



ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES

Department of Political Science and International Relations

**THE POST-1991 DIPLOMATIC RELATION BETWEEN ETHIOPIA AND INDIA:
RELATION IN THE ACADEMIC SECTOR**

BY

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JULY 2024

ADDIS ABABA, ETHIOPIA

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**A THESIS SUBMITTED TO THE DEPARTMENT OF POLITICAL SCIENCE AND
INTERNATIONAL RELATIONS IN PARTIAL FULFILMENTS OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS OF ART IN
INTERNATIONAL RELATIONS AND DIPLOMACY**

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Declaration

Hereby, I declare that this thesis is my original work and has never been submitted or published in Addis Ababa or any other university to the best of my knowledge. I also declared that all sources I used in the study were properly acknowledged.

Zerfu Geza Bimrew

Signature_____

To the Memory of My Brother Getahun Geza

Acknowledgments

Glory to the Almighty God for the beginning and the end of everything. This thesis would not have been written without the direct and indirect assistance and support of a number of people. First and foremost, I would like to express my heart-felt respect and deepest gratitude to my advisor, Dr. Firehiwot Sintayehu for her unreserved scholarly advice and assistance throughout the research process. I am very grateful for her invaluable scholarly advice and constructive comments. My advisor played an incredible role in shaping my thoughts towards the right path of knowledge. This thesis would not have been possible without her dedication and commitment to support me throughout the process.

My second deepest gratitude and enormous respect go to my uncle, Bukaya Tsegaye. You are the first case to study my MA program in particular and my academic life in general. My next gratitude extends to my brother, Desalegn Geza. Your advice, encouragement, moral and consistent material support is incalculable. I would also like to thank my friends Dagnachew Adamu, Thitinaw Mekuriaw, and Sofonias Bihonegn for your encouragement and moral support. My special thanks go to Mr. Dass J. and Mr. Wendimale Belay (from Embassy of India), for your cooperation and valuable information. Lastly, I would also like to thank my key informants for their kindly cooperation and valuable information.

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List of Acronyms

BRICS	Brazil, Russia, India, China, South Africa
EIAR	Ethiopian Institution of Agricultural Research
EPRDF	Ethiopian People Revolutionary Democratic Front
FOC's	Foreign Office Consultations
GATS	General Agreement on Trade and Service
HE	Higher Education
HERAQ	Higher Education Relevance and Quality Agency
IAFS	India Africa Forum Summit
ICAR	Indian Council of Agricultural Research
ICCR	Indian Council for Cultural Relation
ICT	Information Communication Technology
IGO	International Governmental Organization
IMF	International Monetary Fund
INGO	International Non-Governmental Organization
ITEC	Indian Technical and Economic Cooperation
MOE	Ministry of Education
NAM	None-Aligned Movement
PRIDE	Parliamentary Research and Training Institute for Democracy
REC	Regional Economic Cooperation
SCAAP	Special Commonwealth Assistance for Africa Program
SII	Study in India
TCS	Technical Cooperation Scheme
TPLF	Tigray People's Liberation Front
UN	United Nations
US	United States
WTO	World Trade Organization

Abstract

The main objective of the study is to critically examine post-1991 Ethio-India academic relations. It aims to assess the bilateral academic relations between the two countries and the contributions of India to the development of the education sector in Ethiopia. To study these issues, the study used qualitative research methodology. Data was collected from both primary and secondary sources. Literature reviews were triangulated with semi-structure in-depth interview with officials from different organizations. The findings of this study show that academic relations between the two states have increased over time, though Ethiopia has not been efficiently and properly utilizing the academic opportunities from India. The 1990s political, economic, and academic reforms, the 2007 education agreements on science and technology, and the India-Africa Forum summits strengthening the academic collaborations between the two countries. In the India African Forum Summits held in 2008, 2011, and 2015, India promised to increase its support for African countries by increasing the number of scholarships and capacity-building trainings. Given that Ethiopia became the primary beneficiary of the Indian human resource development programs. However, the number of ICCR scholarships increased from 20 slots in 2003 to 55 since 2015, Ethiopia is not fully utilizing allocated slots. The number of ITEC slots has increased from 160 in 2013 to 406 since 2019 though Ethiopia is not also fully utilizing it. Tele-education and tele-medicine, the Barefoot Initiative program, CV Raman scholarships, and agricultural scholarships are other programs offered by India for Ethiopia. These programs have contributed to produce educated manpower in particular and education system development in general. In return, India benefits from sending unemployed teachers to Ethiopia, providing investment facilities for its investors, and enhancing its soft power diplomacy. Accordingly, India has been using education as a form of soft power diplomacy for its emerging political influence globally. To effectively use India's academic opportunities, Ethiopia needs to focus on government initiatives to promote and support educational partnerships, streamline administrative procedures, and simplify the visa application. It also needs to establish an institutional platform, create a good environment, request to increase scholarship slots, and cooperatively work with the Ministry of Foreign Affairs, Ministry of Education and Indian Embassy.

Keywords: Inter-State Relations, Foreign policy, Diplomacy, Academic Relation, South-South Cooperation, Scholarship, Capacity Building, Human Resource Development

CHAPTER ONE

INTRODUCTION

1.1. Background

The relation between states dates back to the ancient civilizations. There have been close ties between early India and Africa for about two thousand years, when Indian traders engaged in very significant trading activities along the eastern coast of Africa (Belayneh, 2016). Ethiopia one of African nation with a long historical relation has been engaging in international affairs with India. According to Paul (2021), Ethiopia and India have historical ties that date back more than 2,000 years. Ivy (2021) mentioned, Ethiopia and India are both ancient nations with histories spanning three and five thousand years, respectively. The Kingdom of Axum, recognized as the precursor state to modern-day Ethiopia, traded with Indians through the Port of Adulis on the Red Sea (Paul, 2021).

During the medieval period, Ethiopian emperors and nobility were intimately involved in the capture and export of slaves to India and Arabian states. The slaves were exchanged for fabrics, rice, and spices that were in high demand in Ethiopia (Phiroze, 2016). In the 16th century, the Portuguese helped the Christian King Lebene Dingel of Ethiopia drive off Muslim invaders from Ethiopia. With strong Portuguese military support, several Indian builders, black smiths, carpenters, masons, shoemakers, and craftsmen traveled from Goa to Ethiopia (Belayneh, 2016).

In the 19th century, Indians who came to Ethiopia first arrived in Harar and gradually moved to Addis Ababa. The arrival of Indians in Harar and Addis Ababa, played a significant role in the building of modern urban architecture and stone and balcony homes in Ethiopia (Sophia, 2014; Gennet, 2011). By the beginning of the 20th century, the relationship between Ethiopia and India had grown from trade and the construction of buildings by Indian craftsmen to the academic sector. In 1908, when Emperor Menelik II introduced modern education in Ethiopia, Indians with an education in English were hired as teachers in Ethiopia ((Yaruingam, 2017).

In the 1930s, India and Ethiopia supported each other against the invasion of colonial powers. During the Italian invasion of Ethiopia in 1935, the people of India showed strong compassion

and political and moral support (Sophia, 2014). Opposing the Italian invasion of Ethiopia in 1935, the then Indian Prime Minister Jawaharlal Nehru and the Indian Patriot Mahatma Gandhi showed strong political and moral support for Ethiopian patriot resistance. Jawaharlal Nehru and Mahatma Gandhi, who were Indian nationalist figures, strongly condemned the aggression and provided unwavering moral and political support to Ethiopia (Belayneh, 2016).

Following the independence of India in 1947, Ethiopia and India established their diplomatic ties at the legation level in July 1948. Their relationship started with the appointment of Mr. Amanuel Abrham as the first ambassador of Ethiopia to India and Sardar Sant Singh as the ambassador of India to Ethiopia (Belayneh, 2016). In 1950s and 1960s Ethio-India relation showed a significance improvement and the Indian Council for Cultural Relation (ICCR) and Indian Technical and Economic Cooperation (ITEC) programs introduced to Ethiopia. The anti-colonial and Non-Aligned Movements of political and ideological concern influenced India's interactions with Ethiopia. According to Ruchita (2011), India played a crucial role in the creation of None-Aligned Movement (NAM), which aimed to represent the voice of the developing world and encourage independence from power blocs.

The nationalization and Ethiopianization policy of Derg started in 1974 affected the India and Ethiopia's historical ties though it continued minimally. The Derg regime adopted a socialist ideology and established close ties with the Soviet Union. India, on the other hand, pursued a policy of non-alignment during the Cold War, seeking to maintain independence from superpower influence. This difference in ideological alignment could have affected the Ethio-India relationship. The economic policies of the Derg regime, including nationalization and socialism created challenges for trade and economic cooperation between Ethiopia and India.

The bilateral ties were restricted to participation in international organizations like the Non-Alignment Movement, collaborating on numerous UN and its related agencies' efforts to maintain international peace and security. India had also given some limited financial and technical support to Ethiopia (Smita, 2021). The end of cold war opened an opportunity to have an alternative strong international partner for Ethiopia. In the 1990s, nations like China and India have emerged as an alternative power within the framework of South-South cooperation (Muzeyen, 2015).

The new international collaboration led India to become a strong partner with Ethiopia. In 1990s both India and Ethiopia simultaneously liberalized their economies and started to renew their historical relations, which was reduced during Derg regime. This simultaneous liberalization of the economy in both states helped them to strengthen their diplomatic relations more than they had before (Supriya, 2018). This marked as a turning point for the strong diplomatic relation between the two countries. According to Mathews (2017), India has historically made significant contributions to Ethiopia's human resource development and growth in the education sector. Therefore, examining the post-1991 Ethiopia and India academic relation is the main target of this study.

1.2. Statement of the Problem

Since 1991, India and Ethiopia have experienced numerous changes and advancements in the socio-economic and political norms of global development. The socio-economic and political developments and the coming of the Ethiopian People's Revolutionary Democratic Front (EPRDF) government to power in 1991, have impacted Ethiopia's foreign policy and strategy (Muzeyen, 2015). In the 1990s, the government made policy reforms in its foreign policy and strategy, defined by an attempt to diversify both its partners and areas of involvement. During this period, both India and Ethiopia made policy reforms and liberalized their economies. These political and socio-economic reforms in both countries led to the renewal of Ethio-India historical relations.

The post-1991 political reform brought a new education policy to Ethiopia. To bring about change in the education system, the post-1991 government of Ethiopia formulated a new education policy with identified goals. These goals are to increase education by providing basic education for everyone to realize their full potential physically and mentally, produce skilled human power, and effectively linking education to environmental and societal needs (Tariku & Gara, 2018). Since the establishment of Haile Selassie, I University (later Addis Ababa University) in the late 1950s, India has played a significant role in the growth of Ethiopia's educational system (Amsalu & Zhu, 2019). This is because there have been Indian lecturers at several universities in Ethiopia.

Ethiopia has also benefited from the scholarship program run by the Indian government through the ICCR program, where many Ethiopians pursued their Undergraduate, Master's and PhD degrees, and through (ITEC) program in capacity building training (Ivy, 2021). This has resulted in academic expertise and student exchanges, lowering the levels of illiteracy and advancing new technologies in Ethiopia. ITEC, ICCR, Barefoot initiative, CV Raman fellowship, Tele-education and Tele-medicine, and Agricultural research programs are main academic opportunities offered by the Indian government.

Despite a major improvement in academic cooperation between Ethiopia and India since 1991, scholarly attention is lacking in the field. This is because there has not been enough research done on the academic relation between Ethiopia and India. Yet, there are few works of literature that are fragmentally mentioned in the field. Ivy (2021) examined Ethiopia and India's cooperation in the education sector in the past and present. In this article, Ivy tries to make some contribution to fill a gap in the literature. But the article lacks coverage of important issues in educational cooperation between Ethiopia and India in the post-1991 period. Aklilu (2015) discussed on Ethio-India Relations. In this study Aklilu discussed the overall Ethio-India relation and this thesis gives less emphasis to the academic relations.

Seth (2021) tries to explain Indian Technical and Economic Cooperation (ITEC) as a key component of capacity building in the Ethiopia-India relationship. Rather than being full-fledged research, the paper only gives an overview of India's involvement in capacity building and technical assistance. Belayneh (2016) investigated the post-1991 Ethiopian and Indian economic relations in terms of trade and agricultural investments. This paper tries to assess trade and agricultural cooperation between Ethiopia and India. Therefore, this paper lacks an examination of post-1991 cooperation in the education sector. Kitaw (2016), in his paper, only discusses the partnership between the Defense Engineering College (Ethiopia) and the Indian Institute of Technology (Kanpur). So, this article lacks coverage of the whole education sector cooperation between India and Ethiopia.

Sophia (2014) explains how the India-Ethiopia relationship has grown from trade to the current relationship in higher education and how India contributes to Ethiopia's university boom. The gap in this article is that it lacks to cover the scholarships and capacity building trainings offered

by India. All in all, prior research papers did not look into the post-1991 academic relation between India and Ethiopia in bilateral diplomatic ties as a complete subject. By examining the post 1991 academic relation between Ethiopia and India, this study intends to fill the literature fragmentation gaps mentioned above.

1.3. Objective of the Study

1.3.1. General Objective

The general objective of the study is to examine the post-1991 diplomatic relations between Ethiopia and India, with particular reference to relations in the academic sector.

1.3.2. Specific Objectives

This study aims to:

- Assess the development of academic relation between Ethiopia and India in the post-1991 period.
- Identify contributing factors to India and Ethiopia's strong diplomatic relationship in the academic sector.
- Investigate the specific areas of academic relation between Ethiopia and India in the post-1991 diplomatic relationship.
- Examine the significance of academic relations for both Ethiopia and India.
- Identify the main obstacles that hinder for further strengthening of academic relations between Ethiopia and India.

1.4. Research Questions

The main objective of this study is to answer the following research questions:

- What are the trends in academic relation between Ethiopia and India in the post-1991 period?
- What are the contributing factors for the strong academic relationship between India and Ethiopia?

- What are the specific areas of academic relations between Ethiopia and India in the post-1991 diplomatic relationship?
- What is the significance of academic relations for both Ethiopia and India?
- What are the main bottlenecks that hinder for further strengthening of academic relation between Ethiopia and India?

1.5. Significance of the Study

Hence there is no formally organized study held on Ethiopia and India's relation in the academic sector, this study has the following basic significance: Firstly, this study has the utmost significance for researchers, academics, politicians, and other interested parties who wish to conduct studies in the field. In this regard, the study can be useful as a resource and motivation for scholars to conduct additional research. Secondly, the results of this study are expected to fill the knowledge and information gap in the study area. And thirdly, it provides information for policymakers by highlighting the kinds of timely and rational actions that could be developed to strengthen the academic relationship between Ethiopia and India.

1.6. Methodology and method of data collection

1.6.1. Methodology

This research paper has employed a qualitative research methodology. According to Abraham (1964), methodology provides guidance on how inquiries should be conducted by identifying the problems that are worthy of investigation, how to frame a problem for exploration, how to develop appropriate data generation, and how to establish a logical connection between the problem, data generated, analysis, and conclusions reached. The qualitative approach focused on the subjective evaluation of attitudes, opinions, and behaviors (Kothari, 2004). Qualitative methodology helps to study the understandings, experiences, and imaginings of research participants, the ways that social processes, institutions, language, relationships, and the significance of meanings that they generate (Mason, 2002). Accordingly, to study the Post-1991 Ethio-India academic relations, comments, views, and suggestions of experts familiar with Ethio-India academic relations are considered as the main inputs for the study.

1.6.2. Sampling Technique

Based on the research problem, the researcher has used purposive sampling technique. Purposive sampling, according to Dessalegn (2021), is used when a researcher determines what information is necessary and then searches for people who can and are willing to give information based on their knowledge or experience. In this study, the researcher interviewed Indian diplomatic officer, Officer from the Ethiopian Ministry of Foreign Affairs, Officer from Ethiopian ministry of education, selected individuals who have knowledge and experience on Ethio-India academic relations.

1.6.3. Sources of Data

For this study, the researcher has used both primary and secondary sources of data. The primary sources of data are key informant interviews and secondary sources are books, journal articles, newspapers, magazines, letters, and websites.

1.6.4. Instruments of Data Collection

1.6.4.1. Key Informant Interview

Key informants are leaders, experts, and outstandingly important personnel of the institution in terms of their knowledge. According to Krishina (1989), key informant interviews comprise interviewing a limited group of people who are likely to provide needed information, ideas, and insights about a specific topic. Accordingly, the researcher has employed a semi-structured type of interview. During a semi-structured interview, research questions were structured based on the researcher's observations, and a specific interview guideline or checklist was prepared. But based on the response to the first question, the researcher had also asked further questions.

1.7. Data Analysis

The researcher has employed a thematic data analysis. According to Jenna (2021), thematic analysis is particularly useful when looking for subjective information such as a participant's experiences, views, and opinions, which is why it is usually conducted on data derived from surveys, social media posts, interviews, and conversations. During the processes of data

analysis, non-numeric information, such as interviews, transcriptions, notes and records, images, and text documents collected qualitatively, has analyzed in a systematic way. In order to achieve the research, aim and objective, the researcher has critically identified common patterns within the responses of key informants and carefully analyzed the data.

1.8. Scope of the Study

Although there are different aspects of relations between Ethiopia and Indian, this study has restricted to investigate the post-1991 Ethio-India academic relations. The reason for the selection of this area is because education is one of the important sectors in Ethio-India relation.

1.9. Limitations of the Study

While carrying out this paper, the researcher encountered the following problems. The first problem was unwillingness of Indian Embassy officers to give me an interview. After an uninterrupted effort, they gave me documented information and assigned one Ethiopian who can gave me an interview. The last problem was financial limitation to conduct the research.

1.10. Organization of the Study

This study is organized into six chapters. The first chapter deals with the introduction, which includes the background of the study, statement of the problem, objectives of the study, scope of the study, significance of the study, and methodology of the study. Chapter two deals with concepts, a survey of the literature, and theoretical framework. The third chapter deals about the historical background of Ethio-India diplomatic relationship. The fourth chapter deals with post-1991 Ethiopia and India academic relations. Under this chapter, contributing factors and areas of academic cooperation has been discussed. The fifth chapter discuss about the significance and challenges of Ethio-Indian academic relations. The last chapter is about summary, conclusion, and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter consists of three sections. The first section deals about the definitions and concepts of terms. It discusses on the ideas and concepts of Inter-state relations, foreign policy, diplomacy, south-south cooperation, and academic partnership. All of which have conceptual significance for the diplomatic relationship between Ethiopia and India. The second section deals with the review of existed litterateurs about the Ethiopia and India relations. It tries to review the existed litterateurs which explain about the historical contributing factors for the current strong academic relations. And the third section deals with the theoretical part. In order to achieve this, the study uses Neo-Liberalism and constructivism theories to analyze the academic relationship between Ethiopia and India.

2.1. Conceptual Perspectives

2.1.1. Inter-State Relations

Inter-state relations refer to the interactions and dynamics that exist among sovereign states in the international system. These relations play a crucial role in shaping the global political system. States engage with each other on various issues such as security, economics, diplomacy, and cooperation. In the interactions between states in international system, states are sovereign entities, territoriality bound, and ultimately independent of any external authority (Moges & Seife, 2019). Inter-state relations can take place in the form of cooperation, conflict, competition, or negotiation. States form alliances, treaties, and international organizations to promote their interests and to address common challenges. States also engage in diplomatic efforts, bilateral and multilateral negotiations, and strategic interactions to advance their foreign policy objectives.

