



**Bahir Dar University**

**Institute of Pedagogical and Educational  
Research (IPER)**

**Re-Establishment Document**

**February 2026  
Bahir Dar University**

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## **Preamble**

Whereas research and development institutes are central to advancing BDU's research intensive vision and strengthening its capacity to attract and and retain high-caliber researchers;

Whereas research institutes play a vital role in complementing and strengthening the University's academic mission by providing platforms that support student research and fostering the development of evidence-based solutions to nationally pressing challenges;

Whereas there is a need for a specialized institutional entity to coordinate, promote, and conduct systematic research in pedagogy and education;

Whereas IPER, established in 2013, has not adequately responded to the dynamic changes in the education sector and the University's designation as an autonomous institution;

Whereas none of the different research institutes/centers at Bahir Dar University address the issues related to pedagogical and educational research; and the Institute of Pedagogical and Educational Research of Bahir Dar University is committed to transform educational systems and practices through evidence-informed research, capacity development and consultancy services, and knowledge and technology transfer.

Now, therefore, pursuant to Article 10(12) and Article 82(1) of the BDU Senate Legislation of 2020, and Article 49(3) of Higher Education Proclamation No. 1152/2019, the Institute of Pedagogical and Educational Research of Bahir Dar University is hereby established by the University Senate, Senate No **06/2026**.

## **1. Introduction**

Educational research is pivotal in shaping educational policies and practices in an era marked by rapid societal changes and technological advancements. It provides the evidence base necessary for making informed decisions that ultimately enhance the quality of education and foster continuous improvement. Research drives innovation, equipping educators and policymakers with the insights needed to address contemporary challenges within the educational landscape. Cognizant of this, BDU established the Institute of Pedagogical and Educational Research (IPER) in 2014/15. This initiative marked a strategic move to prioritize research in the university's missions, positioning IPER as one of the first research institutions within BDU.

Since its establishment, IPER has undertaken various activities to promote educational research and enhance educators' professional development. These activities include conducting research projects, organizing professional development workshops, and fostering collaborations across academic and community institutions. Despite these efforts, IPER's engagements have not been sufficient to meet the pressing educational needs and dynamic challenges facing the sector. This urges for the reestablishment and restructuring of IPER to respond to BDU's vision and national demands. To achieve this mission, IPER seeks to conduct high-quality educational research that addresses significant challenges in the education sector. Its research projects are expected not only to identify and analyze diverse educational challenges, but also to design innovative, evidence-based solutions that can be implemented in classrooms and schools and that inform and influence educational policy at the national level.

In summary, establishing IPER symbolizes BDU's proactive approach to tackling Ethiopia's complex educational challenges and contributes to it and beyond. As it continues to build on its foundational goals, IPER seeks to realize its potential as a leading institution for pedagogical and educational research, committed to transforming the educational landscape for future generations.

## **2. General Provisions**

### **2.1. Short Title**

1. This document may be cited as "Institute of Pedagogical and Educational Research (IPER) Re-establishment Document"

### **2.2. Definitions**

Unless the context provides otherwise, in this document, words and phrases shall have the following meaning:

1. "Institute" means the Institute of Pedagogical and Educational Research (IPER) of Bahir Dar University.
2. "Centers" means the three research centers established under the auspices of IPER.
3. "University" means Bahir Dar University, abbreviated as BDU.
4. "Senate" means Senate of Bahir Dar University.
5. "Director, Executive Committee and Coordinators of the Research Centers" means the Director, Executive Committee and Coordinators the institute.
6. "Researcher" means an academic staff (employee) of Bahir Dar University and conducting research activities related to education and pedagogy, and documenting their activities and outputs in respective Center.
7. "Research staff" means a researcher who is appointed to fully engage in conducting, supporting, and managing research activities within research centers.
8. "Research Groups" means a group of interdisciplinary researchers organized to conduct a specific pedagogical and educational research or related activity under the close supervision of the coordinators of the research centers.

