



QUALITY MATTERS

Theme: Action Research in Education

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QUOTE OF THIS ISSUE

A global education is one that incorporates learning about the cultures, geographies, histories, and current issues of all the world's regions. It emphasizes the interconnectedness and diversity of peoples and histories. (internet)

If you have comments and suggestions on this issue of the newsletter or want to contribute to the next issue, please contact our office,
Tel: 011-5537999 or 011-5538020 ext. 120, 0911679094
Email: ceiqa@smuc.edu.et

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as the business and industry, government and non-government stakeholders and others who might be interested to know about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

Tel. 251-11-5537999
P.O.Box: 1211
Email: ceiqa@smuc.edu.et
Web. <http://www.smuc.edu.et>
Addis Ababa, Ethiopia

FROM THE EDITORIAL DESK

Dear Reader,

Welcome to this edition of Quality Matters, Vol. 16, No. 62, June 2022.

In the past few decades, our planet Earth has been identified as “Global Village”. The epithet “Global Village” has in turn given way to the widely used appellation “Globalization”, which embraces everything done anywhere, everywhere.

Globalization which literally means “a growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade and services, technology, and flows of investment, people, and information,” has both positive and negative impacts. Therefore, it is the responsibility of nations to wisely choose what to take and what not to take from the fruits of globalization.

In this issue of Quality Matters, our focus is the impact of globalization in education. Most of our contents, including our interview section, pivot around globalization's influence in education.

The interview was conducted with Dr. Abebaw Yirga Adamu who is an academic staff at Addis Ababa University. He has a lot to tell with respect to the impacts of globalization in the education sector.

The newsletter has an adequate coverage of the usual columns such as educational news and articles made available in the research corner.

Enjoy reading!

RESEARCH CORNER

Globalization and Education: Challenges and Opportunities

By Sadegh Bakhtiari, Isfahan University, Iran

Introduction

The impact of globalization on culture and educational system is a major concern. Some people see it as a threat for traditional institutions such as the family and the school while some others see it as beneficial in overturning traditional practices and developing modern attitudes. In this small paper, we will try to show the positive and negative impacts of globalization on education especially with respect to developing countries.

Globalization is a complex phenomenon which has far-reaching effects. Not surprisingly, therefore, the term “globalization” has acquired many emotive connotations. At one extreme, globalization is seen as an irresistible and benign force for delivering economic prosperity to people throughout the world. At the other, it is blamed as a source of all contemporary ills.

To different scholars, the definition of globalization may be different. According to Cheng (2000), the concept refers to the transfer, adaptation, and development of values, knowledge, technology, and behavioral norms across countries and societies in different parts of the world. The typical phenomena and characteristics associated with globalization include growth of global networking (e.g. internet, worldwide e-communication, and transportation), global transfer and interflow in technological, economic, social, political, cultural, and learning areas, international alliances and competitions, international collaboration and exchange, global village, multi-cultural integra-

tion, and use of international standards and benchmarks. UNDP in Human Development Report (1999) describes globalization as the increasing interdependence of the world’s inhabitants, on an economic, technological, cultural, as well as political level. It is seen as a general tendency towards the liberalization of economic trade, a wider circulation of capital, goods and products, and a quasi-abolition of national borders.

Globalization, Education, and Lifelong Learning

People can only contribute and benefit from globalization if they are endowed with knowledge, skills and with the capabilities and rights needed to pursue their basic livelihoods. They need employment and incomes, and a healthy environment. These are the essential conditions which empower them to participate fully as citizens in their local, national and global communities. These goals, can only be reached if national governments allocate adequate resources to education, basic infrastructure and the environment, and create the institutional framework which ensures broad access and opportunity.

Education is a major concern for all societies. As the foundation and essential driving force of economic, social, and human development, education is at the heart of the change that is dramatically affecting our world in the areas of science, technology, economics, and culture. It is the reason behind social change and scientific progress, and in its turn, it is subjected to

the results of progress that it itself has engendered, both with regard to content as well as methods and established aims.

The education system has failed to meet current social challenges. The increase in youth problems such as a problematic transition to the working world, increasing poverty, teen age pregnancies, drug abuse, intolerance towards minorities, juvenile delinquency and violence, are treated as a reflection of the fact that schools have no longer any connection with the real life world.

In order to integrate into the world economy, people must not only acquire the knowledge and tools of traditional knowledge, but above all, they must be capable of acquiring new skills demanded by a knowledge society. Indeed, the resulting rapid change in technological and scientific knowledge make learning a permanent lifelong learning process.

