

Pre-service strengthening at local educational institutions (annual report for 2009/2010)

Deliverable submission for Strengthening Communities' Responses to HIV/AIDS

March 30, 2010



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Introduction

Strengthening Communities' Responses to HIV/AIDS is a USAID-funded project working to develop and deliver holistic and comprehensive community-based HIV/AIDS services. The project recognizes the important contribution of the social work profession in developing effective interventions for people living with HIV/AIDS and in supporting civil society organizations (CSOs).

One component of the Strengthening Communities' Responses to HIV/AIDS project addresses strengthening social work pre-service education. The overall goal of this component is to increase the capacity of social work pre-service training institutions to prepare students and new graduates to provide high-quality community-based HIV/AIDS care and support. The project has the following objectives in relation to this goal:

- Build collaborative relationships with social work pre-service training institutions.
- Integrate content on HIV/AIDS and related topics into social work pre-service curricula.
- Strengthen the capacity of social work pre-service instructors to teach effectively about HIV/AIDS and related topics.
- Strengthen the practical component of social work pre-service training.
- Support project national implementing partners (NIPs) and CSOs through placement of social work students and social work graduates.
- Promote the profession of social work in Ethiopia.

Activities under these objectives will serve to better prepare social workers to participate in and lead community responses to HIV/AIDS.

Year One Key Accomplishments (April 1, 2009 to March 31, 2010)

This component had several key accomplishments during the year. The first and most important was the development of collaborative working relationships with social work pre-service institutions. In addition, several other accomplishments are outlined below:

Assessed six social work/sociology higher education institutions (September to December 2009)

As a first step of this component, project staff conducted a needs assessment of social work pre-service training institutions. The assessment included the following six social work colleges and universities (four are public institutions and two are private):

- Adama University
- Addis Ababa University
- Alpha University College
- Jimma University
- St. Marry University College
- University of Gondar

The assessment was conducted from September to December 2009 and included semi-structured interviews, focus group discussions, observations on site visits, and desk reviews. The findings of the assessment included information on the faculty, students, and graduates of the programs, as well as on the institutions' facilities and infrastructure. The findings also focused on HIV/AIDS content found in the curricula of the institutions; the knowledge and skills of the faculty in terms of HIV/AIDS, teaching methodology, and counseling theory and practice; the effectiveness of the practicum or field placement component of the programs; and the scope of practice of social workers in Ethiopia related to HIV/AIDS. In addition, some basic information regarding regulatory bodies is presented in the assessment report. The entire assessment report is found as Attachment A of this report.

The assessment team made several recommendations, based on the findings:

1. *A national technical working group (TWG) on social work pre-service education should be established to share best practices, to determine the best method for integrating HIV content into the institutions' curricula, and to strengthen the field placement component.*
2. *The TWG should develop a plan to integrate HIV/AIDS into social work pre-service training. Curriculum integration is a multi-phased process and could be conceptualized in short term and long term phases.*
3. *Strengthen the practical attachment or field placement component of social work pre-service education.*

4. *Training on HIV/AIDS and teaching methodology should be developed for faculty members of the six institutions.*
5. *A plan to procure books, teaching aids, and other resources needs to be developed since lack of these hampers the teaching-learning process and integration of HIV/AIDS into the curricula.*
6. *Given that full curriculum integration of HIV/AIDS may take some time, training on HIV/AIDS for current students and fellowships for recent graduates should be instituted to ensure that they develop the capacity to provide HIV care and support.*
7. *Social work departments should forge partnerships with health departments, modeling an interdisciplinary approach to care, and field placements for social work students should be developed at health care facilities and clinical sites.*
8. *Utilize the experience and resources of Addis Ababa University School of Social Work and empower them to take a strong role to accomplish the above recommendations.*

Conducted one-day meeting to share the social work pre-service education assessment report with 50 stakeholders (8 February 2010)

The project shared the findings and recommendations of the social work pre-service education assessment with stakeholders from the six universities, the Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSSWA), the Ministry of Education (MOE), the Higher Education Relevance and Quality Assurance Agency (HERQAA), the Ministry of Health (MOH), the project's NIPs, and NGOs working in pre-service education and HIV/AIDS. The meeting participants reviewed and prioritized the recommendations made by the assessment team, as well as adding additional recommendations. They selected three priority recommendations based on the report and the discussions for the Strengthening Communities' Responses to HIV/AIDS project to implement:

- **Form a national TWG on social work pre-service education to address issues of curriculum integration, both short-term and long-term**
- **Strengthen the field placement component of social work education**
- **Provide HIV and teaching resources to the six institutions**

Some excellent additional suggestions/recommendations that came from this meeting include:

- Get more community input on needs to better develop social work competencies, field placements, and fellowships.
- Compare the assessment with what is happening in other similar countries.
- Link with other projects that are targeting students at university level on HIV, including Health Communications Partnership and WISE-UP social marketing program.
- Develop informational materials for students at risk for HIV on campus—students need to learn for their own protection, not just for their work experience.
- Given the length of curriculum integration, it is important to have short term strategies, such as panel discussions, seminars, and conferences that practitioners, academicians, and students can attend.
- Create awareness of social work as a profession (this was a priority recommendation from the group) with government, within the universities, among other professions, with field placement sites, and others.

Conducted two-day working meeting with 40 social work stakeholders to work on report recommendations (9-10 February 2010)

A smaller group of stakeholders participated in a two day working meeting to begin to operationalize the prioritized assessment recommendations. Given that the first recommendation involved developing a technical working group to advise the project and to work on curriculum integration, field placement manual and other activities, the group spent time developing terms of reference (TOR) for this TWG. The Strengthening Communities' Responses to HIV/AIDS project and ESSSWA will take this draft TOR to the Ministry of Education to request sponsorship and input. In advance of HIV curriculum integration, the group developed competencies for social workers to provide care and support for people living with HIV/AIDS. These competencies will form the basis for both long-term plans for curriculum integration, as well as a short term-strategy to provide social work faculty with materials to teach their students about HIV. The project will develop an HIV Resource Manual that includes learning objectives, lesson plans, and learning activities on approximately 20-25 HIV and TB topics. The working meeting participants developed an

outline of a generic field placement manual that can be adapted to each university as a first step towards the second priority recommendation to strengthen the social work field placement. The project will convene a smaller work group to assist with its completion. Finally, the group provided input on the field placements for social work students with the project NIPs and CSOs, as well as the fellowship program for recent social work graduates. The proceedings of the two meetings above are found as Attachment B of this report.

Facilitated two field placement familiarization meetings of NIPs and CSOs with Adama University, University of Gondar, and Jimma University (February 2010)

The project staff conducted two familiarization meetings with a total of 50 CSOs and 2 NIPS on the social work field placement and the fellowship for recent graduates, including the potential benefits of these placements for CSOs and NIPs. At each of these meetings, a representative from one of the six social work institutions was a co-presenter and provided more details on how the field placement works. CSO staff shared challenges both from actual experience and those they anticipate. The CSOs are enthusiastic to support field placement students and social work fellows, as long as they receive adequate support from the social work institutions.

Identified ESSSWA as a NIP and developed a scope of work and budget (March 2010)

The Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSSWA) was selected as the project's national implementing partner for this component. The project and ESSSWA leadership held several meetings, and a scope of work was agreed upon, based on the recommendations of the assessment and meetings conducted during the year. The NIP granting approval process is now underway.

Looking Forward to Year Two

Year Two activities will build on the solid foundation and successes of Year One. A main activity for Year Two will be to bring ESSSWA on board as the project's NIP for this component. All activities of the project will then be implemented by ESSSWA with close collaboration of Strengthening Communities' Responses to HIV/AIDS staff. The table on the next page shows the project priority areas, followed by a column that indicates Year One activities that have been completed, as well as planned Year Two activities.

Strengthening Communities' Responses to HIV/AIDS project's priority recommendations, Year One completed activities, and Year Two planned activities

Priority recommendations	Project activities based on the recommendations
<p>Form a national TWG on social work pre-service education to address issues of curriculum integration with both short-term and long-term interventions</p>	<p><u>Year One Activities</u></p> <ul style="list-style-type: none"> • Developed draft terms of reference for the TWG • Selected ESSWA as NIP to advocate with MOE and coordinate the meetings and activities of the TWG
	<p><u>Year Two Activities</u></p> <ul style="list-style-type: none"> • Finalize the terms of reference for the TWG, mobilize partners, and approach MOE for support. • Support four TWG meetings to work on the project's pre-service products and activities. • Develop an HIV resource manual for faculty of social work institutions. • Train social work faculty on HIV/AIDS and pedagogical skills. • Mentor faculty on teaching about HIV/AIDS and use of the HIV Resource Manual.
<p>Strengthen the field placement component of social work education</p>	<p><u>Year One Activities</u></p> <ul style="list-style-type: none"> • Developed draft outline for a field placement manual. • Held two meetings to familiarize NIPs and CSOs with the field placement and the fellowship program.
	<p><u>Year Two Activities</u></p> <ul style="list-style-type: none"> • Develop a generic field placement manual. • Provide orientation on the field placement and the fellowship program to CSOs and NIPs. • Place 60 students at NIPs/CSOs for social work field placement. • Develop a fellowship program for recent social work graduates. • Place 35 social work graduates in fellowships at NIPs/CSOs.
<p>Provide HIV and teaching resources to the six institutions</p>	<p><u>Year One Activities</u></p> <ul style="list-style-type: none"> • Developed a list of resources on HIV, TB, related topics, and pedagogy skills for the six institutions. • Identified need for teaching aids during the social work pre-service assessment.
	<p><u>Year Two Activities</u></p> <ul style="list-style-type: none"> • Acquire and distribute books and teaching aids to the six institutions.

Attachment A
Assessment of social work pre-service training institutions in Ethiopia

Assessment of social work pre-service training institutions in Ethiopia

A report from the Strengthening the Communities' Responses to HIV/AIDS project

Date: February 2010



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I-TECH staff – Liz Stevens, MSW, Senior Technical Specialist; Tigist Worku, Senior Technical Program Officer/Training Advisor, and Moges Tafesse, MSW, Social Work Pre-Service Education Coordinator -- undertook this assessment for USAID's Strengthening Communities' Responses to HIV/AIDS project. The project is funded by the US Agency for International Development's AIDS Support and Technical Resources (AIDSTAR) program, with PATH as the prime contractor. The project's aim is to improve the ability of communities in Ethiopia to respond to the HIV epidemic.

We would like to express great appreciation to all the individuals and organizations who took part in this assessment for their willingness to share information and opinions freely.

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LIST OF ABBREVIATIONS

AAU	Addis Ababa University
AAU-SSW	Addis Ababa University-School of Social Work
ADRC	Academic Development and Research Centre
AIDSTAR	AIDS Support and Technical Resources
AIHA-TC	American International Health Alliance-Twinning Center
ART	Antiretroviral Therapy
AU	Adama University
AUC	Alpha University College
BSW	Bachelor of Social Work
CSO	Community Service Organization
CVM	Comunità Volontari per il Mondo
DED	Deutscher Entwicklungsdienst (German Development Service)
ESLCE	Ethiopian School Leaving Certificate Examination
ESSWA	Ethiopian Society of Sociologists, Social Workers, and Anthropologists
FGA	Family Guidance Association
FGD	focus group discussion
FHI	Family Health International
GO	Governmental Organization
GPA	grade-point average
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
HAPCO	HIV/AIDS Prevention and Control Office
HBC	Home Based Care
HCT	Home-based testing and counseling
HDC	Higher Diploma Center
HERQA	Higher Education Relevance and Quality Agency
HOD	Head of Department
IASSW	International Association of Schools of Social Work
IFSW	International Federation of Social Work
IGNOU	Indira Gandhi National Open University
I-TECH	International Training and Education Center for Health
JACSW	Jane Addams College of Social Work

JU	Jimma University
LCD	liquid crystal display
MARCH	Modeling and Reinforcement to Combat HIV/AIDS
MATEC	Midwest AIDS Training and Education Center
MoE	Ministry of Education
MOH	Ministry of Health
MoU	Memorandum of Understanding
MSW	Masters of Social Work
NGO	Non-governmental Organization
NIP	National Implementing Partner
OHP	Overhead projector
OVC	Orphans and vulnerable children
PATH	Program for Appropriate Technology in Health
PBL	Problem Based Learning
PEPFAR	President's Emergency Plan for AIDS Relief
PLHA	People living with HIV/AIDS
PMTCT	Prevention of mother to child transmission
SMUC	St. Marry University College
SSW	School of Social Work
STI	Sexually-transmitted infection
SWEEP	Social Work Education in Ethiopia Partnership
TB	Tuberculosis
TWG	Technical working group
UoG	University of Gondar
USAID	United States Agency for International Development
VCT	Voluntary counseling and testing

BACKGROUND

Social Work Pre-Service Assessment

Several decades into the HIV/AIDS pandemic, social workers deplore the fact that millions of people are infected with HIV/AIDS and that not enough is being done to promote wellness and to stop the spread of this preventable disease. AIDS knows no social, racial or cultural barriers. Yet the rates of infection spiral, especially among the poor, the disenfranchised and among people who struggle with inequality and oppression.