### **2.3. Establishment of the Institute**

1. The Institute of Pedagogical and Educational Research (IPER) of Bahir Dar University is hereby established by the BDU Senate, in its decision number **06/2026** on 12, February, 2026, pursuant to Article 10(12) and 82(1) of BDU Senate Legislation 2020, and Article 49(3) of Higher Education Proclamation No 1152/2019.
2. The Center is established for an indefinite period.

## 2.4. Name of the Center

The name of the Institute shall be “Institute of Pedagogical and Educational Research”, abbreviated as (IPER).

## 2.5. Address of the Institute and Research Centers

1. The Institute and its three Research Centers shall have offices at Bahir Dar University, and interdisciplinary research teams shall have access to the meeting room of the Institute and conference rooms of the College of Education where appropriate.
2. The present address of the Head office of the Institute and the three centers shall be at:  
Bahir Dar University, Peda Campus  
Bahir Dar, Ethiopia  
P.O. Box: 79

## 3. Vision, Mission, and Core Values of IPER

### 3.1. Vision



To be East Africa’s leading institute for innovative and impactful educational research, shaping policy and practice by 2035.

### 3.2. Mission

IPER strives to transform educational systems and practices through innovative and evidence-informed research, capacity development and consultancy services, and knowledge and technology transfer.

### 3.3. Core Values

The Institute of Pedagogical and Educational Research adheres to the following guiding values:

**Excellence:** Commitment to high-quality research and impact-driven solutions.

**Innovation:** Embracing emerging technologies and forward- thinking approaches.

**Inclusivity:** Promoting equitable access to education and culturally relevant pedagogies.

**Collaboration:** Strengthening partnerships at local, regional, and international levels.

**Sustainability:** Designing long-term strategies for resilient education systems.

**Multidisciplinary:** Commitment to promoting multidisciplinary research, emphasizing the inter-relationship between different disciplines.

## **4. Strategic Themes and Objectives of IPER**

### **4.1. Strategic Themes**

#### **1. Research Excellence**

Research excellence in education is the pillar of IPER. IPER aims to ensure the quality and impact of pedagogical and educational research, thereby contributing to the university's research-intensive vision and addressing the nation's pressing educational challenges. IPER focuses on key thematic areas including STEM Education and emerging educational technologies, teacher education and pedagogical sciences, and educational policy and leadership to advance its mission, and address national and global educational challenges. This will be achieved by attracting and retaining top-tier faculty and researchers who drive innovation and contribute to the field of education and pedagogy.

#### **2. Publication, Dissemination and Communication**

With this strategic theme, IPER aims at establishing and sustaining a strong culture and system of publication, dissemination and science communication. IPER will set up its own research platform where in-house research progresses and reports will be communicated to all concerned. Besides, IPER will publish its research findings in high-quality peer-reviewed national and international academic journals to enhance visibility and credibility. Developing and disseminating advocacy briefs, position papers, policy briefs, etc. will be central to this strategic area, which serves to ensure research informs decision-and policy-making at all levels. IPER will also organize research dissemination events such as research presentations, seminars, workshops, consultations, roundtables, conferences, symposia, etc.

#### **3. Capacity Building in Pedagogy and Educational Practices**

By putting this strategic theme, IPER aims at establishing and sustaining a strong capacity building culture and system to enhance the capacity of educational staff, researchers, and practitioners. To this end, the institute will undertake various activities; such as providing tailored training programs, undertaking monitoring and evaluation on the impact of the training, building capacity on innovative pedagogical approaches which promote active and learner-centered methodologies, etc. IPER also engages in building research writing and scholarly publication skills, data science competence, and software management skills. Moreover, the institute will offer professional development programs for teachers and educational leaders.

#### **4. Community Engagement and Outreach**

Given the dynamics in the education landscape and quality education being at the forefront, fostering close collaboration with the community has become a crucial driver. IPER considers that stakeholders, schools, and community members play a central role in meeting its missions. IPER aims to harness evidence based community engagement as a culture among staff, researchers, and students. IPER strives to strengthen the participation of schools and the local community and expand its outreach activities.

