

Final Report

Building Social Work Education Capacity in Ethiopia through an International Travel and Study

November 2012 to April 2013

Executive Summary

A partnership was created between Addis Ababa University (AAU), University of Illinois at Chicago (UIC) and the Dominican University to support the development of social work education and practice in Ethiopia as well as international social work development in the U.S. Eleven social work PhD students and the Dean of the School of Social Work in Ethiopia visited the U.S. from November 8th to December 8th 2012 to learn about social work programs and explore best practices implemented in the United States. Of the 11 PhD students, only one had an MSW degree, and most of them came from emerging or brand new universities in Ethiopia where they have been charged with starting or contributing to new social work programs. This Travel and Study was particularly important in terms of building their knowledge of international social work education best practices in their fields of scholarship. The international social work immersion and exposure to new models, teaching methods and best practices in the U.S., allowed the students to contribute to the development of social work education, research and practice in their country by learning and transforming American social work models in a culturally sensitive way.

Project Team

Alice K. Butterfield, PhD – University of Illinois at Chicago
James Scherrer, PhD – Dominican University
Wassie Kebede, PhD – Addis Ababa University
Nathan Linsk, PhD – University of Illinois at Chicago
Katarzyna (Kasia) Olcon, LCSW – Association House of Chicago

Collaborating Faculty Partners

David Moxley, PhD – University of Oklahoma
Sandy Wexler, PhD - Consultant, Pittsburgh, PA
Kay Y. McChesney, PhD – University of Illinois at Springfield

Video Documentary

The New Center at the University of Illinois at Chicago, led by Jeffron Boynés, produced a DVD film called “Partners for Ethiopia” [Video: Josua Clark / Editing: Alex Rauch]. The focuses on the “Building Social Work Education Capacity in Ethiopia through an International Travel and Study.” The mini-documentary can be viewed with accompanying text at <https://news.uic.edu/partners-for-ethiopia>. A copy of this news report was attached to the Interim Report. The film can also be viewed on YouTube http://www.youtube.com/watch?v=SRrF_FuB01w

Rationale and Purpose of the Project

Prior to the Mengistu regime, Ethiopia had a thriving social work program. Under the regime, all social work education programs were closed. It was felt by the regime that social workers were not useful, so their programs were closed and work and jobs for them disappeared. Thirty years later, Ethiopia had no social work educational program within the country. Almost all of the social workers came from European and/or American nations and worked for international non-governmental agencies. In 2004, Addis Ababa University (AAU), in cooperation with the University of Illinois at Chicago (UIC), opened the country's first-ever masters in social work (MSW) program. Nearly all of the professors that taught social work students at AAU came from the United States through the Social Work Education in Ethiopia Partnership (Project SWEEP) [<http://www.aboutsweep.org>].

In order to make social work education sustainable, Addis Ababa University started a PhD Program in Social Development and Social Work in 2006. The goal was to order to graduate scholars familiar with social work values and ethics, best practices, theory and policy, and research. In the future, these Ethiopian professors would be able to train and educate MSW and BSW students to practice social work by applying social work principles and methods in the Ethiopian context. Dr. Wassie Kebede was the first student to receive a doctorate in Social Development and Social Work from Addis Ababa University in 2010. Since then six other students have obtained their PhDs. With five cohorts of doctoral students moving through the PhD program, social work programs at AAU and several other universities in Ethiopia will have a core group of social work faculty by 2016.

The fifth cohort was the focus of this project. There are 11 members of the cohort, only one of whom has a Masters in Social Work degree. Although this cohort's education is based on social work from the American perspective, they have had no practical experience in seeing how this perspective is actualized. Since the Ethiopia has its own unique social context, American-based social work practice may not always be relevant or practical in its application in Ethiopia. In addition, application of social work processes in reality often presents situations not anticipated in the theoretical formulations, thus making adaptations often necessary. Scholars trained in the American method cannot realistically determine how to contextually apply social work processes in Ethiopia without having first a clear understanding of how social work processes are adapted in America. The purpose of this project was to provide PhD students from the fifth cohort and Dr. Wassie Kebede an intensive 30-day opportunity to study and come to understand how social work is applied in America. This experience was designed to provide a comparative perspective so that students could conceptualize and critically evaluate the ways in which social work in Ethiopia is similar and different from the American application.