The Federal HIV/AIDS Prevention and Control Office (HAPCO) estimated in 2007 that the HIV prevalence in Ethiopia was 2.1%, with an estimated 977,394 persons infected with HIV. The breakdown between urban and rural areas in terms of prevalence is 7.7% and 0.09% respectively. The AIDS in Ethiopia 6th Report (FMOH 2006) attributed over 1.2 million deaths to HIV/AIDS between 1990 and 2005. A UNAIDS/WHO/UNICEF report (2008) shows the majority of infections in adults aged 15 and above (890,000), with women making up almost 60% of that number. The death toll has been projected to reach a level of nearly 2 million by 2010 if the same trends continue.

The HIV/AIDS pandemic is jeopardizing economic growth and development prospects in Ethiopia, and has led to a weakened health system, as well as a greatly reduced workforce, including many fewer health workers and counselors. Ethiopia's national ART program has reached approximately 130,000 individuals (FMOH 2008); however, the loss to follow-up is approximately 25 percent, and facility-based care is underused. Only 24 percent of adults and 15 percent of children requiring treatment had begun ART by December 2006 (FMOH 2006). Although approximately 1.7 million people were tested for HIV in 2007, the majority of those at risk have not been tested. The need for community- and home-based care is intense, as is the need for stronger referral systems to strengthen links between the health care system, counseling and testing sites, and communities.

In order to address implementation challenges of HIV interventions at the institutional level, as well as to empower the community to deliver a holistic and comprehensive HIV/AIDS response, USAID Ethiopia developed the "Strengthening Communities' Responses to

HIV/AIDS” Project. Program for Appropriate Technology in Health (PATH) was awarded funds to implement the project.

The International Training and Education Center for Health (I-TECH) is one of the international partner organizations of the project. I-TECH’s expertise includes training design and implementation, including both in-service and pre-service training. I-TECH’s pre-service activities focus on institutional change to strengthen the quality of services provided by social workers. The project will develop the capacity of training institutions to better guide social worker training, to integrate HIV/AIDS-related content into standardized curricula, to build teaching capacity through faculty development activities, and to forge alliances between training institutions and CSOs through the establishment of community service placements for social work students and fellowships for recent graduates. These activities will serve to better prepare social workers to participate in and lead the community response to HIV/AIDS.

The first step of this component of the Strengthening Communities’ Responses to HIV/AIDS project was to conduct a needs assessment of social work pre-service training institutions. The assessment included the following six social work colleges and universities:

1. Adama University (AU)
2. Addis Ababa University (AAU)
3. Alpha University College (AUC)
4. Jimma University (JU)
5. St. Marry University College (SMUC)
6. University of Gondar (UoG)

Objectives of the Assessment

The assessment had the following objectives:

- Describe the role and scope of social work practice in Ethiopia, including the competencies needed to deliver HIV/AIDS services.
- Assess the need to integrate HIV/AIDS, TB, Palliative Care, HBC, STI, HCT and OVC care and support content into bachelors’ level social work curricula.

- Assess the current field attachment component in social work education.
- Assess the need for faculty development on both clinical content and teaching methodology.
- Identify resources and infrastructure challenges faced by social work training institutions that impair their ability to provide training to social work students.

Emergence of Social Work Education in Ethiopia

The first School of Social Work in Ethiopia was established in 1959. The school was a unit of Haile Selassie I University, now called Addis Ababa University. The program was under the auspices of the Ministry of Public Health and the United Nations Technical Assistance Board and offered a two-year diploma course at that time (Sedler, 1968). Shortly thereafter, it was incorporated into the Faculty of Arts. In 1961, the School became an independent unit of the University, and in the same year it was accepted as a member of the International Association of Schools of Social Work (IASSW) (Kendall, 1986).

In September 1966, the School started to offer a four-year program leading to a Bachelor of Social Work (BSW) degree (Sedler, 1968c). The total enrolment of degree students was one hundred by 1971-1972, and it was estimated that the School would produce between fifteen to twenty graduates per year. During that time, there were about ten Ethiopians who had received master's level training in overseas universities and about fifty persons who had already completed the basic two-year diploma course (Gebre-Selassie, 1999). Recognized in Ethiopia and throughout Africa as a center of excellence (Kendall, 1986), the school led the way towards upgrading social work practice in Ethiopia.

The Closure of the School of Social Work

The School of Social Work was closed when the Derg military regime came to power in 1974. The military regime wanted the country to adopt socialist system, and banned the social work profession, citing incompatibility with this system. The predominant socialist thinking was that social problems did not exist in a socialist state; it was the purpose of government to meet all human needs. All reference to social work was discouraged on the grounds that "it

was reformist and represented a bourgeois machination to keep the working classes in a perpetual state of dependence” (Gebre-Selassie, 1999). In addition, the school and its curriculum were designed in the western style. The School of Social Work was incorporated into the Department of Applied Sociology in the College of Social Sciences of Addis Ababa University and lost its social work essence.

Reestablishment of Social Work Education

The reestablishment of social work education was assisted by a linkage with the Jane Addams College of Social Work in at University of Illinois at Chicago, led by Dr. Alice Johnson Butterfield and a group of professors from around the world who volunteered to teach in the program (Tasse, Eshete' & Butterfield, 2004). Butterfield's journey began when she was invited to Ethiopia in 2001. Through a series of consultations with Ethiopian professionals, Butterfield and other local counterparts saw that social work could play an important role in reducing poverty in Ethiopia. She and her colleagues sought funding to create a social work graduate program at Addis Ababa University. The project was entitled the Social Work Education in Ethiopia Partnership (SWEET) and initially involved the Jane Addams College of Social Work at the University of Illinois at Chicago, Addis Ababa University, and several other international partners (IFESH, 2009).

In 2003, Dr. Abye Tasse was appointed Dean of the School of Social Work at Addis Ababa University, and the school was reopened in 2004 (Butterfield and Linsk, 2005). In five years time, the school created BSW, MSW and PhD degree programs in Social Work and Social Development. Recently other public and private institutions began offering social work education programs at the MSW as well as BSW and BA levels in regular, extension, summer and distance programs.

The elimination of social work education for 30 years led to a scarcity of social work professionals in the country. While there were a few professionals who received training outside the country during that time, social work can be seen as a new profession in Ethiopia. Part of the purpose of this assessment is to determine what role this profession can play in mitigating the negative impact of the HIV/AIDS epidemic in Ethiopia.

METHODS

This assessment was conducted between September and November 2009. Qualitative research methods were used to conduct the assessment, including desk review, semi-structured interviews, focus group discussions (FGD), and observations made during site visits to six universities and colleges in Ethiopia. Table 1 shows the site visits made by the assessment team.

Table 1: Site Visit Schedule

Institutions	Site Visit Dates
Adama University	Sept. 28, 2009
Addis Ababa University	Sept. 29, 2009
Alpha University College	Oct. 16- 17, 2009
Jimma University	Oct. 24-25, 2009
St. Marry University College	Oct. 20-21, 2009
University of Gondar	Sept. 25, 2009

Semi-structured Interviews

Twenty-eight semi-structured interviews were conducted in the assessment as a main source of data. Interview participants included deans, administrators, faculty members and graduates of the institutions visited. See Table 2 for a breakdown of participants. The following criteria were used to select interview participants:

- 1) Current staff of the institutions with long-term knowledge and service;
- 2) Recent graduates of the institutions;
- 3) Those willing to share their experiences and give verbal consent.

As this was a rapid assessment and the visits to the institutions were short, participants were selected by convenience sampling. Interviews took approximately 30-45 minutes each.

Table 2: Interviews and Focus Group Discussions

Institution	Interviews				Focus Group Discussions
	Deans	Administrators	Faculty Members	Graduates	Number of Students per Focus Group
Adama University	1	0	1	0	4
Addis Ababa University	2	2	4	0	6
Alpha University College	1	0	3	0	2
Jimma University	1	1	2	2	4
St. Marry University College	1	0	2	0	2
University of Gondar	2	0	1	2	5
Totals	8	3	13	4	23

The interview guide consisted of questions examining the role of social workers and adequacy of current social work education to address HIV/AIDS care and support. In line with this, questions on how to integrate HIV/AIDS issues into the curriculum, current field placement components, teaching methodology used by instructors, and resources and infrastructure available at the institutions were included. (See Appendix A). Two interviewers conducted each interview. In order to avoid missing out on information during the interview process, both interviewers wrote the responses while one of them was asking the questions. After the interview, both interviewers cross checked their responses and cleaned the data for analysis. All participants gave a verbal consent to be interviewed prior to the interview.

In addition to interviews conducted at the six institutions, the assessment team also interviewed staff at the Twinning Center, a United States-funded project that is working with the Addis Ababa University, School of Social Work (AAU-SSW) on developing and delivering HIV/AIDS training and on strengthening its faculty. In addition, the assessment team met with USAID staff to learn about other social work strengthening projects that are happening in Ethiopia.

Focus Group Discussions

The team also conducted one focus group discussion with current social work students at each of the six institutions. Participants were identified through deans and faculty members. There was a mixture of male and female students in each group. Focus group discussions were conducted privately with the students without faculty or administrators present.

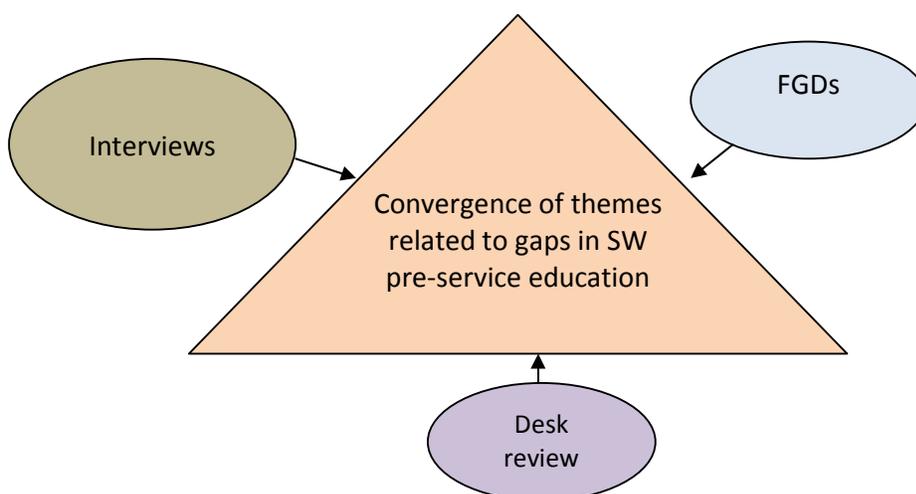
Desk Review

A desk review of basic documents such as curricula, field placement manuals and course modules and guidelines was conducted. These were materials that were collected during the site visits from each institution. In addition, a review of the literature related to the history of social work in Ethiopia was done. This helped to provide a greater context for the assessment results, to corroborate information obtained in the interviews, and to verify spellings and titles of organizations and people.

Data Analysis

After each site visit, a separate report was prepared for each institution (See Appendix B). Then the frequently emerging themes from each report were identified and comparisons were made using spreadsheets. The common themes served to form the findings of the study. The final report was prepared to address the objectives set forth in the assessment by triangulating data sources from interviews, FGDs and the desk review (See Figure 1).

Figure 1: Convergence of multiple sources of evidence for the assessment



Modifications of the Assessment

1. This assessment initially focused on institutions with BSW/BA programs in Social Work and Sociology, as these graduates are the ones most likely to work at the community level. But after the first assessment visits, the assessment team realized that many MSW graduates will become the faculty who will be teaching BA and BSW students in the future, and they may also be involved in supervising bachelor's-level social workers. Understanding the needs of these programs, the faculty and the students is also important; thus the MSW programs at AAU-SSW and at SMUC were also included.
2. The assessment team assumed that there was a regulatory body for the profession of social work and developed tools to conduct interviews of representatives of that body, but no such body was found. The implications of this issue are discussed in the findings of the report, and a recommendation is made related to regulatory bodies.
3. Because the training of social workers is relatively new, there were few schools with any graduates so far. The team was only able to interview four graduates. Thus, the views of this group are not well represented in the assessment.

