AAU's Application for Support to Research, Training and Capacity Building at Addis Ababa University to Sida, Sweden: 2018-2023

Project Proposal for Research Training Partnership Programme in International and Comparative Education
Continuation period: 01 July 2018 to 31 December 2019

Submitted to the Embassy of Sweden,
Addis Ababa, for Sida Support

Centre for Comparative and International Education and Policy Studies, AAU
Department of Education and Special Education, University of Gothenburg, Sweden

01 June 2018
Addis Ababa
A Proposal for training and research partnership between Centre for International and Comparative Education and Policy Studies, College of Education and Behavioral Education, Addis Ababa University (AAU) and Department of Education and Special Education, University of Gothenburg, Sweden: 01 July 2018 to 31 December 2019

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Submitted to:
The Embassy of Sweden, Addis Ababa, for Sida/Stockholm Support: Continuation period: 01 July 2018 to 31 December 2019
Addis Ababa
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Summary
Addis Ababa University (AAU) launched a PhD program in International and Comparative Education (ICE) in the second semester of 2010/11. In June 2014 AAU established a Centre for Comparative Education and Policy Studies (CCEPS) in order to run and manage the program. This centre is organized under the auspices of the College of Education and Behavioural Studies with a clear mission to study educational systems, policies, reforms, innovations and outcomes in international and comparative perspectives. The primary focus of this proposed project is to support the ongoing PhD programme in International and Comparative Education within a partnership between Addis Ababa University and University of Gothenburg (GU). The overall aim of the project is to develop the capacity of Addis Ababa University, other higher education institutions, the Ministry of Education as well as other development Ministries and sectors in Ethiopia with highly trained human power. The specific objectives of this project are to:

a) Support teaching and supervision of doctoral students in ICE with academic staff from AAU and GU,

b) Develop doctoral students’ research in order to link their research to the needs of socio-economic development,

c) Initiate academic exchange programs for students who wish to do part of their research using Swedish facilities and institutional environments,

d) Organize a joint academic conference and seminars for students and academics, and e) to e-publish student research results and dissertations for wider circulation and utilization.

In total, the budget requested for the continuation period is 11,920,962 SEK, according to the “sandwich model”.

Popular Science Description
International and Comparative Education (ICE) is a multidisciplinary field of study which analyses educational systems, institutions, policies, innovations, reforms, practices and outcomes in international and global perspectives. ICE addresses the problems of education and development, and investigates educational change in relation to the changing society. Education in relation to ethnicity, gender, socio-economic aspects and other societal forces that influence education are examined, spanning early childhood and basic education to secondary and higher education as well as lifelong learning, and including the institutional environments. ICE also focuses on evaluations of educational quality, outcomes and student achievements in international perspectives. Since its emergence as an independent field of study, description and analysis of educational systems, structures and organizations have been prominent. The study of polices, innovations and reforms in international perspectives serves not only to put one’s own system in perspectives, but also, in a developing country like Ethiopia, ICE is needed in all its dimensions as there is lack of necessary expertise in all areas of the field of study, and that the country has embraced major educational reform programs over the last two decades. As a country in a rapid socio-economic transformation, it is also recognized that change depends on a stock of educated human power. Therefore, the proposed project, with its international and comparative perspective, will be a significant contribution to filling the gap by addressing the lack of qualified education professionals. It will
provide an understanding on how social, political and economic aspects affect education systems in cross-cultural, international and global perspectives.
Research training programme

1. Background

1.1. Context of the programme in relation to the “AAU grant Application to Sida”

Addis Ababa University (AAU) launched a PhD program in International and Comparative Education (ICE) in the second semester of 2010/11. In June, 2014 AAU decided to establish a Centre for Comparative Education and Policy Studies (CCEPS) in order to run and manage the program. This centre is organized under the auspices of the College of Education and Behavioural Studies with a clear mission to study educational systems, policies, reforms, innovations and outcomes in international and comparative perspectives. In addition to running a PhD program, the centre aspires to introduce a Masters’ Programs to strengthen its PhD program as well as to meet the demands for trained human power at this level. The centre will be involved in collaborative interdisciplinary research as well as in various community empowerment programs.

AAU plans to be a regional hub in this particular field of study. Given Ethiopia’s role as a seat of the African Union (AU) and other regional institutions, it was also considered that such a program will enhance the supply of highly trained human power to international development. Since its establishment, CCEPS has admitted four cohorts of students to its PhD programme. Nine out of ten doctoral students from the first cohort have successfully defended their theses. This project proposal concerns the remaining cohorts (2–4), in total 17 doctoral students.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Graduates (N=17)</th>
<th>Year of admission</th>
<th>Year of completed supervision</th>
<th>Expected year of thesis defence</th>
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<td>2</td>
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<td>2014</td>
<td>End of 2019</td>
<td>End of 2019</td>
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<tr>
<td>4</td>
<td>4</td>
<td>2016 (autumn)</td>
<td>Mid 2020</td>
<td>Mid 2020</td>
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From the outset, it was clear to all stakeholders that this new PhD program would be launched and implemented under challenging conditions. Particularly, there was a recognition that the program will have to struggle with the acute shortages of senior academic staff to carry out student supervision and provide some key courses. Cognizant of these challenges, the AAU administration encouraged CCEPS to enter into a strong collaboration with Stockholm University (SU). However, this partnership between AAU and SU was terminated in September 2016. Taking into account the already on-going well-developed PhD program, AAU has prioritized the PhD programme in International and Comparative Education to develop a proposal for the extension of its Research Training Partnership Programme with Sida and in collaboration with department of Education and Special education, University of Gothenburg (GU). This proposal concerns the so called

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1 Expected year of thesis defense in cohorts 2 and 3 is based 4 years PhD education. Cohorts 2 and 3 have not received supervision since the termination of SU partnership in 2016, therefore we expect that some of them might need a shorter period to catch up on the thesis work.

2 For a brief presentation of University of Gothenburg and Department of Education and Special Education, see appendix 4.
“continuation period”, for the new partnership between AAU and GU that was started in 2018 (as a “bridging period”).

1.2. Scientific issues and basis of the layout of the training program

The general syllabus of the PhD programme (dated September 2015) has been reviewed and approved by Sida within the framework of the SU application (Appendix 1).

The main objective of this project is to strengthen and continue the ongoing PhD program in International and Comparative Education at AAU, and thereby to develop research within this field. The specific objectives of the project are the following:

− To support teaching and supervision of doctoral students in ICE with academic staff of AAU and GU, Department of Education and Special Education.
− To develop research in order to link the doctoral students’ research to the needs of socio-economic development.
− To initiate academic exchange programs for students who wish to do part of their research using Swedish facilities and institutional environments.
− To organize joint seminars and an academic conference for students and academics.
− To e-publish student research results or dissertations for wider circulation and utilization.

The scientific framework which provides the context for the inception and formulation of the program has to do with education and development. Like anywhere else in the world, Ethiopia’s quest for linking education with economic transformation is an important impetus for the emergence of the program. The political transition of Ethiopia from a centralized to a federal state with the need to enhance multiculturalism has been taken into consideration. Moreover, the increased pressure from globalization and the need to develop the needed competencies to deal with international forces has been considered. These needs were drawn from a national survey conducted by Addis Ababa University to determine the foundation of the PhD program in 2008.

The program is made of 4 semesters of course work followed by 4 semesters of PhD theses research. The total duration of the program is 8 semesters or 4 years. Key courses in the program include Quantitative and Qualitative Research Methods, Education and Development, and Diversity and Education. Other courses include Comparative Higher Education, Comparative Curriculum and Teacher Education, Contemporary Issues and Institutions in International Development Cooperation in Education, Advanced Analysis of International Education Policies, and Principles of International and Comparative Education. In the current proposal, we envision that the main course of the program is to link education with development, diversity and global understanding, as was developed within the framework of the former partnership between AAU and SU. This work will continue, but within the framework of a new partnership with GU. GU will be able to include also more policy related issues, including themes related to international comparisons of educational outcomes and professional development.

1.3 Relevance of the research/training area and demands of expertise in ICE for Ethiopia’s development

The Ethiopian Growth and Transformation Plan (popularly known as GTP II) is based on the principle of turning the nation into a middle-income country by the year 2025. The point of departure for the plan is poverty reduction through Agriculture Development Led Industrialization (ADLI) (IMF, 2011;
EAS, 2015). The implementation of GTP is based on recognition that the planned economic and social transformation could not take place without a reliable stock of skilled human power (EAS, 2015). To this end, the government had to expand education to respond to the new demands and put in place the necessary policy and implementation capacity to do educational change in practice. Moreover, it was also necessary to learn how educational reforms and changes were managed in the process of rapid economic growth and social transformation from other developing countries. However, it was clear that the education sector lacked such innovative education policy analysts, planners and both international and comparative professionals to plan national demands in comparison to international trends and experiences. Most often the government tried to fill this gap by using international consultants or trying to train its own personnel abroad. Both of these strategies were expensive and demanded a huge amount of foreign currency expenditures for a country like Ethiopia. Thus, developing an in-house program with an international and comparative focus has become an agenda on the national stage.

The expansion of education as a precondition for economic and social transformation in Ethiopia is very much evident particularly in the higher education. Over the last fifteen years, the number of universities in Ethiopia has grown from 2 to over 40. Most of these universities have faculties of education which train secondary school teachers as well as other professional educational personnel. There is also a huge increase in the number of separate public colleges for training primary school teachers and other personnel serving the sub-sector. However, the expansion of such universities and colleges has not always been accompanied by qualified lecturers and researchers particularly in International and Comparative education. Thus, introducing and strengthening this area of study and research has become a necessary condition.

Ethiopia is also a seat of many international organizations, bi-lateral and regional institutions, and NGOs. Many of these institutions are involved in education and development both in Ethiopia and other countries in the region. However, they hardly find professionally trained high level personnel in International Comparative and Development Education. Moreover, they do not find local partners who may support them to implement various initiatives in their programs. The main reason for this has to do with the lack of training institutions and programs. Thus, the launching of this program has become a welcome both for the nation as well as for the region as whole.

Like the expansion of public education, the expansion of private education from pre-primary to higher education is phenomenal in Ethiopia over the last two decades. The government of Ethiopia recognizes that it cannot by itself alone provide education for all. However, the expansion of private education has exacerbated the shortage of human power in the nation. On the one hand, it lures professional educational personnel from the public sector. On the other hand, it is run by under-qualified personnel leading to a declining quality of education. The introduction and smooth running of this program contributes to the development and quality of private education.

1.4 Approaches chosen to build capacity

The PhD program in International and Comparative Education has the following features: it is (1) AAU based, (2) regular, (3) research based, and (4) multi-sectorial.

(1) **AAU based program**: This PhD program in International and Comparative Education has been established as a program to be run by Addis Ababa University. There was, however, a very clear understanding from the very beginning that the program needs to be supported by international
partners for a lift-off from the ground. Since the termination of the partnership with Stockholm University, no supervisors are assigned to the already accepted doctoral students in the cohorts 2 (5 students), 3 (8 students) and 4 (4 students). Each doctoral student (cohorts 2–4) will be assigned two supervisors, one from AAU and one from GU and with shared and equal responsibility for the supervision. 7 professors and 4 associate professors from GU, Department of Education and Special Education, will support the programme, in close collaboration with 1 associate professor and 6 assistant professors from AAU, Centre for Comparative Education and Policy Studies. In addition, the two institutions will share the responsibility for thesis seminars (in total, two to three for each doctoral student, including proposal defence) and a final mock-defence before submission of the thesis for the final defence, and for the organizing of one international conference as was stipulated in the former Stockholm agreement. The close collaboration within the framework of this local and AAU-based PhD-programme is expected to highly increase the academic staff and research capacity at AAU.

(2) **Regular Program**: This program is a campus based program and teaching-learning mainly takes place face-to-face, but supported by modern technologies. It has definite curriculum to be completed in four academic years. The academic qualifications and rank of instructors to conduct the program are defined (relative to AAU regulations) and the workload of students and teachers is very well recognized. As any regular PhD program at AAU, it has been approved by the AAU senate.

(3) **Research based**: This PhD program has a very strong research component which is enhanced by course work for theoretical orientation. This mixed approach was chosen in the former partnership with Stockholm University, by taking into account the lack of facilities and working culture at a PhD level, and will be continued in the new partnership with University of Gothenburg. Pure research based PhD program may be ineffectual given the lack of libraries and reading facilities. Students may also need support from instructors. The work culture among students at a PhD level is not well developed given that such program and experience never existed at AAU before. In addition, the mixed approach offers rich opportunities for collaboration between researchers at AAU and GU. The PhD research in this programme at AAU encourages both disciplinary and multi-disciplinary approaches, but with multidisciplinary research comprising the prime institutional strategy. Multidisciplinary approach balances both the interest of the researcher as well as the needs to address issues of importance for national development. Such an approach also provides sufficient opportunities to academic staffs in both universities to collaborate both with students as well as among themselves to produce quality research outputs. It needs to be noted that students who would focus on disciplinary research would still have the right to pursue their interests if they prefer to do so. This program strengthens AAU because the program focus on training academic staff for AAU. The international staff (from GU) will participate in local research seminars at AAU during their visits and also carry out open seminars to develop the research capacity in comparative education and policy studies, but also social and educational sciences more broadly. Similarly, AAU staff will participate in research seminars during visits to GU and present their research at open seminars.

Our materials are serving students of other departments who are interested to use them. AAU uses our relationship with GU as launching pad for creating relationships with other Swedish universities. Our program has served the nation by producing a student who has won a World Bank scholarship in a US university.

(4) **Multi-sectorial program**: The PhD program in International and Comparative Education caters the needs of different stakeholders. The higher education sector is the main beneficiary because the main purpose is to train university academics. However, the Ministry of Education, other
development ministries, Non-Governmental Organizations and the private sector are benefitting from the program.

2. Benefits and added values for partnership between AAU and GU

The following will be the major short and long-term benefits and added values for the partnership between Centre for Comparative Education and Policy Studies (CCEPS) at AAU and Department of Education and Special Education (GU) at Gothenburg University.

*Improved quality of education:* AAU would have experienced professors for teaching, supervising doctoral students and for sharing experiences from GU. AAU students and professors will have access to improved academic environment and facilities in Sweden. GU professors will learn how education functions in developing countries and their students will have access to field experience, exposure to an academic environment in a rapidly growing developing country and historically ancient nation. All these will lead to improved quality of education and research training.

*Exchange of Teaching materials:* This program results into the development of teaching materials in the forms of PowerPoints, and exchange of latest books and reports. Moreover, both universities could provide access for visiting researchers and doctoral students to a large volume of books in various libraries and centres for general understanding of the research topic in which one is involved. Academics will develop the skills of designing learning materials and share experiences of how to use them.

*Joint research, seminars and a conference:* Academic staff and students can work in the multi-disciplinary thematic research. This arrangement involves bringing together both students and academics of the two institutions or even those beyond to do research useful for education and development. Both universities will benefit from seminars and a conference in which members of both universities present research reports, participate in presentations and build person to person relationships.

*Institutional links:* The link between AAU and GU in terms of this PhD program in International and Comparative Education will become a launching pad for other relationships between AAU and other institutions in Sweden. A delegation from AAU have already visited GU, and similarly, Swedish researchers and the Head of Department have visited AAU and developed good relations.

3. Plans and project outcomes of the PhD training in International and Comparative Education

The foundation of this partnership is capacity development based on a PhD program in International and Comparative Education, launched by Addis Ababa University in its bid to produce professionals for the rapid socio-economic transformation witnessed in the nation. We plan for PhD training to be carried out during the period of January 1st 2018–December 30th 2019, as a continuation of the Stockholm partnership that was terminated by Stockholm University in 2016. The application is based on the previous application by SU. The work within the new partnership will be carried out in two phases, the bridging period (January 1st–June 30th, 2018) and the continuation period (July 1st 2018–December 31st 2019). This application concerns the continuation period:
1. **Continuation period:**

The aim of the continuation period is to continue the work that was started within the framework of the partnership between AAU and Stockholm University, and during the bridging period. The PhD training includes cohorts 2, 3 and 4 (5+8+4 doctoral students):

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<tr>
<th>Cohort</th>
<th>Graduates (N=</th>
<th>Year of admission</th>
<th>Expected year of completed supervision</th>
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<td>End of 2019</td>
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<tr>
<td>4</td>
<td>4</td>
<td>2016</td>
<td>Mid 2020</td>
<td>Mid 2020</td>
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**Activities**

The activities are organized in seven work-packages (WP) with clear responsibilities. The ambition is to design the WPs in a way that each of them will contribute to the support of PhD training and development of research capacity at CCEPS. The PhD programme follows the general curriculum that was developed within the framework of the former Stockholm partnership and has earlier been approved by the AAU senate and Sida.

**WP 1** is supervision of doctoral students, including exchange of teaching materials. All doctoral students will be assigned two supervisors, one from each university and with equal responsibility for the training. AAU is responsible for organizing the defence.

**WP 2** is three obligatory seminars for each doctoral student, before the defence of the thesis. These seminars monitor progression and create milestones for the doctoral students to achieve. Supervision and obligatory seminars will be carried out in close collaboration between supervisors from the two universities, and as part of their duties as supervisors. AAU is responsible for organizing the seminars (included in the cost for supervision).

| WP 3 is academic exchange. Up to 17 doctoral students and their supervisors from AAU will visit GU for library work, writing and participation in seminars. Similarly, the Swedish supervisors will visit AAU. Responsible: AAU and GU. |

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3 Expected year of defense is based on 4 years in PhD education.
**WP 4** is research and involves the establishment of monthly research seminars at CCEPS in which researchers and doctoral students participate. These seminars will form a foundation for strengthening of the PhD education at CCEPS and they should have the character of a working seminar. They can be based on work in progress (chapters, papers, articles etc.) as well as on journal articles written by others. Swedish researchers will participate together with their doctoral students and co-supervisors during their visits to AAU, and as part of the supervisor duties. The aim is to support the ambitions to create a strong research culture within the field of comparative education and policy studies.

Around three to four times a year, the seminars should be *open presentations* of the work achieved (e.g. presentation of a PhD thesis). Swedish researchers will present their own research at an open seminar when visiting AAU.

Responsible: AAU. These seminars also form a foundation for the other WPs and are to be seen as a part of daily institutional life. They are therefore not included in the budget.

**WP 5** is dissemination activities.

− We will organize one international research conference in AAU at the end of the project. International scholars within the field of comparative education and policy studies will be invited as key note presenters (airfares and hotel stays are included in the budget). International experts from transnational and national organisations with interest in education will be invited as keynotes and audience (for dissemination purposes). The doctoral students, and international and national scholars will be invited to present papers (airfares and hotel stays are *not* included in the budget). Maximum 40-50 participants. Responsible: AAU and GU.

− Doctoral Thesis Series (published electronically by AAU, not included in the budget).

− Working paper series at AAU (published electronically by AAU, not included in the budget) “*Education and development from policy perspectives in different areas.*” These papers can also be published in local language for dissemination purposes. Examples of sub-themes for the papers are:

  − Gender and education
  − Education and development
  − Educational governance in change
  − Education in conflict situations
  − Higher education management
  − Graduate employability
  − Teacher education
  − Special needs education
  − Adult education
  − International cooperation
  − Etc.

**WP 6** is coordination of the partnership based on the PhD program in International and Comparative Education, and annual audits. The AAU coordinator is the Head of CCEP and the GU coordinator is Associate Professor Gun-Britt Wärvik. Both will have regular updates by e-mail, and meetings by
Skype, and physical meeting. AAU will have the main responsibility for the activities, but in close collaboration with GU.

Taken together, the work-packages will create a sustainable program and long-term development since they support the PhD programme as a whole, as well as career development of researchers. They also form a foundation for possible collaborative research based on already ongoing research projects at both universities. Accordingly, these WPs will form the foundation for the training and research collaboration between AAU and GU. The conference papers and the working papers are expected to be developed into articles published in reports, journals or edited books, and that can be individually authored or co-authored by researchers from AAU and GU.

**Matrix**

**Overall objective:**
The overall objective of this project is increase the capacity of AAU, Department of Education and Behavioural Sciences, and CCEPS to strengthen and continue the ongoing PhD program in International and Comparative Education at AAU, and to develop research within this field

**Specific objectives**
1. To support teaching and student supervision of doctoral students in ICE with academic staff of AAU and GU.
2. To develop doctoral students’ research in order to link the research to the needs of socio-economic development.
3. To organize academic exchange programs for students who wish to do part of their research using Swedish facilities and institutional environments.
4. To organize a joint academic conference and seminars for students and academics.
5. To e-publish student research results or dissertations for wider circulation and utilization

**Assumptions for specific objectives**
- Partnership between AAU and GU initiated and sustained
- Support from AAU and government continues
- Required funds are available
- Adequate number of academic staff available from AAU and GU

The main outcome of the partnership is the completion of 17 PhD degrees within the field of comparative education, and linked to socio-economic development. We expect most of the students in cohorts 2 and 3 to defend their thesis late 2019, and students in cohort 4 are expected to defend their thesis in mid 2020)
### WP: Workpackage

**Result Based Management Logical Framework, July 1st, 2018 – December 31st, 2019**

<table>
<thead>
<tr>
<th>WP</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes (Including Targets)</th>
<th>Performance Indicators</th>
<th>Baseline</th>
<th>Data Sources</th>
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<td>Record analysis</td>
<td>Ensuring the achievement of the objectives of the program</td>
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<td>Planning of doctoral students visits to GU</td>
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<td>3 female doctoral students admitted to the program will complete their studies as per the schedule in the curriculum document</td>
<td>Number of PhD female students provided academic support</td>
<td>3</td>
<td>CCEPS records, CCEPS reports</td>
<td>Record and report analysis</td>
<td>Contributing to improved gender balance and enabling the disadvantaged sector of the society</td>
</tr>
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**Specific Objective 1:** To support teaching and student supervision of doctoral students in ICE with academic staff of AAU and GU, Department of Education and Special Education.

- Regular updates by e-mail
- Three physical coordinators meeting
- Planning of doctoral students visits to GU
- Academic support for female doctoral students

3 female doctoral students admitted to the program will complete their studies as per the schedule in the curriculum document.

Number of PhD female students provided academic support.

CCEPS records, CCEPS reports

Record and report analysis

Contributing to improved gender balance and enabling the disadvantaged sector of the society.
**Specific Objective 2**: To develop research in order to link the doctoral students’ research to the needs of socio-economic development.

1, 2  Conducting student supervision  High quality and relevant PhD thesis to the socio-economic development needs of Ethiopia are discussed and produced.

1, 2  Undertaking three obligatory thesis seminars/doctoral student, according to the general syllabus  Increased insight by 17 doctoral students in conditions for socio-economic development and contributions from the field of comparative education by 2020.

1, 2  -Doctoral students’ grades scored in course works  -Progress of doctoral students through the series of seminars  -Number of thesis contributions to the understanding of education and conditions for socio-economic development of the country

1, 2  -Number of working papers presented and discussed in the monthly seminars  -Attendance and minutes of the seminar proceeding

1, 2  CCEPS records,  Records and reports analysis

1, 2  College of Education and Behavioral Studies registrar records, email correspondences, meeting minutes

1, 2  Meeting the international expectation, quality standards and national relevance of PhD education at CCEPS

4  Monthly research seminars at CCEPS  Research seminars are conducted

4  Monthly research seminars at CCEPS served as platform for linking research to the needs of socio-economic development of the country

4  -Number of working papers presented and discussed in the monthly seminars  -Attendance and minutes of the seminar proceeding

4  CCEPS records and reports

4  Records and reports analysis

4  Promoting a research culture in CCEPS

15
**Specific Objective 3:** To initiate academic exchange programs for students who wish to do part of their research using GU facilities and institutional environments.

3. After successful completion of Seminar I and Advanced Research Seminar I, the doctoral students will be offered the opportunity to do part of their research at GU.

- Doctoral students research visits to GU have taken place.
- Completed seminars approved by the supervisors
- 17 students from CCEPS get exposure to the academic and cultural environment at GU.

Students seminars accomplishment reports

- CCEPS records
- CCEPS reports
- AAU Office of procurement records
- AAU office of graduate studies records
- GU records and reports

Records and reports analyses

Enhancing the quality PhD in ICE through international experiences

**Specific Objective 4:** To organize joint academic conference for students and academics.

5. To set up a working group for the organizing of one international conference

- The programme for the international conferences is decided
- Invitation to participate in the conference is sent out to key note speakers (academics, experts)
- Invitation to submit papers for the conferences is sent out

- International

An arena for national and international discussions on research within the field of comparative and international education, and its link to conditions for socio-economic development is facilitated for

- Number of 0 papers submitted to be presented in the conference
- Abstracts of the conference presentations compiled and published electronically.