The Process of Implementation

The idea for this Travel and Study Project came from the Ethiopian PhD students. They felt they needed the opportunity to see social work in action so that they could better understand how social work's principles and methods could be applied in their country. This was particularly important since only two members of the Travel and Study Project had a graduate degree in social work. In order to provide the most meaningful experience and exposure to social work in action, the Jane Addams College of Social Work at the University of Illinois at Chicago and the Graduate School of Social Work at Dominican University entered into a partnership through which site visits, conference attendance, and consultations with faculty would be provided. In-kind donations from these three institutions (housing, food, transportation) exceeded \$40,000.

During the preparation stage in Ethiopia and upon arrival, participants received an orientation about the U.S. culture, weather, customs and communication style. The U.S. Coordinators ensured that all scholars had winter clothing available to ease the transition to the cold weather in the U.S.

Conferences and Panels

The first event the Ethiopia student attended was the Council on Social Work Education's (CSWE) conference in Washington, D.C. on November 9-12, 2012. Two of the scholars presented a poster in their research area entitled *Caring for the elderly in the community: Action research with local associations*. During the presentation they distributed handouts about the School of Social Work at Addis Ababa University. All scholars attended many presentations and workshops and had extensive networking opportunities.

The students also attended several conferences and panels in Chicago. All of the students took part in the International Lecture and Welcoming Reception at Dominican University where Dr. Wassie Kebede was the keynote speaker. They also attended a panel titled Working with the Community and Youth Violence at the Dominican University where one of the students was a member of the panel. As two educational events fell on the same day, half of the students attended the Social & Structural Determinants of HIV Infections Among Minority Populations Conference at the School of Social Administration of the University of Chicago, and half went to Cross-Cultural Trauma and Resiliency Conference at the Japan Information Center. Finally the students were invited to the Social Justice and Community Activism: Global Perspectives Panel and Reception sponsored by the Jane Addams College of Social Work and the Council of International Programs Chicago at University of Illinois at Chicago. Flyers and invitations to those events are attached to this Report.

Site Visits

Another important component of the project were site visits of social service agencies. Arrangements were made with 15 social service agencies in Chicago to provide site visits to the Ethiopian students. Each participant was assigned to an average of six agencies related to his research interests. In each agency, the scholars received a tour of the facility and met with the program directors and staff to learn about their services, social work model and intervention approaches provided. All scholars were invited to agencies that provided a variety of services and worked from a holist approach, for example, "one stop shop" agencies such as Association House of Chicago <http://www.associationhouse.org/> and the Lawndale Christian Health Center <http://www.lawndale.org/>. The majority of site visits were done in smaller groups depending on the interests of the scholars. Participants observed social entrepreneurship at Sweet Beginnings <http://www.sweetbeginningsllc.com/>, community development and community organizing at Bethel New Life <http://www.bethelnewlife.org/> and Resurrection Project <http://resurrectionproject.org/>, youth programs at Metro Achievement Center <http://www.midtown-metro.org/metro/>, Yollocalli Arts Reach <http://yollocalli.org/> and Peace Corner Youth Center <http://www.thepeacecorner.org/>, senior services in Central West Case Management Unit http://www.uic.edu/jaddams/college/research_public_service/casemgt.html and disabilities assistance in the Chicago Lighthouse <http://chicagolighthouse.org/>. The other site visits included: Austin Coming Together <https://austincomingtogether.org/>, Westside Ministers Coalition <http://non-profit-organizations.findthebest.com/1/708950/Westside-Ministers-Coalition>, Habilitative Systems Inc <http://www.habilitative.org/>, Citizen's Alert <http://www.citizensalert.org/>, Midwest AIDS Training and Education Center (MATEC) <http://www.matec.info/> and Great Lakes Addiction and Training Center (GLATTC) http://www.attcnetwork.org/regcenters/index_greatlakes.asp.

