culture, the third question was *"when the communication team has been set up?"* AA responded *"it was set up in 2014 E.C. (last year) with the new formation of the ministry"*; which implies every time the ministry gets a new structure, the

formation of the PR team started from the ground; it seems one of the major tasks to start with used to be setting up the corporate communication strategy for the PR team. The researcher requested to see the corporate communication strategy to analyze some of the components but the response was “...it is yet to be approved by management team and they may have some comments and adjustment before the final strategy is available.”

Asking about how the queries from the publics and the media been treated, BB goes on saying “when a media has any questions, we will fill out the letters on the logbook and forward the question to the appropriate body and follow up until they get response, if any of the audience group has a complaint either on one of the services or departments and comes to the office in person, we will direct them to the relevant office and they will get a proper response.” Another way of communication with the intended audience is, a portal on the official website of the MoE. The “contact us” page on the website will accept any questions, suggestions and feedbacks which will get close follow-up by the PR team. The researcher asked who administers the web site and AA responded “the website is developed and administered by the ICT team whereas all the contents are provided by us (PR team).”

The next questions for the in-depth interview continues as whether the MoE PR team has archives; both AA and BB has admitted that there has never been archives in the PR, they are ‘planning’ to start archiving as part of the new formation of the public relations department. Finally asked about the place of PR at the MoE organizational hierarchy and BB explained it as on the top of the management offices. “PR & communication is one of the executive bodies on the organizational structure.” But when we actually look at the current organizational structure of the MoE we find the place of PR is under the secretariat of the Minister as one of four departments, and the name is coined like “Communication and International Relations”. However, the heading of the PR office found at the PR office much different than that on the organizational structure read as “Public relations and Communication Directorate” (both organizational structure and heading are attached),

Therefore, it is confusing how such discrepancy happened. Even if we agree about the discrepancy of the expressions (naming) yet the placement of the PR office should stand independently as part of the management team, or as an advisory for the minister itself, not the office of the minister.

Picture 2:- Nameplate at PR office of the MoE



4.4 Presentation and analysis of quantitative data.

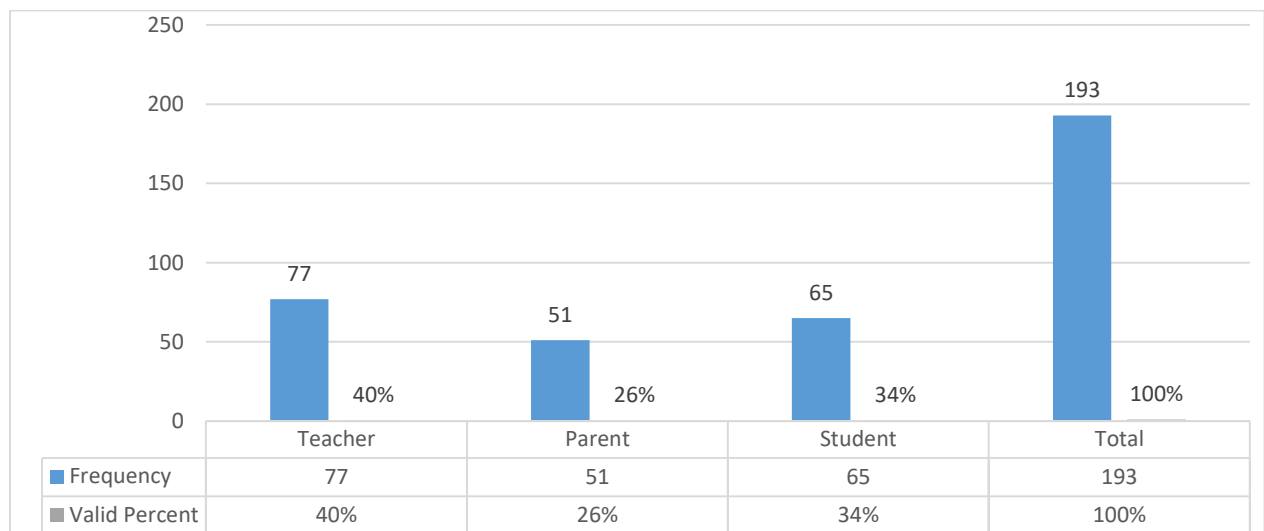
As a quantitative analysis the researcher has conducted a questionnaire for seven randomly selected schools in Addis Ababa. The questionnaires are distributed for every school teachers, students and parents (except than that of the technical college) and all were self-administered and in Amharic. The questionnaire were presented as mixed structure and even if the general format and most of the questions have similarities, it has been adjusted for appropriateness of every segment of the public and some of the questions are made to fit teachers, parents and students.

The main objectives of the questionnaire was to gather information based on the discussion made with the PR team at the MoE, and to evaluate how they had been understood by their major “public”. How the ministry’s PR had been communicating information with the most important public was surveyed.

4.3.1 Demographic profile of the respondents

The following charts show the demographic distribution of the surveyed MoE publics. Among the respondents the number of teachers was relatively higher because they were returning the questioner right away, while students were required to take two questionnaire to their home and get them filled by their parents and themselves. In this regards, some students didn't bring back the questionnaire or they did not complete it properly. Hence 77 teachers, 65 students and 51 parents (total of 193) responses were included on the survey.

Table 1 General respondents of the survey



Among the surveyed schools Trinity secondary school and Radical secondary schools are private schools the rest of them are public (government) schools. One elementary school (Shimelis Habte elementary school) and another government college (Addis Ababa Technical College - ተግባረ ዕድ ኮሌጅ) are included on the survey; the rest of the schools, that's 3 out of the seven are government high schools. Their distribution is illustrated at table 2.

