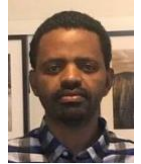


# Curriculum Vitae: Kassahun Weldemariam, PhD

## Kassahun Weldemariam

Senior Lecturer at the Department of Pedagogical, Curricular and Professional Studies, Faculty of Education, University of Gothenburg, Gothenburg, Sweden; [kassahun.weldemariam@gu.se](mailto:kassahun.weldemariam@gu.se)  
Place of birth; Addis Ababa: Date of birth: 1981-07-26.



I am a researcher and educator with a strong international profile in Education for Sustainable Development (ESD), teacher education and early childhood education. Demonstrated leadership in externally funded projects, global collaborations, and academic networks, with sustained contributions to research, teaching, and institutional development.

### 1. Education

PhD in Educational Work, University of Gothenburg, Sweden (2020)  
Joint Master's in Early Childhood Education and Care: Oslo Metropolitan University (Norway), Dublin Institute of Technology (Ireland), University of Malta (Malta) (2012); MA in Teaching English as a Foreign Language (TEFL); Addis Ababa University, Ethiopia (2006)

### 2. Current Position and Employment History

Senior Lecturer in Pedagogical Work (ESD focus); University of Gothenburg (2021-present)- Permanent position. Project Leader for ESD (2020–present): Section for Sustainability at Gothenburg University (formerly Gothenburg Centre for Sustainable Development)

#### Previous Roles:

Project Leader, ESD (2018–2020), University of Gothenburg  
Pedagogical Leader, Futura International Preschool, Stockholm (2012–2015)  
Lecturer & Teacher Trainer, Dilla University, Ethiopia (2006–2010); Higher Diploma Program Leader (Teacher Training), Dilla University (2007–2010)  
Educator and Care Taker (2003–2006), SOS Children's Villages, Ethiopia

### 3. Scientific Merits and Research Profile

My research focuses on ESD, early childhood education, teacher education, and international development, with strong emphasis on mobility, and global collaboration.

#### Externally Funded Projects

**Project Manager (2023–2024):** *Transformative Learning for Sustainability* (EUTOPIA seed funding, 100,000 SEK)  
**Project Member (2016–2023):** *BEYOND ACCESS* (NORAD-funded international collaboration: Norway, Ethiopia, South Sudan)  
**Project Member (2016–2019):** *Science and Technology Teacher Education in the Anthropocene* (STINT-funded, Sweden–South Africa collaboration)

#### Scientific Leadership and Outputs

Author of multiple journal articles, book editor, and multiple book chapters-28 publications  
International Conference Keynote speaker (2024): *Transforming Education towards Sustainable Development* (Kotebe University, Ethiopia)

### 4. Research Collaboration and International Engagement

Extensive experience in international research collaboration, network-building (active in multiple international research networks), and capacity development, including:

**EUTOPIA Network**-Leadership in ESD strategic area; coordination of international workshops  
**NORAD Collaboration**-Long-term partnership with Oslo Metropolitan University and Addis Ababa University in Ethiopia  
**STINT Project**-Sweden–South Africa collaboration in teacher education  
**Erasmus+ (QualEnv)**-Environmental management in higher education  
Active collaborations with universities in Ethiopia (Addis Ababa University, Dilla University, Kotebe University of Education), South Africa, Europe and Global.

### 5. Networks and Academic Service

Founder & Coordinator, ESD Network, University of Gothenburg (since 2023)  
Member, Global Childhood Network-an international network coordinated by GU  
Member, EECERA SIG  
Member, Transnational Dialogue (TND) in Early Childhood Education for Sustainability  
Member & Country Representative, Association for Childhood Education International (ACEI)

### 6. Teaching and Pedagogical Qualifications

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Certified in Higher Education Pedagogy (HPE 101, 102, 103, 201); Higher Diploma Program (HDP), Dilla University (teacher education and pedagogical development)

Extensive teaching and research experience across: Teacher education; Sustainability in Higher Education and Early childhood education.