To that end, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities, and communication skills.

Impacts of Globalization

Although globalization seems to be unavoidable to many countries and numerous initiatives and efforts have been made to adapt to it with aims at taking the opportunities created from it to develop their societies and people, in recent years there are also increasing international concerns which argue that globalization poses dangerous impacts on indigenous and national developments. Various social movements have been echoing their resentment about the threats of globalization particularly in developing countries.

The negative impacts of globalization include various types of economic, political, and cultural colonization by advanced countries on those developing and under-developed countries. Inevitably, how to maximize the opportunities and benefits from globalization to support local developments and reduce the threats and negative impacts of globalization will be the major concerns of developing countries. As mentioned above, globalization is creating opportunities for sharing knowledge, technology, social values, and behavioral norms and promoting developments at different levels including individuals, organizations, communities, and societies across different countries and cultures. In particular, the advantages of globalization may include the following.

- Global sharing of knowledge, skills, and intellectual assets that are necessary to multiple developments at different levels;
- Mutual support, supplement and benefit to produce synergy for various developments of countries, communities, and individuals;
- Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth;
- Promoting international understanding, collaboration, harmony, and acceptance to cultural diversity across countries and regions.
- Facilitating communications, interactions, and encouraging multi-cultural contributions at different levels among countries.

At the same time, globalization is believed to potentially create serious negative impacts for developing and underdeveloped countries. This is also the major reason why there have been so many ongoing social



movements in different parts of the world against the trends of globalization particularly in economic and political areas. The potential negative impacts of globalization are various types of political, economic, and cultural colonization and overwhelming influences of advanced countries to developing countries and rapidly increasing gaps between rich areas and poor areas in different parts of the world. In particular, the potential negative impacts include the following:

- Increasing the technological gaps and digital divides between advanced countries and less developed countries;
- Creating more legitimate opportunities for a few advanced countries for a new form of colonization of developing countries;
- Increasing inequalities and conflicts between areas and cultures; and
- Promoting the dominant cultures and values of some advanced areas.

Globalization and Unequal Access to Education

Integration into today's world economy implies not only mastery of traditional knowledge but also the capacity to acquire the new skills required by a knowledge society. It is therefore evident that an unequal sharing of the new communication and information technologies only serve to reinforce existing inequalities.

While education deficits are obviously greater in developing countries, this is a major issue in developed countries as well. In many industrialized countries there is a persistent problem of illitera-

cy and low skills, which is an important source of social exclusion. Unequal access to education also fuels growing wage inequality and worsens the income distribution. The uneducated and unskilled in industrialized countries face severe disadvantage in an increasingly competitive global market. However, the provision of both primary and secondary schooling increased during the 90s across the globe, but progress is inadequate and hides the differences between countries and regions. The OECD countries, for example, spend 100 times more per pupil in primary and secondary education than low-income countries. There are many evidences which indicate that more prompt progress is possible if the political will and the resources exist, in high- and low-income countries alike.

All countries which have benefited from globalization have invested significantly in their education and training systems. Today women and men need broad based skills which can be adapted to rapidly changing economic requirements as well as appropriate basic skills which enable them to benefit from information technology, by increasing their ability to overcome barriers of distance and budgetary limitations. Whereas Internet Technology is not particularly capital-intensive, it is definitely human capital-intensive. Sound education policy also provides an important instrument to offset the negative impacts of globalization, such as increasing income inequalities, with effects which may ultimately be stronger than labor market policies.

Education is a core element of society, and the foundation of democratic choice. The large differences in opportunities in education between countries are one of the basic causes of global inequality. Fur-

thermore, international migration allows rich countries to benefit from the investments in human capital made in poor countries – giving them a responsibility to support the education systems where those investments are made.

The development of a national qualifications framework is also an important foundation for participation in the global economy, since it facilitates lifelong learning, helps match skill demand and supply, and guides individuals in their choice of career. Access to training and skills development for women is often hindered by family commitments, indicating a need for childcare facilities and possibilities for distance learning. Other priorities include recognition and upgrading of skills for workers in the informal economy and the adaptation of training to accommodate workers with no formal education.

Globalization, Education, and Technological Gap

In today's global economy and information society, knowledge and information are the keys to social inclusion and productivity, and connectivity is the key to global competitiveness. Yet in our unequal world the networked economy is able to incorporate all that it regards as valuable, but also to switch off people and parts of the world that do not fit the dominant model.

Technological capability is essential. Countries need the communications infrastructure and the production system which can process and use information for development; and people must have access to the knowledge and the ability to use it, in order to participate, take advantage of and be creative in the new

technological environment. That puts education and skills at the center of a fair and inclusive globalization.