RESULTS AND FINDINGS

Because Appendix B provides extensive background information on each individual institution, this section will focus on general findings across all institutions. These findings include information on the faculty, students and graduates of the programs, as well as on the facilities and infrastructure available at the institutions. The findings also focus on HIV/AIDS content found in the curricula of the institutions; the knowledge and skills of the faculty in terms of HIV/AIDS, teaching methodology, and counseling theory and practice; the effectiveness of the practicum or field placement component of the programs; and the scope of practice of social workers in Ethiopia. In addition, some basic information regarding regulatory bodies is presented.

Overview of the Social Work Universities and Colleges

Although there have been a few social workers in Ethiopia since the closing of the AAU's School of Social Work in the 70's (those trained between 1959 and 1974, or those trained outside of the country), the assessment team found that social work is, for all intents and purposes, a new discipline in Ethiopia. In addition, the delineation between social work and sociology is not clearly made in Ethiopia. Many CSOs employ graduates of sociology programs to act as social workers. Thus, the institutions visited offered different degrees: a degree in sociology, a combined degree of social work and sociology, and a degree in social work. Table 3 shows a list of the six institutions visited, the degrees offered by each, the lengths of the programs, the year the programs started, and the modes of delivery.

Among the institutions, there were variations regarding the types of degrees offered, mode of program delivery, length of programs, and time of establishment. Private institutions and Addis Ababa University offered pure social work programs whereas the other three public institutions offered social work with sociology or pure sociology. The rationale for offering a combined sociology and social work degree was as follows:

- When Addis Ababa started graduating MSWs, the public institutions offering sociology programs saw this as an opportunity to increase the practical component of that degree. The two disciplines are highly interrelated: sociology focuses on theory and concept development whereas social work adds the practical application/intervention of these theories.

- The need to produce skilled social workers is increasing, as they are in high demand in the job market.

Table 3: Overview of the Six Institutions

Institutions	Type of institution	Date SW Program Started	Degrees offered	Length of Program (Years)	Mode of Delivery
Adama University Department of Sociology & Social Work	Public	2007	Bachelor of Sociology and Social Work	3	Regular, Extension ¹
Addis Ababa University School of Social Work	Public	2008	Bachelor of Social Work (BSW)	4	Regular
		2004	Masters of Social Work (MSW)	2	Regular
		2006	PhD in Social Work and Social Development	3	Regular
Alpha University College Department of Social Work	Private	2008	Bachelor of Social Work (BSW)	3	Distance
Jimma University Department of Sociology and Social Work	Public	2006	Bachelor of Sociology and Social Work	3	Regular Distance Extension, and Summer
St. Marry University College Department of Social Work	Private	2009	Masters of Social Work (MSW)	2	Distance
University of Gondar Department of Sociology	Public	2003	Bachelor of Sociology	3	Regular, Extension

The mode of program delivery also varied between public and private institutions. Public institutions all offered the regular mode of delivery (i.e. in-person, residential, full-time study), in addition to extension programs for working professionals. The two private institutions offered programs by distance learning. Jimma University was the only institution offering courses in regular, extension, summer and distance learning modes. The oldest social work program is that of Addis Ababa University, which was started in 2004 with an MSW

¹ The program will be terminated as the university has a plan to model itself like a German technical college. The social work and sociology degree program will be offered in the extension program only.

program, then followed with PhD program in 2006 and a BSW program in 2008. The length of the bachelor's level programs in the public institutions is generally three years, except at AAU-SSW where the BSW program takes four years and includes more extensive practicum experiences. The extension and distance degrees offered by the various institutions take anywhere from 3.5 to 5 years to complete.

Students

Table 4 below shows the number of students at each institution per year of study. A total of 3362 students are currently enrolled in the social work/sociology programs of the six institutions. Of that total, 3142 are BSW/BA students, and 216 are MSW students. Gender balance is poor overall, with only 26% of the students being female. University of Gondar has a more balanced gender proportion at 45% female and 55 % male due to a commitment they made to reserve 30% of their intake for female students.

Table 4: Number of Students by Year of Study

Institutions	Mode of delivery	First year	Second year	Third year	Fourth year	Total	Gender balance
Adama University Department of Sociology & Social Work Department	Extension	150	230	248	0	628	37% female
	Regular	0	0	80	0		
Addis Ababa University School of Social Work	BSW	54	80	0	0	195	26% female
	MSW	29	32	0	0		
Alpha University College Department of Social Work	Distance	45	76	0	0	121	30% female
Jimma University Department of Sociology and Social Work	Regular	115	176	127	0	1821	17% female
	Extension	140	81	151	113		
	Summer	33	0	0	0		
	Distance	885	0	0	0		
St. Marry University College Department of Social Work	Distance (MSW)	70	65	0	0	135	14% female
University of Gondar Department of Sociology	Regular	240	168	55	0	463	45% female
Total MSW/BSW/BA students						3363	26% female

In all public institutions, students for the regular BSW and BA programs are selected by the Ministry of Education (MoE), based on their Ethiopian School Leaving Certificate Examination (ESLCE) results. Students can also indicate their preferences, although there is some element of chance about which university and in which discipline they will be assigned to study. In public institutions, the government pays 85% of student costs, including tuition, room and board. Students have a one-year grace period after graduation to start paying back the 15% cost share. Private schools recruit students who are capable of paying their own tuition fees, and select them based on the criteria of ESLCE results as set by MoE. In the summer, extension distance and masters programs, students can apply directly to the schools. These students are generally working professionals with previous qualifications, for example in health care, business or another related discipline.

Faculty

Faculty Composition

The assessment results show variation among the six institutions in terms of staff composition and teaching skills. Across the six institutions there are a total of 75 faculty members, of which only four are female. Several explanations were given for this huge gender discrepancy in faculty composition:

- For the institutions that are outside of Addis, women do not want to relocate alone to a less urban setting so far from their homes.
- Many women do not apply due to the low salaries that faculty receive.
- Women are not necessarily on the same career track as men.
- Not many women receive the necessary GPA of above 2.75 that is required to become a faculty member.

Only AAU-SSW mentioned that they make a concerted effort to recruit female faculty members.

All faculty members in all public institutions are full time whereas faculty members at the private institutions are all part time (See Table 5 below). Most part-time instructors at the private schools are also full-time employees in the public institutions, so there is likely some

overlap in these numbers below. The part-time faculty members earn an estimated 80 birr/hr for instructing students at the private institutions.

Table 5: Staff Composition and Qualifications

Institutions	Staff position: Full time(FT)/part time(PT)		Qualifications of faculty	Notes
	Male	Female		
Adama University	8FT	-	2 MSW 1 MA 4 BAs 1 PhD	4 Bas are currently studying in MA programs at AAU-SSW The department needs to hire 3-4 PT instructors per semester to teach the general university courses
Addis Ababa University	12FT	5 FT	MSW, MA, PhD	All faculty are currently studying in the PhD program
Alpha University College	8 PT	-	MSW, MA	No permanent faculty; part-time instructors teach on weekends, mostly MSW grads + some PhD candidates at AAU-SSW
Gondar University	15 FT	-	10 BA 4 MA 1 PhD	5 new BA faculty will join this year 10 current faculty members are going for further studies at AAU-SSW
Jimma University	14 FT	-	3 BA 4 MSW 7 MA	
St. Marry University College	1 FT (Dean) 12 PT	-	MA, MSW	6 faculty members are PhD candidates at AAU-SSW
TOTAL	50 FT / 20 PT	5 FT		

In three of the public universities, there are faculty members at the BA level. This is due to the only recent introduction/training of MSWs in the country and the general lack of qualified MA-level candidates for faculty positions. Thus, in some cases, a person can receive their BA degree one year and start teaching BA students the following year, without getting any professional experience or training in teaching.

Faculty HIV/AIDS Knowledge & Experience

In regards to HIV/AIDS knowledge of the institutions' faculty members, the assessment team observed that the main sources of knowledge were workshops and seminars conducted by

NGOs and government organizations (GOs) working on HIV/AIDS. Some of the agencies mentioned by the institutions included Modeling and Reinforcement to Combat HIV/AIDS (MARCH), Family Health International (FHI), Family Guidance Association (FGA), HIV/AIDS Prevention and Control Office (HAPCO), Comunità Volontari per il Mondo (CVM), U.S. Peace Corps, Midwest AIDS Training and Education Center (MATEC) and American International Health Alliance-Twinning Center (AIHA-TC) In addition, some faculty members had conducted research on HIV or provided consultancy services for NGOs and GOs as a means to acquire knowledge about HIV/AIDS (See Table 6 below). However, most deans, administrators and faculty members interviewed expressed the desire to receive more comprehensive training about HIV/AIDS. A faculty member from Jimma University stated:

We need more training on the impact of HIV/AIDS on the development of the country rather than getting training on means of transmission or prevention; we need also more training on counseling and interventions to be taken after people know their status as HIV positive. Know how in these areas will help us to relate the ideals of Sociology and Social Work with practical scenarios in the field.

Similarly a faculty person from AAU-SSW mentioned:

As instructors, we need to constantly update our knowledge of HIV/AIDS. All staff should have the opportunity to get updates about HIV/AIDS related issues through training .

The most frequently mentioned HIV/AIDS gaps in knowledge were: ART updates, adherence, HIV research methods, counseling PLHA, basic facts of HIV/AIDS, services and interventions available to PLHA, psychosocial care and support, ethical issues around HIV/AIDS, and understanding the Ethiopian context of HIV.

Table 6: Gaps in HIV/AIDS Knowledge and in Teaching Methodology

Institutions	How faculty get updated on HIV/AIDS	HIV/AIDS gaps identified	Faculty training on teaching methodology	Pedagogical gaps identified
Adama University	Two faculty have done HIV research with Upsala University and HAPCO Otherwise, no HIV updating is available to faculty	Only one faculty member has actual HIV work experience	Yes, new instructors receive 30 hour training on classroom management, instructional skills and methods of evaluation	Variety of teaching methodology is lacking No actual professional experience to draw on as most instructors are recent graduates
Addis Ababa University	Workshops and seminars with MARCH, MATEC: 9 faculty members have participated so far Some faculty have conducted research on HIV topics for their theses or dissertations	ART, adherence, research method on HIV/AIDS, HIV counseling and disability training (link between HIV/AIDS and disability)	Yes, PhD candidates receive specialized training on pedagogy, how to develop syllabi, how to use various teaching methods. They also must articulate their teaching philosophy	Mainly lecture method is used for introductory courses; with group discussions and project in advanced courses; the faculty may benefit on training in additional methods
Alpha University College	Some instructors have previous experience in HIV via research, consultancy projects and seminars	Update instructors on HIV including on ART and prevalence rate. Link with PLHA so as to be able to develop real scenarios in classroom teaching.	Instructors receive a two-day training on distance education, instructional skills, content preparation, how to prepare an exam and how to evaluate distance learners	No training on teaching pedagogy or field instruction
University of Gondar	One faculty mentioned using reports and data from NGOs to update on HIV topics U of G is building an HIV/AIDS Resource Centre	Basic facts on HIV, the national situation, modes of transmission, methods of prevention, how to support PLHA, and the different services and interventions available, including VCT, HCT and PMTCT. Message that HIV is not “a killer disease rather it is a chronic disease.	New instructors receive a 1-3 day training on instructional skill, test development, ethics of teaching	Only learned theory in their previous course of study and no practical experience, so only equipped to teach on theory Most courses taught using the lecture method with some individual and group assignments
Jimma University	Short trainings done by NGOs and by Gender Office of the university JU has an HIV/AIDS Resource Centre but most faculty were not aware of it	Counseling, help after people know their status as HIV+ (psychosocial care and support); impact of HIV/AIDS on development in Ethiopia; relating HIV issues to ideals of sociology and social work	Yes, faculty receive a short training on pedagogic skills; also get periodic workshops on instructional skills, material preparation, teaching methodology, and teaching paradigms; active learning, student centered learning, continuous assessment.	Faculty need more training and experience in conducting research
St. Marry University College	Some faculty have previous experience in HIV research, consultancy projects and seminars	Ethical issues on HIV/AIDS	No, but faculty have had previous training and utilize active learning, Socratic method, constructivist approach, and critical thinking approach,	

Faculty Training in Teaching Methodology

The assessment revealed that many of the faculty members of the schools come to their faculty positions straight from receiving their degrees. They lack any work experience and also have no teaching experience. Often, for new faculty, some very short orientation to their position is offered which includes a few days on instructional skills, preparing teaching materials, and student evaluation (see Table 6). However, these very short trainings do not really help to build the teaching skills of the instructors over time. The assessment showed that most courses are taught using the traditional lecture method with individual and sometimes group assignments.