- Minutes and other communications of conference organizing working groups
- Attendance sheet of conference participants
- Records of CCEPs and GU
- Records of AAU procurement office

Records and reports analyses

- Improving CCEPS staff capacity through solo or joint publications.
- Promoting the contribution of International and Comparative Education research for the socio-economic development of Ethiopia.
conferences are conducted. 40-50 participants.

**Specific Objective 6:** To e-publish student research results or dissertations for wider circulation and utilization.

<table>
<thead>
<tr>
<th>5</th>
<th>Establishments of a doctoral Theses Series to be published electronically at AAU</th>
<th>Editorial group is formulated</th>
<th>Outreach and dissemination of research to a larger audience (within academia as well as in the larger society) achieved through publishing 5 working papers and 13 theses.</th>
<th>Number of published papers and theses.</th>
<th>-CCEPS records</th>
<th>-AAU library records</th>
<th>-Contribution to the national education policy making and improvement of implementation practices in education programs in Ethiopia and in the Sub Saharan Africa region</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Establishments of a Working Paper Series to be published electronically at AAU</td>
<td>Access to an AAU website for publishing is guaranteed. Doctoral thesis and working paper series are published.</td>
<td>-Records analysis</td>
<td></td>
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</tbody>
</table>

CCEPS records

AAU library records

Records analysis
4. Brief outline of planned activities

4.1 Training

Three cohorts of doctoral students are admitted to the PhD programme in comparative and international education (5+8+4 doctoral students). Two supervisors will be assigned for each doctoral student, one from AAU and one from GU. Each supervisor from AAU will be assigned a maximum of 3–4 doctoral students and from GU, a maximum of 2–3 doctoral students. The Swedish supervisors will form a working group and have regular meetings for joint support of the programme and the doctoral students. During their visits to AAU the Swedish supervisors will participate in research seminars, mock-defences, and defences of theses. They will also give open seminars within their specific field of research competence, and be present at the research seminars at CCEPS to support the activities.

Following the general syllabus for the ICE PhD-programme (dated September 2015, approved by AAU, and developed in collaboration with Stockholm university, appendix 1), the doctoral students should discuss their texts at four seminars. These are:

1) ICE 951: Research seminar I – defence of the research proposal (cohort 4)
2) ICE 961: Research seminar II – the literature review, including design and test of instruments, and preliminary analysis (all cohorts)
3) ICE 971: Advanced research seminar I – involves analysis of the major field work (all cohorts)
4) ICE 981: Advanced research seminar II (mock-defence) (cohorts 2 and 3)

We expect the doctoral students to visit GU at three occasions, in total around 12 months (a) The first visit will take place after successful completion of Research seminar I (ICE 951). The visit will mainly focus on the literature review and further development of the research design and methodology. (b) The second visit will take place after successful completion of Advanced research seminar I, with the aim to prepare for the mock-defence. In addition, (c) some of the doctoral students can visit GU a third time for a shorter visit. The focus of the visits will be on writing and/or presenting the thesis report. If possible, the AAU researcher will visit GU, around 10 days during these visits for supervision together with the GU supervisor. To avoid unnecessary travel and save resources, we will schedule the travel so that for instance participation in a conference, supervision and attending seminars can be done during the same visit.

The international conference at AAU will provide an arena for the doctoral students to present their research to a national and international audience.

4.2 The research environment

Conference and seminars: One international conference will be organised during the continuation period, to report and develop research. In addition, the monthly research seminars/workshops at CCEPS and bi-weekly seminars/workshops at GU, Department of Education and Special Education will provide a foundation for doctoral students and academics from both institutions to discuss their preliminary analyses and papers in progress, including preparations for the conferences. Some of these papers will be published in a Working Paper series at AAU. These conferences and seminars will invite researcher outside AAU and GU to broaden the network in the field of comparative education, but also doctoral students from GU.
Publication of dissertation series: Doctoral dissertations will be electronically published by CCEPS for wider dissemination and utilization of results. A requirement is access to English proof-reading.

Academic support for female students: Currently, there are only 3 female students out of 17 in the program. In order to raise female participation in the program and retain the enrolled students (enrolled female students have dropped out on scholarships from the program), we would like to support female students with their living quarter expenses and cost of fieldwork during their research. Such support program is essential not only to improve the quality and equity of female education, but also for their safety and security.

4.3 The available and required infrastructure

CCEPS has one classroom for the PhD programme with a few chairs.

4.4 Academic networks available

The current PhD programme is the only of its kind in Africa, including its organisation into a centre. Due to this we expect a lot of interest to network with the centre. The budget for this continuation of the partnership do not cover any other networks than between AAU and GU.

The research environments at GU, Department of Education and Special Education, stand out for their interest in contemporary educational practices in social contexts and have rich access to national and international networks, among other thing in the field of gender and education.

4.5 Staff mobility issues and university retention policy

The Center for Comparative Education and Policy Studies was established around an academic staff specializing in International and Comparative Education. Currently, there are more local staffs who are joint and full appointments to the center from other departments in the university. However, AAU makes no special attempts either to attract or retain specialists in International and Comparative Education.

5. Planned contributions and responsibilities AAU and GU

AAU and GU share the responsibility for the implementation and achievement of the goals and objectives of this partnership. The Center for Comparative Education and Policy Studies, College of Education and Behavioral Studies (CCEPS) will be responsible on behalf of Addis Ababa University for planning and leadership of the partnership while the Department of Education and Special Education leads and coordinates the partnership on behalf of University of Gothenburg. In CCEPS, the program will be coordinated by Dr. Temesgen Fereja whereas Associate Professor Gun-Britt Wärvik will be coordinator at the Department of Education and Special Education, University of Gothenburg.

5.1 Responsibilities of CCEPS, Addis Ababa University

– Hosts the program and takes responsibility for curriculum development, and manages the program relative to its rules and regulations and issue degrees.
– Provides (arranges) affordable facilities, equipment, learning environment required for the smooth running of the program.
Assigns instructors, supervisors and members of research groups from AAU.

Provides academic staff who will collaborate with University of Gothenburg in supervision, examination, assessment, and reporting of results.

Approves research topics.

Nominates, invites and hosts external examiners.

Co-organizes scientific seminars, meetings and a conference.

Sends academic staff and doctoral students from AAU and hosts academic staff from GU according to the program schedule, and provides the necessary academic environment.

Coordinates publishing of doctoral research results for dissemination and outreach purposes (e.g. PhD Thesis Series and Working Papers series), expansion of networking and partnerships.

Co-manages the budget of this partnership together with University of Gothenburg. Details will be done in contractual agreement/s.

5.2 Responsibilities of Department of Education and Special Education, University of Gothenburg

Assigns professors from GU for student supervision.

Manages auditing services and provides audit reports as required.

Co-organizes seminars, a conference and other scientific meetings.

Sends academic staff from GU and hosts doctoral students and academic staff from AAU according to the program schedule, and provides the necessary academic environment.

Supports in the publication of research results for dissemination and outreach purposes (e.g. PhD Thesis Series and Working Papers series), and in expansion of networking and partnerships.

Co-manages the budget of this partnership together with Addis Ababa University. Details will be done in contractual agreement/s.

6. Management

6.1 Administrative resources available

Management of this PhD program in International and Comparative Education in Addis Ababa University lies in the Center of Comparative Education and Policy Studies, College of Education and Behavioral Studies. In University of Gothenburg, the Department of Education and Special Education is responsible for managing the partnership between the two universities. Each one of the two partners assign its own coordinator and will have assistants. Researchers and academics are important parts of the whole process. The need to manage the partnership at the lowest level has to do with the efficiency it provides to manage the training and research of students on a more user-friendly basis. Both centers will continue to use the support of their central administrations in addition to the College/Department/Faculty levels of administration. The Center of Comparative Education and Policy Studies directly reports to the College of Education and indirectly to the Director of Graduate Studies, Sida fund Coordinator, Academic Vice President and the President’s Office. In University of Gothenburg, the coordinator reports to the Head of Department. The role of central administrative organs is important because they decide whether or not such a partnership should exist in the first place. They are responsible for releasing funds, transaction
and auditing. The support of central administration is vital for satisfying needs relating to facilities, human resources and others in the project that may not be covered by the partnership.

6.2 Internal and external risks to the program and mitigation mechanisms

**Bureaucratization:** The participation of several actors is quite evident in the current research partnership project. While the broad-based approach in the program is encouraging, bureaucratization entails risks for inefficiency, wastage and failure. It may expose the project to conflict of interests, misunderstanding or goal displacement and rent-seeking behavior. Bureaucratization could also lead to lack of commitment and confusion of roles. In order to mitigate these risks both university senior leaderships are responsible to empower the low-level management of the project to provide leadership and oversee to it that the middle-range management firmly supports the agreement approved by both partners. AAU has to be able to provide an institutional autonomy to CCEPS to be an effective leader of the partnership while the leadership of GU must ensure that all the agreed upon services are provided to members of its staff participating in the program. The compliance of AAU has to be followed-up by external assessors; Sida monitoring visits and the report have to be communicated to both Sida and the two institutions.

**Lack of facilities, equipment and learning environment:** The PhD program in International and Comparative Education is operating under severe shortage of facilities, equipment and learning environment. AAU did not provide the center for Comparative Education and Policy Studies with adequate classrooms, offices, library and computer room, internet services, and transportation services etc. Due to this, one can see that more commitment is required internally from the university to make the partnership a success. This risk can be mitigated at two levels. Addis Ababa University has to commit some of its resources including classrooms, field service vehicle, and room for computer center and offices (for its own staffs and students). Verification visits have to be incorporated to Sida external and monitoring visits and reports have to be made available to all parties participating in the program.

**Overwhelming demand for the program:** This PhD program is the first of its kind on the continent and our region. This signifies that CCEPS and its program in International and Comparative Education program can serve as a regional hub to train Doctoral students as well as to conduct high level research. Given the existence of many international, regional and sub-regional institutions in Addis Ababa, the opportunity to internationalize education and research is quite significant. There is also the private sector seeking high quality PhD programs. All these will lead to an overwhelming demand for the program. In order to mitigate the situation, recruitment program may need to prioritize students from public institutions and avail other positions on the basis of adequate performance. Importantly, the most qualified applicants must be selected in the admission processes. Addis Ababa University needs to recruit more graduates of the program as its own academics in order to respond these demands in the long-run.

**Recruitment and retention of researchers and academic staff:** Lack of Ethiopian staff is another evident risk for the successful operation of the program. There is a shortage of qualified Ethiopian staff members at the university and nationwide. Although there have been some efforts to employ or jointly appoint some staff to the center recently, some of the recruited staff members are not qualified in International and Comparative Education. To mitigate this problem in the short-run, AAU has to strengthen its links with GU. In the long run, it has to employ graduates of the program as well as others who are available
on the market. Follow-up has to be made with Sida monitoring visits and progress has to be reported and discussed with the university senior management.

7. Operational issues

7.1 Degree provisions

Since this program has been developed as a PhD program in Addis Ababa University, it will continue to be granted by Addis Ababa University. The program has passed a stage where it has to consider the center or institution from which degrees have to be provided. It is a local initiative by AAU, but will be supported by GU.

7.2 Governance

The program will also be governed by the Senate legislation of Addis Ababa University. At institutional levels, however, an Academic Committee comprising senior professors providing supervision both from Addis Ababa and University of Gothenburg will lead the program. The committee will be chaired by the coordinator of CCEPS (AAU) and the secretary will be the coordinator of Department of Education and Special Education (GU).

7.2.1 Selection and recruitment of students

Student selection to the PhD program was conducted through free and fair process. There were open calls for applications to available positions and students took entrance examinations. After the most appropriate students were screened through in written entrance examinations by a screening committee, those who passed were invited to interviews. Admissions were decided by an admission committee only after the student had demonstrated the required competencies in both types of assessments. We prioritized female students in situations where two candidates of the opposite sexes were equally competent.

7.3 Available quality assurance procedures in ICE PhD program

*International standards:* From its inception, this PhD program was carefully planned and organized to meet international standards in the field. For instance, the curriculum of this program was reviewed by the Institute of International Education, Stockholm University, before it was put into practice. Secondly, using Sida support, courses for cohort 2 and 3 students were planned and conducted by Stockholm University and other international professors and some of the courses for cohort 4 students is being conducted by GU, either in collaboration with local professors or purely by international professors themselves.

*University quality assurance:* Addis Ababa University has a quality assurance office with which it controls the quality of programs. This office sets not only standards through which programs have to relatively be gauged, but also carries out quality control audits from time to time. The current PhD curriculum was reviewed and approved in 2015 and the last quality audit was in 2015.

*Peer reviews and external examinations:* This program is based not only on using international professors for teaching and supervision of students, but also for the defense of doctoral dissertations. Prior to the main defense, “mock” defenses are conducted.
Student exchanges: CCEPS encourages its students to participate in international competitions and programs. It considers the success of its students winning positions, fellowships or acceptance of their abstracts as some of the major indicators of the quality of its education. So far, one of its female students has won a one academic year World Bank prestigious fellowship at the University of Pittsburgh (USA) which contributed to the completion of her PhD dissertation.

7.4 Time perspective of the partnership and sustainability plans for the program
The current PhD program capacity building support will be proposed for the period 2018-2019. This proposal covers a continuation period of 18 months (July 2018–December 2019).

Addis Ababa University already has shown that this program will continue to function as a national program by establishing a Center for Comparative Education and Policy Studies. It has also assigned staff members to fill the gap in staffing although challenges remain as to the relevance and qualifications of some of these members. Preparation has been completed to introduce a Master’s program in International and Comparative Education (ICE) in order to strengthen the PhD program.

It would have been impossible to establish this program had it not been for the interest expressed by the Ethiopian Government. Due to this political support, the institutional support to sustain the program after the life of the project is certain at Addis Ababa University.

7.5 Short and long term financial strategy
The establishment of the Center of Comparative Education and Policy Studies by itself involves the commitment of Government funds. Given governmental interest to expand the program, it is certain that Addis Ababa University will devote more funds to the program and the Center for Comparative Education and Policy Studies will demand for it.

The PhD program in International and Comparative Education is launched in the “political” capital of Africa where there are many regional and international institutions, NGOs and the private sector interested in education development. The Center for Comparative Education and Policy Studies is already overwhelmed by request for personnel training from these sectors. There are also requests from students on the African continent. In the long run, the Center will enter into an agreement with such institutions and governments in which it will provide training and in turn receives funding for its services.

Using its own students and international links, the center for Comparative Education and Policy Studies will also develop proposals to different organizations in which it will request the establishment of Professorships at the center. Moreover, the center will initiate other partnerships with active foundations, donors, philanthropies, global institutions etc. by calling a donors meeting in Addis Ababa.

7.6 Monitoring and Evaluation
There will be a management for results and adequate reporting. The Results Framework of this project constitutes four hierarchies of results as shown below in the figure. The overall result (outcome) constitutes the production of quality PhD dissertations in ICE.
8. References


9. Intellectual property rights (IPR) – from the Stockholm application

<table>
<thead>
<tr>
<th>ISSUES TO BE ADDRESSED AND AGREED UPON</th>
<th>Yes</th>
<th>No</th>
<th>Comments, Status and follow-up plans (deadline dates for when issue is agreed upon)</th>
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<tr>
<td>Are all key members of the partnership aware of/conversant with the IPR regulations of target country?</td>
<td>X</td>
<td></td>
<td>Will be oriented in 30 days after award</td>
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<tr>
<td>Are all key members of the partnership aware of/conversant with IPR related policies of the target university/institution?</td>
<td>X</td>
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<td>Will be oriented in 30 days after award</td>
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<td>Are all key members of the partnership aware of/conversant with IPR regulations of Sweden?</td>
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<td>Will be oriented in 30 days after award</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Timeframe</td>
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<tr>
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<td>Are all key members of the partnership aware of/conversant with IPR related policies of the Swedish partner university?</td>
<td>X</td>
<td>Will be oriented in 30 days after award</td>
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<td>Has the question of ensuring the protection of research findings and results obtained as part of the partnership been discussed by the partnership?</td>
<td>x</td>
<td>Will be discussed in 30 days after award</td>
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<td>Has the question of coverage of costs related to IPR activities during the lifetime of the program and after the end of the program been discussed by the partnership?</td>
<td>X</td>
<td>Will be discussed in 30 days after award</td>
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<td>Have the questions of “background ownership” (i.e. IPR ownership prior to the current partnership) been discussed by the partnership?</td>
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<td>X</td>
<td>Will be discussed in 30 days after award</td>
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<tr>
<td>Has a decision been made on the policy of dissemination of research findings and results that come out of the partnership?</td>
<td>X</td>
<td>Will be decided in 30 days after award</td>
<td></td>
</tr>
<tr>
<td>Has a decision been made by the partnership on the exploitation of results (products or services)?</td>
<td>X</td>
<td>Will be decided in 30 days after award</td>
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<td>Is there legal assistance in the Target Country to assist the partnership in IPR issues (including potential patents)?</td>
<td>X</td>
<td>There is IPR office</td>
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<tr>
<td>Is there legal assistance available at the Swedish partner university/institution to assist the partnership in IPR issues (including patents)?</td>
<td>X</td>
<td></td>
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<tr>
<td>Is there a plan to develop capacity for IPR issues within the partnership?</td>
<td>X</td>
<td>Within 30 days after award will be the first orientation.</td>
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<tr>
<td>Other IPR and patent issues not addressed above</td>
<td>X</td>
<td></td>
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</table>
Supervisors and teachers (CV and publication list, see appendix 2)

AAU

− Getachew Adugna, PhD, Assistant Professor
− Temesgen Fereja, PhD, Assistant Professor
− Tilaye Gete, PhD, Assistant Professor
− Mekasha Kasaye, PhD, Assistant Professor
− Alebachew Keminso, PhD, Assistant Professor
− Teshome Nekatibeb, PhD, Associate Professor
− Dessu Wirtu, PhD, Assistant Professor

GU

− Petra Angervall, PhD, Associate Professor
− Dennis Beach, PhD, Professor
− Girma Berhanu, PhD, Professor
− Marianne Dovemark, PhD, Professor
− Kajsa Hansen Yang, PhD, Professor
− Ann-Sofie Holm, PhD, Associate Professor
− Ann-Carin Jonsson, PhD, Associate Professor
− Sverker Lindblad, PhD, Professor
− Karin Rönnerman, PhD, Professor
− Gun-Britt Wärvik, PhD, Associate Professor (coordinator)
− Elisabet Öhrn, PhD, Professor
## Doctoral students

<table>
<thead>
<tr>
<th>Kohort 2 approved PhD titles/thematic areas, admission 2014</th>
<th>Kohort 3 approved PhD titles/thematic areas, admission 2014</th>
</tr>
</thead>
</table>
| **1. Kitaw Kassie Engida**  
    International HE Partnership Practices in Ethiopia: A Comparative Analysis of Ethiopian HE Partnerships with the USA and China  
    Dr. Teshome Nekatibeb  
    Petra Angervall | **6. Lidetu Yimer**  
    Integrating Students with Learning Disabilities: A Comparative Study of Ethiopian & Kenyan Primary Schools  
    Dr. Dessu Wirtu  
    Ann-Sofie Holm/Girma Berhanu |
| **2. Eyerusalem Azmeraw**  
    A Comparative Study of Teacher Education Policy & Practices in Ethiopian & Ugandan Primary Schools  
    Dr. Tilaye Gete  
    Gun-Britt Wärvik/Sverker Lindblad | **7. Mahmud Reshad**  
    Early Childhood Care and Education in Ethiopia: Policy Premises & Practices  
    Dr. Mekasha Kassaye  
    Karin Rönnerman |
| **3. Yeshihareg Damte**  
    Partnership between Government and Non-Government Organizations in the Education Sector of Ethiopia  
    Dr. Teshome Nekatibeb  
    Dennis Beach | **8. Tewodros Habte**  
    Teachers Professionalism in Ethiopian and Kenyan Early Childhood Education and Care: Quality and Relevance of the Training Systems  
    Dr. Temesgen Fereja  
    Karin Rönnerman |
| **4. Adugna Temesgen**  
    Integration of Information and Communication Technologies Into Classroom Instruction: A Comparative Study in Science and Technology Universities in Ethiopia & Republic of Korea  
    Dr. Getachew Adugna  
    Ann-Sofie Holm/Girma Berhanu | **9. Cherinet Aytenfsu**  
    Implementation of the Quality Assurance Systems in Ethiopian Higher Education: A Comparative Analysis in Some Selected Public and Private Universities  
    Dr. Teshome Nekatibeb  
    Petra Angervall |
| **5. Ali Mohammed**  
    Institutional Performance Assessment Strategies in Ethiopia Universities  
    Dr. Alebachew Kemieso  
    Sverker Lindblad/Gun-Britt Wärvik | **10. Effa Gurmu**  
    Mathematics Achievement among Ethiopian Students Vis-à-vis Trends in International Mathematics and Science Study  
    Dr. Temesgen Fereja  
    Kajsa Hansen Yang |
<table>
<thead>
<tr>
<th>Kohort 4, admission 2016</th>
</tr>
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<tbody>
<tr>
<td>11. Muluken Nigatu</td>
</tr>
<tr>
<td>14. Petros Tibbo</td>
</tr>
<tr>
<td>15. Siyane Aniley</td>
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1. Kitaw Kassie Engida. International Higher Education Partnership in Ethiopia: a Comparative Study of two Ethiopian Universities’ Partnership Experiences, vis-à-vis two Selected Partnerships with a Norwegian Partner

North-South partnership in higher education (HE) has become an ever-increasing trend. Such partnership is premised to enhance capacity whilst there are critiques and questions of inequality and inherent asymmetry obstructing from nurturing genuine and mutually beneficial partnerships. Many of the current literature in this area are produced by the Northern scholars and from the Northern perspectives. Studies based on the Southern viewpoints, regarding how far their voices are included in dialogue and negotiation to initiate, build and maintain a partnership that can work within and challenge the tenacious asymmetries of power, are scarce, which calls for African-centered perspectives. Similarly, although many higher education institutions (HEIs) of Ethiopia have been engaged in and sought to expand partnership with their Northern partners, studies on intricacies and issues surrounding them are scarce. Thus, this study is about the partnership experiences of two selected HEIs in Ethiopia with their Norwegian counterpart in order to explore and then compare their (academic staffs and students’) experience and perceptions with respect to the rationale, benefits, and issue of symmetry in the partnership. Specifically, it intends to: a) explore the motivations of two Ethiopian Universities for international partnership, and the benefits from the partnership programs with a Norwegian partner; b) explore evidence of symmetry between partners and its influence on the partnership dynamics; and c) identify similarities and differences between the two cases with regard to motivations, benefits, and issues of symmetry in the partnerships.

Given that Africa-oriented partnership projects are increasingly being funded, the study’s focus on Ethiopian HEIs staffs’ and students’ perception is fitting for it can provide valuable insights for donors and university partners. As the study focuses on the Southern perceptions, it will serve as a complement to the current literature. Moreover, the findings will contribute for understanding motivations and intricacies related to issues of power relation in the partnership, which eventually may assist those who are interested in engaging in such practices when they plan their strategies.

To approach issues of inherent structural inequality shaping North-South relations at a macro-level and to be critical of Ethio-Norway HE partnerships, the study will be guided by World System Theory. To understand relationships at institutional and individual level, the study will be guided by Resource Dependency Theory (RDT) and Interorganizational Relation (IOR) Theory. RDT will be used to understand how far resource related factors (scarcity, inequality) shape the institutions’ motivations and benefits, and contribute to the domination of one partner over another; while IOR Theory will help to understand how collaborative issues are negotiated and communicated, ownership is shared, and mutuality and trust are built and maintained in the partnership.

As the study intends to involve in-depth exploration of participants’ views regarding the motivations, benefits, and power dynamics in the two partnership cases, it will employ qualitative approach with a comparative case study design. The study will take a constructionism ontological and interpretivist epistemological position. This position fits well with the qualitative approach as it provides a basis to use the methods of inquiry suitable for exploring and understanding partnership practices in each case through interpreting from the points of views of participants. Data will be collected using interview, ranking survey and FGD from academic staffs and graduate students in the two universities who have participated in the partnership; and document analysis. Participants will be selected using purposeful and snowball sampling. Data will be interpreted using thematic analysis.