Guest Lectures

Finally, it was important to provide a way for the Travel & Study participants to contribute to social work education in America and provide a basis for comparison with their educational experiences in Ethiopia. Each participant had expertise and teaching experience in a specific substantive area, for example, criminal justice, child welfare, aging, families with mental illness, people with disabilities, community development, social networks, and social entrepreneurship. Thus, drawing on these skills and strengths, scholars attended MSW and BSW classes and gave guest lectures in their area of scholarship. The participants attended, and gave lectures in classes at Dominican University, University of Illinois at Chicago, and St. Augustine College. The intention was that this approach would lead to a cross-fertilization of ideas in special topics.

Cultural and Social Events

The Coordinators also provided information and exposed the scholars to cultural and social events in Chicago such as the Thanksgiving Parade, live music concerts and social gatherings with people of different cultural backgrounds. The Ethiopian visitors also had the option of visiting Chicago's museums: The Museum of Science and Industry, the Field Museum and Jane Addams Hull House Museum. They also attended the Latino Music Festival, saw the movie *Lincoln*, and participated in a walking tour of downtown Chicago. Most took advantage of these events.

A detailed calendar with all events and activities is attached to this Report.

Outcomes and Feedback

In addition to the ongoing process of asking for feedback from the Travel & Study participants throughout their stay, they were asked to write a reflection paper upon their return to Ethiopia. Half of the participants provided their reflections in a form of Comparative Papers. The relatively low response rate can be mostly attributed to the many responsibilities the scholars hold back in country and time limits. Overall, the reflection papers show that the scholars were satisfied with the Project and described it as a very informative and enriching experience. Some of them believed the project schedule was too intense, while others wished they could have visited more agencies related to their research interests. The verbal feedback that the Coordinators were receiving throughout the project was also very positive and showed that the participants were gaining many benefits. The following sections will describe the feedback and outcomes of different areas of the project.

Council on Social Work Education Annual Program Meeting

The Council on Social Work Education's (CSWE) Conference was the first time many of the students attended a conference abroad. In particular, they were impressed by poster presentations, as a quick and effective way to disseminate information. They had not been exposed to poster presentations in their home country. One of the scholars describes his experience with the poster presentations:

I learned that poster presentations are an alternative way to disseminate the results from a number of studies when there is limited space and time. A poster presentation creates proximity between the poster's presenter and readers that encourages questions, discussion, and observations. It is convenient for poster readers to move from one poster to another to gather information on diverse topics within a couple of minutes.

The scholars expressed that they would like to be able to introduce this type of research dissemination in Ethiopia. It also appeared to the scholars that presenting at a conference and being published is accessible to broader group in the U.S. than in Ethiopia. It was also interesting that the presenters talked about their research and teaching projects even before obtaining the results. Other ideas the scholars took from the conference were the goal of beginning to publish during their Ph.D. programs, submitting book reviews as a way to prepare for publishing research articles, and advertising and promoting social work programs in Ethiopia.

They students also appreciated the networking opportunities they were able to take advantage of at the conference:

In addition to paper and poster presentations, I attended various receptions and meetings. I learned about social work research and faculty development in the U.S. at these events. Attending them also let me network with diverse faculty. My colleagues and I were offered recently published text and reference books, brochures, and pamphlets produced by various U.S. social work programs. The social events gave me a chance to network and to enrich my educational and research resources.

Site Visits: Social Work in Action

According to the students' reports, they found all site visits very informative and successful. They spoke in their Comparative Papers about a variety of observations they made during their visits and conversations with staff and management.