Online distance learning could become a powerful tool for developing countries – reducing the need for expensive physical infrastructure for tertiary and vocational educational facilities and enabling investments to be made instead in communications equipment, with curricula and teaching provided through regional initiatives. The Global Distance Learning Network (GDLN) is one such initiative. It is a worldwide network of institutions which are developing and applying distance learning technologies and methods with a focus on development and poverty reduction. Such networks are likely to play an important role in building technological capabilities by:

- Increasing the technological gaps and digital divides between advanced countries and less developed countries that are hindering equal opportunities for fair global sharing.
- Global sharing of knowledge, skills, and intellectual assets that are necessary to multiple developments at different levels.
- Creating more legitimate opportunities for a few advanced countries to economically and politically colonize other countries globally.
- Mutual support, supplement, and benefit to produce synergy for various developments of countries, communities, and individuals.
- Exploiting local resources and destroying indigenous cultures of less advanced countries to benefit a few advanced countries.
- Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth.

- Increasing inequalities and conflicts between areas and cultures.

ILO argues that promoting international understanding, collaboration, harmony, and acceptance to cultural diversity across countries and regions by promoting the dominant cultures and values of some advanced areas and facilitating multi-way communications and interactions, and encouraging multi-cultural contributions at different levels among countries are essentially important. .

The ever- increasing of poverty in the world is the most tragic phenomenon in this era of abundance. It is the cause of marginalization and the exclusion of increasingly bigger groups of the world population and in particular it affects children, the youth, and women. As a consequence, we see the development of cultures of poverty and marginalization that lock the same people into the cycle of poverty and reinforce their exclusion.

But it is still the inequality with regard to knowledge that constitutes one of the biggest challenges of our societies. The traditional raw materials and nonrenewable natural resources under threat of extinction no longer occupy the most important place in the process of production and development. It is knowledge in itself that has become one of the key resources of economic growth. We thus see a new category of workers appearing on the scene, “knowledge workers”. Without knowledge, you are subject to marginalization and progressive exclusion, but the corollary is also true. “The higher the level of education and training of a country’s population, the more chances a nation has of seizing opportunities and minimizing the social cost of technological change and the transition towards a more open economy”.

Globalization, Education, and Human Rights

Education has been proclaimed an integral part of human rights: “It must be free and compulsory with regards to basic, elementary teaching. Vocational and technological teaching must be widely available and access to higher education should be available to all equally, on the basis of merit.” Education is also the driving force behind economic growth and human and cultural development. The application of policies of compulsory basic education for all and investment in quality teaching have been forcing governments and experts to measure its impact on populations and the society as a whole. That impact can be seen in improvement in health, lowering of the rate of demographic growth, reduction of child mortality and increase in life expectancy. Education also means that populations become aware of their rights and obligations as citizens and are thus able to participate actively in the construction and management of life in their communities.

According to studies undertaken by UNESCO as well as by UNDP, the world economic crisis, which dominated the eighties, spread in virtue of the constraints imposed by economic globalization. It was also pointed out that “the process of restructuring and social adjustment that have taken place in most countries and are still taking place in some, seem to have had a lasting effect on national politics at the expense of education.” The education sector has not yet acquired the right to benefit from special treatment or to be exonerated from the application of policies limiting public expenditure in general. (Source: internet, accessed on June 20, 2022)

INTERVIEW



In this issue of *Quality Matters*, we present an interview we have had with Associate Professor Abebaw Yirga Adamu. The major focus of our interview is the impact of globalization on higher education institutions. We would like to thank Dr. Abebaw for accepting our invitation and spending his precious time with us.

Abebaw Yirga Adamu is an Associate Professor at the Department of Educational Planning and Management (EdPM), Addis Ababa University. He earned his PhD in Education and Society from University of Tampere, Finland; MA in Lifelong Learning Policy and Management from University of Aarhus, University of London, and University of Deusto; MED in Multicultural and Multilingual Education from Addis Ababa University, Ethiopia. Dr. Abebaw was Director of Ethiopian Institute for Higher Education, Addis Ababa University; NAFSA Global Dialogue Fellow and IREX Research Management Fellow. He is member of the education sector's professional advisory council of the Ministry of Education, Ethiopia.

Now let's move to the interview session:-

QM: Dear Professor Abebaw, we are happy to have you here with us for this interview session, and, to begin with, what is meant by globalization of education?

Prof. Abebaw: Thank you, I am also happy to share my experience and scholarly ideas in the area of academics, especially with regard to the globalization of education, which, as you said, it is the primary focus of your current issue.