The study of inter-state relations is a fundamental aspect of international relations, which aims to understand the behaviors and interactions of states in the international arena. International relation is the study of how states and non-governmental organizations interact in areas like economics, politics, social, cultural, education, and security (Binyam, 2018). According to Divya (2020), international relation is the broad framework of all cross-border interactions between state and non-state actors that lead to politically significant value allocations in the areas of

security, economy, authority, and the environment. Therefore, International relations is the interaction between professionals in government, academia, and non-profit organizations to realize and create international exchanges that are beneficial to trade, security, quality of life, and the environment.

The fundamental building block of the international system and the main player in international relations is the sovereign, equal, and independent of states. The values of sovereign equality of nations, respect for their national boundaries or territorial integrity, non-aggression, and non-interference in the internal affairs of other states are some of the most significant norms and principles in inter-state relations (Carolina, 1999). Inter-state relations can be impacted by global corporations, multinational governments, and non-governmental organizations. This indicates states inevitably have limited capacity to foresee and address new local and global events (Peter et al., 2014).

The emergence of non-state actors has shifted the global order and increases the process, complexity, and uncertainty in the international system. States are generally concerned that non-state actors will either take the law into their own hands, replace government duties without the state's approval, or both (Peter et al., 2014). Most international interactions no longer happen through only governmental channels, whether they are about terrorism, labor migration, global banking, production, education, or personal and business travel. Multinational corporations having their headquarters in one state and operating capabilities in a number of other states, make a substantial contribution to international relations (Moges & Seife, 2019). Though non-state actors are also involved in international relations, the state continues to be the principal actor in international politics.

It is possible to interpret the emergency of non-state actors as a move away from the international (between states) to the trans-national (across or beyond states and their borders), and that the increased emphasis on non-state actors and cross-border issues has signaled a near-revolutionary turn in international relations (Moges & Seife, 2019). The social, political, and other difficulties in today's world can be neatly contained within the borders of one state or even a collection of states. People and groups interact across national boundaries, interrelating the definitions of territory and space as understood by conventional international relations. Due to

international commercial aviation and the quick adoption of digital technologies, people's mobility and the rate at which relations take place across state borders have both risen (Moges & Seife, 2019).

Inter-state relations are dynamic and complex, constantly evolving in response to changing global conditions and the actions of individual states. Understanding these relations is essential for grasping the complexities of international politics and managing conflicts and cooperation among states effectively. Based on the above definitions of inter-state relations, the bilateral relations between Ethiopia and India, is based on the broader framework of inter-state relations. Ethio-India relation is characterized by a combination of historical ties, economic interests, diplomatic engagement, strategic partnerships, development cooperation, and people-to-people connections.

2.1.2. Foreign Policy

A state's adopted goals and means of engagement with the outside world are referred to as its foreign policy. A state's foreign policy is what it hopes to accomplish in its interactions with the outside world. Foreign policy is a system of values and principles put out by national leaders to act as a guide while deciding between several options in international relations (Moges & Seife, 2019). Foreign policy involves the broad objectives and particular tactics used by a state to realize or advance its national interests. Foreign policy is the direction of the state's external relations, and all relationships must fulfill the policy directive that outlines the interests of the state (Chen & Hawaz, 2020).

Foreign policy uses a specialized set of tools and strategies, such as economic pressure, propaganda, terrorism, and the use of force. According to Arun (2017), foreign policy is an all-encompassing goal that directs a state's actions and contacts with other states. Foreign policy consists of advancing national interests with regard to foreign states by considering the constraints of their capabilities at home and the reality of the external environment. The first priority of foreign policy goals has always been a state's security and survival, which can be achieved through the manipulation of carrot-and-stick tactics (Moges & Seife, 2019). Foreign policy is a specific country's set of principles, orientation, aims, and objectives for its

international interactions. Plans and goals to advance a particular geopolitical design, other states' policies or actions, or domestic factors all have an impact on how foreign policy is developed. According to Binyam (2018), defending the physical survival of the nation, preserving the region's territorial integrity, and supporting its citizens' education and general well-being are core interests of all states implemented by their foreign policy.

The foreign policy of states can be influenced by internal and external factors. Internally, by a state's economic, scientific, and military capacities, and externally, by international institutions, international regimes, and the predominance of big powers at the global level (Moges & Seife, 2019). History, culture, natural resources, and geography of states can also be considered internal factors that can affect the foreign policy of states. The historical Ethio-India relation is based on their foreign policy guidelines they want to achieve it. According to Arun (2017), the fundamental tenets of Indian foreign policy are non-alignment, opposition to racism, colonialism, and imperialism, and the Pacific Settlement of Disputes. These foreign policy goals and fundamental tenets of Indian foreign policy serve as the foundation for its close ties with Ethiopia.

2.1.3. Diplomacy

Diplomacy is the application of knowledge and tact to the conduct of official relations between the governments of independent states with the fundamental purpose of defending one's own country. According to Binyam (2018), diplomacy is the management of international relations via negotiation, by which these ties are regulated and handled by ambassadors or diplomatic mission. “Diplomacy can be defined as a process between actors (diplomats, usually representing a state) who exist within a system (international relations) and engage in private and public dialogue (diplomacy) to pursue their objectives in a peaceful manner” (Moges & Seife, 2019 pp-58).

The essence of diplomacy involves bargaining, whether it is done publicly or covertly, on a multilateral or bilateral level, informally or formally, through ambassadors or leader-to-leader. By exchanging offers for mutually agreeable solutions, participant actors can settle disagreements over priorities through the process of bargaining (Moges & Seife, 2019).

According to Dessalegn (2021), diplomacy is the method by which states employ communications, private discussions, viewpoint exchange, lobbying, in-person meetings, threats, and other related actions to express, coordinate, and protect particular or broad interests. Therefore, diplomacy is a means of influencing foreign governments and people's actions and decisions through discussion, negotiation, and other peaceful means other than war or violence.

In the past, diplomacy used to be conducted in formally and rigid style that was only applicable to the bilateral relationships between the countries, as they were represented by ambassadors stationed abroad. Following World War, I and the establishment of the League of Nations, summit diplomacy as a form of leader-to-leader diplomacy arose in sharp contact with secret diplomacy and bilateral diplomacy (Moges & Seife, 2019). The majority of diplomatic activity is formal relationships between states carried out by representatives, often known as career diplomats, who are qualified state agents and operate as a channel for the conduct of international relations (Binyam, 2018).

The applicable international law that regulates diplomacy references the only diplomatic players in the Vienna Convention on Diplomatic Relations (1961). Accordingly, diplomacy is the formal discussion of formally representing government officials or diplomatic missions for the achievement of the economic and political interests of one country. Since World War I, international governmental organizations (IGOs) like League of Nation and after World War II, international non-governmental organizations (INGOs) have been part of the diplomatic system.

By using diplomatic strategies including threats, punishment, promises, and rewards, states frequently emphasize what are known as carrot and stick diplomacy. While carrot diplomacy represented promise and reward, stick diplomacy denoted war and violence. To promote good relations and to serve as a goodwill ambassador, cultural diplomats are frequently dispatched in the modern world. A nation can create a strong foundation for winning support in other states on a variety of issues through cultural exchanges with other regions of the world. The Ethiopia and India historical relation is based on economic, cultural, public, and political diplomacy.

2.1.4. Academic Partnership

Academic partnership is a cooperative process that promotes understanding among academic institutions. Partnerships mean a shared interest and an understanding that enables the parties to complement one another and achieve more than they might independently (Kitaw, 2016). By offering educational services and direction through development aid, education can be directly employed as a tool in foreign policy (Marko & Danilo, 2020). This type of cooperation between states can be considered an academic partnership. The primary force behind a state's development has always been its educational system.

As Marko and Danilo (2020) mentioned, one of the most crucial tools of soft power for every nation is offering educational chances to international students. They also argued for only a well-developed education system that satisfies the needs of an innovative economy and is integrated into the global educational and scientific community. Since the 1960s, India has become one of Ethiopia's most significant development partners in the academic sphere. This academic partnership started when the Indian Technical and Economic Cooperation (ITEC) Program and the Indian Council for Cultural Relations (ICCR) Scholarship Program were first established (Ruchika & Lokesh, 2014).

As Chigozie (2020) mentioned, in addition to the Indian Technical and Economic Cooperation (ITEC), India has provided the Special Commonwealth Assistance for Africa Program (SCAAP) and the 1951 Colombo Plan Technical Cooperation Scheme (TCS) are other programs for the academic developments in Africa. Following the establishment of ITEC and ICCR programs, thousands of Ethiopian students have been given scholarships to attend their studies in Indian institutions. This assisted in lowering Ethiopia's illiteracy rates. The academic partnership between Ethiopia and India is currently focused on capacity building and human resource developments that contribute to the overall development of the country.

2.2. Backgrounds for Ethio-India Academic Relations

Close relationships between Ethiopia and India have existed for more than two thousand years. India has close relationships with Ethiopia in terms of historical, cultural, geographical, academic, and commercial aspects. India achieved its independence from British colonial rule in

August 1947 and official diplomatic relations with Ethiopia started in 1948. Following the collapse of Soviet Union, the main ally of the two countries, there was an economic liberalization in both Ethiopia and India. When Ethiopian People Revolutionary Democratic Front (EPRDF) seized power in 1991, it immediately introduced liberal democracy and market-oriented economy. India also introduced grand economic reform under Narasimha Rao premiership in 1991(Jalata, 2014).

The coincidences of economic reforms in both countries have enabled for further deepen academic and economic cooperation between the two countries. India has increasingly become one of Ethiopia's important partners in the area of economy by supporting monetary aid, in line of credit and non-monetary support, in human resource development and capacity building (Jalata, 2014). Indian teachers and professors, hired by Ethiopian Ministry of Education, have been providing helpful services especially in higher education through training young Ethiopian citizens in various fields of study. The Non-Aligned Movement, the India-Africa Forum Summits, and the South-South cooperation are main contributing factors for the development of strong academic relation between Ethiopia and India.

2.2.1. Non-Aligned Movement

During the period of Emperor Haile Selassie (1930-1974), India and Ethiopia supported each other against the invasion of colonial powers. During the Italian invasion of Ethiopia in 1935, the people of India showed strong compassion and political and moral support (Sophia, 2014). Opposing the Italian invasion of Ethiopia in 1935, the then Indian Prime Minister Jawaharlal Nehru and the Indian Patriot Mahatma Gandhi showed strong political and moral support for Ethiopian patriot resistance. Jawaharlal Nehru and Mahatma Gandhi, who were Indian nationalist figures, strongly condemned the aggression and provided unwavering moral and political support to Ethiopia (Belayneh, 2016). The anti-colonial and Non-Aligned Movements of political and ideological concern influenced India's interactions with Ethiopia.

The Bandung conference of 1955 brought the peoples of Asia and Africa for the first time on a common platform and laid down the foundations of the unity of the two continents, which is still a vital factor in international relations. The Conference denounced racism and called for

elimination of all vestiges of racism in Asia and African countries. They contended at the Bandung conference that 'denial of Africans' independence was racially motivated and stripped them of their dignity' (Kumar, 1987). The Conference contributed to the founding of the Non-Aligned Movement (NAM) (Ruchita, 2011). Nehru participated actively in the 1955 Bandung Afro-Asian conference, and reflected his views on fight against imperialism, colonialism, racism, and hegemony (Leta & Girma, 2017). India played a crucial role with regard to the struggles against colonialism and racism in the international system. Africa and post-colonial India brought together to address shared development challenges.

The Indian government established formal diplomatic contacts as soon as the African nations acquired their independence, and the African nations reciprocated (Paul, 2020). India achieved its independence from British colonial rule in August 1947. After one year from its independence, India established its official diplomatic relations with Ethiopia. Likewise, the Ethiopian government had announced in July 1948 its decision to establish diplomatic relations with India at the legation level. And three years later in 1950, formal diplomatic relations between Ethiopia and India established. The leader of the Indian good-will mission, Mr. Sardar Sant Singh, was appointed by the Government of India as the first Indian Ambassador to Ethiopia (Belayneh, 2016). Common commitment such as involvement in NAM and their inclination towards socialist principles of 'state guided economy' continued to bind Ethiopia and India together (Belayneh, 2016). According to Paul (2021), without the contributions and efforts of the leaders of India and Ethiopia, the history of the decolonization of the majority of Asia and sub-Saharan Africa would be incomplete.

2.2.2. India-Africa Forum Summits

The institutionalization of the India- Africa Forum Summit is a result of India's strong Interest with African nations in the post-reform era. India- Africa Forum summit is an effort to " boost India's global political standing through changing the world's perception of India from being a recipient to being a donor "(Ian, 2012). India- Africa Forum Summit initially held in New Delhi in 2008, second in Addis Ababa in 2011, and then again third in New Delhi in 2015 (Aparajita, 2015). The India-Africa Forum Summits acknowledge the importance of the AU and the continent's Regional Economic Communities (REC's) as significant participants who are

actively involved (Priyal & Abhishek, 2021). The India Africa forum summits were aimed to promote collaborative economic ventures, the development of infrastructure and human capital, as well as academic and cultural exchange (Amanda, et al. 2015).

In April 2008, the inaugural India–Africa forum summit took place in New Delhi and was the decision of India's increased attention on Africa (Aparajita, 2015). The First India-Africa Forum Summit (IAFS I) produced the Delhi Declaration and the India-Africa Framework for Cooperation Forum papers. These papers give emphasis on the typical goals of South-South cooperation, strengthening capacity, and pursuing shared interests (Ian, 2012). During the inaugural summit in 2008 India announced the Duty-Free Tariff Preference Plan, an expanded credit line of US\$5.4 billion, and additional scholarships for African students (Malancha, 2016). Following the first India- Africa forum summit, the number of ICCR slots allocated to Ethiopia increased from 20 in 2003 to 40 in 2009. The number of ITEC allocated to Ethiopia has also increased from 60 in 2007 to 97 in 2009. New academic programs like Barefoot initiative, CV Raman fellowship, and Agricultural research scholarship programs has also launched in Ethiopia.

An appropriate platform for debating current investments and have expanded bilateral cooperation between India and Africa was the result of second Africa-India Forum Summit, which took place in Addis Ababa in 2011 (Malancha, 2016). The Second India-Africa Forum Summit (IAFS II) brought attention to the expanding political and economic relations between New Delhi and the African continent (Ian, 2012). It also gave special attention to technical support and human resource development in Africa and captures India's special strategy for providing development aid (Amanda, et al. 2015).

The second India-Africa Forum Summit was special strategy because it focused on enhancing cooperation in the sharing of knowledge, expertise, and resources. It also stood out in terms of technical assistance by emphasizing capacity building, skill development, technology transfer, collaborative projects, and resource sharing to foster mutual growth and development between India and African countries. The second India-Africa forum summit inspired by the first forum summit which widens India's cooperation with Africa by giving more attention on developmental and technical support. Following the second India-Africa forum summit the number of ITEC allocated to Ethiopia has increased from 97 in 2009 to 160 in 2012.

The third India-Africa forum summit was all encompassing in its coverage in multilateral, bilateral with individual states, and in its participation of all African nations in the summit. The Third India-Africa forum summit held on October 2015 in New Delhi, was implemented to improve India's cooperation with Africa continental through the AU, regionally through regional economic communities, and bilaterally with individual nations (Amanda, et al. 2015). As Malancha, (2016) mentioned, the third India-Africa Forum Summit (IAFS III) was a significant occasion, by participating all 54 African nations in the summit, and it was more representative than the previous two summits. During this meeting India announced 50,000 new scholarships for African students (Malancha, 2016). Following the 2015 forum summit the number of ICCR slots allocated to Ethiopia increased from 50 in 2015 to 55 in 2016. The number of ITEC allocated to Ethiopia has also increased from 250 in 2015 to 350 in 2016.

2.2.3. South-South Cooperation

South-South cooperation is the collaboration between the nations found in the southern part of the world that are at the stage of development. The concept of "South-South Cooperation" has been the cornerstone of efforts among southern countries to increase trade and investment. South-South cooperation is legally described as a comprehensive framework for cooperation among nations of the global South in political, economic, social, cultural, environmental, and technical elements (Belayneh, 2016). The South-South relationship is based on the concept that developing countries face similar issues and challenge. The main goals of south-south cooperation are to increase the quantity and quality of international development cooperation, strengthen the capacity of developing countries, and promote collective self-reliance (Belayneh, 2016).

The reason for the establishment of South-South cooperation is opposition to the current system of global western capitalism. South-South cooperation is currently the subject of dispute between optimists and pessimists (Tilda, 2018). Optimists see this as a chance for the Global South, which is least helped by the global system, to finally achieve development and a positive liberation from the North's dominance. Supporting this view, China and India, thought to be "re-emerging powers," have the power to have a substantial impact on global concerns in the future (Sumit, 2014). Pessimists argued that the South-South development is only serving to reinforce the current and existing paradigm of global capitalism with all of its negative effects and nothing

to improve the dependency situation of the less developed countries of the global south (Tilda, 2018).

Supporting the pessimist's view, the US continues to exert significant influence or "hegemony" over international affairs and control the key Bretton Woods institutions (IMF, World Bank, and World Trade Organization) (Sumit, 2014). Despite the pessimistic views of the south-south cooperation mentioned, as the US continues to exert its hegemonic influence, the BRICS countries like China, Russia, and India have become hegemonic competing powers in political and economic terms with the US. Given that South-South cooperation can be seen as having a positive impact on the liberation of the developing countries in the south from the north's dominance. The rise of emerging powers, such as China and India, is fundamentally reshaping global economic relations, and prospects for African development (Fantu, 2016).

The current India–Africa international relations is, based on supporting each other than one side aid receipt, is the reflection of developmental cooperation in the international relations. The availability of cheap and affordable consumer goods, and the advantages derived from investments in crucial infrastructure, African governments positively react to the new rapprochement of south-south cooperation (Fantu, 2016). The emerging Southern countries have become Africa's preferred partners is based on the principles of mutual respect; reciprocal benefits; respect for sovereignty; and non-interference in the internal affairs of partners (Fantu, 2016).

Ethiopia which has involved in South-South cooperation, is now become member of the BRICS. Ethiopia and India, both members of the BRICS and partners in South-South cooperation, have strengthened their historical diplomatic relations. India and Ethiopia have a strong development partnership based on mutual understanding and respect, and sense of genuine partnership drawing on the principle of South-South cooperation. This partnership comprises of capacity-building cooperation through technical training, grants towards support to people and concessional lines of credit. Ethiopia is a beneficiary of government of India scholarships for undergraduate, postgraduate and doctoral degrees under schemes such as ICCR and CV Raman scholarships. Therefore, South-South cooperation has a significant role for the transfer of knowledge and experience to achieve national and collective self-reliance in the academic cooperation between Ethiopia and India.