The following are some of the students' comments about the site visits:

My visit to the Metro after-school program showed me that instruction cannot only emphasize the cognitive domain, which is the common approach in the Ethiopian schools, but also can impact the affective domain. I saw how the affective domain was addressed by giving attention to the inculcation of virtues, values, morality, respect, honesty, punctuality, manners, and mores, among other things. The development of these characteristics was assessed every semester by the after-school teachers and advisors in consultation with students' parents to determine students' progress.

The site visits, especially of the community development organizations such as Lawndale Christian Health Center (faith-based community development organization) and Resurrection Project, were helpful in recognizing the multipurpose community development strategies (...) My group was given a tour of the Center's facilities which consists of the community health center (medical, dental, women's health, and optometry) and a fitness center. This visit widened my understanding of how community organizations really change the health conditions in the neighborhood especially for peoples who do not have a health insurance.

I found it interesting that in Chicago, as well as elsewhere in the U.S., much attention and practical services are given by governmental and nongovernmental organizations to marginalized children, people with disabilities, and senior citizens. Organizations such as the Bethel New Life Center, the Habilitative Systems, Inc. and the Central West Case Management Unit are few examples. These organizations have their own buildings and have well organized

staff and systems. I was very interested in the services they provided to their clients.

Some agencies asked the Ethiopian visitors for written feedback on the services they provided in order to engage in reciprocal learning. The document with this feedback is attached to the Report. One of the agencies, Association House of Chicago, described the site visit by the Ethiopian scholars in their monthly newsletter, which is also attached to this Report.

Adapt What Was Learned to the Ethiopian Context

In spite of the vast economic and cultural difference between the two countries, the doctoral students shared many ideas of how to adapt what they have learned to the Ethiopian context. They were inspired by the community-university partnerships they observed and acknowledged the benefits for collaborative partners. They had already been introduced to this practice by the U.S. professors teaching courses in Ethiopia, and witnessing these partnerships in Chicago further strengthened their desire to practice this approach in the future in Ethiopia.

All of the students had positive reactions to the classroom teaching they observed in the U.S. They expressed wanting to start incorporating student evaluations into their courses to strengthen their own teaching. They also hoped to make their classes more participatory and interactive to start changing the “banking model” where the students only learn from the instructor.

The various conferences and panels motivated the students to work towards publications on their research topic and making their research more accessible through presentations and other professional activities.

Changes in Teaching

As previously mentioned, the scholars attended and gave lectures in, classes at Dominican University, University of Illinois at Chicago, and St. Augustine College. They expressed that it was a valuable experience for them to be able to observe and participate in many social work classrooms. They noticed that majority of the social work classrooms are smaller and more participatory than the classrooms they are used to as both students and instructors. One of the scholars referred to it as “the democratic model of teaching” and another called it the “student- centered approach.” Another scholar described his experience in the U.S. classroom as follows:

Teaching in these social work programs is based on students’ needs and is interactive. Students have much room to reflect their ideas and experiences in the classroom. I think the most important factors that may contribute to this learning situation are class size and American students’ communicative culture.

Although the scholars foresee logistical and cultural barriers to implementing the teaching practices observed in the U.S. (including lack of decision making as to the classroom size), they are open to trying to adjust their teaching styles to be more student-centered and participatory.

Intensive Study and Work on Scholarship & Changes in PhD Dissertation Work

One of the crucial points of the Travel and Study Project was for each Ethiopian participant to meet for one-on-one consultations with U.S. scholars, primarily at the University of Illinois at Chicago, around each one's area of interest. These research consultations were arranged for each student individually to ensure they could exchange ideas, receive suggestions and access resources useful for their dissertation work. In addition, the scholars spent the last six days of their stay reflecting on their dissertations and discussing their progress with U.S. and Ethiopian professors as well as their colleagues. Each scholar had the opportunity to share their dissertation topic with the group and receive suggestions from everyone present. This was an opportunity to receive an immediate feedback from many other scholars and engage in a discussion to address questions and concerns about the future direction of the dissertation projects. Each also had the opportunity to work one-on-one with a dissertation advisor or faculty member to receive detailed assistance. As some of the students pointed out, by the end of the project they were able to discuss their research area and dissertation work with up to six professors. One participant states that the experience “helped me develop clear and deep insight into my dissertation.” Another student reemphasizes this benefit of the project by saying: “I obtained many resources and ideas that have pushed me ahead on my dissertation project.”