Table 2 distribution of schools

Schools participated on the survey				
	Frequency	Percent	Valid Percent	Cumulative Percent
Lebu secondary school	28	14.5 %	14.5	14.5
Shimels Habte secondary school	32	16.6%	16.6	31.1
Shimels Habte elementary school	30	15.5%	15.5	46.6
Technical College - (ተግባረ ዕድ ኮሌጅ)	19	9.8%	9.8	56.5
Trinity secondary school	25	13.0%	13.0	69.4
Minilek II secondary school	26	13.5%	13.5	82.9
Radical secondary school	33	17.1%	17.1	100.0
Total	193	100.0%	100.0	

4.3.2 Age and gender distribution among the questionnaire participant.

As it is described on the charts number 3 and 4 the distribution of age ranges from 15 years (or below) up to 56 (or above) which represents all the categories of population that has some bond with the MoE in one or another way. Even though the teachers and students have a predetermined occupation, those 51 parents would involve in different careers and working in multiple organizations ranging from government, non-government to private offices.

Most of the students are between the age of 15-20 since four out of seven schools covered in this research are high schools (of grade 9, 10 and 11). Among the teachers and parents (adult) category most of respondents are between the ages of 26 – 35.

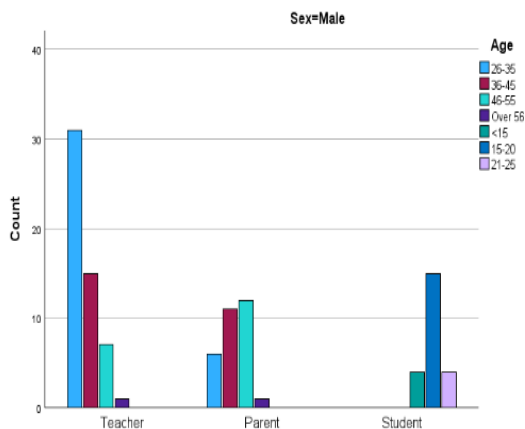


Table 3 age distribution among female participant

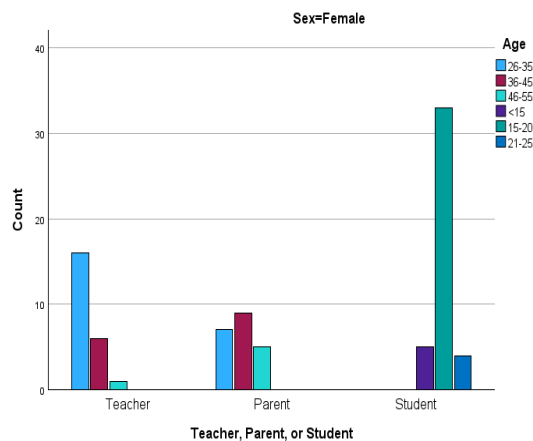


Table 5 age distribution among male participant

4.3.3 General questions for all audience categories

Education's role on the future Ethiopia's fate

Education's contribution on the future fate of the country.				
	Frequency	Percent	Valid Percent	
High	133	68.9 %	68.9	
Medium	37	19.2 %	19.2	
Low	19	9.8 %	9.8	
No at all	4	2.1 %	2.1	
Total	193	100 %	100.0	

Table 6 Education's role on the future Ethiopia's fate

This specific question is directed towards understanding the public's overall confidence on the Ethiopian education system. If one group of the audience becomes doubtful about the role of education, it suggests the need for the MoE to make sure that everyone is aware of the role of education in the country's future destiny.

Therefore, among all the audiences 68.9 % of them believed that education's role on the future of the country's fate is high. 29 % of the public assumed that education has either small or medium role to play in Ethiopia's future endeavor to grow, and 2.1 % of them (which are four respondents among the 193) decided that education has no role at all in the future of the nation.

That is relatively encouraging perception among the MoE's public about the role of education for the future development of the country, and yet the amount of people including teachers and parents whom they have somehow lesser faith on the education's role shouldn't be ignored and needs to be an area for further study.

Provision of information on the matters of education.

Everyone wants to get information on what really affects their day-to-day life. As we saw earlier education affects every citizen of the nation in one way or another, which implies that virtually the whole population needs to know on what's going on at the MoE, especially on the teaching learning process, policy amendments, and the officials to name the least. Parents, teachers and students are directly affected by the decisions made by the ministry and other government officials, and the rest of the population will face the consequences of it.

Therefore, the second question presented for the presumed publics of the MoE had to do with the extent to which the MoE provides them with information on the activities of education sector in the country.

Out of the 193 respondents 29 of them, which constitutes less than a quarter, or 15% of the population agreed that the ministry has fully/frequently provide them information regarding the educational activities of the country. 150 respondents thought the MoE has been providing somehow little or low level of information while the rest 7.3 % of the sampled population said they did not get any information from the ministry.

The responses show that there had been little effort from the side of the MoE to reach out to the public and learn about their concerns. It might be the case that the PR team had been using the wrong channel to communicate with the public. Even though every segment of the public needs to get ample information, teachers and students population is highly dependent of the news and information coming from the ministry.

When we analyze the provision of information by the MoE, the majority of the public surveyed by this research responded that the information given by the MoE is insufficient, it is either medium or low as it is measured by the general public. Only 15% of the population agreed that sufficient information has been provided by the ministry.

Table 7:- MoE provides sufficient information

MoE will provide us information				
		Frequency	Percent	Valid Percent
	High	29	15 %	15.0
	Medium	90	46.6 %	46.6
	Low	60	31.1 %	31.1
	Not at all	14	7.3 %	7.3
	Total	193	100 %	100.0

The medium used to disseminate information.

As we can see on table 7, the great majority of the population did not get full/ample information on the status of education in the country, even with those who believed they got “some” information, it is important to analyze their source of information which will determine the quality of the information they get as well as the PR team’s effort in using the proper channel to publish news and information. Therefore, the following question raised for all the participant of the survey refers to the source of their information and there are three major sources to choose from. These information sources are; mainstream media (TV, radio and newspaper), social media and family and friends.