#### **5. Partnership and Resource Mobilization**

Under this theme, IPER aims to secure adequate and sustainable financial and material resources through strategic partnerships, diversifying funding sources, and efficient utilization of government grants. To this effect the institute will leverage expertise and resources by building strong relationships with educational institutions, government agencies, and private organizations. Collaboration with international researchers and institutions will help position the institute as a global player. At the same time, engagement with local communities and schools will ensure that research outcomes address real-world educational challenges and make a tangible impact. Moreover, IPER strives to secure sufficient funding and resources through winning research grants, strategic partnerships, and providing research and consultancy services.

#### **6. Institutional Leadership and Governance**

Significant emphasis will be placed on strengthening institutional leadership and governance through the development of a comprehensive framework that promotes transparent and well-documented decision-making processes. This involves designing and standardizing decision-making protocols, thoroughly reviewing existing practices across various centers and levels, and establishing clear guidelines for different types of decisions, including resource allocation, policy formulation, and project approvals. Such measures aim to foster accountability, consistency, and inclusivity in governance, ultimately enabling IPER to better achieve its strategic objectives.

## 4.2. Objectives

No.	Strategic Themes	Objectives
1	Research Excellence	Foster evidence-informed educational practices as well as studies relevant to systems and policy
		Promote innovative pedagogy and technology integration into education
		Build a collaborative research community involving faculty, students, and external partners
2	Publication, Dissemination and Communication	Increase the institute's research output and visibility
		Disseminate research outputs to evidence-based practices and policy development
		Promote informed discussions and collective action on pressing educational issues
3	Capacity Building in Pedagogy and Educational Practices	Provide tailored training programs for educators
		Build capacity on innovative pedagogical approaches
		Offer professional development programs for teachers and educational leaders
		Engage in the design and implementation of effective educational reforms
4	Community Engagement and Outreach	Collaborate with local educational institutions to address community needs
		Promote lifelong learning through research-driven outreach initiatives
5	Partnership and Resource Mobilization	Building strategic partnership with donors, NGOs, and other stakeholders
		Strengthen institute's resource mobilization capabilities and diversify funding sources
		Provide research and training consultancy services
6	Institutional Leadership and Governance	Develop and implement a comprehensive framework for transparent and documented decision-making processes across all levels of the institution.
		To establish and utilize a performance -based budgeting and resource allocation system
		Creating a system of monitoring, evaluation, and support system
		Ensure an independent review and evaluation of the institute's governance structures and leadership effectiveness.

## **5. Scope of IPER**

The institute aspires to serve as a hub for educational research and innovation, equipping it to respond to Ethiopia's educational priorities while contributing to global educational advancements. While IPER's operations primarily focus on national and regional educational issues, its research initiatives may be extended to East African countries, which face comparable educational challenges. In terms of research scope, IPER engages in current and pressing issues in Ethiopian education system including: STEM education and emerging technologies; education in emergencies/crisis and education system resilience; innovate pedagogy and subject-specific research; research on educational systems and policies; educational policy and leadership; teacher training and professional development; equity, inclusion, and gender studies in education; and education for sustainable development/education for sustainability.

## **6. Research Centers of IPER**

### **6.1. Center for Research in STEM Education, AI, and Emerging Technologies**

The center will extensively work on enhancing teaching methodologies, curriculum design, and student engagement in science, technology, engineering, and mathematics. The center also engages in exploring innovative pedagogical approaches, integrating digital tools and experiential learning to improve STEM education outcomes. Additionally, research efforts will address challenges in STEM accessibility, equity, and workforce readiness to foster a more inclusive and skilled future generation. Specifically, this area emphasizes the following issue:

- Research on the teaching and learning of STEM fields at secondary and post-secondary levels.
- Study STEM teacher preparation programs and strategies for skill enhancement.
- Integrate emerging technologies:
- Artificial Intelligence (AI) for personalized learning and data-driven assessment.
- ICT for blended and online education.
- Robotics for hands-on STEM learning.
- Virtual and Augmented Reality for immersive education experiences.
- Digital Platforms for collaborative learning and research.