Debriefing Retreat with Faculty Consultation

A debriefing retreat was held for three days (November 30 – December 2, 2012) at the home of Dr. Alice Butterfield. Dr. David Moxley from the University of Oklahoma facilitated the retreat. Other faculty participating included Nathan Linsk (UIC), Sandy Wexler (Consultant), Kay Y. McChesney (University of Illinois-Springfield), and Wassie Kebede (Addis Ababa University). In addition, Asratie Teferra, doctoral student at Walden University and a board member of Books For Africa, made a presentation and consulted with the Ethiopian doctoral students. All faculty came at their own expense to consult with Travel & Study participants.

Each doctoral student presented his dissertation proposal or idea for dissertation research to attendees. Each student received feedback, questions, and consultation on their research topic and methods through a group process. In addition, each doctoral student received individual consultation from one or more of the social work faculty in attendance.

Dr. David Moxley also led a process of conceptualizing the Comparative Papers on their experiences and learning through the Travel & Study Program. All participants agreed to prepare reflective papers and submit them to the Project Coordinators in January 2013. Six of the 11 doctoral students submitted a comparative paper of their reflections. Edited by Kasia Olcon and Sandy Wexler, these papers were submitted for posting to the IASSW web page as part of the Interim Report.

Cultural Context

It was important for the coordinators to expose the Ethiopian students to optional cultural and social events to provide opportunities of informal networking and set the ground for future collaborations. The Thanksgiving celebrations made a particular impression on the students. This is how one of them describes that day:

I attended the Thanksgiving Day Parade in downtown Chicago and enjoyed the rituals. It really was a grand cultural show, with people of various ages and different cultural, religious, racial,

and ethnic backgrounds coming together to celebrate this festival. It was a breathtaking cultural event. My friends and I also observed and participated in the celebration of the Thanksgiving holiday at the family-level in one of the Coordinator's home.

The main cultural barrier some students encountered was difficulty in understanding the language because of the speed of talking and various accents. In spite of this challenge, they described their experiences interacting with Americans as positive. They praised Americans for being patient and understanding and interested in the Ethiopian culture. At the formal receptions in Dominican University and at the Council on Social Work conference in Washington D.C., the students wore traditional clothing that they brought from Ethiopia. This sparked a lot of interest and enthusiasm at both events and created an atmosphere of a truly international exchange.

Conclusion

The Travel and Study project required significant planning, fundraising and teamwork. Both, the U.S. and Ethiopian partners were actively engaged in preparation and implementation of the project, and both sides experienced many short and long term benefits from this initiative. This is how one of the students summarized his experience:

I had many new professional experiences during this trip, and I have gained a deeper understanding of the American social work practice and how the knowledge, skills, and practice of U.S. social work can be adapted to my country. But in addition to this professional development, I also had many experiences that have helped me to grow as a person.

Additional analysis of the project, focused on the group dynamic, was presented by two of the project coordinators, Dr. James Scherrer and Katarzyna Olcon, at the XXXV Annual Symposium of the International Association for Social Work with Groups in Boston in June 2013. The presentation, titled Group Stages of Development and Reflections from an International Travel and Study Project (attached to this Report), discussed the Travel and Study's group process and the implications it had on the project. Currently, the project team is finalizing a paper with the same title to be submitted to the Journal of Social Work with Groups. The paper will include a section of lessons learned from the project which can contribute to future implementations of similar projects. Some of the recommendations that the project team makes in the paper is the need to pay a particular attention to the group process in addition to group tasks and professional activities, preparing for the group stages of development, particularly the storming phase, and continuous awareness of cultural diversity. The presentation as well as and the paper give credit to IASSW for helping to found the project.