Table 8:- Common information channels among the public of the MoE

The general information I get on education matters comes from				
		Frequency	Percent	Valid Percent
	Social Media	80	41.5 %	41.5
	Mass Media (Main stream)	80	41.5 %	41.5
	Friends and Family	33	17.1 %	17.1
	Total	193	100 %	100.0

As it can be seen from table 8, social media (Facebook, Youtube, Instagram,Telegram & Tiktok) and main stream media (TV, Radio, Newspaper) have equal share to serve as information channels among the publics of the ministry. There are also slight number of the population who gets information from their family and friends. This data is of course, considered the urban population of the country and such data may not have the same outcome

when it comes to the rural regions of the country (where the great majority of the population resides). During the FGD and in-depth interviews with the MoE’s PR team, all of them gave great emphasis on the social media channels (especially Facebook and Tiktok) to reach their audiences; regarding the main stream media the only regular platform that are being used is a weekly 30 minutes TV program at ETV.

How difficult it is to get information needed?

The public does not get every information all the time, they might need some clarification on the issues of their concern, and even they might have very personal matters that need to be answered by the ministry. These issues could be about themselves for the teachers and for students, while parents might have queries on their children’s educational affair. It is very important for all the publics of the MoE to know where to go in time of their information craving. One of the general questions asked by the researcher was related to the likeliness for the participants to get MoE-related information they need to know. They were asked to choose among the four scale likhert responses which include “easily accessible, don’t know the way, requires enormous effort (Daunting) and the fourth one as, it is impossible.

Table 9:- know where to go in the time of inquiry

“When we have queries on education it is likely to ask MoE”			
	Frequency	Percent	Valid Percent
very possible	13	6.7 %	6.7
don't know how	47	24.4 %	24.4
Daunting	83	43 %	43.0
Impossible	50	25.9 %	25.9
Total	193	100.0	100.0

The great majority of respondents did not have positive. 93.3 % of the public either didn’t know where to go or have the slightest hope to get any reply in regards to education-related inquires. Only 13 respondents among the 193 (which has 6.7 % margin) answered the possibility of communicating the MoE in the time of need. Some 43 % of the public had some type of hope though they considered it tiresome, this segment of the population assumed the MoE as any government office which cares less about their performance. They seemed interested in interacting with MoE and that could be good opportunity for the PR team to show that a person having question on educational matters is always welcomed.

Open ended questions

The next two questions presented for all segments of the MoE public are open ended quires on their recollection of some of the major events of the ministry and to name the ministers if they remember any. The importance of such questions is to evaluate how the former or the current public relations team is working to establish familiarity with the majority of its publics. As discussed during the interpretation of the in-depth interview data, part of this chapter one of the ways to document the history of an organization is by creating an archive. Some major public and private organizations even established their own museum to preview their past history and help the current generation of their public understand their journey. The researcher did not expect the ministry to build a museum but having an archive or letting the publics to know of the success and the milestones of the country's education system is the list they could do.

Among the 193 survey participants, 133 of them which constitute 68.9 % of the respondents did not have any recollection of the major events undertaken by the MoE. 46 individuals or 23.8 % of them are able to remember one major event in the past, and the 14 respondents, which are 7.3 % of the public had recalled at least two of the major events of the ministry. Among those mentioned major events, the majority of the public mentioned the literacy campaign during the 17 years of the Derg reign. There are also some who mentioned the re-introduction of boarding school in recent years as well as the first ever high school leaving examination, which is the very recent incidence.

Table 10: recollection of the major events

Major events introduced by the Ministry of Education				
	Frequency	Percent	Valid Percent	
None	133	68.9 %	68.9%	
Mentioned one event	46	23.8 %	23.8%	
Mentioned two events	14	7.3 %	7.3%	
Total	193	100 %	100.0	

Out of 193 participants of the survey the majority of them mentioned at least one minister; only 38 of the respondents or 19.7 % were not aware of any of the ministers. 44% (85

respondents) of the publics were able to mention two or more ministers, while 36.3% (70 respondents) of the public remembered one minister. Among those who mentioned one or more ministers, the majority of them mentioned the current minister, Prof. Birhanu Nega, which implies their recollection of the recent activities of the MoE.

Table 11:- Recollection of officials of the MoE

Name any of the Ministers of MoE you remembered				
	Frequency	Percent	Valid Percent	
None	38	19.7 %	19.7%	
Mentioned one	70	36.3 %	36.3%	
mentioned two or more	85	44 %	44%	
Total	193	100 %	100.0	

Social media usage.

Finally, the researcher has found the importance of knowing the public's views on the use of the social media platforms to get MoE-related information. As it is mentioned with the discussion made with the PR team members of the MoE, they all agree on the importance of using the social media platforms in order to reach especially the younger (student) population for the dissemination of information. Also the researcher has found out that a number of publics are pointing those social media platforms to be among the main sources of information regarding educational matters. Therefore it was important to analyze the MoE public's attitude and practice of social media usage. Here the question is presented to know if the respondents are using these selected social media platforms all in all, regardless of whether they are following the ministry's social media sites.

As a result, among the 193 respondents only 25 of them or 13% said that they don't use any social media platforms. The rest of them are using one or more of the social media platforms which the majority of them are using Facebook as their preferred.

Table 12:- Social media platform usage

Which social media platform you are following				
		Frequency	Percent	Valid Percent
	Facebook	69	35.8 %	35.8%
	Tweeter	7	3.6 %	3.6%
	Youtube	28	14.5 %	14.5%
	Tiktok	54	28 %	28.0%
	Instagram	10	5.2 %	5.2%
	Don't use any	25	13 %	13.0%
	Total	193	100 %	100.0

4.3.4 Questions for Specific group of audience categories

When it comes to organizational public information it is a fact that, not every segment of the public have the same kind of concern or need of the. Some might have a concern on financial matters, and other might be concerned of ethical issues. The same goes to the MoE publics, though the majority of them are either teachers, students or parents. Indeed, the researcher crafted some specific questions that might be more relevant to specific groups among the three.