2.2.4. Capacity Building and Human Resource Development

The academic relation between Ethiopia and India started since the early 20th century. Starting from late 1950s, India has played a significant role in the development of Ethiopia's education sector (Amsalu & Zhu, 2019). Ethio-India academic relations relayed on capacity building and technical assistance through the Indian Technical and Economic Cooperation (ITEC) Program and grants and cultural exchanges through the Indian Council for Cultural Relations (ICCR) scholarships. According to Ruchika and Lokesh (2014), ITEC program aids in capacity building through offering technical training, deputing Indian experts to train local personnel and facilitating study trips to India. The frequency of interaction under ITEC has increased in Ethiopia from 5 slots in 1969 to 220 slots in 2013-14 (Smita, 2021). The information from Embassy of India (2023) indicated the number of ITEC slots allocated to Ethiopia has grown from 220 in 2013/14 to 250 in 2016/17 to 406 since 2019/20.

The ICCR offers scholarships to Ethiopian students for University studies in India. Every year India receives applications from Ethiopia for Ph.D., Masters and Undergraduate programs. According to Chigozie (2020), the ICCR awards 3,365 scholarships annually for a total of 24 programs, with roughly 900 of those going to students in Africa. From this number, Ethiopia has gained 55 slots every year. In addition to ICCR and ITEC, CV Raman, Study In India, Barefoot Initiative, Agricultural Research, and Tele-education and Tele-medicine programs are main human resource development projects offered by India for Ethiopia. The CV Raman Fellowship program focused on post-doctoral research project to develop research knowledge in India. The Government of India Ministry of Education has also launched the Study In India (SII) program as one of its flagship initiatives.

Barefoot initiative a unique College established in an attempt to support poor women living in rural areas is another interesting project. This wonderful program called "Solar Mamas" program, which trains old, frequently illiterate or semi-literate women from rural areas around developing countries to install, fix, and maintain solar-power lanterns (Gennet, 2024). Agricultural Research scholarship focuses in the field of agricultural research and education in order to broaden their partnership (Aklilu, 2015). There is also a tele-education and tele-medicine program that gives online training from India for trainers' residence in Ethiopia. Tele-medicine program is receiving online medical consultations from Indian physician with patient's residence in Ethiopia (Aklilu,

2015). The tele-medicine and tele-education projects are among the most prominent capacity-building initiatives between Ethiopia and India.

2.3. Theoretical Framework

The complex nature of the relationship between states can be explained through different theories of international relations. These theories might therefore be interpreted as guideline for a government to establish relations with another country within a certain time frame. Due to the different ways of relation and the dynamic character of the world's socio-political and economic factors, one theory may be judged reasonable in one instance for a given country while the other is reasonable on another occasion (Binyam, 2018). There are numerous distinct theories of international relations, and no theory can fully explain the complexity of inter-state relations and contemporary global politics. Therefore, theories of international relations that are pertinent to explaining Ethiopia and India academic relation can be employed. In this paper, Liberalism, Neo-liberalism, and Constructivism theories of international relations have used to demonstrate how Ethiopia and India academically interacted in the post-1991 period.

2.3.1. Neo-Liberalism

Neo-liberalism is a political strategy that includes a number of measures to establish new institutional frameworks that support economic development and expansion. Neo-liberalism, is a continuation of classical liberalism, emerged with the same philosophy of promoting the privatization of individually managed economies to allow for global competition in the supply of goods and services (Kibrom & Habtamu, 2016). Classical Liberalist claims that free-market conditions provide peace and the best environment for revealing people's capabilities. They advocate for the removal of obstacles to free enterprise and civil society. Trade liberalization through the removal of tariffs and non-tariff trade restrictions fosters the interconnection between states internationally. This unilateral and multilateral trade liberalization benefits the majority of people, particularly those in developing nations (Edwin, 2009).

The international system established by international organizations, accompanied by international law and agreements, has created an open and market-based global economic system and capitalism. Therefore, International law is a tool for fostering state cooperation, and it

establishes a normative foundation for political discussion among participants in the international system (Moges & Seife, 2019). Classical Liberalist encourages states to be subject to international organizations and their laws and standards. International organizations like the World Trade Organization, the International Monetary Fund, and the World Bank have established a free and liberal global world (Jeffrey, 2018).

According to the liberalist argument, contemporary world states have become more cooperative through overlapped membership in many international and regional organizations and other economic communities and non-governmental organizations than before. Neo-liberalism, sometimes known as "neo-liberal institutionalism," is a subset of liberal international relations theory that emphasizes the part that international institutions play in achieving global collective outcomes (Tim et al. 2013). Neo liberalism emerged in reaction to the financial crises of the 1970s and 1980s, arguing that since state-led development led to economic failure, government involvement in the economy should be eliminated and left to market forces (Kibrom & Habtamu, 2016).

The structural adjustment programs with the policy of privatization of all economic activities and the elimination of all regulatory functions established in the 1980s. Later in the early 1980s, structural adjustment programs implemented by the IMF and World Bank used as tools to enforce Neo-liberal policies and the establishment of a "free market economy"(Alex, et al. 1993). By the 1990s, the word "neo-liberalism" was being used to characterize the changes that capitalism experienced during the pivotal years of the 1970s and 1980s (Prechel, 2007). Since the 1990s, the term "neo-liberalism" has been used to refer to free-trade and global market liberalism.

The 1990s debt and fiscal crises in India led to the implementation of economic policies that liberalized the country's economy in line with the Neo-liberal philosophy of the World Bank and IMF (Goswami, 2013). Neo liberalism contends that the establishment of international institutions makes international cooperation both feasible and most easily attainable. International institutions and regimes are the invention of states and they establish them to strengthen their capacity to look out for their own interests and to enhance interstate cooperation (Khairul, 2009). As Jeffrey (2018) mentioned, the economic ideologies of deregulation,

privatization, low taxation, austerity, and free trade are the main concerns of Neo-liberalism as an international relation.

In the field of education, Neo-liberalism is being integrated through international trade and investment agreements. India signed the 1994 World Trade Organization (WTO) agreement and the General Agreement on Trade in Services (GATS), which went into effect in 1995 (Goswami, 2013). Act of 1995 marked the beginning of the Neo-liberal policy agenda's implementation in India. It is noted that the purpose of these policies is to have cheap and trained labor required to satisfy the demands of profiteering, greed, and the hegemony of India in the global market.

Since cooperation and institutionalism are the main tenets of Neo-liberalism, Ethiopia and India are conducting bilateral, regional, and multilateral exchanges by conducting cooperation agreements. Regionally, Ethiopia and India have relations through None-Aligned Movement, and the India-Africa Forum Summits and bilaterally Ethiopia and India made cooperation agreements on political, economic, and education areas. The 1990s was the period where economic liberalization introduced in both Ethiopia and India. This enabled for Ethiopia to gain and access in educated human power in India. Ethiopia and India have multilaterally participated in the multifaceted UN programs. The program enabled to eradicate poverty and illiteracy by expanding education and producing skilled human power. The above illustrates the nature and elements of bilateral, regional, and multilateral relations between Ethiopia and India, is the manifestations of the Neo-liberal theory of cooperation and institutionalism.

2.3.2. Constructivism

By the end of the Cold War, constructivism emerged as a middle theory of international relations. The failure of liberalism and realism theories to address social aspects during the Cold War enabled for the rise of constructivism theory as an alternative theory of international relations (Sarina, 2018). The 1980's and 1990's international conditions were not supported by any of the ideologies in existence (Vadys, 2021). To fill this gap, constructivism emerged as a key worldwide theory focusing on the social ideals of various nations. Alexander Wendt is recognized as the pioneer of the constructivism theory. The fundamental bases of constructivism are language, meanings, context, and experience in the interaction between people.

According to the constructivism theory of international relations, the interaction between states in the international system is constructed either by norms and values or by written and spoken communications. The foundational presuppositions of constructivism contend that crucial facets of international relations are influenced by ideational components that are historically and socially produced (Dessalegn, 2021). The social components encourage cross-cultural interaction and contribute to international relations. The social fabrication of states in the international system can be explained through viewing the pragmatic relation of states changing over time. The principle of no permanent enemy and no permanent friend than permanent interest is the result of state pragmatic behavior created by state interaction in their international relations.

Constructivists agreed that norms and values play a crucial role in building both material structures and international relations. Norms can have a big impact on how international interactions are structured (Mahdi, 2020). The idea of constructivism theory is based on the premise that knowledge comes from constructive processes and person-situation interactions are built on the basis of experiences, meaning that the same context can be viewed and used in various ways (Robert & Heidi, 2001). States behavior in the international system is the result of the behavior, meaning, and understanding of individuals. The recent international ideology of globalization manifested by di-territoriality, liberalization, and free trade are the result of changing state behavior over time.

The social, cultural, political, and economic interaction between states determines the international system and vis-versa. According to Dessalegn (2021), the philosophical and psychological ties to the environment, the meanings we assign to objects, and the attitudes we adopt toward them contribute to the social construction of the world in which we live. Human intellect and logic are responsible for shaping international relations, rather than happening by accident or sudden change (Mahdi, 2020). Constructivists support their argument by pointing out how Gorbachev's "New Thinking" contributed to end the Cold War, the growing significance of humanitarian intervention norms, and the spread of liberal democratic values (Tim et al. 2013).

Constructivist often mentioned how perceptions, interactions, and actions influence reality. States, which have the power to make decisions, can determine whether the global scene is competitive or cooperative (Mahdi, 2020). The statement made by Sarina (2018) showed that

"500 British nuclear weapons are less threatening to the United States than 5 North Korean nuclear weapons" is a great illustration of how reality is socially constructed. In reality, 500 British weapons would pose a greater threat to the US than five North Korean nuclear weapons. But the US perceives the British as her friend and North Korea as its enemy. This shows the perception in our mind matters more than the material reality that exists on the ground. Therefore, the social world is composed of subjective knowledge and inter-subjective understandings (Emanuel, 2002). The consolidation of the accepted norms of the past and the growing norms of the future is chronicled in international relations as a never-ending path of change (Moges & Seife, 2019).

Based on the aforementioned presumptions, bilateral relations between the Ethiopia and India have been influenced by social practices at both the national and international levels. The current Ethiopian and Indian academic relationship is the result of common values and norms and written and spoken identities produced by historical and social interactions. The historical construction of values and norms in both countries has used to strengthen academic relations between Ethiopia and India. Increasingly developed cultural interaction combined with written and spoken history about India and Ethiopia helped for the current vibrant relationship between Ethiopia-India diplomatic relations. Therefore, the post-1991 academic relationship between Ethiopia and India in their bilateral diplomatic relations is the result of long-lasting social and ideological interaction between both countries.

Based on the above illustration, theories of Neo-Liberalism and constructivism are the best theories to explain the post-1991 diplomatic relations between India and Ethiopia, with particular reference to the academic sector. The post-1991 Ethio-India academic relationship is mainly based on the neoliberal principles of political and economic liberalization, cooperation, and institutionalization. Since cooperation and institutionalism are the main tenets of Neo-liberalism, Ethiopia and India are conducting bilateral and multilateral exchanges through cooperation agreements. Ethiopia and India have multilaterally participated in the multifaceted UN program. The program helps to eradicate poverty and illiteracy by expanding education and producing skilled human power that can bring solutions to the world's problems today. The program identifies the tools and resources each country uses to achieve their respective academic goals through bilateral exchanges.

On the other hand, the historical friendly relationship between Ethiopia and India is the result of the constructivist principles of meanings, language, value, and communication through which they perceive each other. The current Ethio-India academic relationship is the result of common values and norms and written and spoken identities produced by historical and social interactions. The historical construction of values and norms in both countries and social practices at both the national and international levels has been used to strengthen academic relations between Ethiopia and India. Increasingly developing cultural interaction combined with written and spoken history about India and Ethiopia enabled the current vibrant academic relationship between Ethiopia and India.

Therefore, the post-1991 academic relationship between Ethiopia and India in their bilateral diplomatic relations is the result of the Neo-liberal and constructivism fundamental principles of economic liberalization, bilateral cooperation agreements, institutional collaborations, and long-lasting social and ideological interaction between both countries.

CHAPTER THREE

HISTORICAL BACKGROUND OF ETHIO-INDIA DIPLOMATIC RELATION

This chapter consists of three sections. The first section provides an overview of Ethio-India diplomatic history. The second section discusses the relationship between Ethiopia and India during the period of Emperor Haile Selassie. The last section discusses the Ethio-India relations during the Derg regime.

3.1. Overview of Ethio-India Diplomatic History

Ethiopia and India diplomatic relations date back to the Axumite Empire. Trade was the main area that connected Ethiopia and India. Ethiopia and India both have ancient civilizations with their own histories dating back from 3,000 to 5,000 years' relationships, respectively (Gennet, 2011). During the medieval period, Ethiopian emperors and nobility were intimately involved in the capture and export of slaves to India and Arabian states. The slaves were exchanged for fabrics, rice, and spices that were in high demand in Ethiopia. Ethiopian slaves in India were strong, and they were given higher administrative positions in different areas. According to Phiroze (2016), Ethiopian Malik Ambar, who lived between 1548-1626 was sold as a slave to India. He was a Siddi military leader who fought in the armies of local Indian rulers of the Ahmadnagar Sultanate in the Deccan region of India.

In the 16th century, the Portuguese helped the Christian King Lebene Dingel of Ethiopia to drive off Muslim invaders from Ethiopia. With strong Portuguese military support, several Indian builders, blacksmiths, carpenters, masons, shoemakers, and craftsmen traveled from Goa to Ethiopia (Belayneh, 2016; Ivy, 2021). In the 19th century, Indians who came to Ethiopia first arrived in Harar and gradually moved to Addis Ababa. In addition to trade, the arrival of Indians in Harar and Addis Ababa played a significant role in the building of modern urban architecture and stone and balcony homes in Ethiopia (Gennet, 2011; Phiroze, 2016; and Sophia, 2014). By the beginning of the 20th century, the relationship between Ethiopia and India had grown from trade and the construction of buildings to the academic sector relationships. In 1908, when Emperor Menelik II introduced modern education in Ethiopia, unemployed Indians with an education in English were hired as teachers in Ethiopia (Yaruingam, 2017).

3.2. Ethio-India Relation during Emperor Haile Selassie Regime (1930–1974)

During the period of Emperor Haile Selassie, the relationship between Ethiopia and India has grown to include political, social, and economic relations. During this period, India and Ethiopia supported each other against the invasion of colonial powers. Both faced colonial problems, and condemned colonial invasion. British colonized India from the middle of the 18th century to the middle of the 20th century (Paul, 2021), and Ethiopia was invaded by Italy from 1935–1941 for only five years. During the Italian invasion of Ethiopia in 1935, the people of India showed strong compassion and political and moral support to Ethiopian patriots (Belayneh, 2016; Sophia, 2014).

Opposing the Italian invasion of Ethiopia in 1935, the then Indian Prime Minister Jawaharlal Nehru and the Indian Patriot Mahatma Gandhi showed strong political and moral support for Ethiopian patriot resistance. Jawaharlal Nehru and Mahatma Gandhi, who were Indian nationalist figures, strongly condemned the aggression and provided unwavering moral and political support to Ethiopia (Belayneh, 2016). Following this, Prime Minister Nehru linked Ethiopia to India and remarked, "It is essential that one know the international situation as India is a part of the world where Abyssinia has been annexed by Italy. Is there any difference between Abyssinia and India? They may look separate, but both of them are parts of the same picture" (Tiwari & Kumar, 2017, pp-4).

The very important thing about how much India was concerned about the Ethiopian issue in 1930s was, Prime Minister Nehru's cancellation of the invitation offered by Italian Prime Minister Benito Mussolini. Prime Minister Nehru turned down the request for Prime Minister Benito Mussolini's invitation to visit Rome while he was touring Europe in 1936 (Belayneh, 2016). After Nehru returned to India, in response to the atrocities committed by the Italians in Ethiopia, the Indian National Congress organized a massive protest under the banner of "Ethiopia Day" (Belayneh, 2016).

Tiwari and Kumar explained the 1930's Ethiopia and India relations as follows:

Mahatma Gandhi supported Ethiopia in the struggle against Italy and wrote, "If Abyssinia was not violent, and she could have no arms and would want none. She would make no appeal to the League of Nations or any other power for armed intervention. She could never give any cause for complaint. And Italy would find nothing to conquer if the Abyssinians would not offer armed resistance, nor would they give cooperation willingly or forcedly. Italian occupation in that case would mean that of land without its people. That however, is not Italy's object. She seeks the submission of the people of that beautiful land (Tiwari & Kumar 2017, pp. 4–5).

Under the command of the British army, Indians showed their strong support for Ethiopian patriots' resistance against the Italian invasion. There was a sizable force of Indian soldiers in the British Army that put an end to the Italian invasion of Ethiopia (1936–41). From the force of the British, the 4th and 5th divisions were Indians as part of the force under the direction of General William Platt, who oversaw one of the three simultaneous assaults (Srinivasan, 2020). Following this, Emperor Haile Selassie repeatedly thanked Indian troops for their support of Ethiopian patriots and their heroic resistance to the invaders after fascist Italy's devastating loss (Belayneh, 2016). In times of extreme necessity, India consistently displayed its solidarity with Ethiopia and resisted the invasion of fascist Italy (Gennet, 2011). These long-standing ties have helped to create a special bond between the two nations.

However, they have historical relations; formal diplomatic relations between India and Ethiopia started in 1948. Never colonized Ethiopia and newly independent India established formal diplomatic relations in 1948 (Mathews, 2017). According to Belayneh (2016), after three years of Indian independence, full diplomatic relations was established in 1950 with the assignment of Mr. Amanuel Abraham as the first Ambassador of Ethiopia to India and Mr. Sardar Sant Singh as the Indian Ambassador to Ethiopia. Following the shift in trends in diplomacy, the means of communication between the citizens of India and Ethiopia were extended from trade and commerce to soft sectors. After establishing strong diplomatic relations, both countries moved into additional areas of cooperation, such as assisting Ethiopia in developing its education system (Smita, 2021).

During the period of Emperor Haile Selassie, human resource development received great attention in his relationship with India. That time, Indians participated in everything from policy making to classroom instruction. In an effort to modernize Ethiopia, Emperor Haile Selassie employed numerous Indian teachers to serve in Ethiopian high schools on a contract basis (Sophia, 2014). As a result of this, Ethiopia employs thousands of Indian teachers each year (Mathews, 2017). India has made significant contributions to Ethiopia's human resource development and education. During this period the Asian-African conference called the Bandung Conference of 1955 connected both Ethiopia and India to make bilateral agreements between them.

One of the most important turning points in the national liberation movement of the people of Asia and Africa was the Bandung Conference, which is a foundation for the establishment of None-Aligned Movement (NAM) (Kumar, 1987). In addition to the fight for independence, they discussed the promotion of economic growth and cooperation, technical assistance, promotion of inter-continental trade, and strengthening cultural ties between the peoples of the two continents (Paul, 2021). The Bandung Conference marked the peak of India and Ethiopian cooperation. At the Bandung Conference, Ethiopia and India interacted with each other on the fundamental principles of respect for fundamental human rights, respect for all nations' sovereignty, and territorial integrity.

The two nations have continually worked to improve their ties and signed agreements between Ethiopia and India. As a result of this, in 1955, the Gandhi Memorial Hospital was constructed in Addis Ababa. Emperor Haile Selassie also subsequently requested Indian Prime Minister Jawaharlal Nehru for the establishment of an Ethiopian military academy (Tiwari & Kumar, 2017). In addition, there was an Indo-Ethiopian textile plant and the Haile Selassie Military School opened in Harar in 1958 (Belayneh, 2016). The establishment of Gandhi Memorial Hospital, Haile Selassie Military School, and the foundation of the Indo-Ethiopia textile plant showed how bilateral collaboration took a physical form. The participation of Indians in infrastructure and service activities developed to include capacity building, human resource development, and education improvement programs.