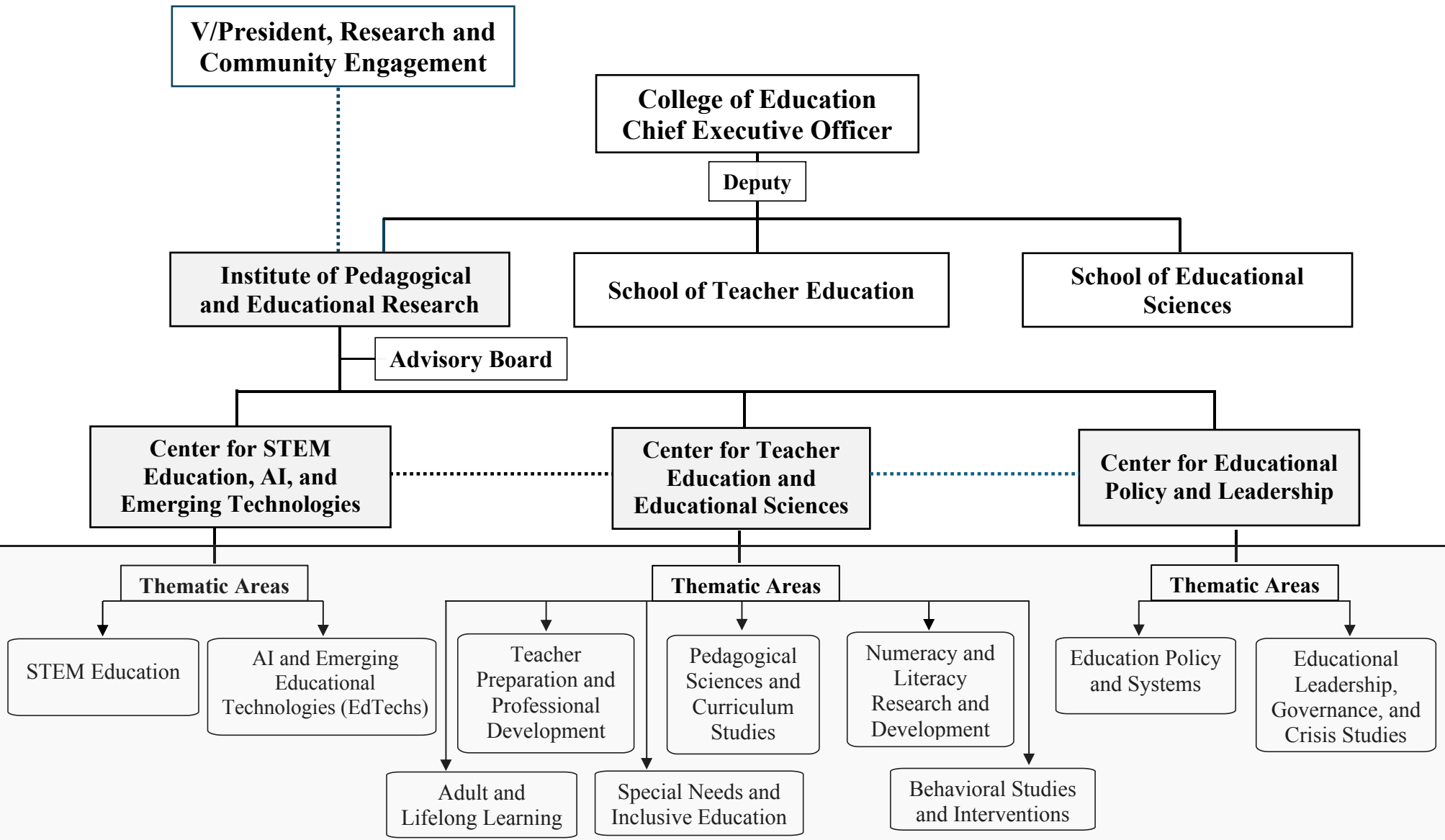
## **6.2. Center for Research in Teacher Education and Educational Sciences**