4.3.4.1 Specific Questions for Students

I can make a difference on Ethiopia's future by learning hard

Knowing how such positive or negative conviction from the side of students will help to get involved on the educational activity before it is too late. The main objective of teaching & learning process is to cultivate a generation that will take over the nation. When these group of the population lost faith on education or the intuitions of education, then every effort on the realization of a generation is doomed to fail.

The responses from the side of the students were encouraging, even if it is short of perfection. 75.4% of the students did have higher confidence while 16.9% would somehow believe to make a difference on their endeavor. 7.7% which constitute 5 among those 65

students had either low or no confidence at all that they would make any difference however hard they got to learn.

The researcher believed that this type of assessment should take place on a random bases while covering a good portion of the country and student population to assess the state of Ethiopian education.

Table 13:- Measuring confidence to make a difference

I can influence the future of Ethiopia by studying hard					
		Frequency	Percent	Valid Percent	
	High	49	75.4 %	75.4	
	Medium	11	16.9 %	16.9	
	Low	3	4.6 %	4.6	
	Not at all	2	3.1 %	3.1	
	Total	65	100 %	100.0	

The most trusted one in the time of challenge

Students might face with different challenges while attending their education ranging from simple subject matter questions up to very complex or life-threatening issues, like depression, bullying, addiction, etc... in such difficult times it might not be easy to communicate with families, therefore the school community especially the MoE should establish sort of channel to help students. The researcher has been able to observe the student’s guidance and counseling offices in some of the government schools while conducting this research. It is important to support with evidence whether students are somehow prefer to discuss their challenges in such channels (it is stated “my school” as one of the choice) or other party like that of their teacher or the MoE.

Hence the second specific question presented to the student has got to do with where they get solutions from tot the problems they face

Table 14:- I get solution on the issues

I get solution on the issues of my school and education from....			
	Frequency	Percent	Valid Percent
My school	39	60 %	60
Ministry of Education	7	10.8 %	10.8
My teacher	19	29.2 %	29.2
Total	65	100 %	100.0

Out of 65 students 39 of them which constitute 60% believed their school renders solution, while 19 students or 29.2% of the audience would expect their teachers to help in such challenging moments. Only 7 students said the MoE has a role in this regard, which clearly shows that students less count on MoE.

Specific Questions for parents

Parents are also asked one explicit question which the researcher presumed signify their major concern. They were asked to what extent the information they get from the MoE affects their decision on their children's future.

Table 15:- information affecting parent's decision

Information from MoE affects my decision on the student's future			
	Frequency	Percent	Valid Percent
High	13	25.6 %	25.6
Medium	22	43 %	43
Low	10	19.6 %	19.6
Not at all	6	11.8 %	11.8
Total	51	100 %	100

Only 6 parents out of the 51 replied that the MoE's information would not affect them at all on their decision towards their student children. 10 parents 19.6% said it has little effect on their decision 22 parents 43% (which is a majority) replied their decision would somehow be affected by the information from the MoE, finally 13 parents (25.6% of the population) believed it would highly affect their decisions.

The MoE therefore should consider informing parents of any resolutions made in regards to education matters as they purported it would affect their position. Since parents also have major say on their children’s attitude and aptitude having a regular conversation with them will have greater impact on the success of the education sector.

4.3.4.3 Specific questions to teachers

Teachers should be among the ones to fully recognize and understand the direction of the country’s education. They are supposed to know the policies and amendments of the education system. The question set to be answered by the teachers is related to their knowledge on the focus of the education policy of the country.

Even though the question looks simple to be answered by any teacher, in fact the responses divided the teachers between those who perfectly know the policy’s main target and those who do not know the core of the policy.

The education policy of Ethiopia focuses on			
	Frequency	Percent	Valid Percent
Students	29	37.6 %	37.6
Teachers	15	19.5 %	19.5
Parents	8	10.4 %	10.4
not known	25	32.5 %	32.5
Total	77	100 %	100.0

Out of the 77 teachers asked the main targets of the education policy 29 teachers or 37.6% answered without a glitch that students are the main focus, while 25 of them, that constitute 32.5% of the teachers thought the focus is unknown, which they failed the whole concept of the policy. 15 teachers wrongfully assumed that teachers are the main focus of the policy and 8 teachers among the 77 population said parents are the target.

The 1994 Ethiopian education policy, which is still functional focuses on creating full rounded “citizens” (MoE, 1994). In its final article the policy also gives emphasis for teacher’s training and professional development. Those teachers who said students and teachers are the main focuses for the educations policy somehow got it right.

4.4 Analysis of the digital media

As it was explained on the literature part of this paper, the emergence of a new type of media has totally transform virtually every profession including the PR field for good, and without utilizing internet there cannot be any communication in this 21st century. Hence the MoE also joined this 'modern public relations' trend by creating a web-site and different social media accounts. As it was discussed during the in-depth interview session, the administration of the website has been left for the IT department of the ministry as it is considered somehow technical skills to manage it; whereas the social media platforms are administered and updated by the PR team. The researcher then discussed all of them henceforth.

4.4.1 Official website: -

The Official website of the MoE is to be found at, <https://moe.gov.et/>. The web contents are administered by the ICT directorate of the ministry and if the PR team has any information to communicate via the official website, they would forward the softcopies of the document for the ICT department to be posted on the website. According to one website tracker named "IpAddress", the MoE website gets an average of 1,500 visitors per day (IPADDRESS, 14).

The website shall be used as good source of information and publications by the MoE, and (even some of the contents has not been translated) most of the contents and documents are available in Amharic, which is very helpful for their general publics. The front-page news items were not updated for the past couple of months even if there are up-to-date press releases and documents in the the resources page. This could be a lack of understanding on the sides of ICT team about the importance of handiness of the latest news that the first page of any information affects all the appearance of the website. If the website was managed by the PR professional updating the news story will be the first priority. Also some of the links which supposed to direct a visitor to certain pages are unavailable/broken and some of those with the appropriate link did not give sufficient information on the intended topic, eg, the organization's structure and on the "Education Sector Transformation".