For the development of the education system, Emperor Haile Selassie encouraged and motivated Indian investors and teachers to work in Ethiopia. Following this encouragement and incentives, in the 1960's there were roughly 4,500 Indians living in Ethiopia, most of whom were employed as doctors, teachers, and merchants (Gennet, 2011). A large number of Indian teachers came to Ethiopia and worked in the remotest parts of Ethiopia, which brought tremendous goodwill that India still enjoys (Sophia, 2014). According to Sophia, Emperor Haile Selassie had an Indian private secretary and adviser, who helped him to develop the educational system in Ethiopia.

Early relation between Ethiopia and India mainly stressed the desire to engage in and collaborate in economic, political and development assistance. Since the 1960s, Ethiopia has benefited from capacity-building trainings such as ITEC and scholarships like the ICCR given by India. The Indian Technical and Economic Cooperation (ITEC) program was launched for Ethiopia in 1969 with 5 slots (Sampa, 2017). The ITEC program supports capacity building through: offering technical training slots to developing countries in the extensive network of vocational and human resource development; delegating Indian experts to developing countries to train local personnel and impart specialized skills and know-how in various fields; and facilitating study trips to India (Government of India, Ministry of External Affairs, 2011).

Agriculture, information technology, telecommunications, management, rural development, accounts, audit, banking, finance, health, environment, and renewable energy are some of the topics covered by the ITEC program. Through the ICCR, India has a long history of giving students from developing nations the chance to pursue their higher education through scholarships (Ruchika & Lokesh, 2014). Like the ITEC program, the Indian Council for Cultural Relations (ICCR) program was established in 1950 by Maulana Abul Kalam Azad, the country's first education minister after independence (Sanju, 2020). The exchange of high-level visits between the two countries facilitated to strengthen the diplomatic relations between Ethiopia and India. The exchange of high-level visits between the two nations has amply reflected the strengthening and expansion of Ethio-India relations (Jalata, 2014).

According to, Tiwari and Kumar (2017), in 1956, Indira Gandhi (Minister of Information), in 1965 President Dr. Radhakrishnan, and in 1972 President Giri visited Ethiopia. Emperor Haile Selassie of Ethiopia made three visits to India in 1956, 1959, and 1968 (Tiwari & Kumar, 2017).

These visits generated the development of their friendship and sparked India's offer of technical assistance to Ethiopia. India is viewed by Ethiopia as a key ally in its development efforts. Ethiopia and India signed agreements for air services, technical, economic, and scientific cooperation, and cultural cooperation in 1967, 1969, and 1983, respectively (Embassy of India, 2017). Ethiopia and India agreed to have a direct connection from Addis Ababa to Bombay in 1972, and Ethiopian Airlines began flying to and from India (Gennet, 2011). During the period of emperor Haile Selassie, Ethio-India diplomatic relations took on a strong shape in political, economic, cultural, social, and academic areas. Ethiopia and India relations during Haile Selassie period was challenged by geographical distance, colonial legacy, cold war dynamics, and economic disparities between them.

3.3. Ethio-India Relation During the Derg Regime (1974–1991)

When the Derg regime came to power in 1974, it introduced the new socialist ideology with the policies of nationalization and Ethiopianization. Following the nationalization and Ethiopianization policy of Derg, Indian businessmen and teachers departed the nation, and they lost their jobs and a significant amount of their property (Ivy, 2021; Sophia, 2014). The Derg regime instituted the program of "Ethiopianization," under which foreigners are not permitted to teach in Ethiopian schools (Ivy, 2021). This is because the primary goal of the education system during this period at all levels was to spread the ideologies of socialism and communism (Tariku & Gara, 2018). The nationalization policy of Derg reduced the relationships between Ethiopia and India.

Due to the ban on foreign teachers, the number of Indians employed by Ethiopia's Ministry of Education has substantially decreased. Before the revolution, around 9,000 Indians lived in Ethiopia (Belayneh, 2016). According to Tiwari and Kumar (2017), after many Indians departed, at the end of the 1980s, only about 3000 Indians remained in Ethiopia. The Indian population in Ethiopia was drastically diminished until the Ethiopian People Revolutionary Democratic Front (EPRDF) government came to power in 1991. Though the nationalization and military dictatorship governments reduced the number of Indians in Ethiopia, limited support and minimal bilateral relations continued. The bilateral ties were restricted to participation in

international organizations like the Non-Aligned Movement, collaborating on numerous UN and its related agencies' efforts to maintain international peace and security (Smita, 2021).

The minimal relations were based on shared political objectives, like the Non-Aligned Movement (NAM). On the basis of respect, appreciation, and cooperation, Ethiopia and India had strong and cordial relations. They also had comparable perspectives on matters of shared interest that unite the two nations and had the same opinions regarding problems that plague developing nations (Belayneh, 2016). India had given some limited financial and technical support to Ethiopia. India supported Ethiopia in the form of capacity-building trainings and scholarships to attend Indian institutions and universities. In addition, India also supported Ethiopia by sending delegations of Indian experts and donations of food, medicine, handlooms, agricultural equipment, and books (Belayneh, 2016).

However, there were weaknesses in their implementation, India and Ethiopia made cooperation agreements on agriculture, development, consulting, small-scale industries, transportation, and human resource development. In 1982, Ethiopia and India signed a trade agreement and a memorandum of understanding on commercial, technical, and scientific cooperation (Belayneh, 2016; Srinivasan, 2020). There had also been a cultural exchange agreement made in 1983, when India and Ethiopia agreed to cooperate in the fields of film, television, radio, press, education, archaeology, sports, and other cultural endeavors (Belayneh, 2016). The main challenge to implement agreements in practice was that the government was too busy waging war on insurgents in the North of the nation.

During the Derg period, the relations between India and Ethiopia were manifested by the state visit of President Mengistu and bilateral agreements made by the two countries. In order to strengthen their bilateral ties, Mengistu Haile Mariyam, the then president of Ethiopia, visited India twice: in 1983 (for the NAM Summit) and in 1985 (for a state visit) (Belayneh, 2016; Tiwari & Kumar, 2017). The cooperation in political issues and Mengistu Haile Mariam's visit to India enabled to maintain the solid political ties between India and Ethiopia during that time (Sophia, 2014). India had also advised the Somalian government to uphold the OAU charter and reaffirmed Ethiopia's right to self-defense (Leta & Girma, 2017). India's assistance to Ethiopia

during the Ethio-Somali war over Ogaden in 1977–1978 is recalled with gratitude and served as a sign of their warm and cordial ties (Srinivasan, 2020).

In general, Ethiopia and India have strong civilizational and cultural values with shared historical experiences shown in the protracted and difficult battles against colonial control to win their national independence and territorial integrity. During the period of emperor Haile Selassie, the diplomatic relations between Ethiopia and India became formal. Ethiopia and India developed multisector collaboration in capacity building, investment, technology transfer, infrastructure development, technical and skill transfer, and trade. India's support for Ethiopia's development spans a variety of fields, including commerce, investment, financial assistance, education, and cultural advancement (Mathews, 2017).

Successive Ethiopian regimes have been appreciative of the fact that India has never been hostile to Ethiopia's interests, though there were some interruptions during the Derg period. The nationalization and Ethiopianization policy of Derg reduced the number of Indians involved in the education and business sectors in Ethiopia. Limited and weakened relations between Ethiopia and India during the Derg period started to renew in the 1990's. In 1991, the Ethiopian People Revolutionary Democratic Front (EPRDF) came to power and renewed the historical relationship between Ethiopia and India.

CHAPTER FOUR

POST-1991 ETHIO-INDIA ACADEMIC RELATIONS

This chapter deals with the post-1991 Ethiopia and India academic relations. The chapter has three sections. The first section provides an overview of the post-1991 Ethio-India academic relationship. In this section, it has tried to show the changes and continuities of Ethiopia and India academic relations. The second section discusses the major factors contributing to the strong academic relation between Ethiopia and India in the post-1991 period. The third section discusses the main areas of academic relation between Ethiopia and India.

4.1. Overview of the Post-1991 Ethio-India Academic Relation

The state uses its national interest as justification for its international policies and actions toward other states. As a result, the driving force for Ethio-India bilateral relations is a combination of historical ties, economic interests, cultural connections, and strategic engagement. In addition, educational opportunities, research collaborations, government support, and cultural exchange are the main driving factors behind the academic relations between Ethiopia and India. Since 1991, Ethiopia and India have experienced numerous changes and advancements in the socio-economic and political norms of global development. These global developments resulted in a change in the socio-economic and academic ties between Ethiopia and India.

The socio-economic and political developments in the post-1991 period have impacted Ethiopia's foreign policy and strategy. In 1990's Ethiopian government made policy reforms in its foreign policy and strategy, defined by an attempt to diversify both its partners and areas of involvement. In post-1991 both India and Ethiopia liberalized their economy and followed by a substantial development in Ethiopia and India relations. These political and socio-economic reforms in both countries led to the renewal of foreign policy, which strengthened the relationship between Ethiopia and India.

The post-1991 political reform brought a new education policy to Ethiopia. To bring about change in the education system, the post-1991 government of Ethiopia formulated a new education policy with identified goals. These Ethiopia's education policy goals are to increase

education by providing basic education for everyone to realize their full potential physically and mentally, produce skilled human power, and effectively linking education to environmental and societal needs.

According to Tariku and Gara (2018) mentioned, the major objectives of Ethiopian education policy are set to:

- *Develop the physical and mental potential and problem-solving capacity of individuals by expanding education through providing basic education for all.*
- *Bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education.*
- *Bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline.*
- *Bring up citizen who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society.*
- *And Cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environmental and societal needs (Tariku & Gara, 2018, pp-4).*

For the transformation and achievement of the above-mentioned education policy objectives, Ethiopia expanded higher education institutions to generate skilled manpower. The new education policy creates an enabling environment for the establishment of many new universities in Ethiopia. These newly established universities needed skilled human power, which would not be covered by Ethiopia's educated man power. To achieve this, Ethiopia has tried to find external allies who can support its national education program. As a result, Ethiopia renewed its historical relationship with India and started to bring Indian teachers to teach in Ethiopia and utilize scholarship and capacity-building opportunities. Given that, Ethiopia has tried to search for more skilled human power in India and Ethiopian government increased its demand to send Ethiopian students to study in India.¹

In addition to recruiting Indian teachers and sending Ethiopian students by government of Ethiopia, Ethiopia is a beneficiary of the scholarship program offered by the Indian government

¹ Interview with Gennet Zewdie (PhD), Former Minister of Education and Ambassador of Ethiopia to India, May 9, 2024

through the Indian Council for Cultural Relations (ICCR) program, where many Ethiopians have studied for their undergraduate, postgraduate, and PhD degrees². India also provides outstanding chances for self-sponsored higher education students at prices that are much lower than those in the US and Europe.³ Ethiopian government sponsorship and self-financing, students most often choose India for their higher education studies. With the sponsorship of the India and Ethiopia governments, many undergraduate, postgraduate, and PhD-level Ethiopian students have studied in Indian universities. Recently, due to lack of foreign currency, the Ethiopian government canceled its sponsorship for students who wanted to study in India.⁴

In addition to Ethiopia's interest to bring educated manpower in India, Ethiopia is one of the main destinations for India's policy 'focus on Africa'. Ethiopia is one of the seven nations on which India's "Focus on Africa" program focuses, which was inaugurated by India in 2002 (Sophia, 2014). The Focus Africa Program was first introduced in 2002 and initially concentrated on seven major trading partners in sub-Saharan Africa: Ethiopia, Tanzania, Nigeria, South Africa, Mauritius, Kenya, and Ghana. This initiative encourages Ethiopian trade delegations and supports exporters by hosting trade shows (Sophia, 2014). The policy of "Focus on Africa" has been enabling India by creating a good environment for its investors in Ethiopia. In return, Ethiopia has been benefiting from human resource development and capacity-building programs.

The India-Africa Forum Summits started in 2008 have also created good opportunities for Ethiopia and India's academic relations. India pledged to boost the number of undergraduate and graduate scholarships during the Africa-India Forum Summits. The Forums were an excellent opportunity to discuss new economic investments and overall bilateral collaboration between Ethiopia and India. The India-Africa Forum Summits helped Ethiopia to benefit from India's incentives in scholarship and capacity building. The academic relationship between Ethiopia and India is manifested by technical assistance, human resource development, and scholarships. In the area of capacity building, numerous Ethiopians have taken short- and long-term training in a variety of professions through the Indian Technical and Economic Cooperation (ITEC). Today,

² Ibid

³ Interview with Wendimalew Belay, Executive Assistance, Embassy of India Addis Ababa, May 18, 2023

⁴ Interview with Edossa Terfessa (PhD), Head of Scholarship and Internationalization Desk, Ministry of Education, May 12, 2023

India's ITEC program has developed a distinctive character and brand identity in the developing world.

4.2. Contributing Factors for the Post-1991 Ethio-India Academic Relations

The post-1991 Ethio-India academic relations are the result of social, political, and economic reforms in both countries. The political and economic reforms in Ethiopia pushed the government to search for new global partners. This new global friendship searching leads Ethiopia to renew its historical relationship with India. “In the post-1991 period, investment and economic attraction incentives in Ethiopia encouraged India to start its strong diplomatic relations with Ethiopia.”⁵ The bilateral relations between Ethiopia and India, in which they made cooperation agreements, enabled them to enhance their academic relations in the post-1991 Ethio-India relationship. Political and economic reforms, bilateral cooperation agreements, increasing the number of Ethiopian universities, and availability of cheap and educated manpower in India are some of the contributing factors for the post 1991 strong academic relation between Ethiopia and India.

4.2.1. Political and Economic Reforms

The 1990s economic and political reforms in both countries enabled to strengthening the historical relations between Ethiopia and India. Economic liberalization in both countries can be considered as a turning point for the post 1991 strong diplomatic relations. Following the decline of Soviet Union, in 1991 the Marxist Leninist TPLF/later EPRDF government shifted its socialist ideology and liberalized its economy. Following this the EPRDF government began to reevaluate Ethiopia’s foreign policy in accordance with a new and more pragmatic global political paradigm. The Ethiopian government, with its new political ideology, began to expand new and fresh foreign policy relations with several nations.

In 2002 new foreign policy established and which states ‘our relation with other countries should be based on our national interest which is, eradicating poverty and building democracy. The 2002, Ethiopian foreign policy document precisely defined the role and policy direction, and it

⁵ Interview with Kiros Hailemariam, Middle East, Asia, and Pacific Countries Desk, Ministry of Foreign Affairs, May 23, 2023

opened a new route and chapter for Ethiopia's diplomatic missions and ministry of foreign affairs. Ethiopia's foreign relations have undergone significant modifications in order to comply with the post-liberation revolutionary agenda. This was made explicit in the government's 2002 Foreign Policy and National Security Strategy, which essentially promoted a policy of constructive engagement towards the new development partners from the South and the traditional Western partners as a crucial component of Ethiopia's "economic diplomacy" (Fantu, 2016).

To eradicate poverty and achieve economic growth, Ethiopia has tried to look at the Asian countries showing rapid economic growth, and found India having historical relations and recording rapid economic growth as a good international partner.⁶ To achieve its economic growth like the Eastern Asian countries, the EPRDF government introduced a new political ideology called "Democratic Developmental State Approach". This was a political program taken from Eastern-Asian countries like China, and India.⁷ The diversification policy of foreign partners in the foreign policy of Ethiopia was the result of the political reform of Ethiopia in 1991. This diversification of foreign policy helped to revive Ethiopia and India's previous relations. By providing reasonably priced technical help and highly skilled human power, India, as a development partner from the south, has played a significant role in Ethiopia's progress in education sector development. Bilateral cooperation agreements and diplomatic visits between leaders of both countries are enabling factors for political reforms in both Ethiopia and India.

4.2.1.1. Bilateral Cooperation Agreements

Ethio-India ministries and higher government officials exchanged views and have talked on many political, economic, and social issues. They have exchanged perspectives on their strong multilateral, regional, and bilateral collaboration. In addition to discussions on multilateral and regional issues, Ethiopia and India have made a number of bilateral cooperation agreements. For instance, in 2007, Ethiopia and India made cooperation agreements in science and technology, educational exchange programs, the promotion and protection of bilateral investments, the

⁶ Interview with Gennet Zewdie (PhD), Former Minister of Education and Ambassador of Ethiopia to India, May 9, 2024

⁷ Ibid

creation of a joint ministerial commission, and the protocol for foreign office consultations (Aklilu, 2015).

In order to review recent advances in bilateral ties between India and Ethiopia, Indian Secretary of Economic Relations met with the Ethiopian Minister of State for Foreign Affairs on October 4 2022.⁸ They discussed on various developments in India-Ethiopia bilateral relations, including political exchanges, development cooperation, training, and capacity building. There have also been agreements in areas of trade, double taxation, education, cultural exchange, agricultural research, and capacity building in a variety of domains.

On October 3, 2022, the Director General for Middle East, Asia, and Pacific Countries Affairs, Ministry of Foreign Affairs of Ethiopia, and Joint Secretary (East and Southern Africa), Ministry of External Affairs, India, co-chaired the 4th round of Foreign Office Consultations (FOCs) between India and Ethiopia in Addis Ababa.⁹ During the Foreign Office Consultations, both delegations discussed the whole range of bilateral relations, political engagements, trade and economic issues, development partnership projects, cultural and consular issues, collaboration in higher education, and people-to-people interactions. They agreed to work to expand engagement in fields such as defense, science and technology, education, agriculture, allied sectors, and civil aviation. They also discussed regional, international, and common-interest concerns, as well as AU-related topics.¹⁰

On August 24, 2023, prime minister Aby Ahmed met with Indian prime minister Narendra Modi on the sidelines of the 15th BRICS meeting in Johannesburg. The leaders agreed to strengthen their ties and discussed how to increase bilateral cooperation in sectors like commerce and investment, parliamentary contacts, development partnerships and capacity building, defense, ICT, agriculture, youth skill development, and people-to-people links.¹¹ In January 2024, Ethiopia has joined the BRICS.

⁸ Embassy of India Addis Ababa, June 1, 2023

⁹ Ibid

¹⁰ Ibid

¹¹ Ibid

4.2.1.2. Diplomatic Visits

1. Ministerial Visits

In the post-1991 period, there have been high-level government to government bilateral reciprocal visits between Ethiopia and India. The ministerial and high-level leaders visit has further strengthened the relationship between the two countries. According to the information from Embassy of India (June, 2023), high-level visits from Ethiopia held by Prime Minister Meles Zenawi in 1997, 2007, 2008, and 2011 and Prime Minister Hailemariam Desalegn in 2015. On the Indian side, high-level visits also held by Prime Minister Manmohan Singh in 2011 and Vice President Hamid Ali Ansari in May 2013.¹² High-level visits from India were held on October 17, 2017, when President Shri Ram Nath Kovind paid a bilateral state visit to Ethiopia and held talks with the Ethiopian president and prime minister.¹³ Bilateral reciprocal visits have been further consolidating relations between the two nations.