### 7. Supervision Experience: Doctoral Level (Co-supervisor) and Master's Level

Two PhD theses completed (2024), Ethiopia-focused higher education and school reform;

Supervised 25+ Master's theses at Gothenburg University

### 8. Collaboration and Academic Leadership

Strong track record of: Leading and participating in multi-institutional research projects; Developing international academic partnerships; Contributing to capacity building in Global South contexts; Integrating research, teaching, and policy-relevant work

### 9. Publications: Peer Reviewed Articles

1. Demissie, E. A., Kenea, A., & **Weldemariam, K.** (2025). Preparation, utilization and retention of teachers of refugee children: The practice in Jewi Refugee Camp, Ethiopia: <https://doi.org/10.1080/18146627.2026.2618805> Africa Education Review, 21(4), 111–133
2. Boman, J., Omrcen, E., **Weldemariam, K.**, Hanning, A., & Lodin, J. (2025). Building learning pathways to enhance Education for Sustainable Development (ESD), quality and relevance. *International Journal of Sustainability in Higher Education*, 26(9), 353-371.
3. Jacobsson, A., Hellman, A., Abate, E., **Weldemariam, K.**, Tesar, M., & Yelland, N. (2025). A global childhoods research collective: Conceptualizing global childhoods through reflections and imperatives from Australia, Ethiopia, New Zealand and Sweden. *Global Studies of Childhood*, <https://journals.sagepub.com/doi/10.1177/20436106251325871>
4. Isaksson K. & **Weldemariam K.** (2024). Learning with fire, water and sun: Material- discursive entanglements in Swedish outdoor education. *Environmental Education Research Journal*-DOI: <http://dx.doi.org/10.1080/13504622.2024.2326455>
5. Solomon, M.A., Asegedom, A., & **Weldemariam, K.** (2024). Academics and their Respective Institution Practices of Continuous Professional Development: A case of Hawassa University, Ethiopia. *Journal of Interdisciplinary Studies in Education*, 13(1), 69-89.
6. Solomon, M. A., Gebremedhin, A. A., & **Weldemariam K.** (2023). Continuous Professional Development in Higher Education: A Systematic Review of its Conceptualizations, Trends and Challenges (2011-2020). *Bahir Dar Journal of Education*, 23(1), 21-39.
7. Tadesse, A., Kenea, A., & **Weldemariam, K.** (2022). Ethiopian Education Reform: From Tradition To Nowhere, A Systematic Literature Review. *Ethiopian Journal of Education and Sciences*, 17(2), 1-17.
8. **Weldemariam, K.** (2022a). Broadening Ontological and Epistemological Possibilities within Early Childhood Teacher Education for Sustainability. *Australian Journal of Teacher Education*, 47(5), 33-49. <https://doi.org/10.14221/ajte.2022v47n5.3>
9. **Weldemariam, K.** (2022b). The home literacy environment as a venue for fostering bilingualism and biliteracy: The case of an Ethio-Norwegian bilingual family in Oslo, Norway. *Journal of Early Childhood Literacy*, 25(1), 3–28 <https://doi.org/10.1177%2F14687984221109415>
10. **Weldemariam, K.**, Chan, A., Engdahl, I., Samuelsson, I. P., Katiba, T. C., Habte, T., & Muchanga, R. (2022). Care and Social Sustainability in Early Childhood Education: Transnational Perspectives. *Sustainability*, 14(9), 4952. <https://doi.org/10.3390/su14094952>
11. Petersson, J., & **Weldemariam, K.** (2022). Prime Time in Preschool Through Teacher- Guided Play with Rectangular Numbers. *Scandinavian Journal of Educational Research*, 66(4), 714-728. <https://doi.org/10.1080/00313831.2021.1910561>
12. **Weldemariam** (2020): Learning with vital materialities: weather assemblage pedagogies in early childhood education, *Environmental Education Research*, <https://doi.org/10.1080/13504622.2020.1761300>
13. **Weldemariam, K.** (2019). 'Becoming-with bees': generating affect and response- abilities with the dying bees in early childhood education. *Discourse: Studies in the Cultural Politics of Education*, 41(3), 391-406. <https://doi.org/10.1080/01596306.2019.1607402>
14. **Weldemariam, Kassahun, Diane Boyd, Nicky Hirst, Barbara Maria Sageidet, Jamison K. Browder, Leanne Grogan, and Fran Hughes.** 2017. "A Critical Analysis of Concepts Associated with Sustainability in Early Childhood Curriculum Frameworks Across Five National contexts. *International Journal of Early Childhood*. 49(3), 333-351: <https://doi.org/10.1007/s13158-017-0202-8>