On positive side the website has a feedback box which will allow visitors to ask questions or comments on the ministry's activities. For further reference the website also suggests the ministry's other social media links; among them are Facebook, Twitter (now named as X), Telegram, LinkedIn and YouTube. All the links for the other social media pages

are directing to the proper site and makes it easy for the official website visitor to further explore other information and news.

The penetration of internet users in Ethiopia is yet at the creeping stage. DataReportal, a website which provides a data on all sorts of digital trends puts Ethiopia among the list internet users in 2023 with 16.7% of total internet users among the population (Kemp, 2023), compared to 64.4% of the global internet users (DataReportal, 2023). If we assume that the matters of education affect each and every one of the population in one or the other way, the MoE could only reach less than 17% of the country's total publics using this medium (internet). Even though it is beyond the scoop of this research, the ministry has a far-reaching task to address the rest of the population in the country. However, effective communication as well as sincere public relations strategy will produce an outstanding result to mobilize at least this part of the connected or internet knowledgeable population, that will surely yields quite a great amount of the educated (teaching-learning) social group, which constitute the most part of target publics.

4.4.2 Facebook

One of the accomplishments of the PR team of the MoE is its handling of the social media pages, and the Facebook is one of the outstanding. The page has 523,000 followers as of September 2023, and fully interactive (anyone is allowed to comment on the posts as well as send direct message). Messages are up-to-date where there are regular posts available.

As of January 2023, Facebook was the most commonly used social media platform among marketers worldwide. According to a global survey, 89 percent of responding social media marketers used the network to promote their business (Dencheva, 2023). When it comes to the social media users, in 2019 data 84% of these groups considered Facebook as their first choice (Pettersson & Solomon, 2020). Getting the acceptance of over 523 thousands public as followers for the PR team of MoE is a great means to reach for all news and information.

4.4.3 Telegram

"Telegram" has started as a messaging app to facilitate end to end encrypted messages and call, gradually iterated on the basic chat and group function to create experiences that go beyond messaging and feel more like a full-fledged social network (Eddy, 2022). This

Dubai based social media platform launched in 2013 is one of the top ten sites with 800 million monthly active users, more than double the size of Twitter (Wikipedia, 2023). Though there is no exact data on the number of users in Ethiopia, the Prime Minister of Ethiopia has ranked among the top five political leaders by followers with a total number of 137,400 (Dean, 2023).

When we visited the Telegram channel of the MoE, it has 50,267 subscribers as of Sep.18, 2023 and over 2,600 different posts (videos, photos, files and shared links). The Channel is regularly updated (at least twice a week) and provides essential information on the status of education in the country as well as press releases. However, the channel is not interactive which does not accept comments and emotions of the followers (like or dislikes).

4.4.4 Twitter (now named as X):-

X (Twitter) has ranked the 15th social media platform among the top 35, of those who have over 100 million users (Wikipedia, 2023). Twitter's purpose is ultimately to spread information fast while that information is not always serious therefore can be used to receive news, follow high-profile celebrities, or stay in-touch with any one across the globe.

The MoE has created a Twitter account in 2020 and earned above 10,000 followers. This Twitter Page has made fully interactive did not have regular updates like the others social media platforms.

4.4.5 YouTube :-

The YouTube platform could be the most exploited social media channel for the video savvy younger generation students and teachers group of the ministry's public. YouTube is a popular video sharing website where registered users can upload and share videos with anyone able to access the site. In the meantime, this platform is considered as a broadcast channel for many individuals and mainstream media and attracting over 2.5 billion monthly active users being the second biggest social media platform (Wikipedia, 2023). If properly managed YouTube could also become a source of income for the channel user.

When we look at the MoE YouTube channel it is one of the poorest administered platforms under the PR team. It was created November 2019 and is able to attract only 2,400 subscribers (YouTube, 2023). The same source has revealed that 58 videos are uploaded and gained 25,288 views; for a simple comparison, the most popular channel on the YouTube has

249 million subscribers and 16,000 videos uploaded with over 233 billion views (YouTube, 2023).

4.4.6 Other Social media platforms.

The other social media link that has been placed under the official website of the MoE is named as LinkedIn; this platform is mainly focused on business and employment issues, it has a targeted audience and is not widely used as the other social media platforms in Ethiopia. During the one-to-one interview to the PR team for this research, it was mentioned that one of the social media platforms they are working to be the TikTok.

TikTok is a video-sharing app that allows users to create and share short-form videos on any topic and the majority of its users are younger generations. This platform ranks among the top five social media platforms in the global internet arena with a billion monthly active users (Wikipedia, 2023). The researcher could not get any TikTok channel created by the MoE or couldn't get the link of this specific channel on the official website like they did for the other social media platforms. However according to the questionnaires gathered during this research 28% of the population has expressed themselves as a TikTok users.

Chapter Five

Summary, Conclusion and Recommendation

5.1 Summary & conclusion

This research assessed the public relations and communication practice of the Ethiopian Ministry of Education and how its most important publics (students, teachers and parents) perceived and interpreted the role of the MoE. The study also attempted to investigate the structure and methods used by the PR team to inform the activities and timely announcements on the teaching learning process. Even though internal publics and other stakeholders are not included in this study, the general methods and medium used by the PR team would tell us a lot about their frame of mind.

To begin with, the PR team of the MoE and the organizational structure of the ministry do not define the public relations roles and position in the organization similarly. The MoE organogram has called the PR unit as “Communication and international relations” while the PR team called itself as “PR and communication”. It was somehow confusing how to call the department while doing this research, at the same time though contented on its position among the other departments and offices in the ministry, the researcher has concluded that the PR team is not in a position to carry out its duty as the first focal point to advise the ministry in regards to the public relations and communication matters. The ministry believed to have lesser viewpoint on the importance of organizational communication. Cornelissen explained the way in which communications is organized carries important strategic and political dimensions and is also crucial for the effective support and integration of communications activities (Cornelissen, 2014, p. 126). Therefore, the researcher concluded that this communications department is not situated close to the top organizational hierarchy.