On February 20, 2021, deputy prime minister and foreign minister Demeke Mekonnen visited New Delhi, where he met the external affairs minister and discussed wide-ranging issues, including bilateral, regional, and multilateral issues.¹⁴ The information from Embassy of India (June, 2023) has also showed, on February 20–24, 2023, a 50-member Ethiopian parliamentary delegation attended a training program at the Parliamentary Research and Training Institute for Democracies (PRIDE) in New Delhi. On April 13, 2023, the External Affairs Ministry of India visited Addis Ababa and met the Ethiopia deputy prime minister and foreign minister. On June 22, 2023, India's External Affairs Ministry visited Addis Ababa and met the Ethiopian president. They talked about development partnerships as well as bilateral collaboration in the fields of education, health, and investment.¹⁵

¹²Ibid

¹³ Ibid

¹⁴ Ibid

¹⁵Ibid

2. ICCR Distinguished and Cultural Group

ICCR distinguished personal and different cultural group's visit of Ethiopia and India has strengthening the diplomatic relation between both countries. For instance, Ethiopia's Minister of Women, Children, and Youth Welfare, Ms. Zenebu Tadesse Woldetsadik, was chosen by ICCR in 2015 for the prestigious Alumni Award. Dr. Negeri Lencho, the former minister of communication affairs, traveled to India as part of the ICCR distinguished visitors' program in march 2017.¹⁶ Dr. Ergogie Tesfaye, Minister for Women and Social Affairs, has also received the ICCR Distinguished Alumni Award in 2021 in New Delhi. She met the ministers for women's and sustainable development, social justice, and external affairs of India.¹⁷ Many Ethiopian alumni who attended Indian universities are presently ministers, university presidents, vice presidents, and others holding higher government posts at various universities and institutes in Ethiopia.¹⁸

Ethiopian universities have visited by the Indian Cultural Cooperation Mission. The information from Embassy of India (June, 2023) has indicated, from September-November 2022, ICCR-sponsored groups traveled to Ethiopia as a part of the Azadi Ka Amrit Mahotsav and to commemorate 75 years of diplomatic relations between Ethiopia and India. During their visit, they discussed on potential areas of collaboration with India and Ethiopia in the education sector. ITEC Day was also celebrated from January 22, 2022, up to December 23, 2022 in different Ethiopian Universities.¹⁹

4.2.2. Expansion of Universities in Ethiopia

In the post-1991 political regime of Ethiopia, the number of universities has rapidly increased. The Ethiopia People Revolutionary Democratic Front (EPRDF) government established a new form of education policy, which contributed to the increasing number of universities in Ethiopia. For the development of the education sector and to produce skilled human power in Ethiopia, the post-1991 government established new universities and secondary schools. The Ethiopian

¹⁶ Ibid

¹⁷ Ibid

¹⁸ Interview with Gennet Zewdie (PhD), Former Minister of Education and Ambassador of Ethiopia to India, May 9, 2024

¹⁹ Embassy of India Addis Ababa, June 1, 2023

government views the expansion of education at all levels and the resulting acceleration of human development as one of the strategic pillars essential to the nation's long-term aim to become a middle-income country. As a result of the new education policy, the number of higher education institutions had grown from two universities and seventeen institutions by the year 2000 to nine universities in 2004 (Sophia, 2014). This was done through the merging of colleges and their elevation to the status of universities.

Though new universities have been built, the biggest problem facing new institutions was lack of academic human resources. The rapid expansion of the higher institutions, the changing ratios of the disciplines, and academic brain drain can all be used as explanations for the shortage of lecturers. To fill this gap, by the beginning of 1990s the ministry of education made agreements with Indian government and the Ethiopian government started to select about 500 people who have their diploma earlier and sent them to study their degree in India.²⁰ By doing so, the Ethiopian government tried to fill the gap in skilled human power in Ethiopian universities. According to information from the Ministry of Education, due to the high demand for lecturers and the scarcity of MA and PhD graduates, Ethiopia also started to find teachers abroad, particularly from India.²¹ When Ethiopia started to search for teachers from abroad, it found India, which has a strong historical, political, cultural, and economic relationship with Ethiopia.

As compared to other countries those who have strong relations with Ethiopia, India has enormous skilled human power with relatively few costs that can match with the capacity of Ethiopia.²² Following this, a diplomatic group was formed from academicians of all subject fields and from the ministry of education to recruit Indian teachers who could teach in Ethiopian higher education. To facilitate the selection of Indian teachers, university websites offer all the necessary details, including eligibility requirements, salary ranges, tax-free and complimentary air travel between India and Ethiopia, the cost of living in each country, and the potential for savings.²³ The recruiting diplomatic committee also highlights Ethiopia's friendliness, its

²⁰ Interview with Gennet Zewdie (PhD), Former Minister of Education and Ambassador of Ethiopia to India, May 9, 2024

²¹ Interview with Edossa Terfessa (PhD), Head of Scholarship and Internationalization Desk, Ministry of Education, May 12, 2023

²² Ibid

²³ Ibid

accessibility to food, its safety, and some promising employment opportunities for those looking to work abroad. After they recruit teachers, they give exams and finally sent to Ethiopia.²⁴

In addition to recruiting Indian teachers and sending Ethiopian students by the sponsor of Ethiopia government, Ethiopian students has also sent to study through fully funded scholarships and short-term capacity-building training in India. The ICCR scholarship is a full scholarship covered by the Indian government with a monthly pocket money. On the other hand, the Study In India scholarship is a full scholarship without monthly pocket money. There was also an Ethiopia government-funded scholarship for Ethiopian students to study in India. Currently, due to limitations in a foreign currency, the Ethiopia government funded sponsorship's are canceled.²⁵

The post-1991 Ethio-India partnership in the academic sector is mainly focused on accessibility and equity in the education system, which led rapid increase in the number of Ethiopian universities from ten in 2004 to 40s recently. Given that, Indian teachers employed not only in higher Ethiopian government institutions but also in private colleges and high schools opened by the Indian, Italian, and British governments in Addis Ababa.²⁶ In later periods, because of the quality education commitment measures taken by the Ethiopian government and the availability of educated Ethiopian in the country, the number of Indian teachers in Ethiopia has decreased.

4.2.3. Less Cost and Cheap Educated Manpower in India

India provides unemployed cheap skilled human power and a relatively low cost for students who are interested to study in India. The availability of relatively less cost for students' payment in India increased Ethiopia's academic engagement towards India. As a result of the fact that India provides outstanding opportunities for higher education at lower costs than in the US and Europe, self-funded Ethiopian students also chose India for their higher education studies (Sanju, 2020). In addition to less cost payment for Ethiopian students in India, Indian academicians wanted to immigrate to Ethiopia. This is because Ethiopian institutions offered them substantial salaries in response to the Indian government's insufficient salaries. The appealing pay overseas

²⁴ Ibid

²⁵ Ibid

²⁶ Ibid

is essentially the main reason most Indian academics give for leaving their home nation (Ivy, 2021).

The dissatisfaction with the Indian government's policy of reserving academic employment for members of the reserved category was the reason for Indian academicians to leave India. Ethiopia increased its payment scale and expatriate housing allowance wages in response to the increase in earnings at Indian institutions. India has enormous skilled human power with relatively few costs that can match with the capacity of Ethiopia. To do this a diplomatic committee formed from academicians of all subject fields and from the ministry of education to recruit Indian teachers who could teach in Ethiopian higher education institutions. Recently, there have been more than 2000 Indian professors and lecturers working in Ethiopian universities and other higher education institutes.²⁷ However, the Ethiopian diplomatic selection committees in India gave examination and send qualified teachers to Ethiopia, there is some continued question of qualifications on Indian teachers.

4.3. Areas of Academic Relations Between Ethiopia and India

Ethiopia's historical relationship with India, particularly in the academic sector, is mainly in the areas of human resource development and capacity-building training. Indian Technical and Economic Cooperation (ITEC), Indian Council for Cultural Relations (ICCR), Study In India, CV Raman fellowship, Barfoot Initiatives (training for women solar engineers), Agricultural research scholarship, and Tele-education and Tele-medicine programs are main areas of academic relations between Ethiopia and India.

4.3.1. Indian Technical and Economic Cooperation (ITEC)

Ethiopia and India's cooperation in the areas of ITEC has been increasing over time. India and Ethiopia have a strong human resource development partnership based on mutual understanding, respect, and a sense of partnership drawing on the principle of south-south cooperation. This partnership comprises capacity-building cooperation through technical training, grants towards support for people, and concessional lines of credit for projects based on the priorities identified

²⁷ Ibid

by Ethiopia.²⁸ Training, capacity building, project-related consultancy services, expert delegations, study tours, and other "soft" investments make up the majority of Indian aid to Ethiopia (Fantu, 2016). Improvement in higher education, skill development, and capacity building all have an impact on the social, political, and economic development of Ethiopia.

India has been a strong proponent of south-south cooperation, and it has taken many different actions to show that it is dedicated to strengthening ties with the developing world. In order to provide technical help to developing nations, the Indian government launched the Indian Technical and Economic Cooperation (ITEC) program in 1964. The Special Commonwealth Assistance for Africa Program (SCAAP) is a supplement to the ITEC initiative, and both ITEC and SCAAP are demand- and action-driven programs (Government of India, Ministry of External Affairs, 2011).

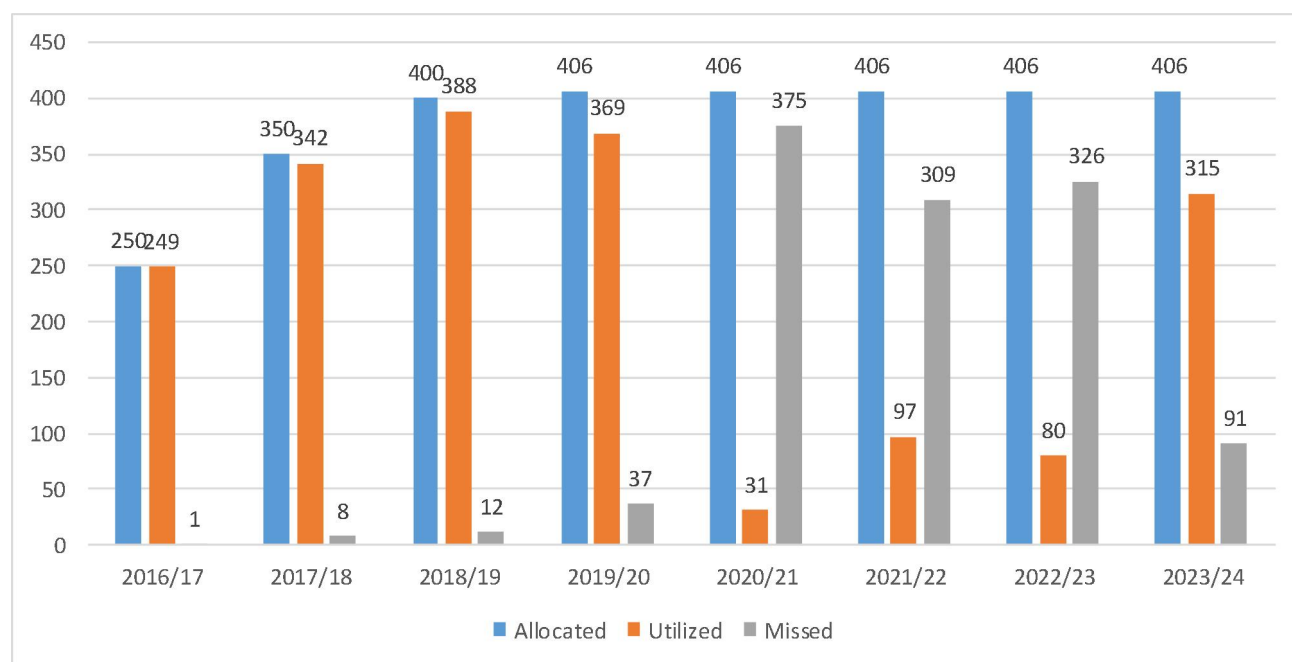
According to the Government of India's Ministry of External Affairs (2011) report, the ITEC program emphasizes experience sharing, technology transfer, and capacity building in the following ways:

1. The ITEC/SCAAP Program consists of training civilian and defense candidates from ITEC partner nations in India. Different centers of excellence in India offer special training programs for professionals and residents of developing nations. These programs give students more than just professional skills; they also equip them for a world that is becoming more globally interconnected.
2. Projects and project-related activities: The program carries out feasibility studies and offers consulting services upon the request of ITEC partner nations. India helps ITEC partner nations to create effective infrastructure facilities using technology and skills relevant to their resources and needs on the basis of mutually agreed projects.
3. Deployment of Indian professionals abroad: On friendly nations' requests, Indian experts are sent abroad to help in development initiatives. Creative arts, pest control, military training, adult education, several medical specialties, instruction in English, telecommunications, agricultural research, and other industries are among those covered.

²⁸ Embassy of India Addis Ababa, June 1, 2023

Since Ethiopia joined the ITEC program in 1969, India has been supporting Ethiopia's capacity-building initiatives, and Ethiopia sent applicants to India for training and equipment supplies (Sanju, 2020). Ethiopia has perceived India as a key ally in its development efforts. Given that, Ethiopia is one of the countries currently receiving the most training slots through ITEC program. Sponsored by the Indian government, Ethiopian professionals and specialists attended short- and medium-term ITEC training in India. Ethiopians have received training in a variety of subjects like entrepreneurship, IT, audit, management, education, banking, biotechnology, journalism, communication, human resource planning and development, financing, standards, quality assurance, etc. (Gennet, 2011). The number of ITEC slots given to Ethiopia has increased from 5 slots when the ITEC program was launched for Ethiopia in 1969 to 160 in 2013, 250 slots in 2016/17, 400 in 2018/19, and 406 since 2019/20.²⁹

Bar chart 4.1. ITEC Training Slots Allocated for Ethiopia (2016 - 2023/24)



Source; *Embassy of India Addis Ababa, June 1, 2023 & April 18, 2024*

Based on the information from the above Bar chart, the number of ITEC slots given to Ethiopia has increased over time. From the year 2016/17 up to 2023/2024 total number of ITEC allocated

²⁹ Ibid

to Ethiopia is 3,030 off which only 1,871 (61.7%) slots utilized and 1,159 (38.3 %) slots missed. While the number of ITEC slots allocated to Ethiopia has increased over time, the number of people using the allocated slots has not increased equally. This is because inaccessible for information, unable to fulfill necessary documents (like passports), administrative procedures to get supporting letters from the organization where they have been working, and lack the qualifications of the applicants to pass the interview. The reason for the decreasing number of ITEC in 2019/2020 is because of the political instability in Ethiopia. In addition to the reasons mentioned above, COVID-19 (which missed 1010 slots) was the main problem, reduced the number of beneficiaries from 2020/21 to 2022/23.³⁰ Therefore Ethiopia needs to solve the above mention bureaucratic problems to fully utilize every year allocating ITEC slots.

4.3.2 Indian Council for Cultural Relations (ICCR)

Under the sponsorship of the Indian Council for Cultural Relations (ICCR), the government of India offers scholarships to Ethiopian citizens seeking undergraduate, graduate, and doctorate degrees. India established the Indian Council for Cultural Relations (ICCR) in 1950: to actively take part in the creation and execution of policies and initiatives pertaining to India's international cultural relations; to foster and strengthen ties and mutual understanding between India and other nations; to encourage cultural exchanges with other nations and their citizens; and to foster international partnerships (Sanju, 2020).

According to information from the Ministry of Education, the office is working with the Indian government in the areas of ICCR scholarship. There are cooperative agreements made by sister ministers mainly focused on culture, science, and technology managed by the Ministry of Education.³¹ The scholarship opportunities disseminate to those concerned sister minister offices and mainly to the higher education institutions. Every year, Ethiopian students have been applying for (ICCR) scholarship to study in India for undergraduate and graduate degrees. India has offered scholarship programs in management, engineering, social anthropology, tourism, environmental science, urban and rural planning, economics, law, accounting, architecture, etc.

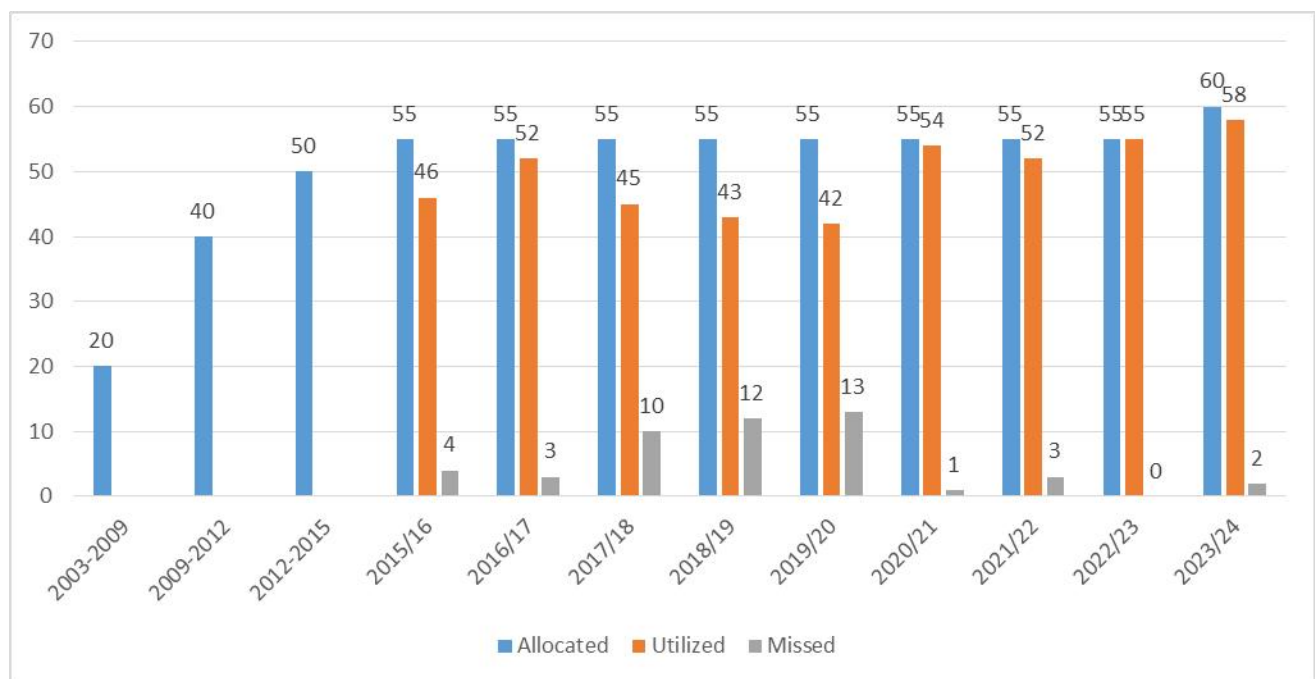
³⁰ Interview with Wendimale Belay, Executive Assistance, Embassy of India Addis Ababa, May 18, 2023

³¹ Interview with Edossa Terfessa (PhD), Head of Scholarship and Internationalization Desk, Ministry of Education, May 12, 2023

(Embassy of India, 2017). There are also scholarships available for studying Indian dance, music, painting, and sculpting.