This center brings together a broad range of study areas within the College of Education, and signify their paramount role in advancing educational systems and practices. The major thematic areas include teacher preparation and professional development, pedagogical sciences and curriculum studies, numeracy and literacy research and development, adult and lifelong learning, special needs and inclusive education, and behavioral studies and interventions. Studies on teacher education involves the provision of customized and needs-based capacity building and analysis of pre-service and in-service professional development programs for teachers, leaders, and experts, which, in turn, is translated into policy briefs, manuals, and toolkit. The center through its pedagogical science theme commits to developing evidence-based teaching methods, including technology-enhanced learning, blended and online education, and student-centered pedagogies to improve instructional quality. The center also explores innovative assessment methods focusing on participatory, formative, and holistic approaches to evaluation from lower-level to higher education institutions. Under the literacy and numeracy research and development area, the center will primarily analyze current instructional practices in primary schools. Drawing on the findings, capacity-building initiatives will be undertaken for teachers, teacher educators, and policymakers. Additionally, supplementary resources for both school-level instruction and teacher education programs will be developed.

## **6.3. Center for Research in Educational Policy and Leadership**

This center conducts rigorous studies that informs educational policy formulation, leadership practices, and system-level decision-making particularly in primary and secondary education. Specifically, the center is tasked to analyze national and regional education systems in Ethiopia and the Horn of Africa. The center plays a role to develop evidence-based policy recommendations for educational reform. Education in emergency is a key theme of the center addressing the challenges and innovative solutions for effective educational frameworks in unstable contexts while emphasizing psycho-social support, safety, and community engagement. The center also provides contextualized and research informed professional development for education experts, leaders, supervisors, and school principals.

## 7. IPER Organizational Structure



## 8. Administrative Organs of IPER

The institute shall have the following administrative organs:

- i. The Director
- ii. Advisory Board
- iii. Executive Committee
- iv. Coordinators of Research Centers
- v. Chairs of Research Unit/Thematic Areas
- vi. Research Staff (when appointed)

## 9. Composition of the Advisory Board Members

The advisory board consults and guides the IPER management to ensure the execution and relevance of the activities for the national and regional interests. The board provides independent, strategic, and expert advice to IPER on research direction, quality assurance, policy relevance, partnerships, and institutional development.

The board members will be nominated from the following institutions on the basis of their expertise, visibility and influence, and commitment to IPER's mission:

1. V/President, Research and Community Engagement, BDU ----- **Chair**
2. Executive Director, College of Education, BDU ----- Member
3. IPER Director, BDU ----- Member
4. Amhara Regional State Education Bureau ----- Member
5. Amhara Region Education Cluster ----- Member
6. Center for Research in Teacher Education and Educational Sciences ----- Secretary
7. Director the Quality and Improvement of Educational Programs, MoE ----- Member
8. UNESCO International Institute for Capacity Building in Africa ----- Member
9. Editor-in-Chief, Bahir Dar Journal of Education ----- Member
10. Dean, Faculty of Computing, BDU ----- Member
11. Office of External Relations, BDU ----- Member
12. Dr. Dawit Asrat (Associate Professor), BDU ----- Member

## **10. Duties and Responsibilities**

### **10.1. IPER Director**

1. The Director shall be nominated by the Executive Committee and subsequently approved and appointed by the Vice President for Research and Community Engagement, serving as the principal officer of the center.
2. The Director shall chair all meetings of the Executive Committee and shall exercise a casting vote in the event of a tie.
3. The Director shall serve a term of three years.
4. The Director shall execute the following duties and responsibilities.
  - i. He/she shall be responsible for ensuring full and proper implementation of the strategic plan, articles in the document, and resolutions and directives of the institute.
  - ii. He/she shall present draft policies, programs of action, and recommendations prepared by the Executive Committee to the Vice President for Research and Community Engagement for review and approval.
  - iii. He/she shall monitor, follow up, and support the activities of the centers.
  - iv. He/she shall serve as the official representative of the institution in matters involving third parties including governmental bodies, academic institutions, development partners, and other stakeholders.
  - v. He/she shall review and approve the appointment of center coordinators and research team leaders nominated by the Executive Committee.
  - vi. He/she shall prepare and submit periodic performance, financial, and activity reports to the Vice President, Research and Community Engagement
  - vii. In consultation with center coordinators, he/she shall establish and strengthen strategic partnerships and collaborations, and initiate, coordinate, and support resource mobilization efforts, including grants and externally funded projects.
  - viii. Subject to the approval of the Executive Committee, he/she shall sign contracts for the purchase and/or sale of properties on behalf of the Institute.
  - ix. He/she shall perform other duties as may be assigned by the Research and Community Engagement Vice President and the Executive Committee.
  - x. The Director shall be accountable to the Research and Community Engagement V/P.