2. Eyerusalem Azmeraw. A Comparative Study of Teacher Education Policy & Practices in Ethiopian & Ugandan Primary Schools

Sustainable future can only be possible when the education system creates responsive content or curriculum, teacher training and pedagogy as well as conducive teaching and learning environment that can enhance the critical thinking skills of learners in social studies (National Council for Social Studies (NCSS) 1994, UNESCO b 2015 & MOE, 2004). Social Studies aim to develop responsive students capable of critical thinking and appreciating different points of view on local, national and international issues. It also encourages social participation and fulfills intellectual, personal and societal needs (MoE, 2009). The social studies methods are therefore, the cornerstone of the professional course work taken by prospective social studies teachers (NCSS, 2016).

To date, the absence of interrelated contents and mode of presentation that can develop student’s knowledge, cognitive abilities, and behavioral change, in order to enrich critical thinking, problem-solving ability and attitude,
are some of the major problems of the education system in Ethiopia (MoE, 2010 & MoE, 2016). As reported on the Education Sector Development Plan of Ethiopia five (ESDP V), “the low quality of outcomes identified reflects low quality of educational inputs, mainly teachers. Teachers’ pedagogical skill is still below the level required to apply the active teaching and student-centered methods required by the new curriculum” (MoE, 2016, p. 10). Nasir and Kadir (2011) argued that teachers still follow traditional lecture based pedagogies in schools.

Though the challenge on teacher training is undeniable, there is a shortage of research on how the current teacher training program, curriculum and pedagogy responsive to the current education needs, mainly in relation to social studies. Researches on the areas of teachers also focused on reforms than actual practice Gebrew (2017); Solomon (2016); Solomom.A (2007 &2008); Workneh and Tassew (2013), Aweke &et.el (2016); Dawit (2008). Some researchers also argued that the government is over concerned on civic education amongst the social issues this is also reflected in the interest researchers develop on Ethical and Civic Education Endalkachew (2016); Shoko Yamada (2011); Tesfaye & et,al 2013). During my exploratory interview while preparing my research area on 25 October 2017, a curriculum expert at the MoE reported that, the attention given for social studies teacher training is not also consistent.

It is also my personal observation and concern that the separation of the two subjects Ethical and Civic Education and Social studies at primary level as well as the shift of the Ethiopian education policy to 70/30 quota for natural and social sciences respectively affect the focus and amplify the gaps and compromise the quality of social studies. The Education Sector Development Plan V document makes my argument stronger, as the teacher-training program in ESDP V focused and emphasized on improving the quality of teachers mainly for natural sciences (MoE, 2015).

The researcher in this paper therefore focuses on the comparative analysis of the current theoretical explanations of social studies and its empirical experiences in Ethiopia with the focus on primary school teacher preparation at two pioneer colleges of teacher training; Debirebrihan and Hawassa.

In this research, the theoretical and empirical challenges of teaching social studies as well as its future prospects for meeting the goal of social studies will be assessed. The broader project will focus on mixed research method which involves both qualitative and quantitative methods. Using qualitative content analysis techniques, the curriculum framework for primary school teacher training and the primary school guidance materials (syllabuses and teacher guide for grade 5 and 8). will be used to assessed the adequacy and appropriateness of the teacher training curricula and pedagogy in creating responsive students capable of critical thinking, civic participation and appreciating different points of view on local, national and international issues as compared to the 10 NCSS standards for this specific level.

In order to identify the empirical gaps at both levels (primary and teacher training level) document review supported by class room observation will be deployed. Besides, quantitative questionnaire will be designed to understand teachers’ and teacher educators’ understanding of the social studies theories, perception, views, experience, and practical challenges.

The researcher believes that this study will have significance by providing valuable evidence on the comparative analysis of the theoretical and empirical experiences of social studies in Ethiopia. Above all, this research will inform policy makers and curriculum developers on the preparation of social study teachers and on the modalities of content integration and pedagogical approaches that can best transfer the content to students. The research therefore will attest to the importance of social studies for nation building and also its importance for multi-cultural society like Ethiopia.

In order to construct knowledge, the research will be, theoretically guided by the national council for social studies (NCSS) at global level, that also guides the Ethiopian social studies curriculum framework and the pedagogical practices mainly the social constructivism pedagogy, will be used as a theoretical framework to guide this research.

3. Yeshihareg Damte - Development partnership and developing local capacity in the Ethiopian Education sector
Statement of the Problem- Development partnership is governed by the principles of aid effectiveness which sets roles and responsibilities to all actors. According to the principle of country ownership, developing countries should set their priorities, and take the leadership and coordination role in development partnership. Local capacity development is a means of achieving country ownership and both donors and recipients have the responsibility to achieve. Moreover, building local capacity and ownership noted as key for achieving Sustainable Development Goals. However, evidence shows that capacity development and progressively ensuring country ownership is one of the targets of development interventions, which lagged behind so far.

Ethiopia is one of the biggest recipient of aid and has a long established partnership with development actors. Many bilateral and multilateral agencies are working with the Ministry of Education to improve education in the country. Institutional capacity development is one of the priorities of the sector in its consecutive Education Sector Program (ESDP I-V). However, reports of programs and projects show serious performance problems which is mostly associated with low institutional capacity in the ministry of education and Regional Education Bureaus. So this research will explore how development partnership between the Ethiopian Ministry of Education and bilateral and multilateral agencies targeted in building the capacity (institutional system, and staff capacity) of the Ministry of Education and Regional Education Bureaus to enable them set priorities, coordinate and manage and monitor and develop development projects.

Objectives of the research The purpose of the research is to examine capacity development of the Ministry of Education and Regional Education Bureaus through development partnership with bilateral and multilateral agencies so as to ensure country ownership in the education sector. In order to attain objectives of the study, attempt will be made to seek reliable answers for the following questions: What strategies and practices of local capacity development as a component of development partnership exist at the Ministry of Education and Regional Education Bureaus focusing on system improvement, knowledge and skill development of staff to set priorities, plan, monitor and evaluate projects in the General Education Sector. How is the involvement of the Ministry of Education and Regional Education Bureau staff in leadership, coordination and managing projects as compared to provision of technical assistance. What experiences do exist in other countries in local capacity development as a component of development partnership? What are the opportunities and challenges of capacity building in the General Education Sector of Ethiopia through partnership with bilateral and multilateral partners? What approaches/strategies need to be adopted for effective capacity building and country ownership in the education sector? What implication will this have for policy makers, program developers and development partners?

Significance -As any of the poor country development partnership is the main modality of mobilizing resources for implementing education sector program in Ethiopia. For the education sector to effectively prioritize its needs, lead and coordinate development partnership and manage education projects it needs to have appropriate institutional capacity. Local capacity development to ensure country ownership is core for effective management of development interventions and ensuring sustainable development. However, capacity problems the key challenges of most developing countries including Ethiopia. Therefore, this research will have great contribution in identifying the gaps and recommending possible solutions in capacity development through development partnership. Furthermore, development partnership is one important area of international and comparative education, and the research will base on international trends, principles, and experiences. Research in the area of capacity development through development partnership in the education sector in general and in Ethiopia in particular is scarce. Researches such as Alemayehu & Kibrom (2011) explored country ownership in managing Official Development Assistance rather than Capacity Development. Thus, the research will have scientific contribution and expected to initiate further investigation in the area.

Conceptual framework- The research builds on the following key concepts: development partnership, capacity development and country ownership. The researcher will explore appropriate theories to explain capacity development through developments partnership and progress towards country ownership such as strategic partnership theory, inter-organizational relations theory, theory of change, and others. A conceptual model illustrating the interrelation and guiding the research will be developed.

Research Methodology
Research design- In order to achieve objective of the research a mixed model research paradigm will be employed. The researcher will use both quantitative and qualitative method concurrently. A case study approach will be employed to explore capacity development through development partnership. As Creswell (2014), stated a bounded system can be a case to illustrate an issue under study.

Data Collection- A multiple source of data collection including desk research, questioner, semi-structured interview and focus group discussion will be used to get detailed picture of the issue.

Sampling method- Purposive and stratified random sampling will be used to select the context and subjects.

Data analysis- The data will be analyzed using appropriate tool and statistical method.

Some previous insights- Research in the areas of capacity development through development partnership is scarce among the academics. Most of the researches are conducted by practitioners. Inquiries by Vallejo (2016), Saasa( 2008), Greenberg ( 2013) concluded that most countries lack the institutional capacity to achieve country own development. Considering this findings this research will investigate not only the capacity problem but mainly the reason behind and the role played by development partnership.

4. Adugna Temesgen. Integration of Information and Communication Technologies Into Classroom Instruction: A Comparative Study in Science and Technology Universities in Ethiopia & Republic of Korea

In this digital era, the rapid growth of information and communications technology (ICT) has been receiving increased global attention and recognition. Its influence is more prevalent in education sector as it invites a new perspective in broadening access to quality educational opportunities. Yet its importance is highly pronounced in the transformation of higher education. As a result, it has become one of the most important topics discussed by the education scholars. Studies conducted in the area have shown that the full realization of educational benefits of ICT is the greatest challenge facing educational institutions, in developing countries in particular. It also has depicted that the existing studies did not demonstrate solid effects nor the impact of ICT use in teaching and learning has clearly investigated. Studies still contend that very insightful, cross-country comparisons in ICT in education have rarely been used. Rather, in Ethiopia, ICT use for instructional practices remains the only means to begin with. It is thus hoped that better quality directions for the program can be obtained by benchmarking the quality of ICT projects against international studies like this one. This study would be helpful and pressing to learn best experiences of others and to scale up initiatives in ICT for education development within local context. Specifically, the findings of this study can be a useful insight to offer a set of guidelines to policy makers, decision makers, and practitioners such as teachers to implement and carryout out further investigation in the dynamics of ICT use in classroom teaching practice. Doing so will provide an over overarching aim to narrow gaps in technological reform problems in Ethiopian HEIs in general and those like Addis Ababa Science and Technology University (AASTU), which are at forefront to change, in particular. In view of this, this comparative study attempts to assess the integration of ICT into classroom instructional practices in AASTU and Seoul Tech in Ethiopia and South Korea. As teachers are the key to the foreseen change, the study is mainly approached from teachers’ perspective. At conceptualization level, nonetheless, the facets of educational change process (initiation, implementation and institutionalization) and the interdependent ICT in education internal and external factors mutually determine the cyclical framework that guides the entire procedure in the study. In terms of methodological detail, pragmatic research paradigm is adopted as the best position to study the emergent ICT in education issue. Sequential explanatory mixed methods design is chosen underlying this philosophical assumption for various reasons. Accordingly, data collection and analysis methods and procedures are treated separately wherein the qualitative findings will only be used to corroborate the results obtained in the quantitative (or, the first and prioritized phase). Questionnaire is used to collect quantitative data from 139 teachers whereas interview is employed to examine the perspectives of academic officials (N=15) in the two science and technology universities, as per the fieldwork schedule fixed for each institution/country. Both descriptive and inferential (e.g., t-test) statistical tools are employed to analyze data obtained through quantitative means. The level of significance for t-test is tested at .05 level of alpha. Text data are analyzed through description and narrative methods. Finally, the findings obtained through the two phases will be combined at discussion stage of the study.
5. Ali Mohammed. INSTITUTIONAL EFFECTIVENESS ASSESSMENT STRATEGIES IN ETHIOPIAN UNIVERSITIES. (A Comparative case study in Addis Ababa and Jimma universities)

The global and national scenario indicates the prevalence of internal and external performance assessment practices (Lindsay, 1982). The very intention of such a practice is to provide information for the management and external stake holders and pressure groups whom are responsible to evaluate and rank universities as per their performance that contribute for both individual and societal development. And as well, concerns for organizational effectiveness have become a critical point of study for institutional present performance and future survival (Cameron, 1985). The concept and definitions and assessment of institutional effectiveness vary from nature of one institution to another. Therefore, despite there is a common perception about what and why of assessing institutions effectiveness, still no consensus on what effectiveness is and what to use as strategies on assessing institutional effectiveness.

Thus, the principal aim of this study is “How can Ethiopian Universities improve their institutional performance by developing a common performance indicators and assessment strategies in order to respond to a growing demand for higher education quality and excellence?” The fundamental research problem is further broken down to the following research questions: How institutional effectiveness is conceptualized in Ethiopian Universities? What institutional effectiveness assessments strategies are there in Universities? To what extent Universities are effective in their performance measures to the plan set? What institutional changes have occurred in universities and in their institutional effectiveness programs as a result of the assessment made? What challenges are encountered in implementing institutional effectiveness measures? And what institutional performance change has to be taken so as to improve the level of institutional effectiveness to the standard and the requirement?

The theoretical and conceptual framework will base and be derived from open systems theory applied to educational organizations as described by Birnbaum (1988) and the Goal model. An open system is the one that exchanges matter and energy with its environment (von Bertalanffy, 1968). Boulding (1956) defined an open system as having the property of self-maintenance, the goal of survival, and the ability to maintain its existence by adapting to the environment. The goal model defines effectiveness as a complete or at least partial realization of the organization’s goals (Etzioni, 1960, 1964, 1975; Price, 1972; Bluedorn, 1980; Hall, 1980, Latham & Locke, 1991). Goals are commonly accepted as part of the organizational culture, design, and structure; and the organization’s purpose is generally operationalized in the form of a specific goal or set of goals.

The research design for this purpose is based on mixed method research approach with special reference to convergent parallel mixed method that uses the complementarity advantage of both quantitative and qualitative research methods in the social research methods (Bryman, 2012). In-depth case Study will be conducted in two public Universities, namely Jimma University and Addis Ababa University. Research participants will be selected by using both probability and non probability sampling technique where cluster sampling will be used for the quantitative and purposive sampling for the qualitative one. The source of data will be the management unit at the top level whom are senate members, department heads, selected teachers and students. Data will be collected using questionnaires, semi structured interview and document reviewing, and then a single case and a cross case analysis will be employed on two phases, where the first phase is within case analysis and the second one is a cross case comparative analysis that need to take place between the two public Universities. Eventually, the results of the study assumed to identify the why, what and how of institutional effectiveness and assessment strategies and what success stories and challenges and mitigation strategies employed in the Universities under study.


The purpose of this study is to inform the relevant stakeholders (national policy makers at the Ministry of Education, non-governmental organizations, parents and teachers) on some of the factors influencing the successful implementation of the inclusion policy in Ethiopia and investigate how teachers’ attitudes and perceptions towards inclusion of students with disability are affected by the teachers’ personal characteristics,
concerns and beliefs. There are arguments for both inclusion in the regular education classroom and a more restrictive environment in a self-contained classroom. Moreover, it is widely believed that the successful implementation of any inclusive policy is largely influenced by teachers being positive about the expectations. However, in order to ascertain the pre-requisites that facilitate successful inclusion in Ethiopia, the role of regular education teachers needs to be explored. There is also need to document the country’s regular education teachers’ concerns regarding issues involved in educating all students with varying needs in the regular education classroom. The study will serve to create awareness among policy makers, practitioners and other stakeholders of the specific challenges that teachers face in the inclusive classrooms in the aftermath of the implementation of inclusive education in Ethiopian schools. It is also expected that the findings and suggestions of this study will be important in designing teacher preparation and development programs. In this sense, the findings will address the teachers’ needs and concerns regarding the implementation and development of inclusive education in the Ethiopian schools. The study will be grounded in positioning theory. Positioning theory is defined as “the study of local moral orders as ever shifting patterns of mutual and contestable rights and obligations of speaking and acting”. The concept of positioning allows researchers to make sense of the dynamics of evolving social interactions: how people position themselves and how they are positioned by others within a specific context. This study will use a Concurrent Mixed Methods Design. In this design, qualitative and quantitative approaches are used to confirm, cross-validate, or corroborate findings within a single study. It is further divided into two phases’ namely quantitative phase (Phase 1) and the qualitative phase (Phase 2). Regarding participants and sampling for the study, the data will be drawn from a convenience sample of 1640 primary public school teachers. The sample consisted of general and special education teachers drawn from 164 woredas or administrative divisions found in SNNPR (Southern Nations and Nationalities and Peoples region).

7. Mahmud Reshad. Pre-School Teachers’ Approaches of Care and Education Provision to Children: A Comparative Study of Government and Private Pre-Schools

Early childhood education and care (ECEC) has become a central issue for governments in many countries (OECD, 2006). It is one of the contemporary issues requiring close attention given its critical role in laying the foundation for lifelong learning and development, and in closing the achievement gaps between the disadvantaged and advantaged (Marope. and Kaga, 2015).

In relation to Early Childhood Care and Education (ECCE), the Federal Democratic Republic of Ethiopia, Education Sector Development Program IV (2010) document stated that it has become one of the priorities for the education sector of the country. According to this document ECCE will be one of the potential inputs to the overall improvement of quality of education, reduction of drop out and repetition rates in later stages of formal schooling and it is more cost effective to institute preventive measures and support for children early on than to compensate for disadvantage as they grow older.

Cognizant of the above stated rationales, the Ethiopian Government has given due attention to Early Childhood Care and Education (ECC) in the Education and Training Policy. However, there are concerns with the quality of ECCE and these are related with scarcity of teacher supervision and the unavailability of manuals and guidelines. The concerns over quality raise the wider question of the role of the government in the provision and regulation of ECCE and in quality assurance of ECCE programs (Federal Democratic Republic of Ethiopia Education Sector Development Program IV, 2010).

Reports and few empirical studies (Girma, 2014) indicated that, the state of early childhood care and education in the Ethiopian context remained sub-standard compared to many African states. According to UNESCO Cluster office Addis Ababa (2006) report cited in Girma (2014), none of the preschools visited by the office met structural standards set by the Ministry of Education. That is why the study is about pre-school teachers’ approaches of care and education provision to children. It is a kind of comparative study which will mainly engage government and private pre-schools in Addis Ababa City Administration. So it will reveal many important lessons of the issue under study and will contribute to the knowledge of the field as well. Hence, the research will expected to give some visualized insights for those who work on early childhood care and education.
The study will use video based longitudinal research design and its methodology will be qualitative in nature where thick descriptions and in depth analysis of data will be made. Interview, observation and reviewing of different documents will be employed as data collection instrument of the study. And almost all data will be collected using video camera and audio recording tools. Besides working on texts, by editing the audiovisual data one documentary video will be produced on the topic under study. Participants of the study will be Teachers, School Principal, Children and Parents, College students, a lecturer, education bureau personnel and ministry of education ECCE expert.

8. Tewodros Habte. Teacher Education in Ethiopian and Kenyan Early Childhood Care and Education (ECCE): Quality and Relevance in Focus

Despite its profound prominence, the prevalence of poor quality ECCE teachers remains persistent in Sub-Saharan Africa countries including Ethiopia and Kenya. Ethiopia and Kenya are bounded under the context of huge number of vulnerable and disadvantaged childhoods along with diversified cultures and experiences. The need for Quality and relevant ECCE teachers is incalculable for them. The main intention of this cross-national study is to explore the quality and relevance of ECCE teacher education in Ethiopia and Kenya. This study will be governed by Bray's and Thomas's framework or cube of comparative education analysis that suits cross national comparative study. Major theories of ECCE and theory of its teacher education will also be considered. The study will be guided by pragmatic research paradigm and Sequential Exploratory Mixed Design (QULT + quant) will be a methodological framework of the study. Lack of developmentally and culturally appropriate teacher education that is responsive for the existing inconsistent ECCE models and varied platforms, inadequate training on the "Care" aspect of ECCE and persistent shortage of qualified ECCE teachers were major preliminary findings that need further investigation. This dissertation is believed to be significant for Ethiopia's and Kenya's national development visions. It could also help the respective national policy makers and other relevant stakeholders who are responsible for the betterment of ECCE teacher education.


As far as the Ethiopian higher education EQA system and practices are concerned, I have found and observed discrepancies of conceptions/views and positions in public and private universities/HEIs. Such discrepancies are inspired me to explore and understand this less researched and puzzling issue via interpretivist/constructivist perspectives. The general purpose of this study is therefore, to gain deeper understanding and fuller description of and compare various perspectives on and implementation practices of the EQA system in the contexts of selected public and private universities in Ethiopia mainly with the help of the theoretical/conceptual lenses derived from some organizational theories. Conceptually, the study is emphasised on the following three major sub-themes such as, perspectives on the essence of the EQA system; implementation practices of the EQA system and lastly, impacts of the EQA practices on the TLP. To explore and understand these issues, the study is confined to the undergraduate levels and the regular programmes. The TLP (which is the central mission of Ethiopian HEIs) is also taken as the major focus area.

Since this study is principally aimed to gain deeper understanding of people’s conceptions, views, perspectives and their experiences on the issue to be studied, the overarching qualitative research design is found to be most appropriate. Specifically, a comparative case study research approach is also supposed to be employed. To this end, as research sites or cases, one public university –DU and another private university –SMU are purposely chosen to be studied comparatively. As participants also, from the selected universities: presidents/vice presidents, quality assurance directors and experts, faculty deans and department heads as well as senior academic staff members; from HERQA: directors and experts and some relevant officials and other informants from FMOE are purposely selected to be involved in this study. In the study, the data collection is supposed to be carried out with the help of semi-structured interviews, document reviews, FGDs and observations. Concerning data analysis, the generated data will be summarized, coded and generalized or interpreted adequately. In such a way, within case analysis and cross-cases analysis strategies can be employed.
Regarding the significance of the study, the study intends to add some theoretical and empirical knowledge to the available literature on the Ethiopian higher education EQA system and its current roles and functions to promote the quality of the TLP in public and private universities/HEIs (having similar operational contexts). The study also helps to the exploration of multi-dimensional views on the current Ethiopian higher education EQA system and its implementation challenges/constraints in the country. By doing so, the study raises the awareness of key stakeholders and provides valuable information to policy-makers, managers and the practitioners of the EQA system. Furthermore, this study is believed to bring valid lessons that could be useful for Ethiopian higher education EQA system and practices through making critical consideration and comparison of the global scenarios. In this regard, the study contributes a lot to the field of international and comparative education. Finally, this study may also serve as a motivation and reference for further researches in the area of higher education quality assurance issues in Ethiopia.

Keywords:

Comparative case study approach, EQA practices, HERQA, Implementation practices of EQA system, Private university

Acronyms:

DU: Dilla University
EQA: External Quality Assurance
FGD/s: Focus Group Discussion/s
F/MOE: Federal/Ministry of Education
HEI/s: Higher Education Institution/s
HERQA: Higher Education Relevance and Quality Agency
SMU: St. Mary’s University
TLP: Teaching and Learning Process

10. Effa Gurmu Mathematics Achievement among Ethiopian Students Vis-à-vis Trends International Mathematics and Science Study (TIMSS)

The main purpose of this paper will be to assess and compare the achievement of Ethiopian students in Mathematics vis-à-vis in Trends International Mathematics and Science Study (TIMSS) and find out some factors that are related to the students’ achievement.

International large scale assessments are vital for policymakers, curriculum developers, educational researchers, school leaders, teachers and parents to have adequate information about the educational system for discussion, planning and improvement of the situation in schools. As a result the number of participant countries rise from time to time and become part of the global scene. In this regard, though, Ethiopia had never participated in any regional and international assessments yet, currently, it had planned to participate in some of them in order to have evidence about the performance of Ethiopian students in comparison with their peers around the world as indicated in the Fifth Education Sector Development Program (ESDP V).

However, even though many developing countries benefited from their participation in international large scale assessments, various researchers suggested that the necessity to conduct sensible studies focused on their contexts in advance. So, as Ethiopia had neither participated in any cross national assessments nor a thorough researches were conducted in this study area, conducting such a kind of research prior to the countries participation is very crucial.

Thus, the significance of this study is to provide basic information for policy makers and educators how well the Ethiopian students performed in TIMSS achievement test and identify the strengths and weaknesses of the curriculum content areas and the main factors that influence the achievement of students in mathematics, in order
to make the right decision to participate in the international large scale assessments and improving the quality of education.

The conceptual framework for this study is based upon the International Association for the Evaluation of Educational Achievement (IEA) thinking on curriculum at three levels model. That is, the intended, implemented, and attained curriculum which were more described in terms of the three broad sets of curricular variables: content, contexts and antecedents. Specifically, this conceptual framework was adopted from the IEA studies applied in the Second International Mathematics Study (SIMS) found in Travers and Westbury 1989. It was preferred because of its contribution to the explanation of differences in learning outcomes.

This study will be used a quantitative research method and survey research design. Data collection instruments will be the adapted form of TIMSS released Mathematics achievement test and questionnaires. The participants will be sample of grade eight students, their mathematics teachers and school principals. Schools and students will be selected randomly from the sample of six regions using two stage cluster sampling. In this case, 48 schools, 1920 students and 48 teachers and 48 principals will be participated. To analyze the data, both descriptive and inferential statistics such as frequencies, percentages, means, t-test, correlation, regression and One Way Analysis of Varaince (ANOVA) will be used.