The public and private institutions visited have developed institutional systems for pedagogical skill development through the Academic Development and Research Center (ADRC) and Higher Diploma Center (HDC), with the exception of University of Gondar where these entities are absent. Adama University, Alpha University College, St. Marry University College and Jimma University all offer a one-year diploma course on teaching methodology through ADRC and HDC, but the faculty we interviewed for the assessment did not receive this training opportunity.

Faculty members at AAU-SSW have received training in teaching methodology as an integral part of the PhD program. There is a specialized course on pedagogy which includes how to work with students, how to develop a syllabus, and how to use various teaching methods. Part of the course requires the PhD students to develop and articulate their own teaching philosophy. One faculty member said, "*The topics in that class made me regret my previous teaching!*" In addition, the AAU-SSW faculty have received "role model" (or role play) training from a visiting international faculty member. However, these instructors are the exception compared to the other institutions.

Training needs identified during the assessment covered all range of pedagogic skills: How to develop syllabi, how to use various teaching methods, how to define and apply teaching philosophy (Socratic, critical thinking and constructivist approaches), classroom management, methods of evaluation, distance teaching methods, content preparation, ethics of teaching, active learning and student centered teaching.

Curricula

All institutions have locally standardized and accepted curricula by Ministry of Education (MoE) and Higher Education Relevance and Quality Assurance Agency (HERQAA). Only AAU-SSW curricula are internationally accredited by International Federation of Social Work (IFSW) and International Association of Schools of Social Work (IASSW). SMUC doesn't have its own curriculum; it uses the curriculum of Indira Gandhi National Open University (IGNOU), its parent university in India. The BSW curriculum at AAU was developed by the PhD students of the school. Other public institutions and AUC developed their curricula with the support of social work graduates of AAU; University of Gondar has created a link with AAU to help shape the BSW curriculum that they hope to start in the next academic year.

The curricula in all the institutions contain overall goals and objectives, core competencies, a semester by semester schedule, course titles and course descriptions in broad outline format. Each instructor is expected to create their own lesson plans, assignments, and exams for the courses they teach. There are no standardized materials developed for the students—students only receive handouts and other materials if a particular course instructor provides them. Students do not get their own copies of textbooks, but must share them from a limited number of copies in the library.

Students in the public institutions are evaluated through midterm and final exams, group and individual papers, and a practicum evaluation. In the private institutions, which are distance learning programs, students have self-learning materials/student modules. These modules are designed to be interactive and suited for distance learning. They include questions and answers, self assessments, and activities which help students to associate the lessons with social problems of their interest. During face-to-face sessions, the instructor highlights the course objectives, competencies and main issues in the course. Finally she/he invites questions and discussion and gives further clarification on questions posed by students from their self-study. For each course, there are four self-study modules, and each course has a face-to-face session of 4 hours. Evaluation methods used in this program are instructor-marked assignments, supervised exams, and research method independent study assignments. Unlike the public institutions, students in the private institutions do not have a thesis or senior essay.

Inclusion of HIV/AIDS Content in the Curricula

Respondents from all institutions agreed that HIV/AIDS is a major social problem of the country, and therefore should be an important part of social work and sociology curricula. In all institutions, faculty members mentioned those courses that have HIV/AIDS content (see Table 7), but in general, students responded that they had received little in-depth training on HIV/AIDS issues, and said that the courses tended to be more theoretical than practical. Since most graduates of the bachelors level programs seek employment at NGOs, this is a big gap.

Issues such as palliative care, Tuberculosis (TB), sexually transmitted infections (STIs), home-based care (HBC), HIV counseling and testing (HCT), adherence counseling, and orphans and vulnerable children (OVC) care and support were not generally covered. At AAU, HIV content “is mainstreamed across the board” in the BSW curriculum, as this curriculum was developed in collaboration with Jane Addams College of Social Work and MATEC. However, several faculty members at AAU mentioned the need of continually updating HIV issues in the curricula of the school. At SMUC, because IGNOU has a certificate and diploma program on HIV/AIDS, the curriculum for the social work program also emphasizes HIV. Their newly revised curriculum includes a course entitled *HIV/AIDS Stigma, Discrimination and Prevention*. Currently, the course seems to focus on HIV/AIDS in India, but the dean said the faculty will try to follow a case-based approach that addresses issues related to the realities of Ethiopia.

The assessment showed that each institution follows its own inclination as to which courses should include content about HIV/AIDS. The most frequently-mentioned courses that are common to several institutions were Community Health, Social Work Methods, and Contemporary Social Issues. Various aspects of psychosocial care and support were the main themes of the content for these courses. Competencies for social workers providing HIV care that were identified across institutions were advocacy, case management, policy formulation, and counseling (See Table 7).

Table 7: Courses with HIV/AIDS Content and Competencies in the Curricula

Institutions	Courses with HIV/AIDS content	HIV/AIDS content that is currently covered in the courses	Competencies related to HIV/AIDS
Adama University	-Community Health -Social Issues -Social Psychology and Community Practice - Social Work Methods	Counseling skills, How to interact with PLHA	Advocate for disadvantage groups, effective function of social service delivery.
Addis Ababa University	-Health and Social Work -Social Work Methods -Community Health	The need for medical and social care and support for PLHA	Understand forms of discrimination with application of forms of strategies of advocacy and social change that advance social and economic justice , Develop communication skills differentially across diverse populations and with professions. Influence social policy, community leadership (including NGOs and welfare institutions)
Alpha University College	-Community Health -Human Behavior and Social Environment, -Social Service for Children -Crisis Intervention, -Human Rights and Law -Introduction to Social Work Practice	Bio-psychosocial spiritual model of care and support for PLHA and OVC, crisis intervention, stigma and human rights of PLHA	Assume functional responsibilities as generalist social workers to promote social justice, assume social work leadership at multiple levels
Jimma University	-Medical Sociology - Contemporary Social Issues -Counseling Practice I and II -Welfare and Rehabilitation -Civics and Global Issues	Healing practice and traditional healing, community care, self care, professional care, counseling.	Case management, social and economic counseling.
St. Marry University College	-Social Work Theory -Contemporary Social Issues, -HIV/AIDS Stigma Discrimination and Prevention	Psychosocial support, HBM behavior models in relation to HIV/AIDS stigma and ART Adherence Assessment, identification skills (psychosocial , emotional, cultural and biological needs of PLHA), planning and intervention.	Not clearly defined.
University of Gondar	-Health Care -Social Issues -Introduction to Social Work,	How to work with Disadvantaged (PLHA, OVC)	Policy formulation, implementation and evaluation at different level; Promote the interest of the disadvantaged groups who require a culturally sensitive and compassionate understanding to their causes (advocacy)

Another gap that applied to the majority of schools related to counseling skills. Several students in focus groups said that they had received little or no practical training in counseling. A first-year student at SMUC said he only learned the theory of counseling without the practical connection with problems like HIV/AIDS. Adherence counseling and counseling related specifically to HIV testing and were two issues frequently mentioned during the assessment. A student from AUC who is working with children said:

I came across many issues of HIV/AIDS during course work; I have learned that PLHA need more psychosocial support. But I need additional training especially on assessment and problem identification skills as well as counseling skills. Understanding the emotional and psychological status of the client/PLHA and to make the right intervention afterwards needs practical skill. I have to integrate the theory with the practice before I leave school.

Students who are working in agencies that run HIV/AIDS projects are more interested in learning about counseling. A student who is working on a project with children in an NGO mentioned:

I work with OVC affected and infected by HIV/AIDS., I learn about counseling in the class. I know that counseling helps OVC and PLHA very much but I am not sure how to counsel them. The training and practicum should focus on counseling skill development.

University of Gondar received feedback from NGOs that hosted students for field placements and employed students after graduation that the students lacked good communication and counseling skills. The school's sociology curriculum is very theory-based.

Another gap that was frequently mentioned by students and faculty alike was the lack of content that reflects Ethiopian values and context. In the case of SMUC, where the curriculum was developed by IGNOU, the content of the curriculum reflects the realities of India:

The curriculum was designed for the Indian context; issues raised in the curriculum are about caste, poverty and the Indian welfare system. HIV/AIDS is undermined; contextualizing the curriculum in the Ethiopian setting is very important.

Even the curricula of the other institutions that were developed in Ethiopia lack Ethiopian context and examples, largely because many courses are based on Western theories and different cultural values. One example given was the Western value of the importance of the individual rather than the importance of the family and the community.

Integrating HIV/AIDS into the Social Work & Sociology Curricula

Regarding the general integration of HIV/AIDS content into the curricula, various stakeholders are involved, with the government being the main authority. An academic dean of JU mentioned the common trend of curriculum revision at public institutions:

The focus of the course and competency is defined by the need of the community and we don't have other bases for that. Then relevant governmental bodies like Ministry of Education (MoE) learn community needs and give advice and consultation on how to include new issues by revising the existing curriculum. The government also develops guidelines and policies for quality assurance. The experts in the universities incorporate the recommendation made by MoE.

Financial issues also play a role in curriculum revision, as adding additional semesters or additional practicum requirements also adds additional expense to the training of each student.

In private institutions, the process of curriculum revision is different in that the institution develops their own curriculum and submits to MoE for approval. This curriculum may be based on or drawn from curricula at public institutions. One respondent mentioned their main challenges:

We follow the government's timeline for curriculum revision and this is difficult for us. We don't know their timeline for revision so we don't know how to fit our timeline with theirs.

For minor curriculum revisions, approval of the department is generally all that is needed for incorporating new content into existing courses. But if an institution needs to add new courses or competencies, then it needs the approval of the university senate in the public institutions or the board in the private institutions. If the curriculum deviates by more than

90% from the MoE approved curriculum, then it needs MoE approval for large changes. Public institutions generally revise their curricula every 2-5 years with the permission of the senate or department and involvement of MoE. Curriculum revisions for private institutions require permission from the MoE based on the MoE's timeline.

Respondents to this assessment had several ideas about how HIV could be integrated into the curricula of social work programs:

- 1) Add standardized HIV/AIDS content into similar courses across the different institutions' curricula; the most frequently mentioned course was Contemporary Social Issues, which could address HIV/AIDS issues in depth along with other contemporary issues, including the related issues of gender and child rights.
- 2) A similar idea was to add HIV/AIDS content to courses with a health focus, including the idea to increase the credit hours of these courses.
- 3) Design a specific, separate course or courses on HIV/AIDS that would be a mandatory part of social work training.
- 4) Train instructors to increase their skills in integrating HIV/AIDS issues into all of their courses following a problem-based learning (PBL) approach. This method requires teachers to raise HIV/AIDS issues and then guide students to find the solutions based on their lessons in the classroom.
- 5) HIV should be integrated not as a single course, but incorporated into all three years of study.
- 6) Integrate HIV/AIDS issues into the curriculum through the field placement. Field placement facilitates self-learning through engagement with different settings in the community.
- 7) Form a group of stakeholders with content experts, NGOs, students, government, and others to decide on content and format of integration.
- 8) Similarly, partner with other social work universities, both inside and outside the country, to develop a standard social work curriculum that emphasizes international standards but with content that reflects the Ethiopian context.

Several respondents cautioned against placing too great an emphasis on HIV/AIDS alone. The head of the department at JU stated:

HIV/AIDS could be integrated in the curriculum systematically; the balance should be maintained between HIV/AIDS as a contemporary social problem versus other

social problems that should be covered in the program, HIV/AIDS issues are not to outbalance other issues nor should it be the only focus, that will be against the philosophy and method of the program but it should be flexible to respond to national threats like HIV/AIDS.

Field Placement

Instructors see the field placement, or practical attachment, as an integral part of the curriculum, a chance for students to “learn from their confusion” and “bring real issues into the classroom”. All students who participated in the focus groups were positive about the value of field placements, and the majority of field placements they experienced involved working with PLHA. Students uniformly mentioned that they learned a lot from their stay in the agencies. One student commented:

Seeing the problems helped us to understand PLHA. We learned and applied social work ethics. It is good to see how reality looks like; it is better than just reading about it. The practicum will help us to focus more on the learning in the classroom.

Another student said:

I was placed in Organization for Social Service of AIDS (OSSA) for 45 days. I worked on palliative care and VCT. I worked with volunteer care workers. I observed the practice there, registered clients, and gave counseling service for people taking ART. I learned that doing it and learning about it are two different things.