To come to your question, globalization is often and widely defined as “the process by which ideas, knowledge, information, goods and services spread around the world”. It can also be seen as the ever-increasing interconnectedness of the world irrespective of geographic location. Here, it is important to note that knowledge significantly contributes to the influence of globalization through advancing innovation and technology. As a formal sector for conveying knowledge, education has a lot to do with globalization. Each country sets up an overall framework that defines its education system which in turn guides its education policy. Education policy making is not any more the sole responsibility of individual countries – mainly developing countries – because of the in-

fluence of global actors through the process of globalization. In short, we can say that globalization of education is the process of integrating the disparate education system that exists across the world.

QM: Is globalization synonymous with internationalization? If not, how does it differ?

Prof. Abebaw: Globalization and internationalization sound like similar concepts and they are often used interchangeably. However, there is a difference between these two terms. For example, from an education sector point of view, globalization is the movement and connectivity of people, institution and, service across borders, and internationalization is considered as one of the responses to globalization. Internationalization is often shaped and influenced by globalization.

QM: What are the advantages and disadvantages of globalization on higher education system of developing countries?

Prof. Abebaw: There are advantages and disadvantages of globalization. Globalization promotes competition which requires more knowledge creation and innovation. We know that higher education is at the center of knowledge creation, innovation and producing graduates who have the capacity to accelerate knowledge economy and society, and this gives a competitive advantage to the sector. We also know that higher education may be one of the most affected sectors by globalization. Although globalization benefits mostly higher education institutions in the developed countries, the higher education system of developing countries could also benefit from globalization. These include but are not limited to (a) development

of infrastructure which facilitates acceleration of innovation and technology transfer; (b) enhancing competitiveness of higher education institutions which ultimately improves quality of higher education and services; and (c) increasing educational opportunities. Globalization also positively influences internationalization of higher education which requires collaboration and cooperation among higher education institutions across the world. This provides opportunities that strengthen their research and productivity capacity. We know that globalization also has its own disadvantages to higher education in developing countries. For example, it widens unequal economic growth which results in graduate unemployment in developing countries. Globalization affects the impact and competitiveness of higher education institutions of developing countries through facilitating the pull and push factors affecting brain drain. Globalization also intensifies economic competitiveness across the globe and this will have a financial pressure on higher education institutions. Some countries consider higher education as one of the sectors that contribute to their GDP. This has a financial pressure on developing countries higher education institutions and will lead them to see income generation as their prime responsibility. This will affect their social and institutional responsibility related to providing access to higher education for those who are economically disadvantaged, because higher education will be more expensive and it will leave behind those students who cannot afford to pay.

QM: How can higher education institutions in developing countries benefit from globalization?

Prof. Abebaw: As I tried to explain we all have to understand that there is no free lunch at all; I mean,

any global phenomenon has its own negative influence besides its advantages or benefits. But it is upto the nation to go ahead with it wisely and carefully. It is hence vitally important to know that globalization has much more benefits than its negative impact upon developing countries provided that they choose what is beneficial to them and what is harmful to their system of education. They don't have to copy-paste everything. Something that might be good to, for example, a European nation might turn out to be ineffective or that much beneficial to a developing nation. The level of civilization may also matter in this regard. Anyhow, as I mentioned earlier, globalization benefits or opens window of opportunities for developing countries with regard to, first, the development of infrastructure that facilitates acceleration of innovation and technology transfer; second, enhancement of competitiveness of higher education institutions which eventually increases quality of higher education and services; and third augmentation of educational prospects. We should also realize that globalization can positively influence internationalization of higher education which requires partnership and mutual assistance among higher education institutions across the world.

QM: How can higher education institutions prevent the possible negative side effects of globalization?

Prof. Abebaw: There are different answers to this question, but I would like to focus on three major general approaches to minimize negative impacts of globalization. First, it is important to understand that it is impossible for any country to disassociate itself from the impact of globalization. This helps higher education institutions to think about and come up with strategies that help to minimize the negative

impacts and maximize benefits of globalization. Second, responses to globalization including strategies for lessening its negative impacts on higher education should be evidence-based and take into consideration the national context. Third, although the best strategies are those which are informed through evidence and experience, higher education institutions could potentially lessen negative impacts of globalization through strengthening their strategies for internationalization of higher education. This helps to address challenges which individual institutions, particularly those from developing countries face. Therefore, concerted efforts in developing policies and strategies and building systems that facilitate various internationalization activities that lead to greater regional cooperation, partnership and integration are essential needs to be supported.