Concerning some preliminary findings, the alignment of the Ethiopian Mathematics syllabus contents were validated across the mathematics contents indicated in the TIMSS assessment framework and pre-test was conducted on students from five schools of different regions using the adapted achievement test. As result, majority of the contents were similar with that of contents shown in the TIMSS Assessment framework. However, some of the items in the test will be needed slight improvement according to the country’s context.

11. Muluken Nigatu Institutionalization of Community Engagement: A Comparative Study between Bahir Dar and Jimma Universities, Ethiopia

The current discourse in the higher education institutions is that there are three fundamental missions for any higher education institutions: teaching and learning, research, and engagement service, and the the engagement activities are supposed to be essential to most effectively achieving the overall purpose of the university since knowledge is generated, transmitted, applied and preserved for the direct benefit of the community in ways that are consistent with university and unit missions. It is also proved that pedagogy, discovery, and access to higher education are all enhanced when universities and their members become directly involved with social problem solving, especially when the involvement is made an integral component of teaching and research rather than being relegated to the academic side-lines (UNESCO, 2015).

However, in many cases, too much attention is placed on research, teaching or both research and teaching, with community engagement and service coming in a distant third, as almost an afterthought. This research, thus, has a purpose of comparatively examining the institutionalization of community engagement at two public Universities in Ethiopian - Bahir Dar and Jimma Universities.

The study is anticipated to contribute to higher education research on, and academic knowledge about, the institutionalization of community engagement in higher education institutions by broadening the existing literature and analytical tools. The results of this study are also expected to contribute to the betterment of existing policies of community engagement in higher education institutions of the country through providing contemporary views and models of community engagement.

Conceptually, this research depends on five component of the institutionalization process of community engagement in higher education institutions recommended by Glemon et al., (2005). According to these scholars there are five components in the process of institutionalizing community engagement in higher education institutions: (1) Philosophy and mission of the higher education institutions (2) Faculty support for and involvement in community engagement (3) Student support for and involvement in community engagement (4) Community participation and partnership (5) Institutional support for community engagement

Based on the nature of the research questions and objectives, this study will follow Comparative research design under a mixed research strategy where both qualitative and quantitative data will be generated. The study
will employ a concurrent transformative approach for mixing qualitative and quantitative data. In the concurrent transformative approach, the two types of data are collected at the same time during one data collection phase and may have equal or unequal priority.

From the two universities, research and community service vice presidents, community service directors, community service coordinators of all faculties and key administrative staffs will purposively be included in the study since these officials, except for administrative staffs, are directly attached to universities’ CE mission. In order to choose teachers and students for the study, multi stages clusters sampling will be applied. Accordingly, five faculties from each of the two universities are selected using simple random sampling. As a result, Technology, Health Science, Social Science, Business and Economics, and Agriculture faculties are included in the study. Finally, 10 teachers and 30 graduating class students from each faculty (from the two universities) will be included. This means that a total of 100 teachers (50 from each university) and 300 graduating class students will be include for this study. Snow ball sampling will be used to include community partners who can represent the wider community and who are/where working collaboratively with universities. The universities’ policy document on community engagement, university-community projects (if any), and different reports of community engagement will be included purposively.

Semi-structured interview, questionnaire and document analysis are the data collection tools to be used in this research. These qualitative and quantitative data will be organized in the form of themes, tables and analyzed and interpreted using both qualitative and quantitative data analysis techniques. Finally, both data bases (qualitative and quantitative) will be crosschecked in order to triangulate on some of them and merge some others based on the nature of the data.

12. Frazier Techane Teshome Higher education research and innovation for sustainable development in selected Sub-Saharan countries: Its practices and challenges in comparative perspective

Sustainable development (SD) becomes a new world order and an important issue on international, regional and national agendas, which encompasses the inter-linkages of the three dimensions of economic growth, social development and environmental sustainability. And Higher education (HE) is considered as a key instrument for the fulfillment of SD. Nations today depend increasingly on knowledge, research-based-evidence, technological innovations and up-to-the-minute skills which are by product of higher education institutions (HEIs) (Machumu and Kisanga, 2014). Consequently, HEIs worldwide have incorporating and implementing various SD initiatives, values and practices into their core activities (Johnston, 2007; Waas, Verbruggen and Wright, 2010). And Research and innovation are among the components that believed to be facilitating HE for SD. Similar developments have been seen in Africa. However, despite some important signs of progress across the region and evidence to demonstrate the commitment of HEIs to addressing the challenges of sustainability faced by the continent, African universities and their academics have not contributed meaningfully to the developments of an economic, political, social and environmental nature for the continent (Etse and Ingley, 2016; Ndaruhurste and Thompson, 2016). According to UNESCO (2014) report, “SD is still only an emerging interest among African HEIs and also there is quite little research dealing with it (Etse and Ingley, 2016). Therefore the objective of this study will be to provide explanatory sequential comparative study of current practices of HE research and innovation for SD in selected SSA universities (Addis Ababa university and university of cape town) with a focus on the context in which universities operate, the internal structure and dynamics of the universities themselves, and the interaction between national, regional and global SD strategies. In addition, the study will aim to explain challenges universities’ research and innovation ability to make a contribution to SD. The significance of this research lies in the importance of recognizing that HE research and innovation have significant effect on improving the economic, social and environmental well-being of a nation and achieving SD. And therefore, this study will make some contributions to the literature on current practices and challenges of HE research and innovation for SD in comparative perspective. In addition it provides a better understanding of selected SSA countries SD research and innovation. And finally, based on the assumption of different literature in terms of HE research and innovation for SD the following conceptual framework is derived;
The main purpose of this research is to explore **IQA** (internal quality assurance) perspectives on and implementation practices in IGNOU (Indri Gandhi National Open University) and UOG (the University of Greenwich) as cross border higher education providers working in partnership with two local Universities in Ethiopia, St. Mary University and International Leadership Institute respectively. The commitment of higher education quality assurance agency up to now focused on national higher education and on the other hand, the local partner Universities selected in this study found to give priorities to their own quality issues. HERQA (Higher Education Relevance and Quality Agency) though it has developed regulatory guide line to regulate national Universities, little attention was given to cross border higher institutions regarding follow up and assessment of their status of quality assurance (IIEP/UNESCO, 2006). **EQA** (External Quality Assurance) focuses more on accountability rather than consistent follow up of quality issues; at the same time it evaluates higher institutions every five years which opens loopholes for some CBHE (cross-border higher education) institutions with poor or rigor providers. Thus, it can be deduced that in the case of cross border higher education institutions working in Ethiopia there might be knowledge gap about its status of quality assurance is the impetus to carry out this study.
This makes the study conducted in receiving institutions timely and very important. The study is significant because it will provide explicit information about the constraints faced to implementing appropriate IQA mechanisms in cross-border higher institutions in particular. This will offer practitioners as well as decision-makers timely feedback which if addressed can bring about relevant changes in internal quality of institutions under investigation. Furthermore, this study will be an important source to contribute to the literature by providing current knowledge about IQA (internal quality assurance) monitoring mechanism in higher education and will help educators, researchers, and policymakers establish more reasonable practices. Finally, it will serve as a springboard for the researcher of this study as well as any other interested individuals for conducting deeper investigation in such an important area. Neo-institutional and contingency theories are selected to guide this study to be employed as a lens to explore internal quality assurance practices of cross border education providers. The two theories employed concurrently on the intention that they complement each other and so be able to give complete picture of the study of IQA systems of IGNOU and Greenwich University vis-à-vis their education services with local partner institutions. It contends that organizations are contingent upon several internal and external environmental factors. Explicitly, IQA (Internal Quality Assurance) is a system organized by a sum total of mutually interdependent factors such as internal factors (student service, organizational capacity and structure), external factors or institutional factors and internal quality assurance practice. Internal Quality assurance practice influenced not only by physical resources and structures but also by conceptions of human resources such as academic staff , the leadership and supporting staffs participating in the process of quality assurance. From the external institutional environment side regulatory guidelines, policy frameworks and social trust on cross-border providers are the issues considered to affect IQA practices.

In this study, qualitative method is chosen based on the assumption that studying internal quality assurance practices of institutions is an ongoing process involving the opinions of different actors who have deeper knowledge and experience concerning the issue under study. Bryman (2012) depicts that a case is an object of interest in its own right, and the researcher aims to provide an in-depth clarification of it. Defined this way, case study will be employed in this research, with the intention that it provides rich and thick exploration into a single social phenomenon or situation. It excels at producing an understanding of a complex issue, and can extend experience or add strength to what is already known through previous research (Creswell, 2009; Yin, 2003). The study uses three data collection instruments: interview, document analysis and actual site-visit. Relying on pluralist sources of information, i.e., using a variety of techniques is consistent with the case study approach chosen for this study.

14. Petros Tibbo. Early Grade Literacy Policy and Practice in Ethiopia: Selected Nationality Languages of Southern Nations, Nationalities and Peoples Region in Focus

The purpose of this study is to investigate the early grade literacy policy and practice in Ethiopia. It is evident that early grade literacy can be a means for future success in educational ladder. Ethiopia, as one of democratic countries, adopted the notion of mother tongue education recommended by UNESCO and practicing mother tongue instruction in the early grades. However, there are number of problems in terms of practice, especially in the areas of literacy. There are number of studies conducted in early grade literacy both by donating institutions and local experts. According to most of these studies, children in Ethiopia at the early grade level have serious problems in meeting the international standards. Therefore, this study aims at giving insights as to how policy and the actual practice could be in harmony. The study can also serve as a resource for further investigation. Educating a citizen for a country for its very reason is to contribute to the development of that particular country. Hence, the investigator will employ a human capital theory. The researcher will employ a mixed method research design to arrive at the final conclusion for this study. From the findings of earlier studies, the researcher feels that the instruments used to gather information regarding the literacy standards of the country seems incompatible for Ethiopian nationality languages. Therefore, the earlier studies lack context of the nationality languages and when it comes to instruments. This, the current study aims at redressing the sensed problems in data gathering so as to produce effective practice strategies in the area of early grade literacy.

The purpose of the study will be to investigate the policy and practice of Education and SRHR mainstreaming in Ethiopia. Specifically, it will investigate SRHR issues and opportunities; the national SRHR policy the success and challenges in mainstreaming SRHR in the education sector in Ethiopia. The study will be mainly a qualitative design. Purposive sampling and stratified sampling will be used. FGD, in-depth interview and document review will be implemented. Behavioral theory will be the theoretical framework of analysis.

Key Words: SRHR, mainstreaming, education


Sustainable higher education has emerged as a responsibility for universities to lead society towards a sustainable future. Higher education is seen generally as a potential catalyst to work towards Sustainable Development. The urgent societal need and broad call for Sustainable Development allow higher education to assume a fundamental responsibility in contributing to Sustainable Development. Apparently, the Ethiopian Higher Education system is struggling to address sustainable development through its traditional missions of education, research and community services. The rhetoric behind the argument to the slow-down of further action for fostering sustainable development includes insufficient resource, inadequate knowledge and absence of clear policy direction and governance.

Therefore, this proposed research aims at understanding how Education for Sustainable Development can be fostered in higher education institutions with a special focus on teaching, research and services. The researcher is interested in investigating how universities are transforming towards sustainable development and finding the bottlenecks to the integration of Sustainable Development. The research topic is aspect the scientific research in the field of International and Comparative Education. It is also a topical issue which is based on current global agenda. The proposed research will be an original work that can contribute to policy making in Ethiopian context as there are very meager researches in the area. Thus, new directions and interventions will be identified and a model will be developed to reorient universities towards sustainable development.

Theoretically, the research will be informed by whole-system approach. Because Sustainable development is a holistic concept that aims to balance human development in terms of social, environmental and economic development. Sustainable higher education also requires a holistic and systemic approach as it implies that whole system should be considered for sustainable development as a dynamic equilibrium to be achieved. As the research will focus on the transformation of the universities towards sustainable development, theory of change and transformative theory will be considered as frame of reference. Research methodology calls for mixed research methods and techniques: both qualitative and quantitative. Data collection will be made by using literature review, questionnaire, document analysis, observation and, interviews.

Samson Melesse. Education in the contemporary Ethiopia: A response to the dynamics of globalization and contribution for Social Transformation

The concept of globalization is one of the most popular concepts. Globalization takes place on many levels. The most important of them can be distinguished as economic, social and cultural levels. Since its conception and birth, Ethiopia has been a cultural abundance—a rich harvest of indigenous traditions and culture that have attracted several people around the world. Globalization in fact contributes to the expansion of the Western European and North American culture in Ethiopia (Belfield2002)

Based on the above brief introduction and inevitable nature of globalization, the objective of the study will be to assess how education in contemporary Ethiopia persist the challenge of globalization in the highly globalized era and contribute social transformation.
Despite most important contribution, some of the customs and traditions are outmoded and have no place in modern society. With the advent of globalization, some of the important practices are phasing out gradually because of the inevitable nature of globalization. Therefore, this dissertation will be significant in bringing the cope up mechanism for globalization and tells us how Ethiopian education system is working in the globalized era and contribute in preserving own values bring transformation.

Transformationalist theoretical approach will be used in this paper. Scholars in this approaches, argue that globalization has structural consequences and is a driving force in society which influences political, social and economic change. Globalization is not just a shift in the intensity of exchange, but leads to a re-articulation of political, cultural and economic power. There is a structural transformation and a global shift in how power and authority is organized. By this theoretical framework, I would like to see the magnitude of globalization on education—the extent to which Education in the contemporary Ethiopia responds to globalization.

The research design will be mixed research in nature and based on semi structured interviews, focus group discussion and document analysis for qualitative data and questionnaire (both open ended and close ended) will be employed for quantitative data. Purposive sampling will be used to identify the participants. To analyze the obtained data, qualitative and quantitative data analysis technique will be used. More specifically, thematic analysis and SPSS version 24 will be employed for both qualitative and quantitative data respectively.
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<td>incl. OH, social costs etc.</td>
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Currency rate per 2018-05-18 according to Oanda.com

1 SEK = 3.13922 ETB
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Research Training Partnership Programme in International and Comparative Education

**Collaborating Institutions in Sweden:**
Department of Education and Special Education at University of Gothenburg

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<td>Two month's salary (175kSEK/year/student)</td>
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**Notes**
- Each Swedish supervisor (professor or associate professor) will be assigned 1-2 doctoral students. The assignment per student corresponds to about 7.5% of full time work. The salary cost including social security fees and overhead costs will be approx. 175 000 SEK per doctoral student.
- Swedish supervisors will visit AAU 1-2 times per year and stay for 12 days. The cost is included in the standard sum of 25 000 SEK per student and year according to the Sandwich-model.
When the PhD students are in Sweden they will have access to a shared office with computers with internet connection and standard software, printers, access to library and library services. They can also attend research seminars held at the Department. The cost will be covered by the standard sum in the Sandwich-model, 50 000 SEK/student and year.

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<th>Quarter</th>
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<td>2,880,000.00</td>
<td>624,000.00</td>
<td>624,000.00</td>
<td>816,000.00</td>
<td>816,000.00</td>
</tr>
<tr>
<td>Sub total</td>
<td>2,880,000.00</td>
<td>624,000.00</td>
<td>624,000.00</td>
<td>816,000.00</td>
<td>816,000.00</td>
</tr>
</tbody>
</table>

Notes: The subsistence allowance for a PhD candidate when in Sweden is 16 000 SEK/month including housing. 13 PhD candidates will stay in Sweden July 2018 - June 2019. 4 PhD candidates will stay in Sweden Jan-Dec 2019.

<table>
<thead>
<tr>
<th>Local PhD training/Curriculum Development</th>
<th>Subject to full cost compensation, OH, social costs Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries (as per Swedish regulation)</td>
<td></td>
</tr>
<tr>
<td>Co-supervision of PhD-student</td>
<td></td>
</tr>
<tr>
<td>Allowance (as per Swedish regulation)</td>
<td></td>
</tr>
<tr>
<td>Travel cost ticket/transport</td>
<td></td>
</tr>
<tr>
<td>Accommodation</td>
<td></td>
</tr>
<tr>
<td>Research consumables</td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Notes:  

| Other costs Sweden (must be specified) | |
|----------------------------------------||

49
<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Project:</td>
<td>Research Training Partnership Programme in International and Comparative Education</td>
</tr>
<tr>
<td>Reporting Period:</td>
<td></td>
</tr>
<tr>
<td>Collaborating Institutions in Sweden:</td>
<td>Department of Education and Special Education at University of Gothenburg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>2018/2019</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual Planning and Review meetings at AAU with ISP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audit Swedish University (annual)</th>
<th>Audit of yellow fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit (annual) including OH</td>
<td>37,000.00</td>
</tr>
<tr>
<td>Sub-total</td>
<td>37,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trips for Sandwich Students</th>
<th>Reimbursable Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student round-trip to Sweden</td>
<td>1,214,878.14</td>
</tr>
<tr>
<td></td>
<td>367,288.74</td>
</tr>
<tr>
<td></td>
<td>480,300.66</td>
</tr>
<tr>
<td></td>
<td>367,288.74</td>
</tr>
</tbody>
</table>

Notes: 17 doctoral students will visit GU 3 times and stay for 4 months per visit. 13 students will make one visit to GU Autumn 2018 and two visits Spring 2019. 4 students will visit GU once during Spring 2019 and twice Autumn 2019. Round trip air-ticket with airport transport and visa processing 9 000 SEK per student.

<table>
<thead>
<tr>
<th>Sub total</th>
<th>1,214,878.14</th>
<th>367,288.74</th>
<th>0.00</th>
<th>480,300.66</th>
<th>367,288.74</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ethiopian Professors visit to Sweden</th>
<th>Reimbursable Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air tickets</td>
<td>197,770.86</td>
</tr>
<tr>
<td></td>
<td>113011.92</td>
</tr>
<tr>
<td>Accommodations</td>
<td>560,350.77</td>
</tr>
<tr>
<td></td>
<td>320200.44</td>
</tr>
<tr>
<td>Per diem</td>
<td>166,237.40</td>
</tr>
<tr>
<td></td>
<td>94992.7972</td>
</tr>
<tr>
<td>Tuition fees</td>
<td></td>
</tr>
</tbody>
</table>

| Tuition fees                         |                   |

| Tuition fees                         |                   |

50
<table>
<thead>
<tr>
<th>Quarter</th>
<th>2018/2019</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub total</td>
<td>924,359.03</td>
<td>528,205.16</td>
<td>0.00</td>
<td>396,153.87</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Notes 7 Supervisors from AAU will make one visit per year in Sweden and stay for 12 days. During Autumn 4 professors will visit GU and during spring 3 professor will visit GU. Round trip air-ticket with airport transport and visa processing 9000 SEK per professor. Allowances are calculated according to local regulations at AAU. DSA for international destinations using SIDA-AAU block Grant Funds the allowance for Sweden is: Accommodation: 250 USD/day and DSA: 70 USD/day + 50 USD bonus, Accommodation 12 days in Sweden: 250 USD*12 = 25 500 SEK, DSA 12 days: 70 USD*12+50 USD= 7 565 SEK

<table>
<thead>
<tr>
<th>Audit AAU (annual)</th>
<th>Audit of green fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit (annual)</td>
<td>53,366.74</td>
</tr>
<tr>
<td>Sub-total</td>
<td>53,366.74</td>
</tr>
</tbody>
</table>

Notes

<table>
<thead>
<tr>
<th>Other costs Ethiopia (Must be specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language editing of theses</td>
</tr>
<tr>
<td>Dissertation Examination</td>
</tr>
<tr>
<td>Publication and international conf. stay</td>
</tr>
<tr>
<td>Female Students Subsistence support</td>
</tr>
<tr>
<td>Subtotal</td>
</tr>
</tbody>
</table>

Notes In order to support female participation in the program and retain the enrolled students, we would like to support female students with their living quarter expenses and cost of fieldwork during their research. Such support program is essential not only to improve the quality and equity of female education, but also for their safety and security. 3 female students will be given 650 SEK / month for 10months per year.
<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Project:</td>
<td>Research Training Partnership Programme in International and Comparative Education</td>
</tr>
<tr>
<td>Reporting Period:</td>
<td></td>
</tr>
<tr>
<td>Collaborating Institutions in Sweden:</td>
<td>Department of Education and Special Education at University of Gothenburg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>2018/2019</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total costs (Excluding AAU OH)</td>
<td>9,420,818.70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total cost Sweden Sandwich</td>
<td>7,130,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes OH, social fees, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Cost Swedish University</td>
<td>37,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject to full cost compensation, OH, social costs etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All lines need to be specified and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total cost AAU</td>
<td>2,253,818.70</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>OH 12%</td>
<td>270,458.24</td>
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</tr>
<tr>
<td>Total</td>
<td>9,691,276.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2019/2020</td>
<td>Q3</td>
<td>Q4</td>
<td>Q1</td>
<td>Q2</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>PhD Sandwich training in Sweden (Maximum 250,000 SEK)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two month’s salary (175kSEK/year/student)</td>
<td>1,487,500.00</td>
<td>743,750.00</td>
<td>743,750.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor annual visits to Moz (25kSEK/year/student)</td>
<td>212,500.00</td>
<td>106,250.00</td>
<td>106,250.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs per student while in SWE (50kSEK/year)/student</td>
<td>425,000.00</td>
<td>212,500.00</td>
<td>212,500.00</td>
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<td></td>
</tr>
<tr>
<td>Sub total</td>
<td>2,125,000.00</td>
<td>1,062,500.00</td>
<td>1,062,500.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each Swedish supervisor (professor or associate professor) will be assigned 1-2 doctoral students. The assignment per student corresponds to about 7, 5% of full time work. The salary cost including social security fees and overhead costs will be approx. 175 000 SEK per doctoral student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swedish supervisors will visit AAU 1-2 times per year and stay for 12 days. The cost is included in the standard sum of 25 000 SEK per student and year according to the Sandwich-model.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When the PhD students are in Sweden they will have access to a shared office with computers with internet connection and standard software, printers, access to library and library services. They can also attend research seminars held at the Department. The cost will be covered by the standard sum in the Sandwich-model, 50 000 SEK/student and year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **PhD Sandwich Allowance in Sweden** |           |          |          |          | 0.00    |
| Maximum 6 months / year (16kSEK/month/student)       | 384,000.00 | 192,000.00 | 192,000.00 |          | 0.00    |
| Sub total                                             | 384,000.00 | 192,000.00 | 192,000.00 | 0.00 | 0.00 |

| **Notes**                                               |            |          |          |          |          |
| The subsistence allowance for a PhD candidate when in Sweden is 16 000 SEK/month including housing. 4 PhD candidates will stay in Sweden Jan-Dec 2019 |

| **Local PhD training/Curriculum Development**          |           |          |          |          |          |
| Salaries (as per Swedish regulation)                  |            |          |          |          |          |
| Co-supervision of PhD-student                         |            |          |          |          |          |

Subject to full cost compensation, OH, social costs etc.
## Name of Project:
Research Training Partnership Programme in International and Comparative Education

## Collaborating Institutions in Sweden:
Department of Education and Special Education at University of Gothenburg

### Quarter 2019/2020

<table>
<thead>
<tr>
<th>Allowance (as per Swedish regulation)</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Travel cost ticket/transport</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Research consumables</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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### Sub-total

<table>
<thead>
<tr>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other costs Sweden (must be specified)

- **Annual Planning and Review meetings at AAU with ISP**

### Notes

- Other costs Sweden (must be specified)

### Sub-total

<table>
<thead>
<tr>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Audit Swedish University (annual)

<table>
<thead>
<tr>
<th>Audit (annual)</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>37,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Audit of yellow fields

<table>
<thead>
<tr>
<th>Audit of yellow fields</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>37,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Sub-total

<table>
<thead>
<tr>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>37,000.00</td>
<td>0.00</td>
<td>37,000.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Trips for Sandwich Students

<table>
<thead>
<tr>
<th>Student round-trip to Sweden</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>226,023.84</td>
<td>113,011.92</td>
<td>113,011.92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- 17 doctoral students will visit GU 3 times and stay for 4 months per visit. 13 students will make one visit to GU Autumn 2018 and two visits Spring 2019. 4 students will visit GU once during Spring 2019 and twice Autumn 2019. Round trip air-ticket with airport transport and visa processing 9 000 SEKper student.