The corporate communication strategy issue is also the major source of concern. Most of the ambiguity and misperception will be addressed adequately if the ministry had the corporate communication strategy. The PR team should allow to go between the ministry and its public to help gather, relay and interpret data in relation to the communication management. Also the public relation should empower to represent the MoE in all its communication matters. Therefore having the corporate communication strategy is not only helpful to identify and

categories these communication activities, it will also help the ministry to make decision based on the concerns that matter its public.

The ministry of education must act as a focal point for every educational activity all over the nation, the PR team should strive to create such intimacy with the publics. They should find a means and way to reach the broader population of the country instead of focusing on the publics that has access to the internet and social media. PR is not only focusing on people who can get access to the internet, and television. Instead of waiting for the media to originate the agenda, the PR team proactively needs to address issues that arise from every educational activity across the nation.

The researcher is able to understand that, the most important public affected by every action by the ministry is remarkably confused and detached from the MoE, and some even considered the ministry as a government entity that used to suppress the education system, and they are less interested to get to know how important the role of this organization is. Like any government officials the influential in the ministry opt to the paper work and indeed stayed in the confinement of their office. Compare to other leaders in the distant past, those who tried their best to be accustomed with the school community by carrying out a regular visit to every corner of the country, follow-ups and evaluate the teaching learning process, this generation of officials are far beyond the scope of the general public.

Finally, the researcher has observed promising engagements exerted in the past years to correct the long lasted educational disgrace the country is confronted. Such effort must engage the public and best if it is supported by active involvement of the general public. The PR and the communication team must have a role to mobilize and motivate the public for this positive transformation. Every citizen of the nation, without any exception should recognize and support the role of education in the country's fate, as Nelson Mandela once said,

“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine; that a child of farm workers can become the president of a great nation.” (Campbell, 2023)

5.2 Recommendations

In order to exert a flawless public relations and communication practice for such a great dynamic ministry, the following recommendations are conveyed by the researcher.

- The corporate communication strategy should be ratified and implemented by the ministry, and it is not completed yet, the PR team should urge the top management of the ministry to endorse it. As the PR team role to interface between the ministry and its surrounding to help gather, relay and interpret information from the environment as well as representing the organization to the outside public, therefore having the CCS is not only helpful to identify and categories these groups it will also help the ministry to make decision based on the representation and identification of its public.
- The web-site administration and the social media activities are meant to address the very small population of the nation; however they play important role in addressing any issues related to the day to day activities of the ministry. Therefore, as long as they are operational they should be administered by the PR team rather than any other team.
- The PR team should continuously communicate on any issues regarding education whether they are surfaced on the mainstream or unconventional media; even it should dominate the media by proactively participate on the public agendas relating to education.
- One of the most dominant concerns of the general public is educational subjects. Everyone who is part of the nation either directly or indirectly has a concern. It is therefore the ministry should strive open nonstop hot line channel for the public to inquire on their confusion or any educational related irregularities.
- There should be an endeavor to form some form of annual events or regular get-together for the general education community to promote the importance of education and crucial aspect of team work. This will also close the gap between the public and the high-level officials, which should work closely on their common goals.
- The PR team should expand beyond urban centered communication channels into different regions of the country and communities. Such objective can be achieved by exploring local and regional media organizations, publication of news magazines and leaflets.

Further studies

The researcher of this study covered the very small part the nation's general public concerned about education, and how they are communicated by the MoE. Even addressing this

small population of the learning and education community, the researcher has found out some glitches and rooms for improvement. If the ministry's public relations practice is examined by covering the wide range of the country, the more complicated issues could be uncovered, which they will be useful for the current effort of promoting quality education system. This one ministry would also be a good spring board to further expand the same communication related research on other government offices to alleviate their public relations malfunctions including the most important decision makers of the federal government bodies.

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appendixes

በእያንዳንዱ FGD ተሳታፊዎች በፅሁፍ የሚመለሱ ጥያቄዎች ::

ከዚህ በማስከተል የሚቀርቡት ጥያቄዎች የተሳታፊዎችን ስብጥር ከማወቅ በስተቀር ሌላ አላማ የለውም።

1. Education level _____
2. Your work experience at the MoE _____
3. sex _____
4. Who do you think MoE publics? (for Communication directorate staff)

ለ FDG ተሳታፊዎች የሚቀርቡ የውይይት ጥያቄዎች::

- ትምህርት ሚኒስቴር ከህብረተሰቡ ጋር የሚገናኝባቸው መንገዶች ምን ምንድን ናቸው?
- በትምህርት ሚኒስቴር ታሪክ ከህብረተሰቡ ጋር ተቀራርበው ይሰራሉ ከሚባሉት ሃላፊዎች ውስጥ ጥቅሱ፣ እንዴት እና በምን ሁኔታ ነበር/ነው የሚቀራረቡት?
- በሚኒስቴር መስሪያ ቤቱ ከተከናወኑት ጉዳዮች መካከል ታላላቅ የሚባሉት የትኞቹ ናቸው? ምን ውጤት አመጡ ስኬታቸውና ውድቀታቸውስ በምን ተመዘነ?
- የሚኒስቴር መስሪያ ቤቱ ከማህበረሰቡ ጋር ለመቀራረብ የሚያደርጋቸው እንቅስቃሴዎች አሉ?
- ከህብረተሰቡም ሆነ ከመገናኛ ብዙሃን ለሚቀርቡ ጥያቄዎች መልስ የሚሰጥበት አካሄድ/አግባብ እንዴት ነው?