Field placement was also an opportunity for students to provide care and support services and to gain experience in professional use of self as opposed to personal use of self. They also learned ethical issues that arise in practical settings. A field supervisor said:

One of my students was presenting in class her experience with PLHA clients during her field placement. She was not aware of ethical issues around her practice with them (confidentiality, professional use of self). Students and myself helped her to see different kinds of ethical issues that she should have considered in her engagement with the clients.

Field placement agencies varied from institution to institution (see Table 8). Most of the institutions placed students at NGOs and GOs. At AAU, placements included correctional facilities, family court and remand homes, as well as parliament standing committees. AUC had six field placement settings which included health, correctional, welfare, educational, and rehabilitation settings.

Table 8: Field Placement Locations, Credit Hours, and Duration

Institutions	Field placement agencies	Field Manual	Credit Hours	Duration
Adama University	International and Local NGOs and GOs; students must select the placement close to their homes as it happens during the summer between 2 nd and 3 rd year.	Yes	3 credit hours	1-1½ months
Addis Ababa University	NGOs, hospitals (4), parliament standing committee (Gender and Social Affairs), AAU Student Services, federal court and family court, remand home, rehab center. These sites are developed by AAU.	Yes	4 credit hours per semester	45 days each semester (MSW) One month each year (BSW)
Alpha University College	GOs and NGOs. Students select their areas of interest and where they want to be placed and the school then contacts the agency.	No	6 credit hours each in 3 rd years	1-1½ months
Jimma University	GOs, NGOs in Jimma, Metu, Awassa, Nekemt, Addis Ababa; the sites are selected by the university.	Yes	4 credit hours each in the 2 nd and 3 rd years	One month for each year
St. Marry University College	Health settings (hospitals, clinics, VCT centers); correction settings (prisons, courts); welfare settings (NGOs, CBOs); settings for vulnerable populations (orphanages, foster care, retirement homes); educational settings; rehabilitation settings; these settings are identified by SMUC	No	10 credit hours each in the 2 nd , and 3 rd years	45 days for each year
University of Gondar	HAPCO, NGOs, government organizations and international partners.	No	2 credit hours in the 2 nd year	1 month

The amount of emphasis placed on practical experience also varied. University of Gondar has a field placement of just 2 credit hours, and up until this year, it was optional. AAU has a field placement in each semester of the four years of the program. This difference in practical attachment may reflect the difference between sociology and social work, with its respective emphases on theory vs. practice.

Only half of the institutions visited had developed field manuals for instructors and students. AAU faculty members received a seven-day training on field supervision from a faculty

member from an international social work university, and then spent one week developing a fieldwork education manual, a student self-assessment, and an evaluation tool to be completed by the practicum supervisor. AAU has a practicum coordinator on faculty who received one semester of training at University of Victoria. They also bring international social work students to do placements in Ethiopia.

AAU arranged agencies for placement, as did Jimma University and SMUC, while students at other schools had to find their own placements. In all cases, the departments evaluated their requests and assigned a faculty field supervisor, as well as a field site supervisor from the agency. The students were sent with supporting letters from the institution. Ideally, this letter spelled out the terms of the placement and the students were accompanied by their faculty field supervisor.

Students and faculty members cited several challenges related to the field placements:

Selection and preparation of the practicum sites: In general, students said that finding their own practicum sites was difficult but that they did appreciate being able to choose sites from those the school had selected. Students mentioned that sometimes when they arrived at practicum sites, the site and the site supervisor were not adequately prepared for them. There was no staff member with a social work background or experience at the site to give them proper supervision. The site supervisor was sometimes too busy to monitor the student. The sites did not know what was expected of the students so that sometimes they treated the students as employees and asked them to function far beyond their capabilities; other gave students low-level work such as cleaning or filing. Also, because the scope of work and number of hours were not spelled out, sometimes students were expected to work evenings and weekends at their sites.

Supervision by the faculty field supervisor: Students and faculty both said that the faculty field supervisors did not have adequate time to supervise the students in the field. This was due to the limited number of faculty in relation to the high number of students who needed supervision. In addition, the distance of the practicum site, particularly when a student was doing their field placement close to their home rather than near the school, was a barrier to the student receiving supervision from a faculty field supervisor. One dean said that the

logistics of placing and monitoring so many students was very challenging. A student from Jimma University commented about the lack of feedback received:

My main concern is after we spent two months in the field, findings from the field are not evaluated critically. Had we been evaluated critically that will help us to learn from our challenges in the field.

Funding of the field placements: Several challenges occurred related to funding, including the request from some agencies who wanted payment to take the students. In addition, students needed a small allowance for their field placements to cover transportation and lunch, but the allowance they received was inadequate. Several faculty members and deans said they wanted to increase the field placement component of their programs, but this was in opposition to the administrations of the universities who wanted some institutions to shorten or quit their practical components due to the financial implications. An administrator said:

The budget we have is like a last drop on the verge of drying, we couldn't provide transportation allowance for students and supervisors. The administration body of the school is warning us to minimize the duration and /or to stop the practical attachment as the regular money is not enough.

Challenges of extension students: Extension and distance learning students face unique challenges in their placements. Often they are expected to do their field placement in the agency in which they already work, thus limiting their opportunity for different experiences. Also, because they are often working full time, it is challenging to also study and do a field placement. A supervisor at AUC who is also an instructor said:

The main challenge for practical attachment is that students are full time employees; they don't have enough time to work in their field placement. The practical attachment should be taken seriously and students can use their annual leave to work in agencies for their field placement. That will increase their attitude, skill and devotion as well as commitment to work on any social issues, including HIV/AIDS.

Facilities

All public and private institutions have ample class room space and dean/administrator offices except for Adama University which has only one lecture hall to accommodate 80-100

students and therefore must offer the same course twice a day. Faculty in public universities share offices; most have computers. Faculty members at private institutions have no offices or computers. Among public universities, AAU has well-furnished and spacious dormitories with common dining room and TV room, while other public universities have modest dormitories with 4-8 students in a single room. Addis Ababa University has a large library/resource center with two floors dedicated for the social work department, with thousands of books, as well as journals and bound copies of these. Other public universities have modest libraries shared with several other departments, with few and/or outdated books on social work. Libraries of private schools have old books of sociology and psychology but books on social work and HIV/AIDS are rare. Generally, in all institutions there is a shortage of copies of text books for all courses and a shortage of resources on HIV/AIDS. Table 9 summarizes the resources available at each institution.

Table 9: Facilities Overview

Institutions	Library	LCD and OHP	Classroom Equipment	Computers for staff	Internet	Computers for Students	Electricity Supply and Generator	Water supply
Adama University	Shared with School of Humanities; few SW books and often old, no HIV/AIDS books	None	One white board and one chalk board	2 desktops shared by all staff; 1 laptop	Wireless access for laptop	20 for the whole campus	Daily power interruptions; one generator for campus	Adequate water supply
Addis Ababa University	Large library with two floors for SSW; recent books and journals on social work but limited books on HIV/AIDS	4 LCDs and 1 OHP	No chalk boards and no flip charts; white boards in each class	Each instructor has computer; 4 laptops for all staff	Wireless but limited connection	Computer lab with 50 computers	Power interruption every other day; 1 generator	Limited water supply
Alpha University College	2 libraries for whole college with old introductory books on sociology and psychology. No books on social work and HIV/AIDS	2 LCDs and 1 OHP	Some flip charts, white boards and chalk boards	None	None	None	Good power supply; one backup generator for the university	Good
Jimma University	Social Science Library, with relevant social work texts; no HIV/AIDS resources	2 LCDs	None	Faculty members have their own computers	Dial up	Computer lab with 36 computers shared by 7 departments	Power interruptions; one generator	Good
St. Marry University College	Library; rich learning resources on CD ; 3600 videos on social issues from IGNOU	3 LCDs; 1 OHP	None	None	Dial up (poor connection)	None	One noisy generator	Good
University of Gondar	Social Sciences Library; general sociology and social work books; no books on HIV/AIDS	3 LCDs	White boards and chalk boards in each class	Faculty members have own desktop computers; 1 laptop	Internet center for faculty with dial up	None	Irregular power supply two generators not working	Poor; water brought by truck

Jimma University has an HIV/AIDS resource center on campus, and there is one under development at University of Gondar at the medical college. Internet service is very limited among the institutions, and computer access for students is extremely limited. Almost all the institutions suffer from regular power interruptions, and even those with generators cannot run them as often as needed due to high costs of fuel. Half of the institutions also face challenges with adequate water supply.

Regulatory Bodies

The main finding of the assessment is that there is no recognized regulatory body in Ethiopia that governs the practice of social work. Currently, anyone can claim to be a social worker without having the requisite knowledge, skills or experience. MoE only regulates the education of social workers, through the Higher Education Relevance and Quality Assurance Agency (HERQAA). HERQAA was established by the Ethiopian Government (Proclamation no. 351, 2003) to monitor and enhance the quality of higher education. The Government of Ethiopia has decided that all public and private higher education shall seek accreditation from HERQAA in-terms of quality and relevance of their education programs.

AAU-SSW has been working with two international regulatory bodies, namely International Federation of Social Work (IFSW) and International Association of Schools of Social Work (IASSW). There is no professional association specifically for social workers in Ethiopia, although the Ethiopian Society for Sociologists, Social Workers, and Anthropologists (ESSSWA) was expected to assume the regulatory role. Participants of the assessment commented that ESSSWA does not operate in its full capacity, and has no authority to play a regulatory role. While individual instructors are member of ESSSWA, only Jimma University is an organizational member of ESSSWA.

The Ethiopian Nurses Association performs a regulatory function for the nursing profession in Ethiopia, and has just completed revision to the Nurse Practice Act to reflect the practice expansion mandated by the expansion of the nurses' role in HIV/AIDS care and treatment. This experience could be utilized to assist the social work profession to develop further its own professional association and to develop the social work scope of practice in Ethiopia.

Role of Social Workers in HIV/AIDS Care and Support

Given that there is no regulatory body governing the practice of social work in Ethiopia, the role of social workers in HIV care has developed organically. The assessment team tried to understand the perceptions of the different groups interviewed—deans, faculty members, graduates, and students—regarding the roles of social workers in HIV so as to get a better sense of what competencies are needed to carry out these diverse roles. The roles of social workers in HIV/AIDS care and support are multifaceted as indicated by participants (see Table 10 below). Faculty members emphasized counseling and psychosocial support as the main roles of social workers. Students emphasized mobilizing the community, fighting stigma and discrimination, and counseling. One student emphasized that, given the multiple roles, “*Social workers have more importance than doctors for PLHA.*”

Table 10: Role of Social Workers in HIV/AIDS Care and Support

Deans, Faculty Members & Administrators	Students & Recent Graduates
<p>The roles most mentioned by this group included:</p> <ul style="list-style-type: none"> • Counseling (4) • Psychosocial care & support (4) • Apply interdisciplinary approach (3) • Access and mobilize resources (3) • Facilitate linkages and services (3) • Policy influence (2) • Prevention education (2) • Address stigma; normalize HIV/AIDS (2) • Rehabilitation services (2) • Empowering and enabling role (2) <p>Also mentioned:</p> <ul style="list-style-type: none"> • Advocacy • Alleviate poverty • Assessment and problem identification • Bereavement counseling • Case management • Change agents • Educators • Evidence-based practice • Home-Based Care • Instill hope for positive living with HIV/AIDS • Practical intervention rather than theorizing on the problem • Work in health facilities • Work at individual, family and community levels 	<p>The roles most mentioned by this group included:</p> <ul style="list-style-type: none"> • Mobilizing community and resources (6) • Addressing stigma and discrimination; normalizing HIV (6) • Counseling (5) • Advocacy for the human rights of PLHA (3) • Awareness creation about HIV (3) • Linkage with available resources (2) • Educators: PLHA, the community (2) • Providing material support (2) • Coordinate follow up of patients (2) • Promote positive living (2) • <p>Also mentioned:</p> <ul style="list-style-type: none"> • Assess and identify problems; • Behavior change • Conduct home visits • Emotional support • Encourage people to get tested • Medication adherence • Monitor treatment adherence • Networking and referral • Psychosocial role in health care facilities.

CONCLUSIONS

As a relatively new profession in Ethiopia, it is timely for social work pre-service institutions to take a lead in defining the profession, developing professional competencies and roles, and advocating for their place in society and the work force. At this stage, the differences between the disciplines of social work and sociology are not well defined. The role of a social worker in health care and in other settings is not well delineated or incorporated. The solution to these issues is a long-term one, requiring the involvement of many stakeholders; for now, since both sociology and social work graduates go to work in CSOs and NGOs that work with PLHA at the community level, graduates of both types of programs will need to have technical content and practical skills and experience.