### Sub-total

<table>
<thead>
<tr>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>226,023.84</td>
<td>113,011.92</td>
<td>113,011.92</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Ethiopian Professors visit to Sweden

<table>
<thead>
<tr>
<th>Ethiopian Professors visit to Sweden</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reimbursable Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

### Notes

- Reimbursable Cost

54
<table>
<thead>
<tr>
<th>Quarter</th>
<th>2019/2020</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air tickets</td>
<td>197,770.86</td>
<td>113,011.92</td>
<td>84,758.94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomodations</td>
<td>560,350.77</td>
<td>320,200.44</td>
<td>240,150.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td>166,237.40</td>
<td>94,992.80</td>
<td>71,244.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Sub total</td>
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<td>396,153.87</td>
<td>0.00</td>
<td>0.00</td>
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**Notes:**
7 Supervisors from AAU will make one visit per year in Sweden and stay for 12 days. During Autumn 7 professors will visit GU. Round trip air-ticket with airport transport and visa processing 9000 SEK per professor. Allowances are calculated according to local regulations at AAU. DSA for international destinations using SIDA-AAU block Grant Funds the allowance for Sweden is: Accommodation: 250 USD/day and DSA: 70 USD/day + 50 USD bonus, Accommodation 12 days in Sweden: 250 USD*12 = 25 500 SEK, DSA 12 days: 70 USD*12+50 USD= 7 565 SEK

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<td>Sub-total</td>
<td>53,366.74</td>
</tr>
</tbody>
</table>

**Notes:**

**Other costs Ethiopia (Must be specified)**

<table>
<thead>
<tr>
<th>Subject to OH?</th>
<th>Language editing of theses</th>
<th>Dissertation Examination</th>
<th>International conference at AAU</th>
<th>Female Students Subsistence support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,067,334.80</td>
<td>0.00</td>
<td>408,098.60</td>
<td>30,607.40</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15,303.70</td>
</tr>
<tr>
<td></td>
<td>1,067,334.80</td>
<td></td>
<td>408,098.60</td>
<td>15,303.70</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,506,040.80</td>
<td>15,303.70</td>
<td>1,490,737.10</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Notes:**
For dissemination purposes, the theses will be e-published on-line. Before e-publishing the theses, they need to be checked by a language editor. 17 theses * 300 pages * 200 birr / page (ca 18 000 SEK). In addition, it is necessary to disseminate a few printed copies, the cost for this is estimated to 2000 SEK per thesis.
In order to support female participation in the program and retain the enrolled students, we would like to support female students with their living quarter expenses and cost of fieldwork during their research. Such support program is essential not only to improve the quality and equity of female education, but also for their safety and security. 3 female students will be given 650 SEK / month for 10 months per year.

An International conference will be arranged in Addis Ababa, then doctoral students will have the opportunity to present their research. 5 international researchers will be invited, their cost will be: 5 Air tickets á 9000 SEK, Accommodation 5 persons for 5 nights á 1800 EK, Lunch and refreshments 30 000 SEK, Venue rent 10 000 EK.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>2019/2020</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total costs (Excluding AAU OH)</th>
<th>5,255,790.40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total cost Sweden Sandwich</td>
<td>2,509,000.00</td>
</tr>
<tr>
<td>Includes OH, social fees etc.</td>
<td></td>
</tr>
<tr>
<td>Total Cost Swedish University</td>
<td>37,000.00</td>
</tr>
<tr>
<td>Subject to full cost compensation, OH, social costs etc.</td>
<td></td>
</tr>
<tr>
<td>Total cost AAU</td>
<td>2,709,790.40</td>
</tr>
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<tr>
<td></td>
<td>Coursework completed (2 yrs), thesis work ongoing</td>
<td></td>
<td>Alebachew Kemisso</td>
<td>2016</td>
<td>June 2020</td>
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<td></td>
<td>Kohort 4</td>
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</tbody>
</table>

Name of student: Eskindir Jembere
Anna-Carin Jonsson
GU

Notes (courses, thesis title, articles Etc.)
Higher Education for Sustainable Development: A Comparative Study of Public Universities in Ethiopia

Coursework completed (2 yrs), thesis work ongoing
Kohort 4

Name of student: Samson Melesse
Gun-Britt Wärvik
GU

Notes (courses, thesis title, articles, etc.)
Education in contemporary Ethiopia: A Response to the Dynamics of Globalization and Contribution for Social Transformation

Coursework completed (2 yrs), thesis work ongoing
Kohort 4
Appendix 1

Addis Ababa University

College of Education and Behavioral Studies

Centre for Comparative Education & Policy Studies

(CCEPS)

PhD in International and Comparative Education (ICE)

September 2015
1. Program Description

Addis Ababa University (AAU) launched a PhD program in International and Comparative Education (ICE) in 2011. The main objectives of the program are to provide graduate education, carry out internationally recognized research, provide outreach and community services as well as to enhance institutional development. The scope of the program is institutional, national, regional and international. The institutional relevance of the program draws its background from AAU’s need to strengthen its capacity and enter the field as a centre of excellence in Africa. Nationally this program is responsible to provide services to the rapidly expanding higher education sector, particularly the emerging universities and teacher education colleges as well as to various levels of government offices in the education sector. Regionally, AAU is the first university in Africa to launch a PhD program in this field and it is under pressure to provide its services to the African continent at large. At the international stage, the multilateral and bilateral agencies, the UN Agencies such as UNESCO and UNESCO-IICBA based in Addis Ababa are proposing to work closely with AAU within the framework of the Second Decade of Education for Africa and beyond and the recent Post 2015 Sustainable Development Goals (SDGs).

International and Comparative Education (ICE) has over the years developed into a major field of scientific pursuit in the social sciences as a whole. It is a multidisciplinary, international education and research program where different disciplines meet to study education systems, processes and outputs at macro, meso and micro levels in their interactions with society, groups and individuals. ICE leads to determining the type of institutions and entities that are needed for practicing the most equal and effective education for society and individuals as a whole. It accomplishes these tasks using international and comparative perspectives for the study of societies and nations. ICE is useful to analyse social, cultural, economic and political situations that would affect the development of the national education system and its sub-systems. It would also help to develop knowledge and skills of analysing education policy, policy implementation, policy outcomes and impacts using international and comparative standards. ICE would also enable to identify the global, regional and national trends in education and training; experiment innovative educational practices, and above all to learn from the best educational practices of other countries with the view to solve one’s own educational problems.

The international characteristics are reflected in its openness to admit international students, use international scholars and materials and conduct internationally recognized research. As interdisciplinary study, it admits students from all fields of study that have relevance to educational practices. Relevant professors from various fields are also invited to take part in the graduate programs. The PhD program is a 4 year-program having both course work and dissertation writing.

Students joining this PhD program are required to have a Master Degree from various disciplines, but they have to also pass entrance (oral and/or written) examinations. Student graduation is based on their successful completion of courses and their doctoral dissertations.

2. Background

Addis Ababa University (AAU) launched a PhD program in International and Comparative Education (ICE) in the second semester of 2010/11 in the Department of Curriculum and Teachers Professional Development Studies. In June, 2014 Addis Ababa University decided to establish a Center for Comparative Education and Policy Studies (CCEPS) in order to run and manage the program. This center is organized under the auspices of the College of Education and Behavioral Studies with a clear mission.
to study educational systems, policies, reforms, innovations and outcomes in international and comparative perspectives. In addition to running a PhD program, the center aspires to introduce a Masters’ Program to strengthen its PhD program as well as to meet the demands for trained human power at this level. The center will be involved in collaborative interdisciplinary research as well as in various community empowerment programs.

The Centre for comparative education and Policy Studies (CCEPS) aspires to be a regional hub in this particular field of study. Given Ethiopia’s role as a seat of the African Union (AU) and other regional and institutions, it was also considered that such a program will enhance the supply of highly trained human power to international development. The program is currently run jointly by both the Addis Ababa University, Centre for Comparative Education and Policy Studies and Institute of International Education (IIE), Department of Education at Stockholm University with the special financial support from the Swedish International Development Agency (SIDA).

The Institute of International Education (IIE), Stockholm University is a world prestigious and leading institution in the field. It trains Doctoral students from all over the world and conducts advanced research in the area. This program will also benefit from the Boston College, which is a seat of world renowned center for Comparative and International Higher Education. This college has also expressed support to provide its services whenever it is requested. Similarly, the Center for Comparative Education in Humboldt University which is a highly regarded institution in the world will collaborate on this PhD Program. Members of the World Comparative Education Society have also shown interest to support this program as a platform to establish a continental society in the field. Given the multidisciplinary nature of this program, local Ethiopian academics from relevant disciplines will also be utilized both for course delivery and student supervision.

3. Rationale and needs for the program

Ethiopia is experiencing a rapid shift of government positions in role of higher education in economic development and capacity building. In its Education Sector Development Program II (2002/03 -2004/05) the government made its position explicit by referring to UNESCO/World Bank Report (2000) which observes that:

Countries which continue to neglect higher education will tend to become increasingly marginalized in the world economy, suffer from relatively slow social and economic progress, and find it ever more difficult to catch up. Progress is most likely in countries that develop a clear vision of what higher education can contribute to the public interest.

The report continues, again with the endorsement of the Ethiopian government:

This poses a serious challenge to the developing world. Since the 1980s, many national governments and international donors have assigned higher education a relatively low priority. Narrow – and in our view misleading- economic analysis has contributed to the view that public investment in universities and colleges brings meager returns compared to investment in primary and secondary schools and that higher education magnifies income inequality. As a result higher education in developing countries is under great strain. They are chronically under-funded, but face escalating demand-around half of today's higher education students live in the developing world. Faculties are under qualified, lack motivation, and are poorly rewarded . . . Quite simply,
many developing countries will need to work harder just to maintain their position, let alone catch up." (UNESCO/World Bank, 2000).

In line with this the Government of Ethiopia has developed plans to increase the number of both under graduate and post graduate students in higher education. Its specific objectives with respect to postgraduate students are:

1. **To develop local capacity of graduate level training to fulfill the academic staff requirements of higher education and research institutions of the country.**

2. **To develop competence and academic status/level of staff of higher education institutions.**

3. **Produce competent high level professionals, researchers and higher education teaching staff**. (Education Sector Development Program 2, 2002/03-2004.05, plan, 2000)

In order to meet these demands, the Addis Ababa University which is the oldest and most experienced higher education institution in the country is mandated to rapidly expand its postgraduate and doctoral programs. With particular reference to the current program, however, neither the Addis Ababa University nor any other institution of higher learning in Ethiopia has so far attempted to initiate a post-graduate (masters) and doctoral study in International and Comparative Education.

The fact that the country lacks experts in International and Comparative Education has to be understood from the perspective of meeting the felt-needs of the nation. From practice, it is well known that International and Comparative Education is fundamental to:

- Analyze the social, cultural, economic and political forces that would affect the development of the educational system,
- Understand educational policy, policy implementation and processes, and educational outcomes,
- Identify global trends, institutions and cross-cutting issues in education and training,
- Develop and improve the skills to experiment innovative practices in the field of education and training,
- Support the development of educational institutions useful for national development,
- Promote the development of democratic values, tolerance, recognition and respect for cultural diversity.
- Cultivate the ability of learners to participate actively in intercultural, international and global dialogues as educational diplomats, and
- Systematically promote equity, quality and efficiency in the educational system by learning valid practices in other countries with the view that a nation is a part of the global village in the twenty first century.

Taking the above main functions of International and Comparative Education as frame of reference, the College of Education through the Department of Curriculum and Teachers Professional Development carried out a needs-analysis survey throughout the nation in 2009. The survey was carried out in a sample of 6 Universities, 2 Teacher Education Colleges, 5 Regional-State Educational Bureaus and the Federal Ministry of Education. Instruments used were questionnaires and interviews. The survey included University and Teacher Education College Academics, Ministry of Education Experts, Education Bureau Heads and Deputy Heads, University Vice-Presidents and Education Bureau Experts. Results indicate that the education system has a large variety of problems that require or demand the
introduction and application of competencies in the discipline of International and Comparative Education. Among the most glaring problems that were found out, the following were ones were mentioned:

- Problems of performance among professional education personnel and teachers to understand and implement the Ethiopian Education and Training Policy.
- Problems of performance of higher level professional educational personnel at policy making level.
- Problems of teachers, lecturers and academics in using new experiences, innovations and technologies of learning in their work places.
- Problems of educational personnel to understand and work with forces shaping education in Ethiopia.
- Problems of understanding important factors that have direct or indirect impact on the quality of education and training in the nation.

Respondents were also directly asked if the program has to be initiated at a PhD level at the College of Education. Their responses were overwhelmingly positive both to the questionnaires and interviews. Cognizant of the lack of international and comparative dimension of its professional training programs, in addition to the above expressed needs of the education sector, the College of Education has also expressed support to the beginning of the program. To this end, the College has been facilitating international contacts and linkages to strengthen the program. In this regard, the contribution of the first international conference organized by the college in Addis Ababa has been unique in creating opportunities for international contacts and partnerships.

4. Overall Objectives

The overall objective of this PhD program in International and Comparative Education is to produce high level specialized professionals in this field of study who work as instructors and researchers in higher and teacher education institutions, experts in the education and training departments of the Ministry of Education and Educational Bureaus as well as in the many different public and private sectors of education, and civil society organizations. The specific objectives of the PhD program in International and Comparative Education are the following:

- To produce comparative educators who would serve as academics and researchers in Education Faculties of the existing and newly emerging Ethiopian universities.
- To produce competent educational experts who could serve the nation at various levels of the Federal Ministry of Education and the Regional Education Bureaus.
- To contribute to the process of capacity building of professional education personnel in various governmental and non-governmental organizations.
- To contribute to the production of qualified educational diplomats and experts who will be able to serve Ethiopian diplomatic missions abroad in the field of education.
- To produce outstanding and leading international education scientists who will be able to work and represent their nation in international and multi-national institutions such as the United Nations, African Union, the World Bank, International Monetary Fund, etc., and
- To contribute to widening the knowledge of learners, teachers, academics, policy makers and the society at large about the prevailing major national and international issues in education through national and international based research and scholarship.
5. Graduate Profile

International and Comparative Education is a multi-disciplinary field of education and research which builds the capacity of learners from holistic perspectives. As such, graduates will acquire multiple competencies that would enable them to serve the education sector from wider perspectives. More specifically, the graduates of this PhD program in International and Comparative Education would be human resources and experts who:

- Are capable of working as senior instructors, academics and researchers in the field of International and Comparative Education at institutions of higher learning.
- Analyze the social, cultural, economic and political forces that would affect the development of the educational system and work out proper policies that fits with the demands arising in the nation.
- Have the abilities and skills needed to develop ways conducive to promoting cooperation and solidarity with educational institutions both at the national and international levels.
- Will be able to build the capacities of teachers, lecturers, academics and other professional educational personnel to use and embrace new experiences, innovations and technologies of learning in their work places.
- Have the necessary competencies to serve as educational diplomats and experts in Ethiopian missions aboard and in other major international institutions dealing with education.
- Have positive attitudes towards cultural diversity, equality of educational opportunity and other civic virtues.

6. Curriculum and Course Schedule

The curriculum of this PhD program in International and Comparative Education would benchmark both the international and national academic standards required in the field of study. As such, the academic program will constitute two phases, namely, course work and dissertation- research. Course work will be covered in four semesters with a total of 18 credit hours. Writing dissertation will be completed over the next 4 semesters. This will bring the total number of semesters required to cover the program to 8. The following chart shows the sequence of courses and the schedule of the program.
<table>
<thead>
<tr>
<th>Year I</th>
<th>Year II</th>
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<tr>
<td><strong>Semester I</strong></td>
<td><strong>Semester II</strong></td>
</tr>
<tr>
<td>Principles in Comparative and International Education (3 Cr. Hrs)</td>
<td>Education and National Development in Comparatives Perspectives (2 Cr. hrs.)</td>
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<tr>
<td>Quantitative Research Methods in International and Comparative Education (3 Cr.hrs.)</td>
<td>Qualitative Research Methods in International and Comparative Education (2 cr.hrs.)</td>
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<td>Scientific Report Writing in International &amp; Comparative Education Research (2 cr. Hrs.)</td>
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Year 3

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<th>Year (4)</th>
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<tr>
<td><strong>Semester V</strong></td>
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<td>Research Seminar -I</td>
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The above table shows the following sequencing of courses and time schedule:

**Year I, Semester 1**

- Principles in International and Comparative Education (3 Cr. hrs.)
• Quantitative Research Methods in International and Comparative Education (3 Cr.hrs.)

**Year I, Semester 2**

• Education and National Development in Comparative Perspectives (2 Cr. Hrs)
• Qualitative Research Methods in International and Comparative Education (2 cr.hrs).
• Scientific Report Writing in International & Comparative Education Research (2 cr. Hrs.)

**Year II, Semester 3**

• Advanced Analysis of International Education Policy (2)
• Comparative Curriculum & Teacher Education (2 Cr.hrs.)
• Higher Education in International & Comparative Perspectives (2 Cr. Hrs)

**Year II, Semester 4**

• Diversity & Education in Comparative Perspectives (2 Cr.hrs)
• Contemporary Issues & Institutions in International Education Development Cooperation (2 Cr.hrs.)

**Year 3, Semesters 5 and 6**

• Research Seminar I and II

**Year 4, Semesters 7 and 8**

• Advanced Research Seminar I and II

The academic staff of the Centre for Comparative Education and Policy Studies, Addis Ababa University and Institute of International Education (IIE), Department of Education, Stockholm University will deliver these courses. The staff from other partner institutions will also be involved based on analysis of the existing needs. Details of names that will serve in the provision of courses are given under the section of “resources”. Likewise, student supervision for each dissertation will be carried out jointly with staff members from Stockholm University and Addis Ababa University.

**7. Admission Requirements**

The multi-disciplinary nature of International and Comparative Education implies that students from relevant fields in the Social and Behavioral Sciences will have the opportunity to join the program. However, the major focus will be on those participants who apply from the various components of Educational Sciences. More specifically, to be admitted to the PhD program in International and Comparative Education students must fulfill the following conditions.

a) Adequately meet all the general admission requirements of the SGS (School of Graduate Studies) of the Addis Ababa University.

b) Have M.A or M.Ed. Degree in International and Comparative Education, Curriculum and Instruction, Educational Planning and Management, Pedagogic-Psychology, Teacher Education, and other related fields in Pedagogical Sciences. Applicants with MA degrees in other related fields in Social Sciences may be considered, but admissions will be conditioned on the availability of an instructor to supervise a student in an area of research interest.

c) Have a minimum CGPA of 3.50 in a Master Degree program and must present his/her official transcript.

d) Have a minimum of ‘very good’ Grade on second degree thesis or a minimum of one publication on a professional and reputable journal.
8. Graduation Requirements

To earn a Doctor of Philosophy Degree in International and Comparative Education, the following are required:

a) Students must complete all required courses amounting to 22 credit hours with a minimum grade of ‘B’ and good assessment of all presentations at the end of all sessions.

b) At the end of the course work, a candidate has to produce a draft thesis proposal. The proposal has to be publicly presented at the Centre /faculty – wide seminar to be evaluated by a committee at the Centre. If a candidate fails to prove good performance on assessment of his/her proposal, the Centre can grant one more chance to rework the proposal and present it at another seminar.

c) Each successful candidate who is qualified to continue working on a PhD thesis will be assigned one lead advisor and one/ two associate advisors by the Centre.

d) Each candidate proceeds through three stages for defending his/her thesis: Literature review and design of research methodology; data gathering and analysis; write up and public defense sessions.

e) At each stage of thesis work there will be seminar sessions at the Centre where the candidate’s performance will be continuously evaluated and commented.

f) Candidates who meet all the requirements for dissertation defense are presented to publicly defend their dissertations. Prior to the public defense of any dissertation, the Centre is responsible to openly announce the defense session one month earlier and to also publicly display the dissertation six weeks ahead in various libraries and resource centers of the university.

g) At the end and successful completion of the public defense session, the examination commission, set by the Centre and approved by the Academic Commission, will have a separate closed session with the candidate where more specific evaluation of the research work will be held by a group of one external and one internal examiner in the presence of the Centre Head and the advisors of the candidate.

9. Course Descriptions

ICE 811: Principles of International and Comparative Education
Credit Hrs. 3
This course is intended to help students understand and analyze the disciplinary nature of international and comparative education. Major topics include the historical development of international and comparative education, foundations of international and comparative education, dimensions of comparative education, comparative theories and methodology for analysis of education, globalization and education, and internationalization and education. Furthermore, the course covers ideologies, perspectives, debates, trends and developments in international and comparative education in the context of globalization, and the global labor market.

ICE 812: Quantitative Research Methods in International and Comparative Education

Credit Hrs. 3

This course aims at equipping learners with the competency in the use and application of advanced quantitative methods and statistical tools for the analysis of education in comparative perspectives. Major topics cover: science and the scientific approach; research paradigms; types of research; various quantitative research designs; problems and hypothesis, constructs, variables and definitions; methods and instruments of data collection; validity and reliability tests; statistical analysis and interpretations involving analysis of variance, multivariate approaches, multiple regression, factor analysis and others. The use of statistical software such as the SPSS will also be major parts of this course.

ICE 821: Education and National Development in Comparative Perspectives

Credit Hrs: 2

This course is mainly intended to help learners understand and analyze the nexus between education and development in various national, regional and international ideological and policy contexts. Major topics include development theories and thoughts, educational policy and development in various contexts, education and economic growth, democracy and education, and education and sustainable development. Education policy and national development in the third world in general and in Ethiopia in particular will be a major part in this course. Furthermore, the role of education for the empowerment of women, for improvement of health, and environment will be major themes that will be discussed in this course.

ICE 822: Qualitative Research Methods in International and Comparative Education

Credit Hrs: 2

The course broadly deals with qualitative inquiry into educational problems and issues in comparative perspective at advanced level. Major topics include: research paradigms, the nature of qualitative inquiry; major qualitative designs such as phenomenology, case study, ethnography, grounded theory, narrative and discourse analysis; fieldwork strategies and observation methods; qualitative interviews; qualitative analysis and interpretation; and research ethics in qualitative research. Furthermore, the use of qualitative data analysis software for the organization and analysis of qualitative data will also be highlighted.

ICE 931: Advanced Analysis of International Education Policy

Credit Hrs: 2

This course is designed to provide learners with broader understanding educational policy and practice at global level. The implications of education policies and reforms on economic, political, and social development in both developing and developed countries at local, national, regional, and global levels will be the core issues to be discussed within this course. Learner will be made to critically reflect on
current educational policies, practices, and conditions that affect societies in different nations and regions of the world. The ultimate aim of this course is thus to contribute to educational policy debates and practices for societal transformation and sustainable development at global and local levels. A major topic of this course is also understanding and critically examining current Ethiopian education policy and reforms in global and broader perspective.

ICE 932: Comparative Curriculum & Teacher Education (Cr. Hrs. 2)

This course mainly deals with comparative understanding and analysis of curricular, pedagogic and teacher education practices, reforms and innovations in education globally. National and transnational case studies and comparisons of curricula, programs, pedagogies and teacher education reforms will be made so as to understand the trends in curriculum, teaching and teacher education globally. Case studies and cross case comparisons will be typically used in this course in understanding and analyzing themes in different national and international contexts globally. The dialectics of internationalization and localization of curricula, teaching and teacher education will also be discussed in this course in different national and international contexts.

ICE 941: Contemporary Issues and Institutions in International Education Development Cooperation (Credit Hrs: 2)

This course is intended to analyze wide range of issues that are central to the politics and economics of international development cooperation in education. Major topics include theories of development cooperation, effectiveness of development cooperation, types and nature of cooperation in education, institutions of international cooperation in education, and effectiveness of development cooperation in Africa, Latin America and Asia, critiques of international development cooperation, the future of aid in education. International trends and issues of development cooperation in education in Ethiopia will also be discussed.

ICE 933: Higher Education in International & Comparative Perspectives (2 cr. Hrs)

This course is mainly intended to help learners understand and examine international reforms, innovations and trends in higher education, and the global contexts and forces behind higher education internationalization. Major topics include internationalization/globalization of higher education, international reforms & developments in higher education, higher education quality, international quality standards and indicators, curriculum internationalization/standardization, and managing international student. Ideologies and institutions and other key players in internationalization of higher education will also be discussed and analyzed in this course. In addition, the issues, concepts and practices of quality assurance in higher education in the midst of internationalization will also be discussed and examined.

ICE 942: Diversity and Education in Comparative Perspectives

Credit Hrs: 2

The overall purpose of this course is to familiarize the participants with multicultural issues and perspectives in the analysis of education systems/policies and practices. It covers broad topics such as foundations and theories of multicultural education, practices in multicultural education in an international context, education and inequality, and social diversity and education related to ethnicity, race, social class, religion, gender and disability. Furthermore, diversity and educational responses to diversity in the Ethiopian context will be discussed within comparative context. The participants will engage in extensive discussion, reading and review of the available literature pertinent to the course.
International and comparative analysis and discussion of issues and practices will be encouraged within this course.
ICE 823- Scientific report writing in international and comparative education research (2 cr. Hrs.)