QM: Do you think globalization widens the gap between the 'haves' and the 'have-nots' concerning education?

Prof. Abebaw: Globalization creates opportunities for both developed and developing countries. Yet, the reality indicates that developed countries benefit much more from the process of globalization, because they are at the driver's seat of the process. As I said, globalization enforces the integration of poor countries into open economic competition. Developed countries attract highly skilled individuals from developing countries. This significantly contributes to the prosperity of already developed countries and reduces the bargaining power of developing countries. This also makes developing countries to depend on knowledge created and technology developed in the developed countries. Regarding education, the difference will remain the same. Those who are wealthy

will continue providing quality education and those who are poor, at least for a foreseeable future, will continue struggling to provide access to quality education. Generally, globalization widens inequality between the ‘haves’ and the ‘have-nots’, because its rules, principles and features are mainly based on competition for more economic, cultural, social and political advancement. Caring about morality, equity and equality is more tokenism.

QM: How globalization does affect higher education of developing countries?

Prof. Abebaw: I think I have raised some points regarding this question here above. To recapitulate it in brief, globalization may widen unequal economic growth which may result in graduate unemployment in the developing countries. It generally affects the influence or impact and competitiveness of higher education institutions of developing countries through facilitating the pull and push factors affecting brain drain. It also intensifies economic competitiveness across the globe and this will have a financial pressure on higher education institutions. The fact that some countries consider higher education as a sector that contributes to their GDP, its financial pressure on developing countries’ higher education institutions will lead them to see income generation as their prime responsibility. This in turn will definitely affect their social and institutional responsibility related to providing access to higher education to those who are economically underprivileged, because higher education will be more expensive and it will negatively affect those students who are not able to pay.

QM: How do higher education institutions in the de-

veloping countries address the impact of globalization?

Prof. Abebaw: As I mentioned here above, higher education institutions in developing countries should be smart in addressing globalization in their education system. They have to be smart in a sense that their economy entertains the new global atmosphere with regard to education. They have to move with evidence and experience rather than with mere interest and wishes. As I said earlier, their higher education institutions could potentially lessen negative impacts of globalization through strengthening their strategies for internationalization of higher education. This helps them to address challenges which individual institutions of developing countries face. Hence, concerted efforts need to be made in formulating policies and strategies and building systems that facilitate various internationalization activities which lead to greater regional collaboration, partnership and integration.

Campus NEWS

Half- day training on “Plan Preparation and Implementation”

A half day training on “Plan Preparation and Implementation” was given by Mr. Shegaw G/Medhin, Director of CEIQA, to administrative and department heads of St. Mary’s University on May 15, 2022. The training was opened by Mr. Tedla Haile, the Vice President of the University, and was conducted at Mexico Campus, Multi-Purpose Hall.

The presentation included main elements of a plan, sources used to prepare annual plans, the overall process of plan preparation with specific reference to St. Mary’s University, plan revision, plan implementation, and report writing. The half-day session was completed after didactic presentation from the presenter and vibrant discussion from participants.



Paper presentation on “Internal Quality Assurance system and Practices of St. Mary’s University”

A research paper under the title “Internal Quality Assurance system and Practices of St. Mary’s University” was presented by Mr. Shegaw G/Medhin, Director of CEIQA, St. Mary’s University, to invited guests, administrative and academic staff members of St. Mary’s University on June 25, 2022. After explaining the purpose of the session and the presentation of the paper, Mr. Shegaw addressed the main points of the paper to be discussed. He mentioned that St. Mary’s University follows a three-tier quality assurance system; namely, SSCQA (Senate Standing Committee for Quality Assurance, CEIQA (Centre for Education-

al Improvement and Quality Assurance, and QECs (Quality Enhancement Committees).

Mr. Shegaw discussed quality related structures of SMU along with the vision, mission, and goals of the University. He also invited participants to ask questions and give suggestions, followed by a vibrant participation as usual.

- *“Quality is not act. It is a habit.” ~Aristotle*
- *“Do or do not... there is no try.” ~Yoda*
- *“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.” ~William A. Foster*
- *“The definition of insanity is doing the same thing over and over again and expecting different outcomes.” – Einstein*
- *“Quality is more important than quantity. One home run is much better than two doubles.” – Steve Jobs*
- *“Quality means doing it right when no one is looking.” ~Henry Ford*
- *“Be a yardstick of quality. Some people aren’t used to an environment where excellence is expected.” ~Steve Jobs*
- *“The best way to predict the future is to create it.” ~Peter Drucker*



St. Mary's University

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