## **10.2. Executive Committee**

1. The Executive Committee is composed of the Director (Chairperson), the coordinators of research centers, and leaders of research teams.
2. Powers and responsibilities of the Executive Committee.

The Executive Committee is responsible for the management and implementation of the activities of the Institute. In particular, the Executive Committee shall

- i. Prepare and deliberate on the annual plans based on the Institutes' five years strategic plan and submit them to the Research and Community Engagement V/P.
- ii. Ensure alignment of the institute's activities with the broader goals and strategic activities of the institute and the university.
- iii. Prepare the Institute's budget and submit it to the Vice President for Research and Community Engagement for review and approval.
- iv. Prepare annual reports of the institute and submit them to the Research and Community Engagement Vice President.
- v. Serve as the principal advisory body to the Director of the Institute.
- vi. Develop guidelines and regulations governing the operations of the institute, and submit to the Research and Community Engagement V/P for review and approval
- vii. Coordinate the different research teams and task forces to perform their respective roles and activities for the achievement of the objectives of the center.
- viii. Provide guidance on agreements, memorandum of understandings, and joint initiatives.
- ix. Devise strategies to generate revenues to properly run the activities of the institute.
- x. Organize annual IPER conference, consultative workshops, and symposiums

## **10.3. Research Center Coordinators**

1. Research Centers are semi-autonomous units of IPER established by the Executive Committee.
2. The coordinators of research centers shall hold office for a period of two years.
3. The coordinators of research centers shall be proposed by the Executive Committee and endorsed by Research and Community Engagement V/P.

4. Center coordinators shall be accountable to the Executive Committee and the director of the institute
5. Research centers shall generate and manage their income in accordance with the approved operational guidelines.
6. Subject to the approval of the Executive Committee, a research center shall conclude and execute contracts with the Government and/or its agencies, donors, consultants, and research organizations, in accordance with applicable regulations and guidelines.
7. The Research Centers shall have the following duties and responsibilities:
  - i. Prepare annual operational plans and performance reports of the center and submit them to the Executive Committee.
  - ii. Execute the activities of the center as per the plan and allocated budget and available resource
  - iii. Coordinate the different researchers/members of the research team to perform their respective roles and activities for the achievement of the objectives of the centers.
  - iv. Initiate, facilitate, closely support the publications of research projects and conference outputs.
  - v. Ensure proper documentation, reporting, and dissemination of research findings and best practices.
  - vi. Provide recommendations and guidance to improve policies, practices, and programs in respective areas.
  - vii. Organize training, workshops, and capacity-building programs for educators, policymakers, and stakeholders.
  - viii. In consultation with the executive committee, collaborate with institutions, organizations, and communities to facilitate the application of research findings.
  - ix. Represent their centers in professional networks, forums, and partnerships within their domain of expertise.

#### **10.4. Research Group Leaders**

1. Research Group shall comprise an interdisciplinary team of researchers engaged in sustained and in-depth work within a pre-identified thematic areas under each Center.
2. The leader of research group is nominated by the center coordinator, and approved by the Director of the institute
3. The research group shall be accountable to Center coordinators
4. The research group shall secure at least one external research grant
5. The leader of the research group shall serve for a period of two years.
6. The research groups shall have the following duties and responsibilities:
  - i. Prepare a program of action and submit to the center
  - ii. Conduct research projects in alignment with the objectives and focus areas of the respective center.
  - iii. Develop good quality grant proposals and compete to win projects
  - iv. Develop strong grant proposals to successfully compete for research projects.
  - v. Prepare research reports, policy briefs, and publications based on findings.
  - vi. Develop tools, methods, and interventions relevant to the center's work.
  - vii. Collaborate with other research groups, centers, academic units, and external partners on joint projects.
  - viii. Provide capacity-building activities, participate in workshops and knowledge dissemination events.