ለኮሚኒኬሽን ዳይሬክቶሬት ለቃለ-ምልልስ የተመረጡ ጥያቄዎች

Questions for interview with head of the communication directorate

- አሁን በለው የፌዴራል መንግስት መዋቅር የትምህርት ሚኒስቴር ተደራሽ/ተገልጋይ ህዝቡ ነው ወይንስ የክልል መንግስታት?
- ስራችሁ በጥናት ላይ የተመሰረተ ነው (corporate communication strategy) ፣ የጥናት ቡድንስ (R&D) አላችሁ ወይ?
- የሚኒስቴሩ የህዝብ ግንኙነት ክፍል የተዋቀረው መቼ ነው?
- የኮሚኒኬሽን ቡድኑ የሚከተለው የህዝብ ግንኙነት ሞዴል የትኛው ነው?
- የህዝብ ግንኙነት ክፍሉ ተግዳሮቶች ምንድን ናቸው?
- ከህብረተሰቡም ሆነ ከመገናኛ ብዙሃን ለሚቀርቡ ጥያቄዎች መልስ የሚሰጡበት አካሄድ/አግባብ እንዴት ነው?
- ስለቀደመው የሚኒስቴሩ የህዝብ ግንኙነት እንቅስቃሴ የተሻለ እውቀት ያላቸው የምትሏቸው ሰዎች (በህይወት ካሉት መካከል)።
- በቀደምት የሚኒስቴሩ መ/ቤት ሃላፊዎች እና በሌሎችም ስለ ሚኒስቴሩ የተፃፉ ጉዳዮች (መጽሐፍ፣ መጽሔት፣ የጋዜጣ ክፍሎች፣ ቃለ-ምልልሶች...) Archives የሚጠበቁበት ክፍል አለ?
- ለህዝብ ግንኙነት አገልግሎት የምትጠቀሟቸው መንገዶች (platforms) ምን ምንድን ናቸው/ ድግግሞሻቸውስ?
- የመረጃ ቁት አላችሁ ወይ?
Do you have a communication database? Where?
- የኮሚኒኬሽን ዳይሬክቶሬቱ በድርጅቱ መዋቅር ውስጥ ያለው ቦታ የት ነው?
Where is the comm. Directorate's position on the organizational structure?

የዚህ መጠይቅ አላማ በአዳስ አበባ ዩኒቨርሲቲ የጋዜጠኝነትና ተግባራዊ ትምህርት ክፍል ለሁለተኛ ደረጃ የመመሪቱ ማሟያ ፅሁፍ ለማዘጋጀት የሚደረግ ጥናት ላይ ይተኮረ ሲሆን በዚህ ጥናት ላይ የሚቀርቡት መረጃዎች በሙሉ ጥናቱን ከማጠናቀር ውጭ ሌላ አላማ አይውሉም። በዚህ የጥናት መጠይቅ ላይ ተሳታፊ ለመሆን ፈቃደኛ በመሆንዎ ምስጋናዬን አቀርባለሁ።

ክፍል 1:- በይዘት ይተርጎማል የሚሉት መልስ ላይ ምልክት ያድርጉበት።

	<u>ከፍተኛ</u>	<u>መካከለኛ</u>	<u>ዝቅተኛ</u>	<u>ምንም የለውም</u>
1 <u>በአትዮጵያ የወደፊት አጣ ፋንታ ላይ ትምህርት የሚኖረው አስተዋፅኦ ።</u>				
2 <u>ለትምህርት ጥራት ከፍተኛ ወይም ዝቅተኛ መሆን የትምህርት ሚኒስቴር ድርሻ።</u>				
3 <u>የልጆቹን የትምህርት አቅጣጫ ለመወሰን ከትምህርት ሚኒስቴር የማገኘው መረጃ ጥቅም።</u>				
4 <u>የትምህርት ሚኒስቴር በሃገሪቷ ላይ ስለሚከናወኑ የትምህርት አንቅስቃሴዎች ላይ መረጃ ይሰጠናል።</u>				
5 <u>በአጠቃላይ ትምህርትን በሚመለከት መረጃዎችን የማገኘው፡-</u>	<u>ከማህበራዊ ሚዲያ</u>	<u>ከመገናኛ ብዙሃን (ሬድዮ፣ ቲቪ፣ ጋዜጣ)</u>	<u>ከጻደኞችና ከጤተ ሰብ</u>	
6 <u>በትምህርት ጉዳይ ላይ ግልፅ የማይሆኑልን ነገሮች በሚኖሩበት ወቅት ትምህርት ሚኒስቴርን ለማነጋገር</u>	<u>በተላላይ ይቻላል</u>	<u>መገገዱ አይታወቅም</u>	<u>በዙ ልፋት ይጠይቃል</u>	<u>አይቻልም</u>

7. በእድሜዬ ከማስታወሳቸው የትምህርት ነፃ ጉዳዮች መካከል፡- ለምሳሌ የመሰረተ ትምህርት ዘመቻ
- _____
 - _____
8. ከማስታወሳቸው የትምህርት ሚኒስቴር ሚኒስትሮች መካከል ጥቀሱ
- _____
 - _____
9. ከማህበራዊ ሚዲያዎች መካከል የትኛውን ይከታተላሉ ?
1. ፊሰ በቫ
 2. ትዊተር
 3. ዩቲቢ
 4. አንስታግራም
 5. ቲክቶክ

ክፍል 2 መሰረታዊ መረጃዎች፡-

የታ _____ እድሜ _____ የትምህርት ደረጃ _____

የዚህ መጠይቅ አላማ በአዳሰ አበባ ዩኒቨርሲቲ የጋዜጠኝነትና ተግባራዊ ትምህርት ክፍል ለሁለተኛ ደረጃ የመመሪያ ማሻሻያ ፅሁፍ ለማዘጋጀት የሚደረግ ጥናት ላይ ያተኮረ ሲሆን በዚህ ጥናት ላይ የሚቀርቡት መረጃዎች በሙሉ ጥናቱን ከማጠናቀቅ ውጪ ለሌላ አላማ አይውሉም ። በዚህ የጥናት መጠይቅ ላይ ተሳታፊ ለመሆን ፈቃደኛ በመሆንዎ ምስጋናዬን አቀርባለሁ።

