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Editorial Page

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Editorial

The Ethiopia Renaissance Journal of Social Sciences and Humanities bridges communities across disciplines and continents, focusing particularly on interdisciplinary and transdisciplinary work that pushes the boundaries of current approaches, both applied and theoretical.

Originally founded on the principles of academic excellence, guided by double blind peer-review has since grown into a forum for innovative appraisal, reflection and discussions informed by recent and ongoing international social sciences and humanities research. This journal thus provides a home for work that has implications across the disciplines and beyond the academy.

In the current issue (8,2), various scholars have contributed to the wide-ranging importance of this journal. Among them, Simegn Sendek Yizengaw in his first article argued that children's care and education are shared ventures that need a collaborative intervention of parents, teachers, and government and non-government authorities in order to ameliorate the lives of children. The ensuing article by Melkamu Dires Asabu and Moges Yirgabew Kifle shows that politico-legal, marketing, financial and infrastructural challenges had positive contribution to MSEs' effectiveness in employment creation. Also, the article by Alene Ketema Mekonnen suggested that text rhetorical organization instruction can be used as one of the effective strategies in assisting students to get mastery over reading comprehension performance. As well, Amare Teshome examining the 11th grade Amharic grammar text book argued that the grammar content in the textbook has been somewhat standardized and a few grammar lessons are sequentially arranged. Moreover, Ebrahim Essa in his paper evaluated the physical land suitability of surface water irrigation for small-scale irrigation development.

Tsegaye Ebabey Demissie in his ensuing article argued that the persistent backache and intransigent ethnicization of the Ethiopian past showed the role of revitalizing the past in strengthening Ethiopian unity. Dawit Birhanu Mammo in "teacher's classroom practice and self-efficacy" showed that teachers can develop good practices of teaching speaking skills with self-confidence if regular long-term and short-term training programs are prepared and conducted. Engida Esayas Dube in the article that followed also contended that policymakers and municipal authorities need up to date information about industrial health in terms of employment changes, to make informed decisions. Moreover, Chaplain Kenyi Wani resented in his analysis of South Sudanese Humanitarian aid as policy makers underestimated the challenges in the process for delivery of humanitarian aid, consequently making the lives of people worse. Finally, Gelaneh Melak in his exploration of teachers' grammar teaching showed that EFL teachers have inadequate knowledge and they need to have an inward looking about their teaching practices on how to maximize grammar learning to their students.

The editorial committee is thankful to these authors as they constantly labored the most to present their research findings in accordance with the guidelines of the ERJSSH.

Busha Taa, PhD
Editor – in- Chief