Transferability of the project

Travel and Study was a very educational and beneficial experience to all parties involved. The project team highly recommends implementing similar projects in the future in the U.S. and overseas. All components of the project can be easily transferred to other settings. The most important component is having a dedicated team of people who can carry out the necessary steps of planning and implementing different parts of the project. Securing funds, especially seed money, is another important step. As the seed money was granted for Travel and Study by the IASSW, the universities generously contributed to finalizing the project. In-kind donations (housing, food, transportation) from several institutions exceeded \$40,000. A financial report of the IASSW grant is attached to the Report.

Ethiopian Participants in the Travel & Study Program

Dr. Wassie Kebede is the Dean of the School of Social Work, Addis Ababa University. Dr. Wassie has 12 years of community work in local and international NGOs and seven years of teaching experience. His research focuses on the relation between social networks and adolescent sexual practices and social networks among poor women in Ethiopia. He has taught Integrated Social Work Methods, Community Mobilization and Organization and Social Development. He is teaching Action Research and Social Development at the PhD Program. Dr. Wassie is the Secretary for the Association of Schools of Social Work in Africa (ASSWA) and board member for the International Association of Schools of Social Work, representing African region.

Abiot Simeon is a PhD student in Social work and Social Development at the School of Social Work, Addis Ababa University. He has a master's degree in counseling psychology from Addis Ababa University. He is a member of the academic staff at **Debre Berhan University**, where he served as Senior Secondary School as the Academic Vice-Principal, Lecturer and Guidance and Counseling Officer. He teaches psychology and counseling courses and provides guidance and counseling to students. His research interests include barriers to undergoing voluntary HIV/AIDS counseling and testing among young adults, community development, social services and social policy.

Adugna Abebe is a PhD student at the School of Social Work, Addis Ababa University. He has a BA in Educational Psychology and MA in Social Psychology from AAU. His master's thesis is entitled: "Effects of Job Satisfaction on Employee Behavior." He is a Lecturer at the **University of Gondar**, where he has served as head of the Department of Psychology and head of the Associate Registrar Office. He has given training on study skills and assertiveness for university female students. He has also trained trainers on psychosocial care and support for orphan and vulnerable children, and voluntary counseling organized by Norwegian Save the Children. His research interests are cultural competence, human trafficking, conflict resolution, and violence against women.

Asmamaw G. Beyene is a PhD student in Social Work and Social Development at Addis Ababa University and a Lecturer at **Adama University**. He has BA in Pedagogical Sciences and Mathematics, and a MA in Educational Psychology, specializing in measurement and evaluation. His master's thesis is entitled: "Development and Initial Validation of University Students Attitude towards HIV/AIDS Scale." He has taught high school mathematics, and university psychology courses, including Statistical Methods for Behavioral Sciences, Research Methods, Standardized Tests, Educational Measurement and Evaluation, and Educational Psychology. His tentative area of dissertation scholarship is mental health.

Demelash Kassaye, MA in Psychology, is a Lecturer at the **Ethiopian Federal Police University College** and a PhD student at the School of Social Work, Addis Ababa University. Previously, he served as head of the Department of Research, Planning, and Projects at the main office of the Ethiopian Federal Police. He led various research projects on Border Control and Management. He presented papers at conferences in Nigeria and Canada on the prison reform in Ethiopia and on the impact of community policing in mitigating violence. He taught Community Policing, Police Personality and Ethics, Crime Research Method, Forensic Psychology and Criminology in The Ethiopian Police University College and AAU. His area of research interest is criminology, drugs and crime.