This course is mainly intended to enable candidates to write doctoral dissertation and scientific articles for publication in international journals. Topics will include key features of academic writing, the structure of the PhD dissertation and scientific articles, paragraph and essay writing, argumentation, paraphrasing and citations, literature reviews, information synthesis, report writing, critical writing, referencing and others. By so doing the candidate will be able to master the academic discourse in the area and the ability to examine texts critically. A major aspect of this course is also grant writing and project proposal development in international education.

ICE 951: PhD Research Seminar- I (3 Cr. Hrs.)

This seminar is essentially the stage where candidates develop the research proposal. The candidate will go through all steps in research proposal development involving identification of research topic, problem statement, and justification, formulation of research questions/hypothesis, preliminary review of related research, identification of appropriate designs, data collection instruments, data analysis techniques. This seminar culminates with the preparation, development and defense of dissertation research proposal by the candidates.

ICE 961: PhD Research Seminar II – (3 Cr. Hrs.)

Seminar II is the stage where the candidate, having developed the research proposal in seminar I, will design and test the instruments for data collection. The candidate will collect preliminary data (undergo pilot test as appropriate) and make a presentation on the preliminary understanding or investigation of the research. The preliminary result will be discussed among the group and the supervisors. This seminar gives the opportunity for further refinements of conceptual frameworks, hypothesis statement, and the instruments.

ICE 971: PhD Advanced Research Seminar I- (3 Credit Hrs.)

This seminar is key stage involving the major field work. By using appropriate procedures and tools, and making the necessary ethical clearance, the candidate will collect the data by administering the instruments or by going to the field as appropriate. Furthermore the candidate will clean, organize, enter, transcribe, and organize the data gathered as appropriate and will make it ready for the write up stage. The candidate will make presentation of the major progress in this regard among the group and the supervisors at the end of this seminar.

ICE 981- PhD Advanced Research Seminar II – (3 Credits Hrs)

This seminar is essentially the write-up, submission and the oral defense stage for the candidate. The candidate will follow strict methods and styles in qualitative, quantitative or mixed methods as appropriate, and will write and consolidate the research report. The candidate is also expected to follow strict standards for PhD dissertation writing and will submit it for evaluation after the comments and approval from the supervisor/s. The final presentation and oral defense will be the last stage for this seminar.

10. Degree Nomenclature

A candidate who fulfills all the requirements for graduation shall be awarded a PhD Degree in International and Comparative Education with this title of specialty specifically written in English and professionally translated version of the nomenclature in Amharic. The degree will also incorporate the title of the dissertation. Thus, the following will be the titles of the degrees provided:
11. Teaching Methodology

Courses will be offered in the form of seminars. Student-centered, active learning, independent enquiry, and reflective methods are highly encouraged. Candidates are required to write a series of papers to develop their inquisitive, creative and scholarly talents. Reading assignments and debates are highly emphasized. Case studies and cross case analysis of local, national, regional and global levels are typical approaches for the analysis of issues in this program. Field trips and site visits will also be encouraged. As much as possible, participation in international seminars and short academic exchanges will be pursued in order for students to understand the international dimension of education. Team teaching and supervision will be the leading principle of this PhD program.

12. Resource Profile

The Staff Members at Center for Comparative Education and Policy Studies, Addis Ababa University and the Department of Education and Special Education, University of Gothenburg will be involved in the conduct the current program. Moreover, it has attracted the attention of a number of institutions in USA, Germany and fellow comparative educators from the World Council of Comparative Education. The following is the staff profile of the core staff at both institutions and other partner institutions.

12.1. Core Staff of the AAU and the Stockholm University

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
<th>Qualification</th>
<th>Academic Rank</th>
<th>Specialization</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Teshome Nekatibebe</td>
<td>M</td>
<td>PhD</td>
<td>Associate Professor, AAU</td>
<td>International &amp; Comparative Education</td>
</tr>
<tr>
<td>2</td>
<td>Temesgen Fereja</td>
<td>M</td>
<td>PhD</td>
<td>Assistant Professor, AAU</td>
<td>Multicultural Education</td>
</tr>
<tr>
<td>3</td>
<td>Dessu Wirtu</td>
<td>M</td>
<td>PhD</td>
<td>Assistant Professor, AAU</td>
<td>Comparative Education</td>
</tr>
<tr>
<td>4</td>
<td>Getachew Adugna</td>
<td>M</td>
<td>PhD</td>
<td>Assistant Professor, AAU</td>
<td>Teacher Education</td>
</tr>
<tr>
<td>5</td>
<td>Mekasha Kassaye</td>
<td>M</td>
<td>PhD</td>
<td>Assistant Professor, AAU</td>
<td>Teacher Education</td>
</tr>
<tr>
<td>6</td>
<td>Geberew Tulu</td>
<td>M</td>
<td>MA</td>
<td>Assistant Professor, AAU</td>
<td>International Education</td>
</tr>
<tr>
<td>7</td>
<td>Alebachew Kemisso</td>
<td>M</td>
<td>PhD</td>
<td>Assistant Professor, AAU</td>
<td>International &amp; Comparative Education</td>
</tr>
</tbody>
</table>
12.2. Staff from other Partner Institutions

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
<th>Qualification</th>
<th>Academic Rank</th>
<th>Specialization</th>
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<tbody>
<tr>
<td>1</td>
<td>Phillip Altbach</td>
<td>M</td>
<td>PhD</td>
<td>Professor, Director Center for International Higher Education, USA</td>
<td>International &amp; Comparative Higher Education</td>
</tr>
<tr>
<td>2</td>
<td>Damtew Teferaa</td>
<td>M</td>
<td>PhD</td>
<td>Assistant Professor, Center for International Higher Education, USA</td>
<td>International and Comparative Higher Education</td>
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<tr>
<td>3</td>
<td>Liz Riesberg</td>
<td>F</td>
<td>PhD</td>
<td>Research Associate</td>
<td>International &amp; Comparative Higher Education</td>
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<td>4</td>
<td>Laura Rumbley</td>
<td>F</td>
<td>PhD</td>
<td>Research Associate</td>
<td>International and Comparative Higher Education</td>
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<td>5</td>
<td>Ernest O’Neil</td>
<td>M</td>
<td>PhD</td>
<td>Professor, USAID, Yemen</td>
<td>International Development Education</td>
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<td>6</td>
<td>Thomas Welsh</td>
<td>M</td>
<td>PhD</td>
<td>Research Associate (Emeritus), Harvard</td>
<td>Educational Management &amp; Information Systems Reform</td>
</tr>
<tr>
<td>7</td>
<td>Giovanni Pampanini</td>
<td>M</td>
<td>PhD</td>
<td>Professor, World Council of International and Comparative Education</td>
<td>Comparative Education</td>
</tr>
<tr>
<td>8</td>
<td>Jrgen Schriewer</td>
<td>M</td>
<td>PhD</td>
<td>Professor of Comparative Education, Humboldt University, Berlin, Germany</td>
<td>Comparative Education</td>
</tr>
<tr>
<td>11</td>
<td>Marc Ginsberg</td>
<td>M</td>
<td>PhD</td>
<td>Professor of Comparative Education, Academy for Educational Development</td>
<td>Comparative Education</td>
</tr>
<tr>
<td>12</td>
<td>Ann O’Connell</td>
<td>F</td>
<td>PhD</td>
<td>Professor, Director for Graduate Research Methodology, Ohio State University, Department of Educational Studies, Ohio, USA</td>
<td>Educational quantitative research methodology</td>
</tr>
</tbody>
</table>

13. Quality Assurance

This PhD program will be comparable with other similar programs around the world. One important method for quality assurance will be to invite international institutions and associations to work with the department to standardize course materials and the teaching and learning process. Moreover, there will be internal audits in the course of conducting the program in order to assess how the training of students progress from to time. Success in each course will be measured by the level of attendance of students, course examinations, term papers, and activities directed at independent enquiry. The Centre
Graduate Committee (CGC) will review the status of student progress in the course of their studies. Public oral defense will be used in order to check the degree of mastery of dissertation work by the student. PhD candidates will be given exit interviews in order to get feedback for the improvement of the quality of the program. In collaboration with stakeholders, the Centre for Comparative Education and Policy Studies will carry out follow-up or tracer studies of the effectiveness of its graduates and the relevance of the program.

14. Sustainability

This PhD Program in International and Comparative Education is the first of its kind both in Addis Ababa University and the country, and the region at large. Since its establishment, CCEPS has admitted three cohorts of students to the program. The first cohort has 10 candidates while the second has 5 students. In the third round, 8 doctoral students were admitted. It is expected that the first round of student graduation will take place in June/July 2016. There is a lot of pressure on the Center currently for greater access and admission of students. Taking into consideration the existing demands and the capacity of the Centre to meet those demands, the Centre will admit another cohort of students in January 2016 raising the total number of students to about 28. This is in line with the agreement made with SIDA’s financial support. It is hoped that gradually the AAU staff will reach the capacity to run its program, and there will be a steady increase of admissions into the program over the years. Promoting equality of educational opportunity between males and females will be an important dimension of the program.
Appendix 2

Curriculum Vitae and list of 10 publication – AAU

TEMEGEN FEREJA

Full Name: Temesgen Fereja (PhD), Assistant Professor, Addis Ababa University.

Address: temesgenf2004@yahoo.com

Higher Education:


Administrative Work Experiences

<table>
<thead>
<tr>
<th>No</th>
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<th>Employer</th>
<th>Period of Appointment</th>
<th>Research time %</th>
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<tbody>
<tr>
<td>1</td>
<td>Head, Centre for Comparative Education and Policy Studies,</td>
<td>Addis Ababa University</td>
<td>March 2015 to date</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>External Relations, Community Services, and Strategic Planning officer, College of Education and Behavioral Studies,</td>
<td>Addis Ababa University</td>
<td>2009-2012</td>
<td>25%</td>
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Major Courses Taught at PhD and MA Levels

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<tr>
<td>1</td>
<td>Curriculum Design and Development</td>
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<td>2</td>
<td>Multicultural Education in Comparative Perspectives,</td>
<td>PhD</td>
</tr>
<tr>
<td>3</td>
<td>Theoretical Foundations of Education</td>
<td>MA</td>
</tr>
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<td>4</td>
<td>Comparative and Intercultural Education</td>
<td>MA</td>
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</table>

Academic Supervision

- Supervised over 40 MA & Med graduates over the last 7 years.

Membership in Professional Associations
• Member of Ethiopian Teachers Association.
• Member of the National Adult & Non-Formal Education Association in Ethiopia.
• Member of the National Think Tank on Education in Ethiopia.

References

Dr. Teshome Nekatibeb (Associate Prof.), Head, Centre for Comparative Education and Policy Studies, Addis Ababa University, 1959teshome@gmail.com

Dr. Ambissa Kenea (Associate Prof.), Senior staff, Department of Curriculum and Teachers Professional Development Studies, Addis Ababa University, kenea2004@yahoo.com
1. **Full Name**: Getachew Adugna (PhD), Assistant Professor

2. **Address**: getish1958@yahoo.com, getachew.adugna@aau.edu.et

3. **Education/Qualifications**

<table>
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<tr>
<th>No</th>
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<th>Specialisation</th>
<th>Titles of thesis</th>
<th>Advisor</th>
<th>Graduation Year</th>
<th>Institution</th>
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<tr>
<td>1</td>
<td>PhD</td>
<td>Distance Education and Lifelong Learning</td>
<td>The Nature and Practice of Teacher Education Via Distance Learning in Ethiopia</td>
<td>Professor David Bridges</td>
<td>2008</td>
<td>University of East Anglia, UK</td>
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<tr>
<td>3</td>
<td>Diploma</td>
<td>Postgraduate Diploma in Distance Education</td>
<td>No thesis</td>
<td>No advisor</td>
<td>2001</td>
<td>Indira Gandhi Open National University, India</td>
</tr>
<tr>
<td>4</td>
<td>MA</td>
<td>Teaching Amharic</td>
<td>The Relevance of Passages Selected for Teaching Amharic (Grade 10)</td>
<td>Dr. Arega Hailemichael</td>
<td>1994</td>
<td>Addis Ababa University, Ethiopia</td>
</tr>
<tr>
<td>5</td>
<td>BA</td>
<td>Ethiopian Languages and Literature</td>
<td>Cultural Wedding Songs in Bale, MendoyuAwrara</td>
<td>Mr. Fiseha Belay</td>
<td>1982</td>
<td>Addis Ababa University, Ethiopia</td>
</tr>
<tr>
<td>6</td>
<td>Higher Diploma</td>
<td>Teacher Education/Pedagogy</td>
<td>No thesis</td>
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<td>2005</td>
<td>Addis Ababa University</td>
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4. **Current Position and Employment Profile**

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<tr>
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<th>Period of Appointment or employment</th>
<th>Research time %</th>
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<tbody>
<tr>
<td>1</td>
<td>Assistant Professor</td>
<td>Addis Ababa University</td>
<td>2004-present</td>
<td>25%</td>
</tr>
<tr>
<td>No</td>
<td>Position and Institute</td>
<td>years of Service</td>
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<tr>
<td>----</td>
<td>------------------------</td>
<td>------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Head, Department of Curriculum and Teachers Professional Development Studies</td>
<td>Addis Ababa University</td>
<td>2012-2013</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Head, Visiting Scholars and International Students</td>
<td>Addis Ababa University</td>
<td>2010-2012</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Coordinator, Continuing Education and Distance Education</td>
<td>Addis Ababa University</td>
<td>1997-1999</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>Director, In-service Teacher Training Program</td>
<td>Addis Ababa University</td>
<td>2002-2003</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator, Afan Oromo Unit</td>
<td>Addis Ababa University</td>
<td>1999-2001</td>
<td>25%</td>
</tr>
<tr>
<td>7</td>
<td>Coordinator, Postgraduate Programs</td>
<td>Addis Ababa University</td>
<td>2008-2010</td>
<td>25%</td>
</tr>
<tr>
<td>8</td>
<td>Co-consultant</td>
<td>International Institute for Capacity Building in Africa, UNESCO</td>
<td>2002-2003</td>
<td>25%</td>
</tr>
<tr>
<td>9</td>
<td>Reviewer, Postgraduate Diploma Distance Education Instructional Materials</td>
<td>International Institute for Capacity Building in Africa, UNESCO</td>
<td>2001-2002</td>
<td>25%</td>
</tr>
<tr>
<td>11</td>
<td>Expert, Oromo Language</td>
<td>Oromia Culture and Sports Buteau</td>
<td>1994-1996</td>
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### 5. PhD thesis supervision

<table>
<thead>
<tr>
<th>No</th>
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<tbody>
<tr>
<td>1</td>
<td>Mulugeta Yitayew</td>
<td>Impact of Continuous Professional Development Activities on Amharic Teachers Performance</td>
<td>2013/14</td>
<td>Graduated</td>
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<tr>
<td>2</td>
<td>Elias Admassu</td>
<td>The Application of Learner-entered Approach by Primary School Teachers</td>
<td>2013/14</td>
<td>Graduated</td>
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<tr>
<td>3</td>
<td>Getachew Kebede</td>
<td>Students’ Level of Participation in Group Activities</td>
<td></td>
<td>Upgraded his thesis</td>
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<tr>
<td>4</td>
<td>Deneke Lafembo</td>
<td>Success and Challenges of Implementing Early Exit Transition to L2</td>
<td></td>
<td>Defended his proposal</td>
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### 6. MA/PhD courses developed and taught

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<th>No</th>
<th>MA course</th>
<th>PhD course</th>
<th>Year</th>
<th>Type of engagement</th>
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<tbody>
<tr>
<td>1</td>
<td>Curriculum development and syllabus design</td>
<td>Material and Syllabus Design</td>
<td>2010-present</td>
<td>Developing and teaching</td>
</tr>
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<td>2</td>
<td>Teaching materials development</td>
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<td>2011 &amp; 2012</td>
<td>Developing and teaching</td>
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<td>3</td>
<td>Second language teaching and learning theories</td>
<td></td>
<td>2012-present</td>
<td>Developing and teaching</td>
</tr>
<tr>
<td>4</td>
<td>Teaching approaches and methodology</td>
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<td>2012-present</td>
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<td>Pedagogy</td>
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<td>2004-present</td>
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<td>6</td>
<td>Subject Area Methods</td>
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<td>2004-present</td>
<td>Teaching</td>
</tr>
<tr>
<td>7</td>
<td>Curriculum Development and Syllabus Design</td>
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<td></td>
</tr>
</tbody>
</table>

8. Potential referees if required:

- Professor David Bridges, email: db347@cam.ac.uk
- Dr. Teshome Nekatibeb, email: 1959teshome@gmail.com
- Dr Demis Zergaw, email: demis.zergaw@yahoo.com
ALABACHEW KEMISSO HYBANO

Date of Birth: Feb, 23/1977 G.C.

Nationality: Ethiopian

Address: Mob. +251911709169; E-mail: kemissalebachew@gmail.com

Summary of Qualification

4. BA in History from Addis Ababa University on August 2006.
5. Diploma in History from Hawassa College of Teacher Education on September 2001.

Professional Experiences

1. Assistant Professor at Addis Ababa University, July 2016 to present
2. Lecturer at Addis Ababa University from September 2009-June 2016.
7. Coordinator of Civic and Ethical Education Program in the Department of Social Sciences and Language Education, Addis Ababa University from July 2012-present.
8. Member of General Education Quality Improvement Program (GEQP) Committee of College of Education and Behavioral Studies, Addis Ababa University.
9. Member of Curriculum Designing Task Force for New masters program in Teaching in the Social Sciences and Humanities Program Unit
10. Member of Graduate Program Review Committee for Social Science Stream in the Department of Social Sciences and Language Education in 2013.

Language

Excellent in Speaking, Writing, Reading and Listening Amharic, English and Hadiyyisa.

References

1. Teshome Nekatibeb (PhD and Associate Professor), E-mail: 1959teshome@gmail.com
2. Kidanemariam Paulos (PhD), E-mail kidan.paulos@yahoo.com
TESHOME NEKATIBEB

Qualifications:
- Post Doctoral Certificate: University Graduates Employment Tracer Study Training Program, University of Kassel, Germany, DAAD(2010-2013)
- Master of Science in Psychology, Moscow Institute of Social Sciences, USSR (1990).
- Bachelor of Education in Pedagogical Science, Addis Ababa University, Ethiopia (1982)
- Post graduate certificate in Teacher Education (Zeugnis fur Kader der Lehrerbildung,) Pedagogische Hochschule, Halle, Germany. (1985)

Title of Doctoral Dissertation
- Media Utilization and School Improvement: A Case Study of Educational Radio Support Programs in Ethiopia

Name of Supervisor
- Ingemar Fagrlind, Professor Emirates, IIE/Stockholm University, Sweden.

Current position (AAU)
- Head, Centre for Comparative Education and Policy Studies, Addis Ababa University, Ethiopia and Associate Professor

Previous Positions at AAU
- Director of External Relations, with responsibilities in university partnership, academic exchange programs, alumni and Diaspora relations and fund raising, Addis Ababa University (2010-2012)
- Chairman, Department of curriculum and Instruction, Faculty of Education, Addis Ababa University (2000-20001)

Academic Rank
- Associate Professor of International and Comparative Education, College of Education, AAU 2007-2015
- Assistant Professor of International and Comparative Education, College of Education, AAU 1999-2006

Interruptions from research
- None

Share of time in research and research training
- Full time- 100%.

Individuals who completed PhD under my supervision
- YilfshewaSeyom, 2013
- FeteneRegrassa , 2014
- Number of current advisees=8

PhD Courses taught over the last 5 years
(1) Education and National Development (PhD Course), since to 2010, instructor
(2) Comparative Higher Education (PhD course) since 2011, instructor
(3) Higher Education in a Changing World (PhD course) since 2010, instructor
(4) Advanced Quantitative Research Methods (PhD Course) instructor
(5) Principles of International and Comparative Education (PhD course) since 2011, instructor
(6) Comparative Curriculum (PhD course) since 2011, instructor.
(7) International Development Assistance in Education (PhD course), since 2011, instructor.
DESSU WIRTU

PERSONAL INFORMATION

- Name: Dessu Wirtu Hunde
- Year of Birth: 1966 G.C
- Place of Birth: Jardega, Wollega, Oromiya Regional State, Ethiopia
- Marital Status: Married, father of three daughters
- Nationality: Ethiopian
- Current Address: Addis Ababa University, Department of Curriculum and Teachers Professional Development Studies (Tel. 011-123 9716),
  (Mobile phone: 0912-041575
e-mail: dwirtu@ymail.com

Language Ability: German (Excellent), English (Excellent), Amharic (Excellent), & Afan Oromo (Excellent).

Higher Education

- PhD degree in Comparative Education from University of Leipzig, Germany, (December, 2004)
- Masters degree in Educational science, University of Leipzig (July, 1997)

WORK EXPERIENCE

- Director, Center for Teaching and Learning Support Office of Addis Ababa University from 2009 to 2013.
- Member of the Senate of Addis Ababa University from 2011 to 2013.
- Member of the University Council at AAU from 2011 to 2013.
- Assistant Professor at Addis Ababa University since 2005.

Consultancy Services

- Developed Alternative Basic Education Manual with other colleagues for the MOE in 2014.
- Developed a Module entitled “EMIS in Planning, Monitoring and Evaluation” for BINAS_D International Training and Consultancy PLC to be used by Colleges of Teacher Education, MOE in 2012.
- Conducted Curriculum Evaluation for the Institute for Legal Education and Research together with other Colleagues July 2008.
- Participated in the Development of Curriculum for Artillery College in 2007.
- Worked as a National Consultant during the Preparation of National Adult Education Strategy in 2006.
- Presented a Paper in International Conferences on Adult Education in Nairobi, Kenya;
- Presented a Paper in International Conferences on Adult Education in Kampala, Uganda
- Participated in International Conferences on Adult Education in Dar es Selam, Tanzania
- Participated in Education Conferences organized by DAAD at Magdeburg University in Germany in 2008.
- Presented a Paper in Education Conference organized by DAAD at Heidelberg University in Germany in 2009.

**REFERENCE PERSONS**

- Dr. Mekasha Kassaye, Addis Ababa University; Mobile: 0911608630
- Dr. Gebre-Egizabiher Debeb, Addis Ababa University; Mobile: 0911-611060
MEKASHA KASSAYE

CURRICULUM VITAE (CV)

CURRENTLY TEACHING ACADEMIC WRITING COURSE FOR INTERNATIONAL POST GRADUATE STUDENTS IN COLUMBUS, AT THE OHIO STATE UNIVERSITY, OSU, ESL PROGRAM AS A VISITING SCHOLAR FROM ETHIOPIA

1. Full Name: Mekasha Kassaye Gobaw (PhD), Assistant Professor

2. Address: Email: gobaw.1@osu.edu/mekasha_kassaye@yahoo.com

3. Education/qualifications: see Table below

<table>
<thead>
<tr>
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<th>University</th>
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<tr>
<td>1</td>
<td>PhD</td>
<td>Teaching English as a Foreign Language (TEFL) materials design</td>
<td>An exploration of EFL teachers task design behaviours</td>
<td>Professor Subarrao</td>
<td>2006</td>
<td>Addis Ababa University</td>
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<tr>
<td>2</td>
<td>MA</td>
<td>Teaching English as a Foreign Language (TEFL): syllabus design</td>
<td>An evaluation of private schools language Curriculum</td>
<td>Professor John Atkins</td>
<td>1994</td>
<td>Addis Ababa University</td>
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<tr>
<td>3</td>
<td>MA</td>
<td>Higher Education Policy and Management</td>
<td>Women's role and styles of leadership in higher education</td>
<td>Haile Selassie W/Gerima</td>
<td>2011</td>
<td>Addis Ababa University/Universiteit of Twente, Netherlands</td>
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<td>4</td>
<td>BA</td>
<td>English Language and Literature</td>
<td>William Wordsworth’s nature poems</td>
<td>Mrs Radika</td>
<td>1989</td>
<td>Asmara University</td>
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<td>2006</td>
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4. Current position and employment profile

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<th>Research time %</th>
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<td>2015-1991</td>
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<tr>
<td>2</td>
<td>lecturer</td>
<td>Asmara University</td>
<td>1990-1989</td>
<td>25%</td>
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5. PhD thesis supervision

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<th>Title of PhD thesis</th>
<th>Year of graduation</th>
<th>Remark</th>
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<tr>
<td>1</td>
<td>Almaz Afera</td>
<td>Students' Learning strategies</td>
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<td>2</td>
<td>Kebede Mamo</td>
<td>EFL learners listening strategies</td>
<td>2015</td>
<td>Graduated</td>
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6. MA/PhD courses developed and taught

<table>
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<tr>
<th>No</th>
<th>MA course</th>
<th>PhD course</th>
<th>Year</th>
<th>Type of engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Curriculum development and syllabus design</td>
<td></td>
<td>2004</td>
<td>Developing and teaching</td>
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<td>2</td>
<td>Teaching materials development</td>
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<td>2004</td>
<td>Developing and teaching</td>
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<td>3</td>
<td>Second language teaching and learning theories</td>
<td></td>
<td>212</td>
<td>Developing and teaching</td>
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<tr>
<td>4</td>
<td>Teaching approaches and methodology</td>
<td></td>
<td>2012</td>
<td>Developing and teaching</td>
</tr>
<tr>
<td>5</td>
<td>Advanced Academic Writing for Graduate Students</td>
<td>Advanced Academic Writing for Graduate Students</td>
<td>2015</td>
<td>Teaching</td>
</tr>
</tbody>
</table>

7. Potential referees if required:

- Professor Ann O'Connell, Ohio State University, Mobile: 860-208-0638, Columbus, Ohio
- Professor Tirussew Teferra, College of Education, Addis Ababa University: email: tirussew_teferra@yahoo.com
- Professor Habtamu Wondimu, College of Education, Addis Ababa university, email: habtamuwondimu@yahoo.com
- Professor Eddie Williams, UK
- Dr Jeilu Oumer, Addis Ababa University, email: ohjeilu@yamil.com
- Dr Demis Zergaw, Addis Ababa University, email: demis_zergaw@yahoo.com
Most recent 10 Publications during the past 10 years


*Gender and multiculturalism: Enhancing the multicultural awareness and competency of Female Students at the Addis Ababa University,* paper presented on a training workshop, 2011.