This assessment found several opportunities and strengths that will allow the six institutions to achieve this goal. First, there is willingness and enthusiasm from all participants interviewed. The institutions are open and willing to participate in curriculum revision to integrate HIV/AIDS as an important contemporary social issue, and several respondents offered creative and viable ideas about how to do this. They expressed a desire to adapt materials drawn from international bodies and developed countries, as well as to collaborate with each other, and to integrate theories and skills into the Ethiopian context. The selection of the best HIV/AIDS integration method depends on both the institution's own capacities as well as participation of the MoE and other key stakeholders.

The institutions have best practices and resources to share with each other. For example, Addis Ababa University School of Social Work has faculty and administrators with training and experience in both HIV/AIDS and pedagogy. They have already revised their curricula to include HIV/AIDS content, and they have developed field placement manuals and tools that can be shared with others. In addition, they have a library well-stocked with up-to-date resource materials. University of Gondar has made a commitment to gender diversity in its student population. Jimma University runs a complex and comprehensive set of programs, including regular, extension, distance learning and summer degree programs. Faculty and students also have access to an HIV/AIDS Resource Centre on campus. The department also has a strong focus on faculty development. St. Marry University College has added a course

entitled HIV/AIDS Stigma, Discrimination and Prevention. These are just a few examples of what the institutions have to offer to each other.

Deans and instructors at the six institutions are eager for faculty development. They want more training on HIV/AIDS topics, in pedagogic skills, and in field instruction. They recognize that fragmented training on HIV/AIDS, intermittent seminars, and infrequent consultancy work are not sufficient to build staff and student competencies on issues of HIV/AIDS. Given that many faculty members come to their posts fresh from graduation with limited real-life work experience, they would also benefit from more practical experience themselves, similar to what their students get in field placements.

There is also recognition that in some of the institutions, the education students receive is more theoretical than practical. This is another issue that can be addressed partly by curriculum revision and also by improving the teaching methodology skills of the instructors to allow for more hands-on experiences and case-based learning in the classroom. In addition, more resources may need to be devoted to the field placement component of social work training.

In addition, there is a common recognition of the several challenges to achieving this goal. There are some infrastructure challenges that make it difficult for instructors to teach and students to learn, particularly the lack of books and other resource materials, as well as inadequate computer and internet access that could link schools to a larger world of resources.

Each institution faces its own unique, individual challenges; however, there are several common challenges that can be addressed by all the institutions working together. Recommendations for these challenges are found in the next section.

RECOMMENDATIONS

1. **A national technical working group (TWG) with representatives from each institution should be established to share best practices, to determine the best method for integrating HIV content into the institutions' curricula, and to strengthen the field placement component.**
 - A strong TWG should be formed with membership from all stakeholders, including the six institutions, MoE, MoH, HAPCO, ESSSWA, CSOs, and USG partners.
 - The scope of work and responsible members of the TWG should be determined during the initial consultative meeting.
 - Another role for the TWG might be identifying and supporting a regulatory body that can advocate for the role of social workers in Ethiopian society. Inclusion of ESSSWA in the TWG will be an important part of this role. Inclusion of the Ethiopian Nurses Association to share its experience in this area is also recommended.

2. **The TWG should develop a plan to integrate HIV/AIDS into social work pre-service training. Curriculum integration is a multi-phased process and could be conceptualized in short term and long term phases:**
 - Short-term: Given that the curricula at each school are unique from the others, the TWG should focus on developing a list of competencies that a social worker needs to deliver HIV care and support. From those competencies, learning objectives, lesson plans and teaching materials can be developed that each school can use in the way that best fits their individual curriculum. This might mean a separate course on HIV, or the TWG might advise on how to integrate these materials into existing courses that are common across the institutions.
 - Long term: If the TWG decides that the training of social workers should be standardized across institutions, then developing a national social work curriculum would become the long-term task of this body.

3. **Strengthen the practical attachment or field placement component of social work pre-service education.** The gap between theory and practice in some of the programs

requires developing stronger practicum experiences for students to enable them to develop skills on HIV/AIDS care and support. This can be done by:

- Developing a standardized field placement manual for students and faculty, and a supervisors' manual for site supervisors.
- Providing training for faculty field instructors and field placement coordinators.
- Providing orientation and training for CSOs identified as field placement sites.
- Identifying additional field placement opportunities to benefit the high number of social work students.

4. Training on HIV/AIDS and teaching methodology should be developed for faculty members of the six institutions.

HIV/AIDS training can be conducted through:

- Partnering with established agencies such as student unions, HIV/AIDS resource centers, and gender offices that are found in the institutions.
- Organizing continuous and relevant training on the themes identified by the institutions, particularly on counseling, psycho-social support, advocacy, and stigma and discrimination.
- Since many faculty members lack experience working as social work professionals, it may be useful for some faculty members to participate in the fellowship program mentioned in recommendation #6 below.

Pedagogy skills training can be conducted through:

- Partnering with in-built agencies of the institutions such as: Higher Diploma Center (*HDC*) and Academic Development and Research Center (*ADRC*).
- Experience-sharing among the six institutions on best practices in teaching. This might include shortening the pedagogy skills course that is offered in the PhD program at AAU for delivery to faculty of the other institutions.
- Staff exchange between the institutions and with other institutions abroad.
- Provision of focused training on the issues identified during the assessment such as developing syllabi, teaching methods, classroom management, instructional skills, distance education, instructional skills and content preparation, ethics of teaching, student centered learning, and continuous assessment.

5. **A plan to procure needed books, teaching aids and other resources should be developed since lack of these hampers the teaching-learning process and integration of HIV/AIDS into the curricula.**

6. **Given that full curriculum integration of HIV/AIDS may take some time, training on HIV/AIDS for current students and fellowships for recent graduates should be instituted to ensure that they develop the capacity to provide HIV care and support.** These fellowships will also strengthen the CSOs and NGOs that are providing care and support to PLHA by providing trained professionals to help support their programs.

7. Although all institutions have health/public health departments, interdisciplinary and collaborative approaches through partnership are not practiced. **Social work departments should forge partnerships with health departments, modeling an interdisciplinary approach to care.** In addition, field placements for social work students should be developed at health care facilities and clinical sites at those institutions that have not yet done so.

8. **Utilize the experience and resources of AAU School of Social Work and empower them to take a strong role to accomplish the above recommendations.** The project should consider making AAU a National Implementing Partner (NIP) to carry out its activities. Endorsing AAU as a NIP requires developing a Memorandum of Understanding (MoU) with clear roles and responsibilities for both parties, to be prepared and signed between the Strengthening Communities' Responses to HIV/AIDS project and AAU.

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APPENDICES

APPENDIX A: ASSESSMENT TOOLS

This appendix presents the tools that were developed for this assessment:

- MOH / Social Work Regulatory Body Interview Guide
- School of Social Work Dean/Administrator Interview Guide
- Faculty Interview Guide
- Students Interview Guide
- Graduates Interview Guide
- Facility Observation
- Review of Existing Curriculum
- Review of Practicum Component

MOH / Social Work Regulatory Body Interview Guide

Oversight of social work profession

1. What is the regulatory body or department that oversees the social work profession?
2. What are the current scopes of practice for the different levels of social workers: BSW, MSW, PhD? What is their present role in HIV care?
3. Where in the staff establishment do social workers fall?
4. Do social workers receive continuing education opportunities? How is CE for social workers conducted?

Human Resource Needs and Sources

1. What are the country's needs for skilled social workers? (probes: What jobs require this sort of training?)
2. What skills are most needed? (probes: Counselling? Program Management? Research? Policy? M&E?)
3. What is the current source of most social workers in the country? (probes: AAU? Foreign universities? Private universities?)
4. Is there a shortage of social workers? (probes: Is the need stable, declining, or increasing over time?) If yes, who, if anyone, is providing SW services?
5. What percentage of social workers finds work in Ethiopia vs. overseas? What is this attributed to?

Relationship to AAU and other social work training institutions

1. What do you know about the current AAU social work programme? How does it compare to other social work programs in the country?
2. What jobs do AAU SSW graduates generally fill?
3. Do the skills of the social work graduates meet the country's needs? (probes: Are there any gaps?) How could AAU better meet the country's needs for skilled social workers?
4. How is SW role viewed by other health disciplines?

School of Social Work Dean/Administrator Interview Guide

1. What types of degrees are offered? (Masters, bachelors, etc.)
2. How many years does it take to complete each degree?
3. What level of education and qualifications are needed to enter each program?
4. What backgrounds do SW students come from? Does the student body represent a diverse geographic area both rural and urban? Are they mostly from Addis?
5. Does the government offer any financial support/incentive for SW students?
6. Is there presently a full SW class? Is there a waiting list? Are SW students recruited from other programs?
7. How many schools of social work are there in the country? Where are they located? What types of degrees do they offer?
8. Do all schools of social work have the same educational program and curriculum? If not, why not? Is this something the country is interested in?
9. Is there a written educational program/curriculum at this institution? (Get copy) Is there a national standardized SW curriculum?
10. Is HIV/AIDS taught in the curriculum? If yes, which courses? Who teaches these courses? (probe also for palliative care, TB, STIs, HBC, HCT, adherence counseling, etc.)
11. If yes, how do you think these courses could be improved in terms of offering comprehensive, up-to-date HIV information and skills?

12. If no, how do you think HIV could be integrated into the curriculum?
13. Is the Ethiopian National HIV/AIDS standardized training integrated in the HIV curriculum content? Do you consult with HAPCO or other content experts?
14. How does the School of SW interface with other disciplines, i.e., School of Medicine, Nursing etc?
15. What other aspects of HIV care/treatment would it be most useful to include?
16. Who are the authorities who determine the content and learning methods for the curriculum? What is the process and timeline for curriculum revision: for a program? For a course?
17. Is there a mix of practical and theoretical training? What is the proportion of hours?
18. Do students have the opportunity to care or support PLHA in a supervised rotation?
19. What difficulties do you have in offering practical rotations to students? How do you think the practical rotations could be improved in terms of HIV clinical or practical training?
20. Who are the faculty? What are their professions? How many are there? What is the faculty/student ratio?
21. Do you presently have enough faculty? If not, what is the plan to recruit and retain faculty ?
22. Who teaches HIV/AIDS content at your institution?
23. How many faculty members in your institution work in or have had experience in HIV? What are their names?

24. What training have faculty members received in HIV/AIDS? Who offered this training?
25. What training have faculty members received on teaching methodology? Who offered this training?
26. What are the HIV/AIDS learning resources available at this institution?
27. What do you see as the role of social workers in the care and support of PLHAs?
28. Do you have competencies related to HIV defined for graduates? If no, what are the main HIV/AIDS-related tasks a student must perform upon graduation?
29. What is the regulatory body that determines social work scope of practice, licensing, etc.? Are there any national professional bodies?
30. Does a Social Work Practice Act exist? When was it developed? Does it need to be revised to include HIV/AIDS care provision and expanded SW role including task shifting?
31. Are social workers licensed or certified? By whom? Is there a certification process or exam?
32. Is there a Social Work representative located at MOH?...MoE? What is the relationship of the School of Social Work with MOH, HAPCO, MoE?

Faculty Interview Guide

1. What topics are currently taught about HIV care and support in your school? (probe also for palliative care, TB, STIs, HBC, HCT, adherence counseling, etc.).
2. Into which courses does faculty currently integrate HIV/AIDS information/issues? What references or resources do you draw from? How much time is devoted? What methods are used?
3. Please describe the HIV/AIDS practical training that is offered to students. How much time? What sorts of placements are offered?
4. Do your students currently receive adequate pre-service training in HIV care? How do you know that they do/don't? Tell me why?
5. What are your ideas about how the HIV curriculum in the school could be improved?
6. What teaching methods do you use in your courses? (Probe with list)
7. What is the process for revising the curriculum for the program? For a particular course?
8. What training has faculty/practicum instructors received in HIV/AIDS? Where/when?
9. What interest do faculty have to gain experience in HIV clinical work? What opportunities do faculty have to gain experience in HIV clinical work?
10. What training have faculty received in teaching methodology?
11. What professional development activities are available to faculty? (attend conferences, travel, publish, sabbatical) ?

12. If funding were available, how would faculty use those funds to enhance their HIV knowledge bases and skills?
13. Do you feel prepared to teach HIV/AIDS? Why or why not?
14. What do you see as the role of social work in the care and support of PLHAs?