ክፍል 1:- በደብዳቤ ይቀርባል የሚሉት መልስ ላይ ፖልስት ይደርጉበት።

	<u>ክፍተኛ</u>	<u>መካከለኛ</u>	<u>ዝቅተኛ</u>	<u>ምንም የለውም</u>
1	<u>በኢትዮጵያ የወደፊት አጣ ፋንታ ላይ ትምህርት የሚኖረው አስተዋፅኦ ።</u>			
2	<u>ለትምህርት ጥራት ክፍተኛ ወይንም ዝቅተኛ መሆን የትምህርት ሚኒስቴር ድርሻ።</u>			
3	<u>የትምህርት ሚኒስቴር በሃገሪቷ ላይ ስለሚከናወኑ የትምህርት እንቅስቃሴዎች ላይ መረጃ ይሰጠዋል።</u>			
4	<u>በአጠቃላይ ትምህርትን በሚመለከት መረጃዎችን የማገኘት።</u>	<u>ከማህበራዊ ሚዲያ</u>	<u>ከመገናኛ ብዙሃን (ሬድዮ፣ ቲቪ፣ ጋዜጣ)</u>	<u>ከጻፎችና ከጤተሰብ</u>
5	<u>በስራ ላይ ያለው የኢትዮጵያ የኢትዮጵያ የትምህርት ፖሊሲ ቅድሚያ ትኩረት</u>	<u>ተማሪዎች ላይ ነው</u>	<u>መምህሩ ላይ ነው</u>	<u>ወላጅ ላይ ነው</u> <u>አይታወቅም</u>
6	<u>በትምህርት ጉዳይ ላይ ግልፅ የማይሆኑልን ነገሮች በሚኖሩበት ወቅት ትምህርት ሚኒስቴርን ለማነጋገር</u>	<u>በተለሉ ይቻላል</u>	<u>መንገዱ አይታወቅም</u>	<u>በዘላቂ ልፋት ይጠይቃል</u> <u>አይቻልም</u>

- በእርግጥ ከማስታወሻቸው የትምህርት ነፃ ጉዳዮች መካከል:- ለምሳሌ የመሰረተ ትምህርት ዘመቻ
 - _____
 - _____
- ከሚያስታውሷቸው የትምህርት ሚኒስቴር ሚኒስትሮች መካከል ጥቀሱ
 - _____
 - _____
- ከማህበራዊ ሚዲያዎች መካከል የትኛውን ይከታተላሉ ?
 - ሬዲዮ
 - ትዊተር
 - ዩቲብ
 - አንስታግራም
 - ቲክቶክ

ክፍል 2 መሰረታዊ መረጃዎች:-

የታ _____ እድሜ _____ የትምህርት ደረጃ _____ የስራ ልምድ _____

የዚህ መጠይቅ አላማ በአዳህ አበባ ዩኒቨርሲቲ የጋዜጠኝነትና ተግባራት ትምህርት ክፍል ለሁለተኛ ደረጃ የመመሪቱ ማሟያ ፅሁፍ ለማዘጋጀት የሚደረግ ጥናት ላይ የተኮረ ሲሆን በዚህ ጥናት ላይ የሚቀርቡት መረጃዎች በሙሉ ጥናቱን ከማጠናቀር ውጭ ለሌላ አላማ አይውሉም ። በዚህ የጥናት መጠይቅ ላይ ተሳታፊ ለመሆን ፈቃደኛ በመሆንዎ ምስጋናዬን አቀርባለሁ።

ክፍል 1:- በደበልጥ ይተርጎሙ የሚሉት መልስ ላይ ፖልክት ይደርጉበት።

	ከፍተኛ	መካከለኛ	ዝቅተኛ	ምንም የለውም
1. በኢትዮጵያ የወደፊት እግ ፋንታ ላይ ትምህርት የሚኖረው አስተዋፅኦ ።				
2. ትምህርቱን ጠንክሮ በመማር በኢትዮጵያ የወደፊት አቅጣጫ ላይ ምን ያህል ተፅእኖ ላሳደር እችላለሁ:-				
3. የትምህርት ሚኒስቴር በሃገሪቷ ላይ ስለሚከናወኑ የትምህርት እንቅስቃሴዎች ላይ መረጃ ይሰጠዋል።				
4. በአጠቃላይ ትምህርትን በሚመለከት መረጃዎችን የማገኘው:-	ከመገናኛ ጠዙሃን (ሬድዮ፣ ቲቪ፣ ጋዜጣ)	ከማህበራዊ ሚዲያ	ከጻፍኞችና ከቤተሰብ	
5. በትምህርት ቤቱ እና በትምህርቱ ላይ ለሚያጋጥሙኝ ችግር መፍትሄ ሊሰጠኝ የሚችለው :-	የምማርበት ት/ቤት ነው	ትምህርት ሚኒስቴር ነው	አስተማሪዬ ነው	
6. በትምህርት ጉዳይ ላይ ገልፅ የማይሆኑልን ነገሮች በሚኖሩበት ወቅት ትምህርት ሚኒስቴርን ለማነጋገር	በተለሉ ደኃላ	መገገድ አይቻልም	በሌሎች ደረጃዎች	አይቻልም

- በእርጻጻዎ ከማስታወሳቸው የትምህርት ነገ ጉዳዮች መካከል:- ለምሳሌ የመሰረተ ትምህርት ዘመቻ
 - _____
 - _____
- ከሚያስታወሳቸው የትምህርት ሚኒስቴር ሚኒስትሮች መካከል ጥታሱ
 - _____
 - _____
- ከማህበራዊ ሚዲያዎች መካከል የትኛውን ይከታተላሉ ?
 - ፌስ ቡክ
 - ትዌተር
 - ዩቲቢ
 - ኢንስታግራም
 - ቲክቶክ

ክፍል 2 መሰረታዊ መረጃዎች:-

የታ _____ አድሜ _____ የትምህርት ደረጃ _____