### **11. Meetings of Administrative Organs of the Center**

#### **11.1. Executive Committee**

1. The Executive Committee shall convene at least twice each month. Special meetings may be called by the Director or upon the request of center coordinators.
2. The presence of a simple majority (fifty plus one) of the voting members shall constitute a quorum. Decisions shall be taken by a simple majority of the members present and voting. In the event of a tie, the Chairperson shall exercise a casting vote.
3. In the absence of a quorum, a second meeting of the Executive Committee shall be called.

## **12. Research Staff**

1. Research staff shall be full time researcher and affiliated to one of IPER's research centers.
2. The recruitment and selection process shall follow staff recruitment process.
3. The candidates shall specialize and have solid expertise in education and educational research. The field of areas include science/math education, teacher education, curriculum and instruction, educational planning and management, educational psychology, ICT education, and pedagogical sciences.

### **12.1. Duties of Research Staff**

1. All researchers of the institute shall have equal rights in matters that pertain to each center and the institute.
2. Receive fair, non-discriminatory, and respectful treatment in the workplace.
3. Express scholarly opinions and publish research findings in accordance with institutional guidelines and ethical standards.
4. Access opportunities for training, capacity building, and career development relevant to their role.
5. Receive appropriate recognition for intellectual contributions, including authorship and acknowledgments, in accordance with the Institute's policies.

### **12.2. Duties of Research Staff**

1. Have the duty to respect the objectives of the institute and to abide by the decisions made in accordance with the provisions of Articles of the institute.
2. Have the duty to support the general coordination of the center to achieve its objectives
3. Conduct high-quality research in line with the institute's mandate, thematic priorities, and approved work plans.
4. A researcher shall publish at least one article per year in the area of pedagogy and education
5. Contribute to the preparation of competitive research proposals and funding applications.
6. Participate and present on seminars, workshops, panel discussions, and conferences

7. A researcher shall secure at least one external research grant
8. Contribute in organizing events such as seminars, workshops, panel discussions, and conferences
9. Work collaboratively within research groups and interdisciplinary teams.
10. Engage in continuous professional development to enhance research competence and performance.

### **13. Budget**

1. The Institute of Pedagogical and Educational Research secures funds both from internal and external sources
2. As part of BDU, a startup budget for the first two years of re-launching the institute will be allocated by the university
3. Funds obtained through competitive external research grants and projects from national and international funding agencies, donations, and endowments.
4. The center will strive to secure grants/donations from the external sources.
5. The center shall drive income from sales of publications, and revenues from other activities that the center may undertake.
6. Income generated from consultancy services, policy studies, impact assessments, evaluations, and advisory services undertaken by the Institute.
7. The financial records of the center shall be open for auditing.

### **14. Publications of the Center**

The institute shall publish books, scientific articles, proceedings, occasional papers, monographs, policy briefs, short communications, etc. The research staff, center coordinators, and leaders of research groups will facilitate the publication processes.

### **15. Working with Stakeholder**

1. To achieve the diversified objectives, the center will collaboratively work with diversified stakeholders.
2. The institute recognizes that the students and staff of the university (administrative, academic and research) are important stakeholders.

3. The institute will work with local, national, regional, and international stakeholders.
4. The institute will work with local think-thank groups, the federal Government and regional governments, and civic associations.
5. In particular, the institute will closely work with the Ministry of Education and Public universities, and other relevant institutes.
6. The institute will also work with regional and International organizations

## **16. Required Human Resource**

1. Researchers from Bahir Dar University whose specialization directly and indirectly relates to education and pedagogical sciences, and interdisciplinary researchers from other fields are expected to contribute to the institute.
2. The human resource of IPER will be recruited based on the need of activities.

## **17. Revision**

This establishment document may be revised by the BDU senate where it found to be appropriate, or up on the initiation of the Director.

## **18. Effective Date**

The establishment of the center has become effective on the date of approval of this document by the senate, in its decision number 06/2026, 05/06/2018 E.C (February 12/2026 G.C)