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15. **Weldemariam, K.** (2014). Cautionary Tales on Interrupting Children's Play: a Study from Sweden. *Childhood Education*, 90 (4), 265-271
16. **Weldemariam, K.** (2013). Professionalism in early childhood education and care in Ethiopia: What are we talking about? *Childhood Education*, 89(3), 152–158

### 10. Publications: Peer Reviewed Books and book chapters

17. **Weldemariam, K., Sandvik, M., Yigezu, M.** (Eds.). (2023). *Early Years Literacy and Language Education in Ethiopia: perspectives from Indigenous practices, gender, and instructional practices*. New York, Routledge: <https://doi.org/10.4324/9781003424956>
18. **Weldemariam, K.** (2020). Reconfiguring environmental sustainability in early childhood education: A post-anthropocentric approach (Doctoral dissertation, University of Gothenburg). *GUPEA*. <https://hdl.handle.net/2077/63258>
19. **Weldemariam, K., Omrcen, E., Boman, J.** (2025). Systematic Integration of Sustainable Development into Curriculum; Insights from a Baseline Study at the University of Gothenburg. In Leal W, Newman J., Lange Salvia A., and Viera Trevisan L. (Eds). World Sustainability Series. *North American and European Perspectives on Sustainability in Higher Education*: Springer
20. Boman, J., Omrcen, E., **Weldemariam, K.** (2025). Sustainability labelling of courses and study programs – experiences, dilemmas, and possible way forward. A case study from University of Gothenburg. In Leal W, Newman J., Lange Salvia A., and Viera Trevisan L. (Eds). World Sustainability Series. *North American and European Perspectives on Sustainability in Higher Education*: Springer
21. Boman, J., Omrcen, E., & **Weldemariam, K.** (2025). Different Ways to Develop Sustainability Competences—Experiences from the University of Gothenburg. In *Competence Building in Sustainable Development* (pp. 153-171). Cham: Springer Nature Switzerland
22. **Weldemariam, K., Sandvik, M., Yigezu, M.** (2023). Context for Language Education in Ethiopia. In Weldemariam, K., Sandvik, M., Yigezu, M. (Eds.). *Early Years Literacy and Language Education in Ethiopia: perspectives from Indigenous practices, gender, and instructional practices* (pp. 1-10). New York; Routledge
23. **Weldemariam, K.** (2022). Reconceptualizing Eco-Literacy and Its Didactical (Pedagogical) Purpose in Ecologically Challenging Times. In Kelly, P., Kraftl, P., Padilla, D. C., Black, R., MacDonald, D., Noonan, M., & Ribeiro, A. S. (Eds.). *Young People and Stories for the Anthropocene*. London: Rowman and Littlefield.
24. **Weldemariam, K., Christenson, N., Williams, A. T., Mushayikwa, E., & Singh, S. K.** (2022). (Re) thinking teacher education in the Anthropocene: Perspectives from South Africa and Sweden. In *Science and Technology Teacher Education in the Anthropocene* (pp. 55-73). Routledge: <https://doi.org/10.4324/9781003190158-5>
25. Singh, S. K., Hipkiss, A. M., Kawai, P., **Weldemariam, K., Christenson, N., & Dudu, W.** (2022). Science and technology teacher education in South Africa and Sweden: A comparison of linked policies and curricula. In *Science and Technology Teacher Education in the Anthropocene* (pp. 33-54). Routledge.
26. **Weldemariam, K.,** (2021), Baseline Study on The Integration of Sustainable Development into Education at the University of Gothenburg. <https://gup.ub.gu.se/publication/309736?lang=en>
27. **Weldemariam, K. & Wals, A.** (2020). From autonomous child to a child entangled within an agentic world: Implications for early childhood education for sustainability. In S. Elliott, E. Årlemalm-Hagsér & J. Davis (Eds.) *Researching Early Childhood Education for Sustainability: Challenging Assumptions and Orthodoxies*. (pp.13-24). London: Routledge.
28. **Weldemariam, K.** (2017). Challenging and expanding the notion of sustainability within early childhood education: Perspectives from post-humanism and/or new materialism. In O. Franck & C. Osbeck (Eds.), *Ethical literacies and education for sustainable development: Young people, subjectivity and democratic participation* (pp. 105–126). Gothenburg, Sweden: Palgrave Macmillan.