*Student Diversity in Higher Education Institutions: Implication to Teaching,* paper presented on a workshop, 2009

*Faculty-Student interaction outside the classroom in the Addis Ababa University main Campus: Student’s perspectives,* paper presented on a national conference on teacher education, Addis Ababa University, 2009


ALABACHEW KEMISSO

Most recent 10 Publications during the past 10 years

Alebachew Kemisso (2013). Poverty and Development in Ethiopia. Module Developed for Undergraduate Civic and Ethical Education Students, AAU.


Alebachew Kemisso (2009). Course Syllabus of Civic and Ethical Education Subject Area Teaching Methodology I and II for Post Graduate Diploma in Teaching /PGDT/ Program, Ministry of Education.

Alebachew Kemisso (2009). Course Syllabus of History Subject Area Teaching Methodology I and II for Post Graduate Diploma in Teaching /PGDT/ Program, Ministry of Education.

TESHOME NEKATIBEB

Most recent 10 Publications during the past 10 years


Most recent publications during the past 10 years


Adult Education in Germany and Ethiopia: A Comparison, in *Adult Education*, No. 22, 2005. DVV international: Addis Ababa


Unpublished papers presented in Workshops
Instructors’ Views Concerning the Provision of Civic and Ethical education at Addis Ababa University, a paper presented at the National Conference on Current Trends in the Ethiopian Higher Education System: Focus on Teaching and Learning


The Role of Literate Environment in the Provision of Effective Distance Learning. A Paper Presented at A a Conference organized by St. Mary’s University in 2015

Enhancing the Quality of Teaching and Research through International Cooperation in Ethiopian Private Higher education Institutions: St. Mary’s University and Unity University in Focus. A paper Presented at the Multidisciplinary Research Conference Organized by St. Mary University in August 2015
Curriculum Vitae and list of 10 publication – GU

PETRA ANGERVALL

b.700427-1685

• Bachelor of philosophy. 1996, Education, University of Gothenburg (UG).
• University lecturer, 2008-, 100% (research time 10%), UG
• Senior lecturer, 2015, 100% (financed research time 20%), University of Gothenburg

Previous positions:

• Research assistant, HR, UG, Section of Gender Equality,, 25% 1998-2000
• PhD, Dep of Education, UG, Research Grant, 1998-2000
• PhD, Dep of Education, UG, PhD position, 2001-2005 (ca 50%).
• Temp academic teacher, Dep of Ed , UG, 20%, 2000-2005.
• Temp lecturer, Dep of Ed, UG, 50%, 2005-2008.
• Temp lecturer, Dep of society and individuals, University West, 25-40%, 2007-2008.

Intermission in research and teaching:


Research tutoring:

• Head tutor, Angelica Simonsson, At 2015- At 2017 (dissertation 30 okt. 2017)
  o Second tutor, Johanna Mellén, spring 2014, IPS, GU. (Head tutor Monica Rosén).

Teaching diploma and assignments:

• Academic teaching merits (see enclosed diploma).
• Research tutoring merits, HPE201, 7,5 hp, 2012 (see enclosed diploma).

Course coordinator, teacher and examinor, basic level:

• Science in Education, 30 hp, (pdg101; pdgx01), course coordinator 2007-2015
• Gender perspective in education and teaching, 15 hp, course leader 2009-2017
• Gender and Education, 7,5 hp, course coordinator, international course, 2009-2017.
• Tutor, examiner, approx. 50 scientific papers (IPD, IPS), Bachelor in philosophy. 2001-2017.

Course coordinator, teacher and examiner, advanced and phd-level:

• Gender in theory and practise, course ass, phd course, 15 hp, 2001
• Professions in change, shared course leadership, 7,5 hp. 2011.
• Policy and discourse, fo-utbildning, delat kursledarskap, 7,5 hp, 2013.
IMER (masterprogram), Introduction course (pdg085), 15 hp, (delat kursansvar och lärare 2014-2017). - Supervision, master, 30 hp, -Examiner, magister/master, 15 hp/30hp,

Course coordinator, teacher, examiner on research level

- PhD course. (2014). Critical policy studies in Education (Policystudier i pedagogisk forskning), 7,5 hp. Lecturers, seminars and examination, 7,5 hp.
- PhD course. (2014). Qualitative methods. 5 hp.
- PIL (Pedagogical interactive learning unit, UG). (2012-2016) Supervision for researcher (Handledarutbildning för forskare), HPE201. 7,5 hp. Lecturer
- PIL. Supervision for senior supervisors (Handledarutbildning för seniora forskare) (2014-2017), 7,5 hp. Lecturer

Research assignments:

- PhD project, Jämställdhetsarbetet pedagogik, Handledare Inga Wernersson och Rita F Lindblad. 1997-2005
- Post doc grant, Jämställdhetsarbetets policy och praktik, 10%, 2008.
- Research project (UVK funds), Kön och karriär i akademien, (UVK) Elisabet Öhrn, 2009-2011.
- Centre of interdisciplinary gender research (GIG), projektstöd på 10%, arbete med forskningsansökan, 2015/2016.
- Chairman in Board of dissertation seminar. IPKL., Annika Hellman, GU, 28 april 2017
- International grant for research mobility. GU, Forskningsutbyte Auckland University dec. 2017.

General assignments:

- Coordinator of Gender Collegia seminar. 2000-2005
- Chair in Board of Department., IPS, GU, 2010-2012.
- Expert reviewer of applications of employment, (4 applications) IPS, GU 2013-2016
- Chair in board in Bachelor program in education., 2012
- Research coordinator, Centre of interdisciplinary gender research at University of Gothenburg (UG) 2012. (25%)
- Chairman, Board of Centre of interdisciplinary gender research, UG, 2013-2017
- Chair in gender research collegia at department of education, UG, 2011-2013.
- Director of studies of "Education sciences in society", IPS., 2014-2015.
- Expert of University Board of Education, project; "Widening participation in higher education”, 2015-2016.
- Expert of University Board of Education "Tools and needs for gender equality in academia"
- Coordinator for the research group KRIT, IPS, GU. 2015- tsv.
- Expert reviewer, applications for senior lecturer position at University West. (2 applicants) 2016.
- Expert reviewer, University lecturer at University West. (4 applicants) Högskolan Väst. 2016
- Expert reviewer doctoral positions at faculty of education, (2 applicants) IPS, GU, 2017.
DENNIS BEACH

5603132613

1. **University Education (first degree)**
   1977-81 University of East Anglia, Norwich, England: Bachelor of Education (with QTS)

2. **Doctoral Studies**
   1986-95 Department of Education, Gothenburg University, Sweden: Fil Dok exam 1995-06-09

3. **Post Doc/Visiting Prof. Visits**
   Visiting professor (20%) at Malmö University, Nov 2005 – March 2006; Kalmar University, Sept 2007 May 2008; Lund University, Oct 2010 June 2011; (Honorary) at Roehampton University, London, UK.
   Institute of Advanced Study Fellowship holder, Durham University, UK, Aut. 2017.

4. **Docenture/Readership**
   Reader in Educational Sciences, Gothenburg University, 2000

5. **Current Appointments**
   Professor of Education, Borås University since November 2004 and Professor of Education, Department of Education and Special Education, Gothenburg University since November 2010.
   Member of the Faculty Board of Education

6. **Previous Appointments**
   1995-00 Lecturer in Educational Studies and the Social Sciences, Gothenburg University
   2000-07 Reader in Educational Studies and the Social Sciences, Gothenburg University

7. **Completed PhD Supervision**
   2003 PhD Girma Berhanu, Göteborgs universitet, 2003 PhD Jan Gustafsson, Göteborgs universitet, 2003 PhD Margaretha Carlén, Göteborgs universitet, 1999 PhD Alison McGee, Göteborgs universitet

8. **Other**
   Member of the Danish Education Ministry PhD-Board for Teacher Education.

*Faculty opponent. PhD (External examiner PhD)*

2005-01-24: Humanstitske Fakultet, Syddansk Universitet, Odense, Danmark, 2005-10-28: Faculty of Social Sciences, Lund University, Sweden, 2007-12-15: Faculty of Social Sciences, Stockholm University, Sweden, 2008-12-12: Faculty of Social Sciences, Lund University, Sweden, 2010-11-15: Sahlgrenska Akademi, Gothenburg University, Sweden, 2013-12-13: Faculty of Social Sciences, Linneus University, Sweden, 2013-12-16: Faculty of Engineering, Aalborg University, Denmark

2014-10-14: Faculty of Social Sciences, Linneus University, Sweden

2015-12-17: University College London Institute of Education, 2016-03-04: Faculty of Engineering, Aalborg University, Denmark, 2016-09-15: Faculty of social sciences, Örebro University, Sweden.

*Recent relevant research projects*

Swedish Science Council. Co-applicant Education and rural youth, 2013-2018, 8 mill SEK.
Swedish Science Council. Co-applicant Pre-school professions, 2012-2017, 6 mill SEK.
Research coordinator, Nordforsk Network on Youth and Marginalisation 2010-2014
Co-applicant and team leader (Team 4) for the NordForsk Centre of Excellence Justice Through Education in the Nordic Countries (JustEd). Coordinator Gunilla Holm, Helsinki University.

*Prizes*

Institute of Advanced Study Fellowship holder, Durham University, 2017.

Winner of the University of Borås top educator (pedagogisk) prize in 2004.
GIRMA BERHANU

Web profile  Girma Berhanu (personal departmental page)

Gender: Male  |  Date of birth: 20/06/1963  |  Nationality: Swedish

Ph D, professor

Current position
Professor at University of Gothenburg, Sweden

—I am currently employed as professor (lecturer/researcher) at the University of Gothenburg, Sweden, working full-time, on tenure track [20 % research activities]. Currently I am engaged in discussions of equity issues in the fields of (special) education, intercultural education/communication and group-based inequalities in scholastic achievement.

I have worked as a Senior Lecturer/researcher at University of Gothenburg, working full-time, on tenure track between 2003-2009. (Appointed to Docent position at the beginning of 2009). And, I have newly been appointed full professor of (special) education.

Previous positions
2001–2014 Senior lecturer/Researcher, University of Gothenburg, Sweden

1989–1994 Department Head of “External Relations”, Ethiopian Rehabilitation Agency

—This department was responsible for coordinating the activities of private welfare associations, religious organizations and other NGO’s providing services to the handicapped and the poorest of the poor in Ethiopia.

1983–1989 Researcher, Ethiopian Rehabilitation Agency

—My duties over the first three years included: conducting case studies, counselling, assisting research activities, conducting needs assessment surveys and fieldwork. I worked with abandoned children, elderly without family or social support; the physically and mentally disabled and with socially disadvantaged populations including the homeless, juvenile delinquents, etc.

As a pioneer in the field of mental retardation in Ethiopia, I did the first preliminary survey of the extent of mental retardation in the country; and subsequently worked to educate and sensitize the general public. I have written extensively on the problem of "handicap" mostly in regional Ethiopian languages and have helped establish the National Association of the Mentally Retarded (Parents Society) in Ethiopia.

Current teaching
Course director for three research method courses at the advanced level, PDAX51, SPP 500 and PDA 086, the first two in Swedish and the latter in English, University of Gothenburg [PDAX 51 vetenskapliga teorier och metoder inom pedagog och didaktik II, 15 högskolepoäng; PDA086 Research methodology,
inquiry and data analysis; SPP 500 Specialpedagogik vetenskapsteori och metod, 15 hp. (I have been responsible for varied method courses at the Department during the past twelve years)

Course director for an advanced Research Method course (SPP 500, SLP/LLU) for special Educators and Special Teachers

Course director for a master’s thesis course in Special Education (PDA253)

Course director for a PHD course Race Ethnicity and Education University of Gothenburg.

Course director (together with Joanna Giota) for a PHD course: Individualized classroom teaching and school achievement in one school for all 7, 5 Higher Education Credits. (Individualiserad undervisning och skolprestationer i en skola för alla, 7,5 hp).

Course director for a master’s course Inclusive Education: Visions and Realities. University of Gothenburg.

Invited professor for the Graduate School “Inclusion - Education - Schooling”, Humboldt-University, Berlin, Germany, starting in January 2015.

External Examiner for PHD thesis (Viva)


MARIANNE DOVEMARK

19520620-4603, Vidars gränd 13, 43231 Varberg, Tel. +46 0709566885, E-mail: marianne.dovemark@gu.se

Current Position

2015- Professor in Education at the Department of Education and Special Education, Gothenburg University, SE-405 30 Gothenburg, Sweden.
2010 Associate professor

Education

2004 PhD in Education, University of Gothenburg
Supervisors: Prof Dennis Beach, Prof Elisabet Öhrn
1998 Master in Education, University of Gothenburg
1975 Teacher Exam, lower-secondary school, Kalmar University College

Postdoctoral work
2007 University college of Borås (100%)

Research experience
1998- 50% of a fulltime employment

Previous position
2011-2013 Vice dean for doctoral studies, The faculty of Education, University of Gothenburg

Supervision
2000- about 30 master thesis at the University College of Borås ans University of Gothenburg


Postgraduate education, University of Gothenburg:

VT 2011 Perspectives on Educational Methods I, 7.5hp (course coordinator/lecture/examiner)
VT 2012 Perspective on Educational Methods I, 7.5hp (course coordinator/lecture/examiner)
HT 2012 Perspective on Educational Methods I, 7.5hp (course coordinator/lecture/examiner)
VT 2013 Perspective on Educational Methods I, 7.5hp (course coordinator/lecture/examiner)
HT 2011 Introductory course for postgraduate studies, 10p (course coordinator/lecture/examiner)
Autumn 2012 Introduction course for postgraduate education 10p (course coordinator/lecture/examiner)
Autumn 2013 - Spring 2014 Educational work 15 credits (course coordinator/lecture/examiner)
Ht 2014 - VT 2015 Educational work 15 credits (course coordinator/lecture/examiner)
Pedagogic experience

1975-1997 teacher in comprehensive school (100%)
1997-2010 teacher in higher education, University College of Borås (50%)
2010- teacher in higher education, University of Gothenburg (50%)
KAJSA HANSEN YANG

COLLEGE EDUCATION
- 1987-1991  Bachelor of Art, Chinese Linguistic and Literature, Peking University, China.
- 1992-1993  Teacher training class, organized by Tianjin University of Finance and Economics;

PHD
- Disputation year: 2003;
- Key areas: Comparative Education, Educational Systems, Educational Measurement, and Sociology of Education within Educational Science discipline;
- Supervisors: Professor Jan-Eric Gustafsson and Monica Rosén, at the Department of Education and Special Education, University of Gothenburg.

PROFESSOR
- Since 01-01-2018, Professor in educational sciences, University College West, Sweden

ASSOCIATE PROFESSOR
- Since 2011-11-16, University of Gothenburg;

CURRENT EMPLOYMENT AT THE DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION, UNIVERSITY OF GOTHENBURG
- 2011-02-01 to now: senior lecturer;

PREVIOUS EMPLOYMENT AT THE DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION, UNIVERSITY OF GOTHENBURG
- 2008-01-01 to 2011-12-31: Assistant Professor;
- 2003-07-01 to 2007-12-31: Researcher;
- 2001-04-01 to 2003-06-30: Doctoral candidate;
- 1999-01-01 to 2001-03-31: Assistant;

PREVIOUS EMPLOYMENT ELSEWHERE
- 2012-09-01 – 2013-08-31: researcher at University of Oslo (20% of a full time employment)

MATERNITY LEAVE

PEDAGOGICAL MERITS
At the Postgraduate level (Master)
- Research methodology, inquiry and data analysis PDA086 (15 hp, International Master's program, from VT2011 to VT2018, every Spring term, course-leader and the only instructor, responsible for the quantitative research method)
- Optional course quantitative research design and measurement PDA181 (15 hp, International Master's program, ran VT13, VT14, VT15, VT16, VT17; responsible person and the only instructor for this option)
At the Postgraduate level (PhD)

- *Grundläggande Statistik och hantering av statistik programmet SPSS* (7.5 hp, ran VT07, HT08, HT09, VT11, VT12, VT13, VT14, HT15, HT16, VT17, VT18; course-leader and the only instructor).
- *Flernivåanalys och modellering av tillväxtkurvor* (7.5 hp, ran HT12, VT15; course-leader and the only instructor).
- *Multiple regression and basic structural equation modeling* (7.5 hp, ran HT14, HT16, HT17; course-leader and the only instructor).

For all courses listed above, I am fully responsible for course planning, lecturing, hands-on training in computer lab, as well as examination and course evaluation.

**Supervision**

**Doctoral candidate**

- Main supervisor to Anna Maria Fjellman from HT 2013, IPS, GU (Plan to finish at the in September, 2018)
- Main supervisor to Victoria Rolfe from HT16 IPS GU, plan to finish in 2020.
- Co-supervisor to Elias Johannsen from VT2013, IPS external financed doctoral candidate, GU (finished on the 3rd November, 2017)
- Co-supervisor to Panagiota Nasiopoulou since HT2013, IPKL, GU.
- Co-supervisor to Chen Dan, from VT14, Institute for School development research, Technical University of Dortmund, plan to finish in February, 2018.

**Högskolepedagogiska kurser (teaching competences)**

- Högskolepedagogik 1: Introduktionskurs (HPE 101), VT10;  
- Högskolepedagogik 2: Områdesspecifik pedagogik (HPE102), HT10  
- Godkänd Högskolepedagogik 3 (HPE103) med motsvarande kompetens och meriter (HT12).  
- Handledning i forskarutbildning (HPE201), VT10;
ANN-SOFIE HOLM

Higher education degree(s) (year, subject area),

1983  Compulsory school teacher certificate, University of Karlstad
1999  Philosophy bachelor degree in Psychology, University College of Borås
2002  Philosophy bachelor degree in Pedagogy, University College of Borås
2002  Philosophy masters´s degree in Psychology, University College of Borås

Doctoral degree (year, discipline/subject area, dissertation title, and supervisor),


Postdoctoral work (year and placement),

After my PhD-exam I have been involved in several large research projects funded by the Swedish Research Council:

2008-2011  ”Upper secondary education as a market”
2011-2013  "School achievements and gender. On teaching, youth groups and local conditions"
2012-2015  "Inclusive and competitive? Upper secondary schools in the intersection of social inclusion and marketization"
2016-2019  “Learning for the career-choice”

Qualifications as research/fellow/associate professor (year),

2012  Qualified as Assistant Professor in Pedagogy

Current position, period of appointment, share of time spent in research,

2015  Employed as Lecturer in Pedagogy at the Department of Education and Special Education, University of Gothenburg, Sweden. 35 % of time spent in research.

Previous positions and periods of appointment (specify type of position),

2003-2008  Doctoral employment, University of Borås
2008-2012  Lecturer and researcher at University of Borås
**Pedagogic experience.**

Has worked as a teacher at compulsory school for 15 years. After that I have been involved in teaching (as lecturer, supervisor, examiner, seminar leader) at various courses in Pedagogy and in the Teacher Education programmes at University of Borås and University of Gothenburg.
Year of birth: 1967-01-31
Gender: Woman

Upper Secondary School Teacher, 1998, University of Gothenburg


Supervisor: Carl Martin Allwood

Senior Lecturer 2005 School of Education and Behavioural Sciences, University of Borås.

Associate Professor Education, 2012. School of Education and Behavioural Sciences, University of Borås.

**Current position**

2014 - Associate Professor Education, University of Gothenburg, Department of Education and Special Education

2017 - Director of Studies, University of Gothenburg, Department of Education and Special Education

Research time: 20% in service on a yearly base (plus eventually external founding)

**Areas of responsibilities**

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<tr>
<th>Time</th>
<th>Description</th>
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<tr>
<td>051001 - 060630</td>
<td>Coordinator for the discipline Psychology (School of Education and Behavioural Sciences, University of Borås)</td>
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<tr>
<td>060515 - 061231</td>
<td>Coordinator Staff Development Network (CAV – Centre for Work Science, University of Borås)</td>
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<tr>
<td>050801 – 060615</td>
<td>Representative for the discipline Psychology Research Strategic Group</td>
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<td>100531 - 140630</td>
<td>Union elected Saco-s as member of the Bord for the department School of Education and Behavioural Sciences, at University of Borås</td>
</tr>
<tr>
<td>110501 -140630</td>
<td>Chairman of the Bord- Sulf, University of Borås</td>
</tr>
<tr>
<td>110501-140630</td>
<td>Vice Chairman of the Bord – Saco-s, University of Borås</td>
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121201 - 140630  Member of the Federal Executive, Sulf, Sweden
2017 -    Member of board: SWERA (Swedish Educational Research Association)

Commission

110515-110815  Expert commission, Swedish National Agency for Higher Education,
           Examiner of Psychology Exam on Federal level

International Guest Teacher

120217 – 120311  Visiting Senior Lecturer 2012, Educational Psychology, Yogyakarta
           University, Indonesien

Course leader master level

Quantitative methods 2012. School of Education and Behavioural Sciences, University of Borås.

Assessment of knowing and competence PDA048. 2014 University of Gothenburg, Department of
           Education and Special Education

Assessment of knowing and competence PDA048. 2015 University of Gothenburg, Department of
           Education and Special Education

Assessment of knowing and competence PDA048. 2016 University of Gothenburg, Department of
           Education and Special Education

Supervisor for PhD-students (in process with speed 50%)

Peter Sigrén (expected to finish June 2018)

Hampus Liljeröd
1. Higher education exam:
BA 1971 (Psychology, Sociology, Education)

2. Doctoral degree (year):
1976 in Education at Uppsala University. Simulations and Games in Comprehensive Education. Supervisor Erik Wallin

3. Postdoctoral work (year and position)
Post-doc (Forskarassistent) 1977-1983 at Uppsala University
Associate professor (Eo Docent) 1983 – 1989 at Uppsala University

4. Qualification as Associate Professor (year)
1980 at Uppsala University

5. Current position, period of appointment, time for research in the position
Senior Professor at Gothenburg University 2013-; 30 percent. Based on funds from the Swedish Research Council analyzing the intersection between research and policy in education with a focus on comparative studies and international large scale assessments, during 2017-2020 research time 25 percent

6. Previous positions and periods of appointment
Research assistant 1968-1975 at the University of Göteborg
Research assistant 1975-1977 at Uppsala University
Forskarassistent 1977-1983 at Uppsala University
E.o. Docent 1983-1989 at Uppsala University
Acting Professor: 1989-1994 at Uppsala University
Professor (Chair): 1994-2004 at Uppsala University
Fulbright Scholar at the University of Wisconsin-Madison 1999
Professor at Gothenburg University 2004-

7. People awarded doctorates for whom Lindblad was main supervisor
Calander, F (1999); Carlsson, L-G (1997); Per Ekstrand (2004), Falk, E-M (1999);
Falkner, K (1997); Garpelein, A (1997); Hellsten, J. (2000); Hjälme, A (1999); Käller, K. (1990);

8. Postdoctoral researchers who are or have been engaged in collaboration in research programmes with Lindblad as PI:
Jonas Emanuelsson, Ulla Runesson, Fritjof Sahlström, Juha Kauppilla, Erja Moore, Finn Calander, Héctor Pérez Prieto, Boel Englund,

9. Course leader at advanced level and in doctoral education since 2009-:
• Comparative research on education and educational performance, 7,5+7,5 ECTS. Ph.D. course
• Profession theory and the teaching profession, 7,5 ECTS, PhD module/second cycle;
10. Other information of relevance

**International scientific leadership and international research coordination**

Sverker Lindblad has served as a member of the board of Nordic Educational Research Association (of which he was one of its funders and first secretary 1973-1975) in several rounds, the last period in 1995-1999. He was President of the European Educational Researcher Association (1999-2001). Lindblad is 2013 up to 2017 President for the Swedish Educational Research Association. He is since 2017 a member of the Council of World Educational Research Association.