Students Interview Guide

1. What year of study are you? Which social work program (bachelors, masters, etc.)
2. Have you received training in HIV ? (probe also for palliative care, TB, STIs, HBC, HCT, adherence counseling, etc.)
3. What are the courses in which you received HIV training ? Who teaches these?
4. Have you had the opportunity to care for PLHA during a practical rotation ? Please describe the experience (duration, tasks accomplished, etc.).
5. What skills or knowledge do you feel you are lacking to care for PLHA ? In which aspects of HIV would you like to have more training? (If necessary give student a list of themes or subjects)
6. How can the coursework in HIV be improved?
7. How can the practical rotation be improved?
8. What do you see as the role of social work in the care and support of PLHAs?
9. How confident do you feel to provide adequate care and support to PLHAs? If not very confident, how could this confidence be improved?

Graduates Interview Guide

Questions about your social work training:

1. Why did you decide to become a social worker?
2. Where did you receive your social work training? What year did you graduate?
3. What did you specialize in during your training?
4. Tell me about how your training was structured when you were a student.
5. What HIV/AIDS training did you receive during your training? (probe also for palliative care, TB, STIs, HBC, HCT, adherence counseling, etc.)
6. Describe the quality of the teaching in your program.
7. Describe how the practicum rotations were structured for you while you were a student in the program. Were you satisfied with the way they were set up? Why or why not? How could they be improved?
8. Did you feel like your preceptors had adequate time and knowledge to teach you during your practical rotations? Why or why not?
9. Did the training you received in the classroom prepare you adequately for your practical? Why or why not?
10. Did you ever encounter any PLHAs during your practical rotations? Tell me about how prepared you were for those encounters.
11. If you could change anything about the didactic materials in your training program, what would they be?

Questions about your work history including questions about your current job activities and responsibilities:

12. After you graduated, did you find the kind of work you wanted? Probe: Are you doing the kind of work you expected to do while you were still studying?
13. Thinking only about your first job after training, how well prepared did you feel to care for patients? Did the training you received at your social work school prepare you for your current practice? Why or why not? If not, what other skills/training or educational experiences might have been useful for you?
14. When did you first encounter an HIV/AIDS patient in your work setting?
15. Did you feel comfortable providing care for this person? Why or why not?
16. What do you see as the role of social work in the care and support of PLHAs?
17. What do you think is the biggest challenge to of caring for PLHAs?
18. Is there additional content directly related to HIV/AIDS care and treatment that should be included in the pre-service training? Are there things you wished you knew before you started working? If so, what are they?
19. Where do you think the HIV/AIDS materials should be incorporated into the pre-service curriculum? (probe for names of specific courses)
20. Since graduation, have you attended an HIV/AIDS in-service? How many and what types? How useful was it for your current position? Please explain.

Facility Observation

1. How many classrooms are available in the institution? Are they adequate for the number of students? Please describe.
2. Is there space for clinical teaching/simulation? Please describe.
3. How many faculty and administrative offices are available? Is this adequate for the number of staff? Please describe.
4. Is there a resource centre available for student and faculty use? What hours is it available to students? Who oversees the resource centre? Please describe adequacy of resources in terms of number, date, topics. Can SW students access the medical and nursing library/resources?
5. Where do students live while they are studying? Are these resources adequate? Please describe.
6. Describe the following:
 - a. Power supply
 - b. Back-up generator
 - c. Availability of water
 - d. Number of computers available for faculty use
 - e. Number of computers available for student use
 - f. Internet access for faculty and students
 - g. LCD projectors or OHPs
 - h. Flipchart stands
 - i. Blackboards or whiteboards
 - j. Other teaching/learning materials

Review of Existing Curriculum

1. Name of curriculum
2. Date of original development and of most recent update/revision:
3. Who developed the curriculum?
4. If the curriculum was adapted, what was the original source?
5. Goals/objectives of the curriculum (are they clearly described?):
6. What are the core competencies this curriculum addresses?
7. Time schedule for courses (detailed) or syllabi
8. Names of courses to be taught
9. Outlines or lesson plans for the courses with clear learning objectives for each session:
10. Teacher's manual
11. Student handbook
12. Exams with answer keys
13. Written exercises for students (with answer keys)
14. Job aids
15. Reference materials/resources available for faculty:

16. Inclusion of content relevant to HIV/AIDS and TB, including palliative care, HBC, HCT, STIs, nutrition, etc.

HIV Topics	If yes, in which year and in which Course: ?	If yes, what are materials used ?	If yes, who teaches the course ?	# of classroom hours
	Year : 1 2 3 4 Course			
	Year : 1 2 3 4 Course:			
	Year : 1 2 3 4 Course:			
	Year : 1 2 3 4 Course:			
	Year : 1 2 3 4 Course:			

Questions:

17. Are students given reference materials and textbooks? If yes, describe.

18. What student evaluation methods are used?

19. What is the process for development or revision of curricula? How often is a course updated?

20. What is the approval or accreditation process for the curriculum?

21. What future plans exist for improvement or change of this curriculum?

Review of Practicum Component

1. What percentage of the total curriculum is devoted to practicum placement?
2. Is the description of the practicum included in the curriculum? If yes, please describe specific objectives, methods, time table.
3. Does the practicum include both observation and hands on training? Please describe.
4. Where is the practicum conducted? Are there designated facilities or organizations? Please describe.
5. Is there a choice available in the practicum opportunities offered?
6. Who provides supervision to the students in their clinical practicum? What training do the practicum supervisors receive?
7. What level of experience or training in caring for people with HIV/AIDS do practicum instructors receive?

APPENDIX B: INDIVIDUAL REPORTS ON EACH INSTITUTION

Below are the assessment data from visits to each of the institutions:

- Adama University
- Addis Ababa University
- Jimma University
- Alpha University College
- St. Marry University College
- University of Gondar

ADAMA UNIVERSITY DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

Assessment Visit; 28 September 2009

Overview of the Sociology & Social Work Department: The Department of Sociology & Social Work at Adama University was created in 2007, and is under the Faculty of Social Sciences in the School of Humanities. However, the department has not admitted new students since the first year, because it is going to be closed after this year's class graduates. The University is supported by DED, GTZ and other German government funding, and the plan is to model the university on a German technical college. Social Science degrees are not part of this model. However, instructors will stay on to teach in the extension program and to teach common or core courses that all students must take, such as introduction to sociology. They will also be developing a common course on gender sensitivity and social problems and organize seminars for the university.

Degrees Offered: The department currently offers a BA in Sociology & Social Work degree. This is a 3-year residential program that takes place at the main campus. The department originally had too many credit hours in the curriculum and had to cut one course to meet MoE credit requirements (108-112 credit hours). The department also provides instructors to an extension degree program for working professionals who already have a different degree; however, this program is managed by the distance learning department. There are two extension tracks: One is in the evenings for those who live and work close to the university campus, and one is on weekends and is offered at the Asela campus. The extension course takes four years to complete. The regular academic year of the university is two semesters and varies slightly from year to year. In this academic year it will run from October 3 to mid-July. The extension program is three semesters long, including the summer.

Faculty: There are currently seven paid faculty members in the Department of Sociology and Social Work, including the coordinator. Three have MA (two MSWs and one MA in anthropology) from AAU; four are currently getting their masters in Sociology from AAU. There is one expatriate from India who has a PhD in sociology. All instructors are male. They need to hire 3-4 part-time additional instructors each semester in order to cover all the courses. Because the majority of faculty joined right after receiving their degrees, they have

had little work experience. Field placement coordinators have some work experience in consultancy organizations and provided trainings on HIV/AIDS and gender in some local NGOs and also worked as independent consultant.

In addition to lacking work experience, the instructors also do not receive adequate training on teaching methodology. New instructors receive 30 hours of training in classroom management, instructional skills and methods of evaluation. Although Adama University offers a one-year diploma course for faculty on teaching methodology, no one from the SO/SW department has been invited to participate. Most courses are taught using the traditional lecture method with individual and occasional group assignments. One instructor said that he tries to integrate discussion of experiences and [new?] ideas in his lectures.

Students: There are currently 80 third year students in the regular degree program, 15 of whom are female. The extension program has 300 students; with two classes of 70-80 in the first year, and 2 classes of 45 in the second year. The coordinator was not certain of the male/female breakdown.

Graduates: There are no graduates of the program yet; the first and only students of the regular degree program are scheduled to graduate in June/July 2010. The first extension students to graduate will be in 2011.

Curriculum: The combined Sociology/Social Work curriculum was developed with the assistance of AAU. It was based on the AAU BA in Sociology, but the department also used the MSW curriculum to add more social work methods and practice courses, plus a practicum in the second year. It was recently revised by the department in 2009 (although not sure why it was revised given that the program is closing down this year).

The breakdown of the curriculum is as follows: 34 credit hours of theory courses; 27 credit hours of common courses; and 44 credit hours of practical courses, plus 3 credit hours of practicum (the dept. tried to make it 6 hours but it did not get approved by the university due to cost).

The curriculum includes overall goals and objectives, core competencies, a semester by semester schedule, course titles and descriptions, with very broad course outlines. There is

also a schedule for the extension program. Each instructor is expected to create his/her own lesson plans, assignments and exams for the courses he/she teaches. Instructors create their materials by using reference materials from the library, references from their own previous study, and sharing materials with other instructors

Students only receive materials or handouts if their particular course instructor provides them. Some classes have textbooks; others have reference or reading lists. Students do not receive their own copies of any textbooks, but must access them in the library.

Students are evaluated via classroom assignments, term papers, and tests and exams developed by individual instructors. Passing marks are as follows: GPA of 1.5 for the first year, first semester; 1.75 for the second semester; 1.9/2.0 for the 2nd year and 2.0 for the 3rd year.

There are courses that include counseling theories and counseling skills, such as Social Psychology and a Community Practice Course. However, the 3rd year students interviewed said that they had not received any counseling skills-building in their social work methods courses; they only learned the theory. In terms of content that draws on the Ethiopian context, there is some content related to conflict resolution and peace building, but what is lacking is more content on health issues in general and on training to be a clinical practitioner.

Curriculum revision process: The curriculum currently being taught was developed by the faculty at the start of the program in 2007. It was revised in 2009, but the revisions were minor and mainly focused on bringing the credit hours down to the number prescribed by the MoE. The curriculum revision was approved by the university senate, but did not need MoE approval.

HIV/AIDS Content: There are two competencies in the curriculum that relate to HIV/AIDS issues: one which refers to disadvantaged groups, and one which addresses health and social services delivery. Faculty said there is some HIV/AIDS content currently in the curriculum in the Community Health course and in the Social Issues course. However, the students who are just starting their third year said that so far they have not had any HIV content in the courses they have taken. There is no content on palliative care, TB, STIs, HBC, HCT, or

adherence counseling. Only the coordinator and one other faculty member teach HIV content; both of them had done HIV/AIDS research with Upsala University and with HAPCO.

Faculty said that HIV content should be updated annually, given how things change, and that HIV should be incorporated throughout the curriculum. Adding a course on the Sociology of Health Care was one idea offered. Another idea was that a session entitled “How to interact with PLHA” should be part of the training. In addition, it was suggested that the department could offer seminars outside of the curriculum on HIV topics. Some content areas suggested by students for inclusion in their coursework were ART adherence counseling, family counseling and how to deal with stigma and discrimination.

The department has no relation with HAPCO or the MOH. The medical school is part of the university though it is located in Asela, and the sociology department does offer some courses for them and for the nursing school.

Students cited two challenges in relation to learning about HIV/AIDS. First, there are no reference materials available to students. Also, while there have been HIV/AIDS trainings organized on campus, the department and its students have not been invited to participate.

Practical Component: There is a 3 credit practicum at the end of the 2nd year. Students do their practicum in the summer for 1-1/2 months (45 days). Their practicum placements are at international and local NGOs or government offices. The students select the placements themselves, usually close to their homes. There is a Practicum Coordinator in the School of Humanities who arranges for the finances and prepares introduction letters for the students. Students must submit a report of their experience at the beginning of the third year which, in addition to the evaluation of their agency supervisor, makes up their grade for the practicum. There is also a field supervisor evaluation form (we received a copy). For extension students, their practicum is at the end of the third year, and is often at the organization where they already work.

Faculty cited challenges including the fact that they are unable to supervise the students directly in their practical attachments. In addition, funds are a concern as students need transport money. Currently, they give 1000 birr per student for their practicum; however

more funding is needed in order to increase hours and opportunities for practicum experiences.

The four students in the focus group had all just completed their practicum. They each selected an organization to work with over the summer, including a microfinance program, a child and family program, a program addressing gender violence and a government office that addresses human development. In each organization, they had the opportunity to work with PLHA. The students felt that in some ways, their course work prepared them for their practicum. One said, “The school taught me how to communicate with different ethnic groups and how to counsel people with problems.” Another was able to conduct an assessment, analyze data and write a report.