The ICCR Scholarship is a fully funded scholarship by Indian government with monthly pocket money. Every year India allocated specific number of slots allocated to Ethiopia. The number of ICCR scholarship slots allocated to Ethiopia has increased from 20 slots in 2003/04, to 40 slots in 2009/10, to 50 slots in 2012/13, to 55 slots in 2015, and 60 slots in 2023/24.³²

Bar Chart 4.2, ICCR Scholarship Slots Allocated to Ethiopia (2003 - 2023/24)



Source; Embassy of India Addis Ababa, June 1, 2023 & April 18, 2024

The above Bar chart showed that the number of ICCR scholarship-beneficial slots has increased over time though Ethiopia has not fully utilizing the allocated slots. The total number of ICCR allocated to Ethiopia from 2003/04 to 2023/24 is 890, of which 747 (83.9%) slots were utilized and 143 (16.1%) were missed. The reason why all allocated slots are not utilized every year is, because of some administrative problems like the processes to bring original degrees, stamps

³² Interview with Wendimale Belay, Executive Assistance, Indian Embassy, April 18, 2024

from the Ministry of Education and Foreign Affairs, passport issues, and personal problems.³³ Therefore Ethiopia needs to solve the above mention administrative problems to fully utilize every year allocating ICCR slots.

4.3.3. CV Raman Fellowship

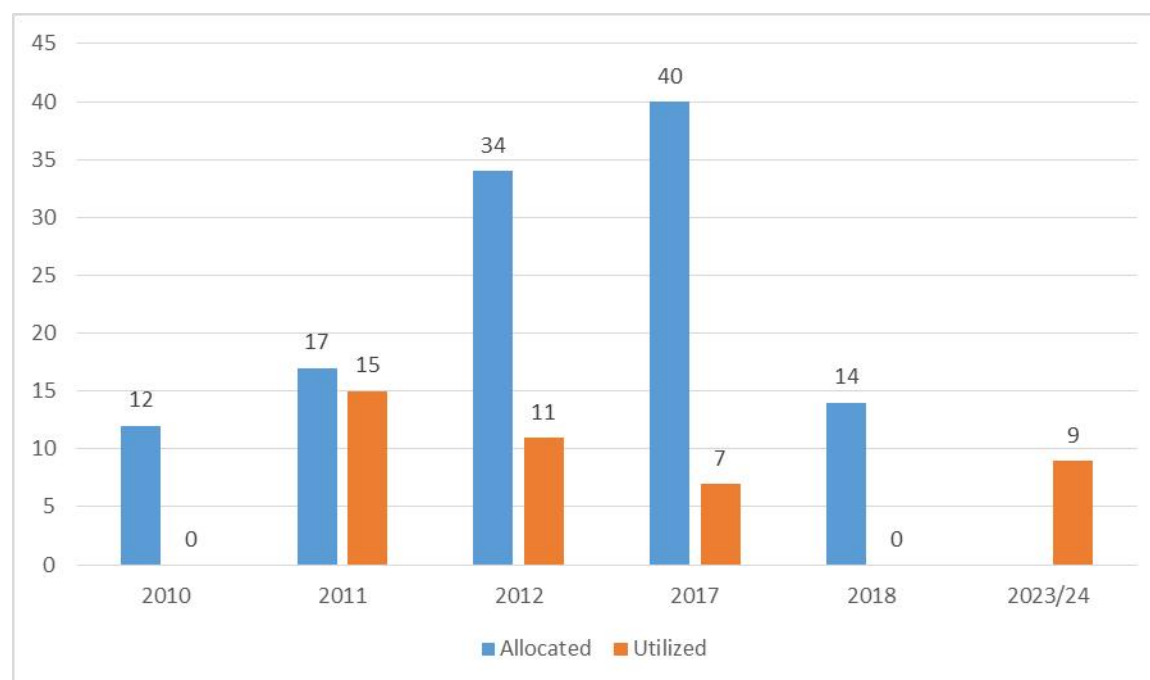
The CV Raman Fellowship is a research program offered by the Indian government through research projects to develop research knowledge in India. The CV Raman scholarship established in 2010 by a person named CV Raman (Sanju, 2020). Students from Ethiopia who receive fellowships have the opportunity to collaborate on research projects with top research teams at universities and centers for scientific and technological research and development in India. Ethiopian students have taken advantage of fellowships offered through the India Africa Forum Summit (IAFS) programs for further study as well as the CV Raman International Fellowship program for research in Indian universities (Seth, 2021).

During the India-Africa Forum Summit (IAFS)-III, India committed to award 1000 CV Raman Scientific Fellowships to Africans during a five-year period from 2015 to 2020. In June 2016 over 600 African students submitted applications for fellowships to India of which only 112 of applicants received fellowships, among them 23 were Ethiopian applicants (Sanju, 2020). The CV Raman fellowship has helped through experience sharing, skill, and knowledge building in research and publications.³⁴

³³ Interview with Wendimale Belay, Executive Assistance, Embassy of India Addis Ababa, May 18, 2023

³⁴ Interview with Dessie Tibebe (PhD), CV Raman Scholarship beneficiary, Lecturer at Gonder University, May 15, 2023

Bar chart 4.3. CV Raman (Post-Doctoral) Fellowship Slots Allocated for Ethiopia



Source: Embassy of India, June 1, 2023

Like ITEC and ICCR scholarships, the CV Raman fellowship allocated to Ethiopia has increased from 12 slots in 2010 to 17 slots in 2011, 34 slots in 2012, and 40 slots in 2017. The number of CV Raman fellowship beneficiaries joined by the year 2023/24 was 9.³⁵ Due to lack of qualifications of the applicants the allocated slots are not properly utilized.

4.3.4. Study In India (SII)

The Study In India program is Indian government fully scholarship without monthly pocket money. The Government of India Ministry of Education (MoE) created the Study In India (SII) program as one of its flagship initiatives.³⁶ Scholarship programs often provide access to quality education and learning experiences through engaging in academic courses, workshops, or research projects. The program is designed to make it easier and more appealing for foreign students to enroll in top Indian universities. Scholarship programs often offer opportunities for

³⁵ Interview with Wendimale Belay, Executive Assistance, Indian Embassy, April 18, 2024

³⁶ Interview with Feleke Habtamu, Study In India Beneficiary, Construction Works Corporation, Addis Ababa, May 26, 2023

educational and cultural enrichment, which can contribute to personal and professional growth. According to the information from the Indian Embassy, the number of students on the Study In India Scholarship was 124 in 2022/22 and 64 in 2022/23.³⁷

4.3.5 Barefoot Initiative

Barefoot College is a unique initiative established in an attempt to support poor women living in rural areas to become solar engineer. Barefoot initiative is wonderful concept to create "Solar Mamas", which trains old, mostly illiterate or semi-literate women from rural areas around developing countries to install, fix, and maintain solar-power lanterns.³⁸ Since 2008, the Ministry of External Affairs has collaborated with Barefoot College to offer the developing world access to the distinctive Indian experience (Aklilu, 2015). Ethiopia, one of the developing nations, has been benefiting from the Barefoot College. The program, called “Barefoot Initiative,” is a training opportunity for women to train in solar engineering to become solar engineers.

Barefoot College has no requirements for selecting trainers regardless of formal education or level of English ability, in contrast to most institutions. The international 'Solar Mamas' training program, run by ITEC and held at the Barefoot College in Tilonia, Rajasthan, is expressly designed for those with little formal education or no English language proficiency (Sanju, 2020). Elderly poor women from Ethiopia's rural areas have traveled to India to participate in Solar Mama training. Important projects like Barefoot College, which is well-known for its pro-poor development programs, have a significant positive influence on the lives of the most vulnerable members of society in Ethiopia.³⁹

4.3.6. Agricultural Research Scholarship

The foundation of the economies of developing nations like Ethiopia is agriculture. Considering this, Ethiopia has been offered an agricultural scholarship by India. In 2011, the Ethiopian Institute of Agricultural Research (EIAR) and the Indian Council of Agricultural Research (ICAR) signed a Memorandum of Understanding for cooperation in the field of agricultural

³⁷ Embassy of India Addis Ababa, June 1, 2023

³⁸ Interview with Gennet Zewdie (PhD), Former Minister of Education and Ambassador of Ethiopia to India, May 9, 2024

³⁹ Ibid

research and education in order to broaden their partnership (Aklilu, 2015). The implementation of the partnership is in the form of joint research initiatives and the sharing of scientists, academics, technology, literature, and information.⁴⁰ Agricultural research in horticulture, crop science, fisheries, animal science, agricultural engineering and natural resource management, agricultural extension, and agricultural education are among the top areas of collaboration (Aklilu, 2015).

4.3.7. Tele-education and Tele-medicine programs

The tele-education and tele-medicine projects are among the most prominent capacity-building initiatives between Ethiopia and India. During his visit by India's Minister of External Affairs, H.E. Mr. Pranab Mukherjee, to Ethiopia in July 2007, the Pan-African E-Network Project of the Government of India launched the first phase of the Pilot Project in Ethiopia (Aklilu, 2015). Tele-education and tele-medicine programs are components of the Pan-African E-Network Initiative. Addis Ababa University and Black Lion Hospital have both selected and offered good services for tele-education and tele-medicine respectively.⁴¹ The tele-education program gives online trainings from India for trainers' residence in Ethiopia. Tele-medicine program is working, by transmitting the patient's medical information and history to Indian hospital by video consultations with the physician at the patient's Ethiopian residence. Tele-medicine projects have a significant contribution in reducing transport costs and in their immediate response to emergency cases.

⁴⁰ Interview with Gennet Zewdie (PhD), Former Minister of Education and Ambassador of Ethiopia to India, May 9, 2024

⁴¹ Ibid

CHAPTER FIVE

POST-1991 ETHIO-INDIA ACADEMIC RELATIONS: ITS SIGNIFICANCE AND CHALLENGES

The chapter has two sections. The first section deals with the significance of academic relation for India and Ethiopia. The second section discusses the main bottlenecks that have been affecting for the proper utilization of academic opportunities from India.

5.1 Academic Relation and its Significance for India and Ethiopia

5.1.1. Significance for India

The relationship between Ethiopia and India is based on give-and-take principle. India's academic relationship with Ethiopia has diversified benefits. The south-south cooperation have used as a springboard to strengthening the academic cooperation between Ethiopia and India. In south-south cooperation, India has been supporting developing countries in their development activities without policy influence or interference in the internal affairs of states. India has benefited from the relationship through cultural transfer, people-to-people relations, tourism, and increasing its soft power diplomatic influence.⁴² As compared to Ethiopia, India has an absolute advantage in the areas of education and training, skill development, and capacity building. As a result, India has been using education as soft power diplomacy for its emerging political influence around the world.

The benefit of India for its training and scholarships offered to Ethiopia would be expressed by government-to-government agreements. For its scholarship grants to Ethiopian students, Indian investors and traders would gain infrastructure facilities and incentives in Ethiopia.⁴³ “When Ethiopia and India signed agreements, they would say that when the Indian government gave this amount of scholarship to Ethiopia, the Ethiopian government would provide this much land for

⁴² Interview with Kiros Hailemariam, Middle East, Asia, and Pacific Countries Desk, Ministry of Foreign Affairs, May 23, 2023

⁴³ Interview with Edossa Terfessa (PhD), Head of Scholarship and Internationalization Desk, Ministry of Education, May 12, 2023

Indian investors."⁴⁴ For instance, from June 2003 to May 2014, the Ethiopian Investment Agency approved 592 Indian projects. These companies have given Ethiopians access to 251,618 temporary and 52,717 permanent job opportunities (Aklilu, 2015). On the other hand, Tribhuwan (2017) mentioned, around 540 Indian companies have licensed to invest over \$4 billion in Ethiopia. Indian companies have made investments in a wide range of industries, including water management, engineering, plastics, manufacturing, cotton and textiles, education, pharmaceuticals, and healthcare (Tribhuwan, 2017).

In return for its scholarship opportunities to Ethiopia, India would also benefit from employing its teachers and labor in Ethiopia. Currently more than 2000 Indian teachers have been working in different Ethiopian higher education institutions.⁴⁵ Students who receive scholarship opportunities from India can build a positive image of India in others, internalizing India's social, cultural, political, and economic systems. It also promotes Indian technological and technical views towards other people who want to study in India in the future. Promotion of Indian cooperation based on a win-win principle that is used for building Indian image and producing human power for other countries that can support its global interests.⁴⁶

Through its academic projects, India has benefited through strengthening of its human resources, technologies, and skills that has developed over its own development. By providing scholarships and training to Ethiopia, India improves its relations in political, economic, and social areas. Through its academic cooperation with Ethiopia India would benefit through cultural exchange, financial benefit (funded by the UN for expanding education), increase positive diplomatic relations, and brother-and-sisterhood relations with Ethiopia. Because India is also rich in tourist attractions and has different religious activities, international students would visit and promote India's tourism globally.⁴⁷

The academic relation between Ethiopia and India in scholarship and training program opportunities offers several benefits for India as a country, as follows: Strengthening Bilateral

⁴⁴Interview with Edossa Terfessa (PhD), Head of Scholarship and Internationalization Desk, Ministry of Education, May 12, 2023

⁴⁵ Ibid

⁴⁶ Interview with Kiros Hailemariam, Middle East, Asia, and Pacific Countries Desk, Ministry of Foreign Affairs, May 23, 2023

⁴⁷ Interview with Andualem Gezahegn, ITEC Beneficiary, Lecturer at Arba Minch University, May 12, 2023

Relations: The scholarship program given by India strengthens bilateral relations between India and Ethiopia. It fosters people-to-people contacts, cultural exchanges, and educational collaborations, which contribute to a closer and more robust relationship between the two nations.

Global Talent Pool: Ethiopian students studying in India can contribute to India's skilled workforce. After completing their education, they can apply their knowledge and skills in various sectors, including academia, research, technology, healthcare, and entrepreneurship, both in India and Ethiopia.

Economic Benefits: For instance, from June 2003 to May 2014, the Ethiopian Investment Agency approved 592 Indian projects. These companies have given Ethiopians access to 251,618 temporary and 52,717 permanent job opportunities (Aklilu, 2015). According to Tribhuwan (2017), around 540 Indian companies have licensed to invest over \$4 billion in Ethiopia. International students can also contribute to the local economy by spending on accommodation, transportation, food, and other goods and services. The presence of Ethiopian students stimulates economic activities, creates job opportunities, and boosts the revenue of Indian educational institutions and local businesses.⁴⁸ India would also benefit financially from the UN's effort to produce skilled human power in the education sector.

Knowledge Exchange: Ethiopian students bring their unique perspectives and experiences to Indian classrooms, fostering a multicultural learning environment. This exchange of ideas, cultures, and knowledge benefits Indian students and faculty, promoting intellectual growth and cross-cultural understanding.⁴⁹

Soft Power Diplomacy: By providing quality education and training opportunities to Ethiopian students, India enhances its soft power and influence. These students become ambassadors of Indian education and culture, fostering goodwill and promoting India as a preferred destination for international students.

⁴⁸ Interview with Feleke Habtamu, Study In India Beneficiary, Construction Works Corporation, Addis Ababa, May 26, 2023

⁴⁹ Ibid

5.1.2. Significance for Ethiopia

In the development of Ethiopia's education sector, India has the upper hand through the Indian teachers teaching in Ethiopia and by offering scholarship for Ethiopian students to study in India. Till recently, more Indian teachers have been teaching in Ethiopia; however, recently the Ethiopian government has been substituting them by producing educated human power through sending Ethiopian students to India and other countries. Bilateral relations in the education sector have benefited Ethiopia through knowledge and skill transfer. In addition, Ethiopians who studied in India and knew the culture of India and adopted it have used cultural diplomacy to strengthen the relations with India. This has been done when they became higher government officials in Ethiopia.⁵⁰

The historical relationship, on the one hand, and the south-south cooperation and India-Africa forum summits, on the other hand, have enabled Ethiopia to gain more scholarship and training opportunities from India.⁵¹ The 2007 cooperation agreements on education, science and technology between Ethiopia and India was another reason for the increasing academic benefit for Ethiopia. Following this, Ethiopia has been gaining a significant number of scholarships every year. The ICCR, ITEC, Barefoot Initiative, Agricultural research, tele-education and tele-medicine, and CV Raman Fellowship programs have a significance contribution for the socio-economic development of Ethiopia. To assess the specific impact of India's academic opportunities given to Ethiopia, it would be necessary to analyze and consider the broader context of Ethiopia's cultural, social, political, and economic development.

5.1.2.1. Knowledge and Skill Transfer

Ethiopian's who have studied and taken training in India can acquire knowledge and skills that are relevant to their fields of study. As a result, they can bring this knowledge back to Ethiopia and apply it in various sectors, such as management, technology, engineering, medicine, business, and agriculture, etc. This knowledge and skill transfer can help in the advancement of industries

⁵⁰ Interview with Kiros Hailemariam, Middle East, Asia, and Pacific Countries Desk, Ministry of Foreign Affairs, May 23, 2023

⁵¹ Ibid

and contribute to the overall economic growth of Ethiopia.⁵² Except for medical training, Indian universities provide and give technical and vocational training on a diverse range of courses, like engineering, business, information technology, arts, and science.⁵³ Ethiopians have benefited from India in knowledge and technology transfer, cultural exchange, and experience sharing.

For instance, Ethiopia has benefited from ITEC training in terms of experience sharing and knowledge exchange. According to Mesfin, “during the training, we visited the Indo-Japanese laboratory, and we have also seen a state of the art in the technology that motivates me.”⁵⁴ The Ethiopian government has also been working for the transfer of Indian technology to Ethiopia. When prime minister Abiy Ahmed was minister of technology, he selected about 600 technology students from Ethiopian universities to study in India. Later, when he became prime minister, he ordered the establishment of a committee to follow up on those Ethiopian technology students sent to study in India.⁵⁵

Training, practical experience, and skill development taken from India can collectively contribute to the overall development of the country. “This is because most training given in India has focused on problem solving, which would help individuals to solve difficulties in their respective sector where they have been working.”⁵⁶ India’s partnerships with Ethiopian in education is growing through skill and knowledge transfer to Ethiopia. The largest and most esteemed expatriate teaching groups in Ethiopia are made up of about 2,000 Indian lecturers who support links and academic research collaborations between universities and educational institutions (Sanju, 2020). As the Indian Ambassador to Ethiopia, Sri Robert Shetkinton, mentioned, there are currently more than 2000 Indian academicians working in numerous public universities in Ethiopia. And “I constantly appreciate and say to Indian academicians who are teaching at Ethiopian colleges, ‘please, contribute for the development of the local community you have been living’” (Diplomatic Insights, October 18, 2022).

⁵² Interview with Feleke Habtamu, Study In India Beneficiary, Construction Works Corporation, Addis Ababa, May 26, 2023

⁵³ Interview with Kiros Hailemariam, Middle East, Asia, and Pacific Countries Desk, Ministry of Foreign Affairs, May 23, 2023

⁵⁴ Interview with Mesfin Belay, ITEC beneficiary, lecturer at Addis Ababa University, May 12, 2023

⁵⁵ Interview with Wendimalew Belay, Executive Assistance, Embassy of India Addis Ababa, May 18, 2023

⁵⁶ Interview with Bruktawit Tilahun, Study India Beneficiary, May 12, 2023

According to Ambassador Sri_Rober Shetkinton:

There is an Indian Professor of Business Management at Wollega University, Dr. Kannan Ambalam, who visited villages over the weekend to rally support for the community service he is living. Through community organization, he constructed about 100 bridges over the past four years. As a result, kids are getting to school safely, and parents are happy with their kids, which makes their lives easier. In addition, in order to obtain pure water that was contaminated with cows, Dr. Kannan Ambalam revived 55 water springs. We Indians should always give back to them and work to improve the lives of the local community. This is because they made it possible for us to live here (Diplomatic Insights October 18, 2022).