Gezahegn Teji has a MA in Journalism & Communication from Addis Ababa University. He is a Lecturer at **Arba Minch University**. His MA thesis, "Music Censorship in Contemporary Ethiopia," is published as a monograph. His research focuses on freedom of musical expression, democratization, and the media. He worked as a member of the BPR design and the Institutional Transformation Team at Arba Minch University. He also served as a coordinator for Leadership Management and Capacity Development in Ethiopian Higher Education (LMCD-EHE) project at Arba Minch University. His research interests are social networks and disabilities.

Hagos Zeray has a BA in Pedagogical Sciences and a MA in Educational Psychology from Addis Ababa University. He is on the faculty of **Mekele University**, where he has served as Head of the Department of Psychology, Coordinator of the Academic Development and Resource Center (ADRC), and a higher diploma leader. Previously, he was a high school teacher, and was promoted to teach in a Teacher Training Institute (T.T.I) in Adwa for two years. He also taught at the teacher training college in Abyiadi, where he served as Vice Academic Dean, and at Bahir Dar Teachers College where he assumed many posts and responsibilities. His research interests are social work services for refugees, and community based interventions that alleviate poverty.

Messay Gebremariam is a Lecturer at the School of Social Work and a PhD student in Social Work and Social Development at **Addis Ababa University**. He received a BEd in English language in 2006, and MA degree in Social Psychology in 2008 from AAU. He has worked as a Strategic Planning and International Affairs Officer at AAU for two years. He also served as a Department Head and English language teacher in various secondary schools and institutes for

more than three years. Messay has worked with international organizations, including the US Embassy in Addis Ababa. His research includes “The Psychological and Social Adjustment of Children Orphaned by AIDS.” His research interests are in the area of aging.

Mindahun Gebretsadik is lecturer and a PhD student in Social Work and Social Development at **Addis Ababa University**. He received a BA in Sociology and Social Administration in 2004, and a Masters of Social Work (MSW) in 2006 from Addis Ababa University. He conducted his master's thesis on the right to employment and discrimination against people with disabilities. He worked for one year as an expert of Collective Bargaining and Trade Union Affairs in the Ministry of Labor and Social Affairs. Currently, he is teaching at the School of Social work at Addis Ababa University. Mindahun's interest area for his dissertation and future scholarship is on the inclusion and exclusion of persons with disabilities in development policies and practices.

Mulugeta Melaku is a PhD student in Social Work and Social Development at **Addis Ababa University**. He received his MA in Psychology (Measurement and Evaluation) from Addis Ababa University. His thesis is entitled, “Computer Anxiety and Perceived Causes of the Anxiety among College Students.” Mulugeta served as a Lecturer and Dean of Faculty of Education at **Wollo University**, a newly established university in Ethiopia, where he taught Statistics in Psychology, Measurement and Evaluation, Developmental Psychology, and Educational Action Research. He also served as a trainer of Basic Computer Skills and Peachtree Accounting for Datacom Computer Training Center. His areas of research interests are social entrepreneurship, HIV/AIDS, and homelessness.

Samson Chane, M.A. in Social Anthropology, is a Lecturer at **Bahir Dar University** and a PhD student at the School of Social Work, Addis Ababa University. His work experience includes teaching history courses in secondary schools, working as Vice-Director, Head of the Department, and Guidance Counselor. He produced two articles that appeared in the *Educational Journal* published by the Federal Ministry of Education in 2001 and 2003. These articles focus on the problems among high school students and the expertise of teachers in educational participation in Awi Administrative Zone, Amhara Region. His areas of interest for dissertation research are the elderly and health issues.

Tadesse Gobosho Garba is a Lecturer at **Jimma University**, and a PhD student in Social Work and Social Development at Addis Ababa University. He has MED in Afan Oromo, and a BA in English from Addis Ababa University. At Jimma University, he teaches Afan Oromo, one of the major indigenous languages spoken in East Africa. There he also served as a committee member in employing academicians for the Faculty of Education, and as advisor of undergraduate students in their senior essay or research for four years. His research interests include child and family well-being and assets for the poor.