Lindblad was scientific leader and coordinator for several international comparative research projects founded by different research councils, including PI for a completed nine-country study on Education Governance and Social Inclusion and Exclusion funded under the EU-TSER program (FP4), and PI for a seven country research project on Professional Knowledge under Restructuring in Education and Health (FP7). Lindblad coordinated the recently finalized research program on Teaching processes and Classroom interaction and was directing the Swedish team in the Learner Perspective Study, a 16 country study focusing on classroom interaction studied by means of advanced digital recordings. On behalf of the Swedish Research Council Lindblad was coordinating a research review on international comparative research on knowledge assessments finalized 2015.

Lindblad was coordinator for a Nordic network for Ethnography in Education financed by NoFA 1999-2003 and a member of the international consortium “Professional Actions and Cultures of Teaching (together with e.g. Andy Hargreaves, Boston, David Labaree, Stanford and Miriam Ben-Peretz, Haifa). In Gothenburg he has been a host for guest researchers such as Fatmagül Berktay, Istanbul; Ivor Goodson, Brighton; Milbrey McLaughlin, Stanford; and Tom Popkewitz, Wisconsin-Madison. Sverker Lindblad was coordinating the Swedish Network for Studies in Educational Policy and the Politics of Education 2010-2014. He is now working on International Large Scale Assessments and Educational Governance and the making of welfare state education, next to be presented in two symposia at the Comparative and International Education Society in Mexico 2018.

**On research positions and services**

Lindblad has served as a reviewer for different national and international research funds, such as The Academy of Finland, The Norwegian Research Council, The Estonian Research Council as well as The Portuguese Research Council. He evaluated the Danish University of Education in 2008 and coordinated a research evaluation of strategic research programs in education at the Norwegian Research Council in 2012-13. Lindblad was a previous member of the Education Science Committee and Research at the Humanities and Social Sciences at the Research Council of Sweden. He was also a member of The Research Council for Development studies connected to the Swedish Development Agency. Lindblad was a member of the Riksbankens Jubileumsfond (RJ) 2008-2012, an independent foundation with the goal of promoting and supporting
research in the Humanities and Social Sciences. He was also Research Reviewer at the European Commission and the European Science Foundation 2009-2012. O. Lindblad was a member of the UKÄ (the Swedish University Chancellor) group evaluating higher education in Pedagogik and Didaktik 2013-2014.
KARIN RÖNNERMAN

Higher education degrees
Cert Ed. Pre-school Teacher 1973 Göteborgs nursery and infant teacher training, Göteborg
B Ed. 1982 Umeå University, Umeå
doctoral degree in Education 1993 Umeå University, Umeå
Associate Professor (Docent) 2002 University of Gothenburg
Professor in Education 2009 University of Gothenburg

Doctoral Thesis

Current position
2009- Professor in Education, Department of Education and Special education, University of Gothenburg
2012 – 2017 Deputy Dean for postgraduate studies, 30% Faculty of Education, University of Gothenburg

Professional History
2010 - 2011 Director for Postgraduate Studies 30%, Department of Education and Special education
2008 - 2010 Director for Postgraduate Studies 30%, Department of Education
2008 Guestprofessor 20% Malmö University,
2002 - 2009 Associate professor, Department of Education, University of Gothenburg
1997 - 2002 Senior lecturer, Department of Education, University of Gothenburg
1995 - 1997 Senior Lecturer University College Trollhättan/Uddevalla, Department of Education and Humanities
1985 - 1995 Lecturer and Senior lecturer at Umeå University, Department of Education
1973 - 1985 Pre-school teacher in Göteborg, Östersund and Umeå. Supervisor for Pre-service teachers

Interruptions in research
None

Position of trust
2012- Member of the Teacher Union scientific Board

PhD- Supervision
Completed
Networks and research program
Rönnerman has been Co-Convenor of the Pedagogy, Education and Praxis (PEP) International Research Network since its establishment in 2005 by Professor Rönnerman, Professor Emeritus Stephen Kemmis, and others. The PEP network is a cross-institutional, collaborative research program that brings together researchers investigating the nature, traditions and condition of pedagogy, education and praxis and how they may be developed in different national contexts and various educational settings. The institutions participating include researchers from universities across the globe (from Australia, Europe and South America). The PEP Network research program ‘Action Research and Practice Theory’ is reviewed annually at network research meetings. Within this network special interest has been on action research, professional learning and middle leading which have been undertaken in collaboration with two of the Australian researchers. Substantial empirical research into middle leading practices in schools and preschools have been collected as well as engaging in shared data analysis. Substantive publications have been made in international journals and coming books.
Funding from the SRC was received for running the network in 2014-2016
Funding from the SRC was received for research prior to the opening of the Swedish Research Institute 2014-2015.

Awards
Educational Price at Teacher Education, University of Gothenburg, 2014
Honorary Doctor at the Faculty of Education, Åbo Academy University, Finland, 2016

Pedagogic experiences
Master level: Program coordinator for action research programs involving collaboration between University of Gothenburg and local schools; teaching courses, supervising thesis and examining thesis
Program coordinator for The Nordic Master program in Education; supervising master thesis at the Leadership program
Doctoral level: Course leader for doctoral courses once a semester. Supervising one doctoral student at University of Gothenburg, and co-supervise one at Åbo Akademy University, Vasa, Finland

Most important Master/PhD training courses
Masterprogram in Education towards Action Research started in 2011. Planning and building the program, leading and examining different courses in the program. Today the scientific leader of the program
Courses on PhD-level: Action research (/,5 hec) has been given five times from early 2000 and Researching Professional Practice (5 hec) has been given ten times gathering international students.
Doctoral degree:
2004 in Education at University of Gothenburg, Department of Education.
2013: Qualification as Associate Professor (Docent) at University of Gothenburg, Department of Education and Special Education

Current position:
2006 - Senior lecturer, University of Gothenburg, Department of Education and Special Education
Including:
- Member of a faculty advisory council for development of postgraduate studies (January 2018 - )
- Member of the programme committee for Master Programme in Educational Leadership (since 2012)
- Coordinator of the interest group for doctoral education, Swedish Educational Research Association (since 2014)
- Academic host for Scholar at Risk (SAR) (since 2016)

Previous duties within the position
- Director for doctoral education, Department of Education and Special Education, University of Gothenburg July 2012 – December 2017).
- Member of the review panel 2017 for the Swedish Research Council: Educational Sciences - Education policy, education system and organization of education.
- Member of the steering group for two Swedish research schools in vocational education (chair) (2011-2017)
- Member of advisory council for the undergraduate programme in Education (2012-2014)
- Member of the advisory council for undergraduate education at the faculty of Education, University of Gothenburg (2010-2012)
- Director of studies for the International Master Programme in Educational Research (2011)
- Member of the steering board for CEFOS (Centre for research on Public Sector (2011)
- Deputy Unit Leader. Adult Education Unit, Department of Education, University of Gothenburg (2008-2010).
- Member of advisory council for the undergraduate programme in Human Resource development (2005-2010)

Funded research projects
2017 – 2020: *International Comparisons and the Re-modelling of Welfare State Education*. Funded by the Swedish research Council. Together with Professor Sverker Lindblad, Associate Professor Daniel Pettersson (project leader) and Professor Tom Popkewitz.


2010 – 2011: *Strategies for lifelong learning in the Nordic countries*. Funded by the Nordic Council of Ministers. Together with Sören Ehlers and Anne Larsen, Denmark DPU. Professor Bjarne Wahlgren was project leader.

2009 – 2010: *Adult education restructuring and implications for teachers’ work*. Commissioned research. Wärvik was project leader.

2006 – 2008: *Professional knowledge in education and health*. Funded by the Swedish Research Council. Together with Professor Sverker Lindblad who was project leader.

2005 – 2008: *Professional knowledge under restructuring in European welfare state education and health care* (PROFKNOW). Funded by European Commission TSER. A comparative study with seven participating countries. Professor Sverker Lindblad was coordinator and scientific leader. Wärvik acted as co-coordinator and researcher.

2002-2004: *Transforming incentives in the Swedish adult education*. Funded by the Swedish Research Council. Dr. Rita Foss Lindblad was project leader.

**Postgraduate supervision**

Karin Lager, 2010 (co-supervisor, licentiate thesis)

Ingemar Gerbo, 2012 (co-supervisor)

Ellinor Dyne, 2017 (main supervisor, licentiate thesis)

**Ongoing**

Helena Wallström (main supervisor, defence March 2018)

Martina Wyszynska (main supervisor, defence September 2018)

Ingela Andersson (co-supervisor, defence January 2019)

Ann-Charlotte Lindgren (main supervisor, defence Autumn 2019, licentiate thesis)
ELISABET ÖHRN

Degrees
1981 Bachelor of Arts in psychology, University of Gothenburg.
1991 Ph.D in Education, University of Gothenburg
   Title: Könsmönster i klassrumsinteraktion. En observations- och
   intervjustudie av högstadielevers lärarkontakter [Gender patterns in
   classroom interactions. Observations and interviews concerning students’
   interactions with teachers in grade nine of the comprehensive school].
   Supervisor: Inga Wernersson

Postdoctoral work
1996 - 2000 postdoctoral research fellow, Department of Education, University of
   Gothenburg

Qualifications as associate professor
1998 Docent, University of Gothenburg

Current position
2008 - Professor of Education, Department of Education and Special Education,
   University of Gothenburg, Sweden. 35% research

Previous positions
1981 Psychologist, Sahlgrenska hospital, Gothenburg
1982 - 1990 Research assistant/docotoral student, University of Gothenburg
1991 - 2004 Senior lecturer, University of Gothenburg
2000 - 2001 Visiting professor of Educational Work, Umeå University (parttime)
2002 -2004 Research Leader, University of Borås (parttime)
2004 - 2008 Professor of Education, University of Borås
2008 - Professor of Education, University of Gothenburg

Completed Ph.D supervision:
First supervisor:
   MARGARETA CARLÉN (1999); INGER BERGGREN (2001); JAN GUSTAFSSON (2003);
   Ann-Sofie Holm (2008); Ylva Odenbring (2010); Maria Rönnlund (2011);
   Per-Åke Rosvall (2012); Anna-Karin Wyndhamn (2013); Anneli Schwartz (2013);
   Kristina Lanå (2015); Andreas Ottemo (2015)
Second supervisor
   Marianne Dovemark (2004); Inger Tinglev (2005); Per Ekstrand (2005);
   Mary-Anne Holfve-Sabel (2006); Caroline Berggren (2006); Charlotta Edström (2010);
   Carina Hjelmér (2012)
PhD training courses (5 most important)
2000 - 2005 Classroom research (Klassrumsforskning), course leader & teacher
2006 Gender perspectives on professional practices (in English), course leader & teacher
2007 Critical ethnographic school research (Kritisk etnografisk skolforskning), course leader & teacher
2008 Citizenship and difference in education (in English), course leader & teacher
2011 - still Research traditions in education as a scientific discipline (Pedagogik som vetenskap), course leader & teacher

FUNDED RESEARCH 2007-2017
2007 - 2010 ‘Active citizenship? On democratic education in upper secondary school’ (Swedish Research Council), Öhrn leader
2008 - 2012 National doctoral school in Multilingualism, literacy and education (Swedish Research council), with Kenneth Hyltenstam (leader) and others
2009 - 2011 ‘Gender and career in academia’ (Swedish Research Council), Öhrn leader
2011 - 2013 ‘Achievement and gender. On teaching, youth groups and local conditions’ (Swedish Research Council), Öhrn leader
2011 The price of freedom (Swedish Research Council), with Dennis Beach (leader) and others
2013 - 2018 Nordic Centre of Excellence “Justice through education in the Nordic countries (NordForsk), with Gunilla Holm (leader) and others
2014 – 2018 Rural youth. Education, place and participation (Swedish Research Council), Öhrn leader
2015 - 2016 Gender in teacher education: a Nordic project with teacher educators and teacher education students by JustEd (Nordforsk), with Elina Lahelma (leader) and others.


DENNIS BEACH 10 publications

Selected peer reviewed articles


Selected books


Selected book chapters

Girma Berhanu 10 publications


KAJSA YANG HANSEN


127


SVENKER LINDBLAD

Selection of Books


Selection of book chapters


Selection of refereed scientific articles


**PEER-REVIEWED CONFERENCE PAPERS SELECTION**

2016  ECER 23-26 augusti Dublin, Irland. Jonsson A.-C. & Beach, D. *Resistance toward the performativity discourse among upper-secondary Swedish pupils and consequences on achievement goals; a study of mixed design*

2016  ECER 23-26 augusti Dublin, Irland. Jonsson A.-C. & Foss Lindblad, R. *Pre-service teacher student’s preference of pupil’s developmental competences - A critical examination of educational restructuring and OECDs impact on “the learner”*

2017  ECER Köpenhamn 22-25 Augusti, Jonsson A.,C. *Pre-Service Teachers’ Beliefs About Ability And ”The Learner”* Network: 10 Teacher Education Research.
International published articles


Books and book chapters


GUN-BRITT WÄRVIK


Selection of publications


Appendix 3. Report of programs which have received previous funding from Sida

Background
The PhD program in international and comparative education was launched mainly to fill the gap in international & comparative analysis of education in one of the least developed regions of the world. It was mainly to guide policy makers and practitioners in the region in understanding educational changes/reforms and practices both locally and globally, and thereby make sound educational decisions in an increasingly globalized and interdependent global context.

Although the program was launched at the Addis Ababa University sometime before the Sida-AAU cooperation, the lack of adequate expertise at the Addis Ababa University in the area had hampered the smooth conduct of the program. The students in our first cohort in the program had taken unnecessarily longer duration for the completion of courses. The delivery of courses was poorly organized at first until proper scholars were found and assigned for the courses in the program; and courses were used to run by scholars from other disciplines in some cases.

Thus, there was dire need to have partnership between the AAU and institutions which have the prominence and expertise in the area of International and Comparative Education globally until the program is properly established. Needless to say, the Stockholm University, Department of education, was among the leading institutions in the world in the area of International and Comparative Education, and had shown interest to partner with the AAU (Centre for Comparative Education and Policy Studies) in working in the PhD in International & Comparative Education. Following that an agreement was made with funds made available from Sida.

The program has the following grand aims for the region in general and for the Ethiopian context in particular.

- Produce comparative educators who would serve as academics and researchers in higher education institutions.
- Produce competent educational experts who could serve the nation and the region at large at various levels.
- Contribute to the process of capacity building of professional education personnel in various governmental and non-governmental organizations.
- Contribute to the production of qualified educational diplomats and experts who will be able to serve Ethiopian diplomatic missions abroad and the region at large in the field of education.
- Produce outstanding and leading international education scientists who will be able to work and represent their nation and the region at large in international and multinational institutions such as the United Nations, African Union, the World Bank, International Monetary Fund, etc., and
- Contribute to widening the knowledge of learners, teachers, academics, policy makers and the society at large about the prevailing major national and international issues in education through national and international based research and scholarship.
Initially, the agreement focused on course offering, student supervision and the exchange of teaching and learning materials. The agreement, among other things, lacked very important components such as student exchange and research.

However, very unfortunately, the agreement between the Addis Ababa University and the Stockholm University terminated in September 2016. Although the reasons why the Stockholm University suddenly terminated the agreement were not explained to us very clearly, however, it had to do with internal-institutional problems on the Stockholm’s side. Due to this, serious problems were encountered in getting the necessary academic and research support for our students. It has also caused delays in the progress of student researches for the first three cohorts. Currently, an agreement was being entered with the Gothenburg University to continue with similar partnership by capitalizing on the strengths of the previous cooperation and working on ways about how such partnership can be more productive.

**Current status of the program**
The PhD program in International and Comparative Education was being run by a team of professors from Stockholm University (Department of Education) and Addis Ababa University (Centre for Comparative Education & Policy Studies). So far, four cohorts of students have been enrolled in the program and are effectively pursuing their studies. The total number of students enrolled in the program so far is 27. The table below indicates the academic status of the students in the four cohorts.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>No of students</th>
<th>Academic Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>10</td>
<td>Nine students have completed their studies. The last one student will be completing in the coming months as he has already drafted his dissertation.</td>
</tr>
<tr>
<td>II</td>
<td>5</td>
<td>This group has completed all course works, and has embarked on their dissertation proposal writing.</td>
</tr>
<tr>
<td>III</td>
<td>8</td>
<td>This group has completed all course works, and has embarked on their dissertation proposal writing.</td>
</tr>
<tr>
<td>IV</td>
<td>4</td>
<td>This group has almost completed their course works. By the end of the year they will be left with only two courses which will be completed by June.</td>
</tr>
</tbody>
</table>
The evaluations we conduct at the end of every semester about the quality of the dissertations, the supervision of the students and the delivery of the courses indicate that the program is being run effectively, and that it meets international standards.

However, there seems to be gaps in our PhD program in relation to provision of good research environment by way of organizing seminars, colloquia and research events that involve debate and dialogue within the field. This is due mainly to the lack of finance for organizing seminars and research events at the Centre. It is also partly due to the underdeveloped research culture at the Center. Our students seem to lack also international experience which is very critical for the students in the discipline as they have to be exposed to different cultures, thoughts and experiences. International experiences will also give opportunity to discuss their research works with scholarly and international audience which will make their research outputs more productive.

Challenges Encountered
Despite the successes registered so far in student supervision and in the course delivery mentioned above there were administrative challenges encountered in the course of running the program. Some of the challenges include:

- In the previous agreement with the Stockholm University, the money was used for course delivery and student supervision only. It didn’t take into account the importance of such activities as student exchange, research funding, student support, organizing periodic seminars, participation on international conferences, and other scholarly events for students at PhD level. In addition, the importance of staff exchange and capacity and institutional development was not part of the agreement.
- At the local level at Addis Ababa University, we have encountered space problems for our students to have offices and facilities that a PhD candidate needs for smooth academic pursuit. At the same time, we have also encountered office and facility problems for our visiting professors.
- The Centre aspires to be a regional hub for Africa in the field of study. However, there is problem in attracting some students from the region in Africa due to management and financial challenges.
- Needless to say, the students must be equipped with adequate ICT knowhow for their research, and should be able to have adequate ICT facilities which seem to be not adequate at the Centre currently.

Suggestions for further improvement and conclusion
In the light of the challenges mentioned above the following suggestions need to be considered in the next period of our cooperation.
• The agreement should be comprehensive and should involve student exchanges, student support, staff capacity development, research support for students and the staff, research funding, and institutional development in terms of facility, etc.
• The Agreement becomes genuinely international if there will be some room for scholars to involve from the region and in Africa at large. This may involve few scholarships for students in the region and staff exchanges between some African institutions.
• In order that the Centre develops into a full-fledged Centre pursuing academic and research activity it should be given autonomous status at the University like other centers in the University. Offices and office facilities should also be given adequately.

Financial Report
The Stockholm University has already transferred the remaining amount from their account to the Addis Ababa University to be used for teaching courses for the fourth cohort, organizing seminars for cohorts 2 & 3, and for travels to Addis Ababa and Gothenburg for the management involved towards signing of the agreement.
University of Gothenburg, Faculty of Education and Department of Education and Special Education

University of Gothenburg is one of the largest Swedish universities with around 37,000 students, 600 employees and is organized into eight faculties. The University’s roughly 40 different Departments cover most scientific disciplines.

The Faculty of Education is situated in the centre of Gothenburg, and has almost 7000 students and around 450 employees. There are four departments at the faculty. The six PhD programmes include pedagogy, pedagogical work, subject didactics, child and youth studies, sports, and nutrition science. The faculty is also involved in undergraduate courses and programmes in these fields, and in teacher education. The Swedish Research Council, the Swedish Foundation for Humanities and Social Sciences, the Knut and Alice Wallenberg Foundation, Formas, Forte and several other organisations are funding large parts of our research activities. Some of the externally funded major research project at the faculty are presented at http://uf.gu.se/english/research.

The departments are:

- Department of Education and Special Education
- Department of Education, Communication and Learning
- Department of Pedagogical, Curricular and Professional Studies
- Department of Food and Nutrition, and Sport Science

*Department of Education and Special Education* is the largest with around 200 employees, including around 22 professors and associate professors. Research at the department is dominated by studies with a focus on individual, organizational, resource management and institutional conditions for teaching and education, educational policy, and the relationship between education and working life. The activities involve a considerable amount of international cooperation. The research is organized into four research environments:
− **Power and Agency in Education (PAGE)** – Research on educational policy and politics of education, including political ideas and manifestos, institutional practices and outcomes, and social interaction. Other important foci are the gender and power relations at play in educational practices, class relations in and of educational production and practices, and the processes of both social and cultural reproduction and social change. Of interest is also power processes in educational practices and how these processes interact with other local and global practices and agents. The research involves comparative studies, organizational studies, policy analysis and professional studies. The methodological perspectives consist of action research, discourse analysis, narrative analysis and ethnography.

− **Prerequisites, Education and Outcomes (FUR)** – In this research group work has long been under way to address a set of classic problems in education: individuals’ prerequisites for education, the organization and resources of education, and outcomes of education at individual and system levels. An over-arching aim of the research is to develop two-way theories, which encompass both individual differences and effects of social, educational, and environmental factors on achievement and abilities, and to study these categories of phenomena in integrated approaches. In this way, we approach long-standing issues in the field of education, such as the malleability of abilities and achievement, and effects of resources and organizational differentiation, with new theoretical and methodological approaches.

− **Platform for Research in Inclusive Education and School Development (PRIS)** – The mission of PRIS is to establish a research platform with a high research profile exploring issues of inclusion and exclusion of children and adults in education and related areas of policy and practice. An important task is to combine the field of school development to inclusive education and related questions. The research platform aims to undertake research and development work of high quality and to inform policy and practice moving towards the goal of equity and social inclusion for everyone.

− **Learning and Assessment of Languages (LBS)** – The research can primarily be characterized as practice-oriented, that is, linked to the teaching profession, and focusing on one of the teacher’s most important duties, namely to judge the knowledge of students with the aim of promoting learning. The research team is characterized by its breadth, both in terms of aims and use of instruments and in its choice of research methods.

At University of Gothenburg, the International Centre (IC) works with university-wide international affairs and is a contact point for foreign and Swedish organisations, concerning questions about internationalisation. IC is also responsible for initiating and maintaining University wide agreements with strategic partners, faculty and staff mobility and student exchanges based on the University wide agreements and international education projects.

The unit shall reinforce and promote the University of Gothenburg’s position as an internationally relevant and active university, and shall strive to make the University’s internationalisation efforts noticeable.

The tasks of IC include:

− Signing and maintenance of international agreements/ partnerships
− Cooperation with other higher education institutions and certain government agencies, both in Sweden and internationally (the Swedish Institute, the Swedish Council for Higher Education, the Swedish Higher Education Authority etc.)
− Serving as the unit at the University of Gothenburg in charge of the mobility programmes Erasmus+, Linnaeus-Palme and Nordlys, as well as various international networks and organisations
− Provision of information concerning internationalisation issues to staff and students at the University of Gothenburg
− Planning and follow-up of the University’s own internationalisation initiatives such as The Global University
− Administration of international student, teacher and staff mobility
− Coordination of the internationalisation efforts conducted at the Faculties, Departments and Centres of Expertise and Research
− Management of the University’s mobility system, MoveOn

University of Gothenburg works actively with partner universities around the world,\(^4\) in Africa, Asia, Australia, the Middle East, North America, Latin American and Eastern Europe. The University has over 900 exchange agreements with universities across the globe. Every academic year approximately 900 international students in Gothenburg and the student body comprises approximately 70 different nationalities, providing a truly international atmosphere and a unique academic environment.

\(^4\) For a list of list of the bilateral agreements, see: [https://medarbetarportalen.gu.se/international-centre/University-wide-agreements/](https://medarbetarportalen.gu.se/international-centre/University-wide-agreements/)