Ethiopian students can acquire valuable skills and knowledge that are relevant to their chosen fields, improving their employability prospects upon returning to Ethiopia.⁵⁷ Ethiopian education system is mostly theoretical-based; the trainings that have been taken in India would help to develop practical skills and knowledge for individuals in particular and for the country in general. “The training I have taken in India motivated me, and I am interested to apply and implement the experience and skills that I have gained in India.”⁵⁸ Ethiopian students who received their degrees in India are now teaching and working in Ethiopian institutions and some of are also working at the high ministerial level in Ethiopia; they have contributed to the knowledge and skill transfer they gained in India.

The training given in India is more scientific and practical. As a result, the training can be problem solving which have a great value for the development of our country.⁵⁹ According to Andualem, after the training, everyone has expected to prepare an action plan, or “back home action,” on how they would practically implement the knowledge and experience they gained from the training.⁶⁰ “Mr. Andualem shared his ITEC training on entrepreneurship experience in the Indian Embassy of Addis Ababa on July 21, 2023. Ethiopian students who study in India can establish relationships that may facilitate knowledge exchange, technology transfer, and investment between the two countries. Every individual who takes training in India will come

⁵⁷ Interview with Feleke Habtamu, Study In India Beneficiary, Construction Works Corporation, Addis Ababa, May 26, 2023

⁵⁸ Interview with Andualem Gezahegn, ITEC Beneficiary, Lecturer at Arba Minch University, May 12, 2023

⁵⁹ Interview with Atakilt (PhD), ITEC Beneficiary, Ministry of Agriculture, May 29, 2023

⁶⁰ Interview with Andualem Gezahegn, ITEC Beneficiary, Lecturer at Arba Minch University, May 12, 2023

with new knowledge and experience that will help for the social, political, cultural, and economic development of Ethiopia.⁶¹

5.1.2.2 Quality Education

India has a rich tradition of educational excellence and offers a wide range of academic disciplines to Ethiopia. When Ethiopia started making attempts to strengthen its education system, Indian instructors were welcomed to teach in universities and high schools. These early pioneers traveled to the most isolated parts of the country, instilled morals and ideals in young people's minds, and devoted the rest of their lives to the great foundation of education in Ethiopia (Sanju, 2020). Ethiopian students have accessed world-class education and training programs offered by renowned Indian universities and institutions. Some investigating organizations in India have recently focused on hiring demand for qualified academicians in Ethiopia and other African nations in India. Investigating organizations look for applicants and set up interviews with the institutions that are looking for Indian instructors, receiving job offers from the various universities (Sophia, 2014).

Edossa mentioned, from 1991–2007/08 the Ethiopia education system was open to invite Indian teachers to Ethiopia. This was done through exam qualification mechanisms and checking their degree status and experience. Those who have quality performance have employed in Ethiopia. This has been done by coordinating with the Indian Embassy and Ministry of Education.⁶² A special organization, the Higher Education Relevance and Quality Agency (HERQA), was established by the Ministry of Education in 2003. The HERQA established to control the quality of higher education during the times of rapid development and to adjust the curriculum of Ethiopia's higher education to the country's problems and needs (Sophia, 2014). Ethiopian colleges rely on for-profit recruitment firms in India to identify qualified applicants, and an Ethiopian committee conducted interviews in India.

Before 2005, about 5,500 Indian teachers were teaching in Ethiopia higher education institutions, though it reduced to 2000-2500 in later periods. However, the number of Indian teachers had

⁶¹ Interview with Kiros Hailemariam, Middle East, Asia, and Pacific Countries Desk, Ministry of Foreign Affairs, May 23, 2023

⁶² Interview with Edossa Terfessa (PhD), Head of Scholarship and Internationalization Desk, Ministry of Education, May 12, 2023

decreased from 5500 to 2000–2500 in 2000s, recruiting qualified teachers with a diplomatic committee has continued.⁶³ ITEC, ICCR, CV Raman, and Study In India scholarships provide recipients with the opportunity to pursue higher education at well-known Indian universities and institutions. These institutions offer a wide range of courses and programs across various disciplines, ensuring that students have access to quality education and academic resources. This exposure to academic environments helps individuals to gain valuable knowledge and skills, which in turn enhances their career prospects. Practical and experimental based teaching system is the manifestation for the quality education in India.⁶⁴

Every year, the Indian Ministry of Foreign Affairs awards scholarships to 55 Ethiopian students. In addition to scholarships, practical training is also important for self-assessment evaluation, and the personal checklists that were given to the trainers helped in developing the trainer's skills and knowledge.⁶⁵ Accessibility in lab experiments, good student-teacher relations, and openly asking unclear questions to instructors in Indian universities, enable students to gain quality knowledge and professions. Strong and strict rules to focus on class attentively would also enhance individuals to gain good knowledge and experience.⁶⁶ Indian teachers hired are exceptional educators since they have a strong grasp of English and understand Ethiopian culture. Ethiopia has been able to utilize some of India's numerous chances for workforce development.

5.1.2.3. Cultural Exchange

Studying in India allows Ethiopian students to experience a different culture, language, and way of life. This exposure can foster cultural exchange and promote mutual understanding between Ethiopian and Indian people. Ethiopian students can share their own culture, traditions, and perspectives with their Indian counterparts, thereby enhancing cultural diversity and promoting cultural diplomacy.⁶⁷ By studying in India, Ethiopian students would have the opportunity to experience India's rich cultural heritage, traditions, and diverse society. Interacting with Indian

⁶³ Interview with Edossa Terfessa (PhD), Head of Scholarship and Internationalization Desk, Ministry of Education, May 12, 2023

⁶⁴ Interview with Bereket Belay, ICCR scholarship Beneficiary Safaricom Telecommunication Ethiopia, May 24, 2024

⁶⁵ Interview with Andualem Gezahegn, ITEC Beneficiary Lecturer at Arba Minch University, May 12, 2023

⁶⁶ Interview with Bruktawit Tilahun, Study India Beneficiary, May 12, 2023

⁶⁷ Interview with Feleke Habtamu, Study In India Beneficiary, Construction Works Corporation, Addis Ababa, May 26, 2023

students and immersing themselves in a multicultural environment can broaden their horizons, foster cross-cultural understanding, and enhance their global perspective.

There is also cultural share through trans-cultural transfer from India to Ethiopia and vice versa. They interact with students from different backgrounds, cultures, and countries, fostering a global learning environment. This exposure to diverse perspectives and experiences broadens their perspectives, expands their knowledge, and develops their inter-cultural competence, which is highly valued in today's interconnected world. Study in a foreign country offers more than just academic benefits. It provides individuals with an opportunity for personal growth and cultural exchange. Immersing oneself in a different culture, language, and lifestyle fosters adaptability, independence, and resilience. These personal growth experiences are invaluable for individuals' overall development and can greatly contribute to their future success.

5.1.2.4. Human Capital and Community Development

The relationship between Ethiopia and India in the academic sector has increased due to the effort of the Ethiopian government to fill a high gap in skilled human power. This is resulted from the increasing number of human resources needed by Ethiopian universities. To fill this vacant in skilled human power, the Ethiopian government recruited teachers from India and send Ethiopian students to study and bring knowledge, experience, and quality education from India. For the development of its human capital, Ethiopia has been receiving 55 ICCR scholarships and 406 ITEC slots every year. These scholarship and trainings have helped to build the capacity and skills of respective sector office workers in Ethiopia.⁶⁸ In addition to ITEC and ICCR, the CV Raman, agricultural research, Barefoot initiative and tele-education and tele-medicine programs have a great contribution for the development of the country and educated man power in Ethiopia.

The development of a country is measured by the knowledge and skilled human resources it has. Given that, individuals who studied in India and took training would build their personal development and knowledge, which would lead to the development of one country. The knowledge and skills gained during their studies can be applied to address socio-economic

⁶⁸ Interview with Mr. Wendimale Belay Executive Assistance, Indian Embassy May, 18/2023.

challenges in Ethiopia, such as poverty reduction, healthcare improvements, infrastructure development, and sustainable agriculture practices.⁶⁹ Dessie, who was beneficial in the CV Raman fellowship, mentioned, “during my stay for six months in India, I have brought about three projects, and now I am implementing them here in Ethiopia.”⁷⁰ Experience shared with people who came from different parts of the world has great importance for the social, political, economic, and cultural development of our country.

Many higher government officials in Ethiopia are studied through the ICCR program in India. For instance, Negeri Lencho (PhD) and Ergogie Tesfaye (PhD) are some of the Ethiopian government higher officials studied in India.⁷¹ Such kind of people with high government position has significant impact for the development of their country. Indian universities and training programs emphasize practical learning and offer internships, industry collaborations, and hands-on training opportunities. Since 1990s, a considerable number of Indian teachers have employed in Ethiopia. These teachers have been involved not only in their teaching profession but also in community service in the area where they have been living. Among these, Dr. Kennan Ambalam is the one who is teaching at Wollega University, and he involved in community service. Dr. Ambalam has built 93 inexpensive bridges, revitalized 55 water sources, installed toilets in one school, built two check dams, and helped to electrify one town.⁷² These initiatives significantly improve the standard of living in rural communities. For his outstanding contribution to community service, Dr. Kennan Ambalam received the Pravasi Bharatiya Samman Award on January 10, 2023.⁷³

5.1.2.5. Networking Opportunities in Research and Innovation

Studying abroad allows students to build networks and connections with international peers, faculty members, and professionals. These networks can lead to future collaborations, research partnerships, and business opportunities. Studying in India through scholarships also provides individuals with excellent networking opportunities. They can connect with fellow students,

⁶⁹ Interview with Gennet Zewdie (PhD), Former Minister of Education and Ambassador of Ethiopia to India, May 9, 2024

⁷⁰ Interview with Dessie Tibebe (PhD), CV Raman Fellowship Beneficiary, Lecturer at Gonder University, May 15, 2023

⁷¹ Embassy of India Addis Ababa, June 1, 2023

⁷² Embassy of India Addis Ababa, June 1, 2023

⁷³ Ibid

faculty members, and professionals in their respective fields.⁷⁴ Indian scholarship opportunities would create significant networking opportunity and connections with different people across the world for professional, skill and financial developments.⁷⁵ Building networks with people from different countries can be highly beneficial for students' future career development, as it opens doors to collaborations, internships, job opportunities, and mentor-ship.

Networking opportunities can play a crucial role in their professional growth and help them stay updated with the latest developments in their fields. Indian universities and research institutions have made significant contributions to various fields of study. The Agriculture Research program and CV Raman fellowship programs are main research institutions which have important role in creating connections with Indian counter parts. Indian government scholarships often support research-oriented programs, encouraging individuals to engage in innovative research projects.⁷⁶ This exposure to cutting-edge research facilities, expert guidance, and collaboration opportunities enables individuals to enhance their research skills, contribute to the academic community, and develop new knowledge in their respective fields. These collaborations and knowledge and experience sharing with others cumulatively led for the academic sector development in particular and the country in general.

5.1.2.6. Cheap skilled Human Power and Less cost of living in India

India has more educated human power and because of that India exports teachers and academicians. Many Indian academicians move to Ethiopia since they can be hired at higher expatriate salaries. Academics from India who immigrate to Ethiopia are welcomed; their Indian degrees are highly appreciated and respected; they are paid more than their local counterparts; and they receive additional privileges like free accommodation, flights, and tax-free pay (Sophia, 2014). This is because Ethiopia brings Indian teachers with lower monthly salary comparing with other countries. The cost of living and tuition fees in India is also less compared to countries like

⁷⁴ Interview with Feleke Habtamu, Study In India Beneficiary, Construction Works Corporation, Addis Ababa, May 26, 2023

⁷⁵ Interview with Bereket Belay, ICCR Scholarship beneficiary, Safaricom Telecommunication Ethiopia, May 24, 2024

⁷⁶ Interview with Feleke Habtamu, Study In India Beneficiary, Construction Works Corporation, Addis Ababa, May 26, 2023

the United States and European countries. Given that Ethiopian students prefer India for their undergraduate, graduate and PhD program studies.

In general, the academic cooperation between Ethiopia and India is based on the principle of mutual benefit and win-win international principles for both Ethiopia and India. However, Ethiopia is not using all the training and scholarships allocated every year from India; it has been contributing a lot to Ethiopia's skilled human power development. The Federal Democratic Republic of Ethiopia (FDRE) foreign policy document (2002) states, "we cannot claim that we have used the full benefits of India when we consider how developed nations like the United States draw in and frequently utilize Indian specialists and a wealth of important development expertise." Ethiopia would produce skilled human power, In return, India have gained investment facilities for its investors in Ethiopia and have benefited from its soft power diplomacy in the international arena. The soft power diplomacy of India can be expressed by its support from Ethiopia for its interest in reconstructing the UN and India's interest in becoming a member of the United Nations Security Council.

The academic cooperation between Ethiopia and India is based on the principle of mutual benefit and win-win international principles for both Ethiopia and India. However, Ethiopia has benefited from trade relations with India through permanent and temporary work options by Indian companies, raised government revenue, brought in foreign exchange, and transferred technology (Belayneh, 2016), Ethiopia is not properly utilizing the academic opportunities allocated by India. These academic opportunities are given to Ethiopia in exchange for investment facilities for Indian investors. Ethiopia has a negative trade balance with India (Belayneh, 2016). As a result, it is impossible to say they have been equally benefited from their bilateral relations. Therefore, these findings show India is more beneficial than Ethiopia and their academic relations.

5.2. Bottlenecks For Proper Academic Utilization From India

However, Ethiopia and India have a good relationship in scholarship and human resource development training's that contribute to Ethiopia's overall development, there are some bottlenecks that hinder for full utilization of academic opportunities in India. The main reason

why Ethiopia is not properly utilizing academic opportunities from India is because, the mismatch between knowledge, technology, and facilities in Ethiopia. Expanding India's academic relation with Ethiopia has faced several challenges. The main challenges Ethiopia have been facing for further academic incentives from India are limited awareness, misunderstanding and negative image towards India, financial constraints, administrative procedures, and lack of institutional platforms.

5.2.1. Limited awareness

The main challenge hindering further benefit for Ethiopia from India in scholarships and training is limited awareness among Ethiopian students and professionals about the scholarship and training opportunities offered by India. Unable to make efforts to enhance awareness through targeted marketing campaigns, collaboration with Ethiopian educational institutions, and participation in education fairs are limitations to utilize allocated slots to Ethiopia. Communication and accessibility problems to have information about training and scholarships up to the rural areas of the country are another problem which has been reduced Ethiopia's benefit from Indian skilled human power and technology.⁷⁷ Therefore, Ethiopia needs to work cooperatively with the Embassy of India for the promotion and accessibility of information about academic incentive programs offered by India.

5.2.2. Misunderstanding and negative image to India.

Ethiopia and India's academic relation is affected by the misunderstandings about India and Indian teachers. Because of some weak teachers, some people decided as Indians are weak in education. But the reality is different and Indians are rich in educated manpower and technology. This misunderstanding has become an obstacle for further academic benefit from India. According to Dessie, "I saw that there are world-class teachers in India. As a result, my understanding about Indian has completely changed when I went and see the Indian teachers and their technology facilities."⁷⁸ Because of misunderstanding and negative image towards Indian

⁷⁷ Ibid

⁷⁸ Interview with Dessie Tibebe (PhD), CV Raman Fellowship Beneficiary, Lecturer in Gonder University, May 15, 2023

teachers and about India we are missing many scholarships and training opportunities given by India.

5.2.3. Financial constraints

Many Ethiopian students may face financial constraints that prevent them from pursuing studies in India. Less pocket money given to students is one of the challenges to study in India. For instance, Study In India scholarship is fully funded scholarship without monthly pocket money. Due to this many people calculate the pocket money and prefer to study Europe and other countries than India. Another obstacle is that some scholarships given by India are partial. Recently, because of foreign currency problem, the Ethiopian government sponsorship to send Ethiopian students to study in India has canceled.⁷⁹ Financial constraints to send more Ethiopian students to India for further training and scholarships are another additional factor that affected Ethiopia's academic benefit from India. India could explore options such as scholarships, grants, or flexible payment plans to make education more accessible and affordable for Ethiopian students.

5.2.4. Administrative procedures

Currently, India offered 55 ICCR scholarships and 406 ITEC trainers for Ethiopia every year. There are also small number of CV Raman, agricultural research, and Barefoot program opportunities offered by Indian government. However, due to administrative procedures many slots allocated to Ethiopia have been missing. Some bureaucratic problems are very late in responding and informing the result, which sometimes extends up to two years and late schedule for monthly payments for students in India.⁸⁰ Administrative problems like the processes to bring original degrees, stamps from the Ministry of Education and Foreign Affairs, and passport issues are main problems. Therefore, Ethiopia needs to solve the above mention administrative problems to fully utilize every year allocating academic opportunities in India.

⁷⁹ Interview with Edossa Terfessa (PhD), Head of Scholarship and Internationalization Desk, Ministry of Education, May 12, 2023

⁸⁰ Interview with Dessie Tibebe (PhD), CV Raman Fellowship Beneficiary, Lecturer in Gonder University, May 15/2023

5.2.5. Lack of Facilities and Good Environment

However, many Ethiopian people have studied through scholarship and training in India; technological and material limitations in Ethiopia hinder the skilled human power to apply the knowledge and experience they have. Lack of good infrastructure, political, social, and economic facilities, and environment limited the implementation of the knowledge and experience gained from India. Some people are trying to implement the knowledge and experience though no one support and appreciate them. Those who studied abroad need good facilities, appreciating and support. If there is good environment they would implement their knowledge and skill on practice.⁸¹ Because of limitations of facilities and good environment for educated people, Ethiopia has been wasting the knowledge and experience gained from India.

5.2.6. Political Instability

Political instability in Ethiopia has an effect on academic relations with India. Institutions of higher education, research partnerships, and student exchanges can all be hindered by instability. Due to disruptions in educational institutions, it has an impact on Ethiopian students' access to scholarships in India and access to high-quality education and research opportunities as well. Ethiopian students have also facing difficulties to apply for scholarships in India. This is because inaccessible of transportation, network and internet to apply and follow up the scholarship opportunities. Students may also become concerned about their safety, which may discourage them from applying for scholarships to study in India. Therefore, in order to guarantee that students have access to scholarships and educational opportunities, it is important the Ethiopian government to handle the political instability in the country.

5.2.7. Lack of Institutional Platform

Every year many Ethiopian's have been sent to study in India. Though, Ethiopia has not properly using it. This is because Ethiopia has no institutional platform to follow up with those who studied abroad. If Ethiopia properly utilize and prepare good facilities for scholars studying in India, it would bring significant change to its socio-economic development. As a result of this, Ethiopia has been wasting skilled human resources who have good knowledge and experience. There is also institutional problem during selection of the ITEC program trainers here in Ethiopia.

⁸¹ Ibid

Due to this, some people are taking training that is not related to their field, which would not have a positive impact on their profession and skill development. Rather than simply traveling to India, bringing knowledge and experience has to be the primary objective of the training.⁸²

Lack of institutional platform to follow up and less job opportunity in Ethiopia for those studied in India pushed them to remain and live in the host country. Unless the government gives attention to these studies through scholarships, it would be a waste of the resources that government invested on it. However, the trainers are also eager to share and implement their knowledge to their country, there is no good environment to implement what they gain from the training. Dessie described, “like me, those who have no good environment to implement would remain “a light in the big pot” (“የጋጋ መብራት”) to share their knowledge and experience.⁸³ Preparing a platform for those who studied and taken training in Ethiopia can empower them to share their knowledge and experience with the rest of the community in Ethiopia.

In general, however, Ethiopia have received 406 (ITEC slots), CV Raman fellowships, and 55 (ICCR) scholarship opportunities from India every year, Ethiopia have not properly using these advantages. This is because of limited access to information for these opportunities, administrative procedures, and other above-mentioned problems, the allocated opportunities have been missed. In addition, limited scholarship beneficiaries, financial limits, and political instability are some of bottlenecks that have been hindering Ethiopia’s benefit from India’s skilled human power, scholarships, and technology. Therefore, Ethiopia needs to solve the above mention problems to fully utilize academic opportunities in India.

⁸² Interview with Mesfin Belay, ITEC beneficiary lecturer at Addis Ababa University, May 12, 2023

⁸³ Interview with Dessie Tibebe (PhD), CV Raman Fellowship Lecturer in Gonder University, May 15, 2023

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. Summary

Ethio-India relations date back to the Axumite Empire. Trade was the main area that connected both states. Ethiopia and India are both ancient civilizations with their own histories dating back to 3,000 to 5,000 years, respectively. During the medieval period, Ethiopian emperors and nobility were intimately involved in the capture and export of slaves to India and Arabian states. The slaves were exchanged for fabrics, rice, and spices that were in high demand in Ethiopia. In the 16th century, the Portuguese helped the Christian King Lebene Dingel of Ethiopia drive off Muslim invaders from Ethiopia. With strong Portuguese military support, several Indian builders, blacksmiths, carpenters, masons, shoemakers, and craftsmen traveled from Goa to Ethiopia.

In the 19th century, Indians who came to Ethiopia first arrived in Harar and gradually moved to Addis Ababa. The arrival of Indians in Harar and Addis Ababa, played a significant role in the building of modern urban architecture and stone and balcony homes in Ethiopia. By the beginning of the 20th century, the relationship between Ethiopia and India had grown from trade and the construction of buildings by Indian craftsmen to the academic sector. In 1908, when Emperor Menelik II introduced modern education in Ethiopia, Indians with an education in English were hired as teachers in Ethiopia.

During the period of Emperor Haile Selassie, India and Ethiopia supported each other against the invasion of colonial powers. Opposing the Italian invasion of Ethiopia in 1935, the then Indian Prime Minister Jawaharlal Nehru and the Indian Patriot Mahatma Gandhi showed strong political and moral support for Ethiopian patriot resistance. In 1936, the Indian National Congress organized a massive protest under the banner of "Ethiopia Day." The establishment of formal diplomatic relations between Ethiopia and India in 1948 was commemorated by the two nations exchanging ambassadors. Throughout the lengthy reign of Emperor Haile Selassie, Ethiopia and India enjoyed close, amicable relations.

Ethiopia and India have been linked by a number of ties, including political, historical, economic, academic, and cultural cooperation. During the regime of Emperor Haile Selassie, Ethiopia and

India had friendly ties, which have since become stronger with the creation of the Non-Aligned Movement. During this period, many Indian teachers were employed and taught in Ethiopian secondary schools and primary schools. In addition to this, the Indian Council for Cultural Relations (ICCR) and Indian Technical and Economic Cooperation (ITEC) were introduced to Ethiopia. However, the nationalization and Ethiopianization policy of Derg started in 1974 affected the Indian communities living in Ethiopia, India and Ethiopia's historical ties have minimally continued. The bilateral ties were restricted to participation in international organizations like the Non-Alignment Movement, collaborating on numerous UN and its related agencies' efforts to maintain international peace and security. India had also given some limited financial and technical support to Ethiopia.

In post-1991, both India and Ethiopia liberalized their economies, followed by a substantial development in Ethiopia and India relations. In 2002, the Ethiopian government made policy reforms in its foreign policy and strategy, defined by an attempt to diversify both its partners and areas of involvement. To bring about change in the education system, the post-1991 government of Ethiopia formulated a new education policy with identified goals. The new education policy creates an enabling environment for the establishment of many new universities in Ethiopia. These newly established universities needed skilled human power, which would not be covered by Ethiopia itself.

To fill this gap in educated human power, Ethiopia renewed its historical relationship and, in 1993 and 2007 made an education agreement with India. Following the agreement with India, Ethiopia started to bring Indian teachers. With the sponsorship of the Ethiopian government, Ethiopia sends about 500 Ethiopians to study in India, which continued in later periods. Ethiopia is also a beneficiary of the ICCR, ITEC, and CV Raman scholarship programs offered by the Indian government. The ICCR scholarship program, which was launched in 1960, has increased the slots given to Ethiopia from 20 slots in 2003, to 55 from 2015-present. The ITEC program has increased its slots given to Ethiopia from 5 slots when the program was launched for Ethiopia in 1969, to 406 from 2019- present. The CV Raman, Barefoot Initiative, Agricultural research, and Tele-education and Tele-medicine scholarship programs are other important academic opportunities offered by India for Ethiopia.

6.2. Conclusion

This study examines the post-1991 academic relations between Ethiopia and India. The findings of this study show that academic relations between the two states have increased over time, though Ethiopia has not properly utilizing the academic opportunities from India. The 1990s political, economic, and academic reforms, the 2007 education agreements on science and technology, and the 2008 India-Africa Forum summit increased the academic collaborations between the two countries. In the India African Forum Summits held in 2008, 2011, and 2015, India promised to increase its support for African countries by increasing the number of scholarships and capacity-building trainings. Given that Ethiopia became the primary beneficiary of Indian human resource development programs. The ICCR, ITEC, Study In India, Tele-Education and Tele-medicine, the Barefoot Initiative program, CV Raman scholarships, and agricultural scholarship programs have contributed to produce educated manpower in particular and education system development in general.

However, Ethiopia has not properly and effectively used the allocated slots, the number of scholarship and training programs offered by India has increasing overtime. For instance, the total number of ITEC allocated to Ethiopia between 2016-2023 is 3,030, off which only 1,871(61.7%) slots utilized and 1,159 (38.3%) slots missed. On the other hand, the total number of ICCR allocated from 2003-2023 is 890, off which only 747 (83.9) slots were utilized and 143 (16.1%) slots missed. The reason why all allocated slots were not fully utilizing every year is, because of inaccessible for information, unable to fulfill necessary documents, the bureaucracy to make stamps from the Ministry of Education and Foreign Affairs, administrative procedures to get passport and other supporting letters, the processes to bring original degrees, and lack the qualifications of the applicants to pass the interview. In addition, COVID-19 (which missed 1,010 ITEC slots) was the main problem, reduced the high number of beneficiaries from 2020/21 to 2022/23.

In return, India benefits from sending unemployed teachers to Ethiopia and investment facilities for its investors. For instance, in 2017 around 540 Indian companies have licenses to invest over \$4 billion in Ethiopia. Indian companies have made investments in a wide range of industries. Currently there are also more than 2000 Indian teachers teaching in Ethiopia. Given that, India

has been using education as a form of soft power diplomacy for its emerging political influence globally. If Ethiopia is providing investment facilities for Indian investors, in return it has to efficiently and effectively utilize academic opportunities provided by India. Due to limited access to information, administrative procedures, misunderstanding about Indians, financial limitations, lack of facility and good environment, political instability, and lack of institutional platform, allocated academic opportunities have been missed. Therefore, Ethiopia needs to focus on government initiatives to promote and support educational partnerships, streamline administrative procedures, and simplify the passport application.

6.3. Recommendations

Despite the academic relations between Ethiopia and India has grown, there have been a number of challenges in their bilateral relations. To advance academic relations to new heights, the Ethiopian government needs to confront the obstacles. Based on the aforementioned findings, the researcher would like to suggest the following policy recommendations:

6.3.1. Recommendations for Bilateral Academic Cooperation

- **Government initiatives:** The Ethiopian government needs to provide logistical support, reduce administrative problems, and creating a favorable policy environment to encourage collaboration. The Indian government needs to increase monthly payment for trainers and students, clear and accessible information about the training's and scholarships to Ethiopia.
- **Streamlining administrative procedures and simplifying the Passport application process:** This would facilitate the participation of Ethiopian students and professionals in Indian scholarships and capacity-building programs. Clear guidelines, online application systems, and dedicated support services can ease the bureaucratic hurdles. The online application for ICCR is challenging, and making it easy to apply will increase the number of ICCR students who will use the allocated funds fully.
- **Networking platforms:** Creating dedicated networking platforms and forms, both online and offline, can facilitate interactions between Indian and Ethiopian students, scholars, and professionals. These platforms can serve as a bridge for information sharing, fostering collaborations, and providing mentor-ship opportunities.
- **Alumni networks:** Establishing alumni networks of Ethiopian students who have studied in India can serve as a valuable resource for prospective applicants. These networks can provide guidance, support, and mentor-ship to new students and professionals interested in pursuing educational opportunities in India. However, India has established alumni awards for Ethiopian students; increasing the alumni networks will strengthen bilateral academic cooperation between both nations.
- **Strengthen collaboration:** India and Ethiopia can enhance collaboration between their educational institutions, including universities and research centers. This could involve establishing academic partnerships, exchange programs, and joint research initiatives.

- **Capacity-building programs:** India can design and offer specialized capacity-building programs tailored to the needs of Ethiopian students and professionals (like Barefoot initiative). These programs should focus on areas that align with Ethiopia's developmental priorities, such as agriculture, healthcare, technology, and entrepreneurship.

6.3.2. Recommendations for Greater Ethiopian Benefits from Indian-Skilled Human Power

- **Working cooperation on medical scholarships and training:** Searching for other options, like the limited knowledge that Ethiopia has and which is found in India, but which they are not giving to Ethiopian students either by scholarship or capacity-building training. Because Ethiopia has a low level of knowledge in the medical sector, it has to work for the benefit of medical knowledge from India. To gain this medical training for Ethiopian students, Ethiopian Ministry of Foreign Affairs needs strong diplomatic work to pursue India in this area.
- **Increasing the number of ICCR and ITEC scholarship slots given to Ethiopia:** Increasing the number of trainers and scholarships can increase the number of skilled human workers in Ethiopia. Having many educated people in Ethiopia will have a great contribution to the overall development of the country. The ministry of education needs to request India to increase the number of allocating slots to Ethiopia.
- **Establishing a controlling mechanism:** Follow up with those who take training and scholarships after they come back to Ethiopia. By preparing the platform, it needs to cross-check what they bring and how they are working to implement their knowledge and experience. Giving strategic plan whether they are properly using the opportunity or not. The Indian Embassy can also follow up with the trainers after they return home to see how they are contributing to their community by using their knowledge and experience. The Ethiopian government, particularly the sectors that sent individuals to take training in India, does not follow up on what they gain from the training and how they can implement it in practice. Sending students to Indian institutes alone would not be sufficient to meet the nation's growing need for skilled labor. In addition, the selection of trainers who would be sent to India should be based on the gap in their sector and how they would fill it rather than on their political support or friendship. Proposing specific

programs that are related to the trainer's own profession would be more productive than selecting them randomly.

- **Preparing a platform for students studying abroad:** To bring practical transformation of knowledge and experience to the ground, it needs a platform that will be properly implemented on the ground. People who are going for long-term and short-term training have to have clearly identified objective why they want it and what they will bring from training. When he/she came back, it needed a checking method to determine whether he/she had brought the objective he/she had been sent to bring. It can be checked, either by presentation or by paper, or by report or by any means, whether he or she has achieved what the organization has expected.
- **Creating a good environment for those who have taken training in India:** Even if he or she is also interested in applying his or her knowledge and experience, the equipment's and necessary facilities can affect the knowledge transfer and experience shared abroad. Educated people with good knowledge and experience need good facilities and a good environment to implement it for their home country's development. Based on the capacity of the state, a good environment has to be prepared to put his or her knowledge and experience on the ground. The ministry of education has to take the responsibility to facilitate this good environment.
- **Create safe and politically stable environment:** Due to inaccessible of transportation, network and internet to apply and follow up scholarships in India, Ethiopian students have facing difficulties. In order to guarantee that students have access to scholarships and educational opportunities in India, the Ethiopian government needs to create safe and politically stable environment in the country.

In general, to further strengthen the benefit of skilled human power and technology from India, Ethiopia should establish an institutional platform to follow up with those who have taken training and scholarships from India. Creating a good environment for those educated abroad, increasing the number of trainers and scholarship beneficiaries, and cooperatively work with the Ministry of Foreign Affairs, Ministry of Education, and Indian Embassy will solve the above problems and increase Ethiopia's benefit from India's academic opportunities.

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Appendixes

Appendix 1: Key informants

No	Name	Institution	Position	Interview date	Remarks
1	Mr. Kiros Hailemariam	Ministry of Foreign Affairs	Head of Middle East, Asia, and Pacific Countries	23/05/2023	Personal interview
2	Edossa Terfessa (PhD)	Ministry of Education	Head of Scholarship and Internationalization Desk	12/05/2023	Personal interview
3	Gennet Zewdie (PhD) Ambassador (former)	Retired from government office	Former Minister of Education and Former Ambassador of Ethiopia to India	09/05/2024	Personal interview
4	Mr. Wendimalem Belay	Indian Embassy	Executive Assistant	18/05/2023 and 18/04/2024	Personal and phone interview
5	Dessie Tibebe (PhD)	CV Raman Fellowship	Lecturer at Gonder University	15/05/2023	Phone interview
6	Mr. Feleke Habtamu	Study India Beneficiary	Ethiopian Construction Works Corporation	26/05/2023	Phone interview
7	Mr. Andualem Gezahegn	ITEC Beneficiary	Lecturer at Arba Minch University	12/05/2023	Phone interview
8	Dr. Atakilt	ITEC Beneficiary	Ministry of Agriculture	29/05/2023	Phone interview
9	Mr. Mesfin Belay	ITEC Beneficiary	Lecturer at Addis Ababa University	12/05/2023	Personal interview
10	Bruktawit Tilahun	Study India Beneficiary		12/05/2023	Phone interview
11	Bereket Belay	ICCR Beneficiary	Safaricom Telecommunication	24/05/2024	Phone interview

Appendix 2: Interview Guideline and Questions

Interview Guideline

Dear/Sir Key informant! I would like to say thank you for your sincere cooperation in this study. My name is Zerfu Geza, and I am a student at Addis Ababa University in the department of Political Science and International Relations: MA in International Relations and Diplomacy. Currently, I am working on my thesis titled "The Post-1991 Diplomatic Relations between Ethiopia and India: Relations in the Education Sector." I sincerely want to ask you some interview questions about the post-1991 academic relations between Ethiopia and India in:

Scholarship, capacity-building training's, technical assistance, and the role of Indian teachers for the growth of education system in Ethiopia.

Your interview in this study is entirely based on your interest, and you can refuse or leave some interview questions that you don't agree with. This is due to the fact that a research ethic is required to respect the interests and rights of key informants during a study and interview. The study has been conducted for academic purposes, and any personal information shared with the researcher will be kept confidential. Keeping in mind the confidentiality of the information, I again request you to cooperate with me by providing truthful and accurate information while considering the importance of the information provided for research purposes.

Best regards!

Zerfu Geza

Addis Ababa University, Ethiopia

Interview Questions for the Embassy of India, Addis Ababa

1. How do you explain the post-1991 diplomatic relationship between Ethiopia and India?
2. What are the contributing factors in strengthening the post-1991 bilateral relations between Ethiopia and India in the education sector? How?
3. How are India and Ethiopia cooperatively working in the areas of capacity-building training, scholarship opportunities, and skilled human power development in Ethiopian higher education institutions?
4. What are the benefits of Indian Technical and Economic Cooperation (ITEC), Study in India, CV Rama Fellowship, Barefoot Initiative, Agricultural Research Scholarship, Pan African E-Network, and Indian Council for Cultural Relations (ICCR) academic opportunities for Ethiopia?
5. What is the benefit of India's academic cooperation with Ethiopia?
6. What kind of challenges are there in strengthening the education sector cooperation between India and Ethiopia? What do you think should be done to further strengthen academic relations between them?

Interview Questions for the Ethiopian Ministry of Foreign Affairs

1. How do you explain the post-1991 diplomatic relations between Ethiopia and India?
2. How do you explain the post-1991 Ethiopia-India relations in the education sector?
3. How has Ethiopia been working to strengthen its academic relationship with India?
4. What is the role of India in the development of Ethiopia's education sector?
5. How do you explain the importance of South-South cooperation in strengthening Ethio-India academic relations?
6. What is the benefit of the academic relationship between Ethiopia and India for both countries?
7. What kind of challenges are there in strengthening the education sector cooperation between India and Ethiopia? What should be done to further strengthen academic relations between them?

Interview Questions for the Ethiopian Ministry of Education

1. What are the contributing factors for the strong academic relations between Ethiopia and India post-1991?
2. What are the specific areas of academic relations between India and Ethiopia?
3. How has the Ministry of Education been working to increase academic opportunities in India? How has the Ministry of Education recruited teachers from India?
4. What is the benefit of India's academic relationship with Ethiopia?
5. What are the contributions of Indian scholarship and capacity-building opportunities given to Ethiopia for the social, political, cultural, economic, and academic development of Ethiopia?
6. What are the challenges to expanding the academic relationship between India and Ethiopia? What do you think should be done to ensure a strong relationship between the two countries?

Interview Question for Training and Scholarship Beneficiaries from India

1. Do you think that your involvement in the CV Raman fellowship, (ITEC) training, Study India, government sponsorship, or (ICCR) scholarship helped you to develop your knowledge and skills? In what way?
2. Do you think these scholarship and training opportunities have been helping individuals grow their careers and knowledge? How?
3. Do you think the training and scholarships given to Ethiopian students in India have contributed to Ethiopia's overall cultural, social, political, and economic development? How?
4. What are the benefits of these scholarship and training opportunities for Ethiopia and India?
5. What are the challenges that hinder further expanding India's cooperation in capacity-building trainings and scholarship opportunities with Ethiopia? What do you think needs to be done to solve these problems?

Interview Questions for Experts

1. How do you explain the post-1991 diplomatic relations between Ethiopia and India?
2. What are the contributing factors to the strong relations between Ethiopia and India in the education sector in the post-1991 period? How?
3. How India and Ethiopia are working in the areas of capacity building, scholarships, and skilled human resource development in Ethiopia?
4. What was the role of Indian teachers in the growth of Ethiopia's education system?
5. What are the contributions of the Indian Council for Cultural Relations (ICCR), Study in India, Indian Technical and Economic Cooperation (ITEC), CV Raman Fellowship, Barfoot Initiative, Agricultural research scholarship, and Pan-African e-network programs for the political, social, and economic development of Ethiopia? What is the benefit for India?
6. Do you think the membership of Ethiopia in BRICS will foster its academic relations with India? How?
7. What are the challenges that have faced the academic relationship between India and Ethiopia? Suggestions for further strengthening their academic relationship?