The students had several suggestions for improvement of the practical attachment:

- One student suggested that the curriculum provide more opportunities for practical attachment throughout the three years, especially in Adama where there are more options and they could be better supervised by faculty.
- The students mentioned that it was hard to find the attachments themselves and wanted the department to be more active in developing attachment opportunities for students.
- The students wanted to know their scope of work for the practicum well in advance so as to better prepare themselves by studying the topic of their organization.
- Students wanted the department to be more involved in guiding their practicum. They felt that the competencies and requirements of the attachment should have been explained to the NGOs with which they worked. Because expectations were not clearly agreed upon from the beginning, some students were treated as employees and asked to do work beyond their current capacity. Others were given low-level work such as cleaning and filing. In addition, the expectation related to hours of work was not clear; as a result, some students found themselves working evenings, weekends, and through lunchtimes at their attachments.
- Students felt the money they received for the attachment was not enough.

Facility Overview: The department has only one lecture hall, for approximately 80-100 students. Because they only have one classroom, they offer each course twice, so they have

classes of about 40 each. Other smaller classrooms are sometimes available for use, and because the extension program takes place only in the evenings, several classrooms are available for that. The classrooms have a whiteboard and chalkboard. There are no LCDs, OHPs or flip chart stands available.

Currently, there is one small office for the whole faculty, with the coordinator's desk and one other desk. One faculty member has an office upstairs that he shares with instructors from other departments. There are two desktop computers shared among the instructors. Only the coordinator has a laptop. There is only wireless internet service available for the laptop. There are 20 computers on the whole campus available for student use in the main technology library. Usually, students pay secretaries to type their assignments and term papers.

Student dormitories are available as well as a cafeteria. The department itself does not have a library/resource centre, but the School of Humanities does. This library is small relative to the number of departments that use it. There are a few general books on sociology and social issues, as well as texts that have been photocopied from AAU. We noted textbooks such as Social Work Practice published in 1985, and Social Casework in Africa published in 1966. There were also some more recent titles. There were no books on HIV/AIDS in the library. There are no journal subscriptions and no computers or internet in the library.

In terms of power supply, there are power interruptions every other day. This is particularly a challenge for the night students in the extension program, who sometimes have to make up their courses on weekends when the power is out during the week. Although the campus has a generator, it only generates enough power to keep the administration offices in power during a power outage. There is an adequate water supply.

Role of Social Workers in HIV/AIDS Care:

Admin/Faculty:

- Serve as change agents
- Counsel PLHAs and their families
- Provide prevention education

- Provide home-based care
- Provide services at the hospital and clinic level
- Address social problems related to HIV/AIDS
- Give rehabilitation

Students:

- Provide counseling and emotional support
- Conduct home visits
- Assess and identify problems; prioritize and find solutions to problems
- Monitor treatment adherence
- Mobilize resources
- Provide material support for OVCs
- Address stigma and discrimination

Challenges:

1. There is no commitment from the university to the department, and the degree program will not be continuing after this year.
2. The coordination and the length of the practicum are inadequate to meet the students' needs.
3. There do not seem to be adequate skills-building courses in the curriculum nor is there adequate HIV content.
4. The curriculum does not adequately address the Ethiopian context.
5. Regular power interruptions, inadequate office space, and lack of reference materials and equipment make it difficult to implement the program effectively.

Greatest Needs Identified by Respondents:

1. The department coordinator's priority is the continuation of the department and the degree program.
2. Both faculty and students want adequate funds for the practicum component.

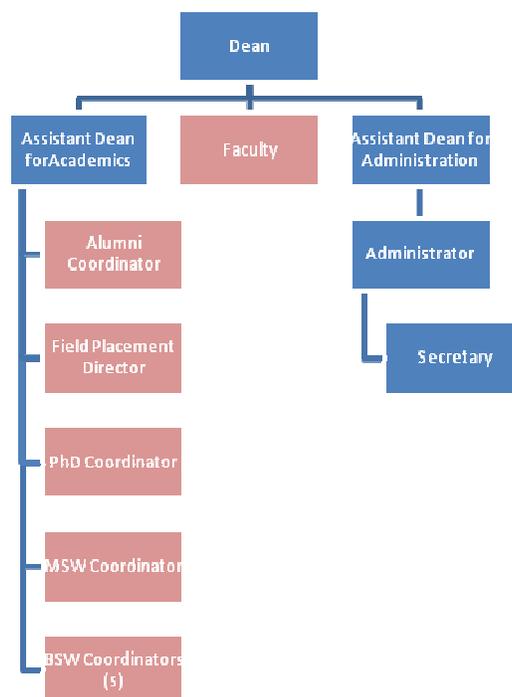
Recommendations:

1. Due to the closure of the degree program, the project will need to work with the faculty and students of the distance learning department which will be continuing to offer the social work/sociology degree.

ADDIS ABABA UNIVERSITY DEPARTMENT OF SOCIAL WORK

Assessment Visit; 29 September/1 October 2009

Overview of the Social Work Department: The School of Social Work at AAU originated in the 1950s, but it was closed in 1974, under the Derg (the Military Regime). That government felt there was no need for social workers and sociologists, because there was no longer to be a class system and the regime considers social work as a capitalist tool that tries to maintain the status quo! In 2004, Professor Alice K. Johnson along with Professor Nathan Linsk from Jane Adams School of Social Work at the University of Illinois, created a new School of Social Work (SSW) at AAU. Their plan was to build a social work faculty first, so they started with the MSW level, and then two years later, once there were MSW graduates, they started a PhD program. In the early years, faculty were from international social work universities in the United States, Canada, Israel, Great Britain and other countries, who came to teach classes in blocks. The graduates from the MSW program who are the current PhD students now form the faculty of the School of Social Work, and some of the MSW graduates are also faculty (and deans) at the other universities visited for this assessment.



The AAU SSW is a member of the International Association of Schools of Social Work (IASSW), and Dr. Abye was its president for four years. Through that connection, the school developed linkages with other international schools of social work and was thus able to grow and develop further. The AAU SSW wants to pass on the help they received from international partners by assisting Ethiopian universities with the development of their own social work departments and programs. They are also working with the Tanzania Institute of Social Work to help them develop their MSW and PhD programs. They feel that standardization of curricula in the country is important. In addition, this year, the Alumni Coordinator will bring together graduates of the program to start the development of a professional body. Discussions will revolve around ethics, supervision, and professional development.

Currently, there is no one ministry that can oversee the social work profession. The dean feels that the Ministry of Social Affairs comes closest to being the appropriate body.

Degrees Offered: The School currently offers three degrees: a two-year MSW, a PhD which takes a minimum of three years, and a four-year BSW program, which just started in 2008. They currently do not offer an extension degree due to a shortage of faculty. The academic year runs from September to June and consists of two semesters.

Faculty: There are currently 17 paid faculty members in the Department of Social Work; including the Dean and Associate Dean (every year they rotate the staff for associate dean and assistant dean position so that all faculty can get this experience). Of the 17, five are women. The minimum qualification for faculty members is a Masters Degree, although the entire current faculty currently participate in the PhD program. While most faculty received their Masters in Social Work, some faculty have their masters in other topics such as Demography and Social Affairs. All of the faculty will eventually teach in the BSW program, depending on the subject matter and area of expertise. Professors that teach in psychology, law and gender studies as well as other topics will also be invited to teach courses in the BSW program.

Approximately 8-9 members of the faculty have received training on HIV or have conducted research on the topic. Some faculty received training from Project MARCH (Modeling and

Reinforcement to Combat HIV), a CDC funded project at AAU. “As instructors, we need to constantly update our knowledge. All staff should have the opportunity for this type of training.” What they have identified as training needs are more information on ART, how it works, etc. and how to help patients with adherence. Also, they would like more training on research methods, HIV counseling and disability training, specifically the relationship between disability and HIV.

Faculty members have received training in teaching methodology as it is an integral part of the PhD program. There is a specialized course on pedagogy which includes how to work with students, how to develop a syllabus, and how to use various teaching methods. Part of the course requires the PhD students to develop and articulate their own teaching philosophy. One faculty member said, “The topics in that class made me regret my previous teaching!” In addition, they have received “role model training” (understood to mean training on conducting role plays) from a visiting international faculty member. Faculty interviewed said they mainly use lecture method for the introductory courses, with group discussions and group papers used in more advanced courses.

The students interviewed were overall very positive about the faculty:

Most of our instructors are very good, especially the social work teachers.

Our instructors encourage student participation.

The teachers understand the ethics of social work and are experienced in NGOs. They try to give us the Ethiopian context.

However, there were a few negative comments. Some instructors of the common courses “have a bad attitude”, and one instructor in the social work program was “very negative and rude” and did not allow students to ask questions.

Students: Below is a table showing enrollment in each degree program:

Degree Program	Year of Enrollment	Year of Graduation	Number of Students	Number of Women
PhD	2006	TBD	8	2
PhD	2007	TBD	7	1
PhD	2008	TBD	11	3

MSW	2004	2006	30	8
MSW	2005	2007	32	7
MSW	2006	2008	34	17
MSW	2007	2009	32	19
BSW	2008	2012	80	9
BSW	2009	2013	54	17

Students for the BSW are selected by the School based on the criteria set by the Ministry of Education and based on student preferences. Because the social work degree is so popular, the School gets to pick from the top of the incoming class to the university. The MSW students are currently recruited from those with BAs in Sociology, Psychology, and Nursing. Prospective MSW students must write a personal statement and submit their CV (which is given 30% of the weight in the decision) and sit for an exam (which is given 70% of the weight of the decision). The results are evaluated by a group of instructors. There are few parliamentarians in the MSW program; they developed the desire to pursue this degree after working with the MSW students who were doing their practicum on parliament standing committees. In fact, 67 parliament members applied to the MSW program from different political parties. They are considering developing an extension program for parliamentarians. They feel their work with parliament will allow the school and social workers to have a high impact on public policy. Out of the first batch of MSWs that graduated (38 students), eight were recruited for the PhD program, run by international professors who made a five-year commitment to the school. There are 37 PhD students, and each year, more PhD students have been recruited.

New BSW students receive a 2-3 day general orientation about the school prior to starting classes, and then each cohort of students has their own coordinator from among the faculty. The coordinator organizes seminars and activities for the group.

Last year, all MSW students and 9 BSW students participated in the Project MARCH HIV trainings. Students would like more training on the basics of HIV, modes of transmission, care of PLHA, and BCC training. They would also like to have more practice on how to work with patients, using role plays.

Graduates: There are no graduates yet for the BSW program. The first graduates will finish up in 2012. We met several MSW graduates who are now in the PhD program and who are also teaching as faculty in the department.

Curriculum: Their curricula are internationally accredited, and are accepted by the Ministry of Education. The BSW program at AAU is the only pure BSW program in a public institution in the country; the other programs are either a BA in Sociology or a BA in Social Work and Sociology. The BSW curriculum was developed by the PhD students using available curricula both in-country and internationally. It was developed with IFSW and IASSW guidelines. Revision is expected to happen every 3-5 years (but they are only implementing year two so far).

The curriculum includes overall goals and objectives, core competencies, a semester by semester schedule, course titles and descriptions, with very broad course outlines. Each instructor is expected to create his/her own lesson plans, assignments and exams for the courses he/she teaches. There is some sharing of materials between instructors. Students are assessed through mid-term and final exams, group and individual papers, and practicum evaluations.

Students only receive materials or handouts if their particular course instructor provides them. Some classes have textbooks; others have reference or reading lists. Students do not receive their own copies of any textbooks, but must access them in the library.

HIV/AIDS Content: According to faculty, HIV/AIDS “is mainstreamed across the board” in the BSW curriculum “because poverty and HIV/AIDS are the main problems in the country.” HIV is integrated into all public health/community health courses, the Health and Social Work Course, and the Social Work Methods courses. Half of the MSW theses in the Research course were on HIV/AIDS. The BSW curriculum was newly developed as of last year in cooperation with Jane Addams and MATEC, the Midwest AIDS Education and Training Center.

Faculty members use several resources to develop and teach HIV content. In addition to information found in standard textbooks for the intro courses, they use both local and international research found in the library or on the internet. They also invite people from

different organizations and different departments to share experiences. They have received donation of thousands of books; but they are mostly from the experience of western countries. The challenge is to make sure the coursework reflects Ethiopian values and context.

Practical Component: Since the BSW program was new last year, the only practical attachment so far was a two-week observation period at the end of the first year. However, practical placements occur in each of the four years of the program. They plan to model the practical attachment after that of the MSW program, although the focus will be more towards the NGO level where many BSW graduates are likely to work. In the MSW program, they have developed several placements, including at four hospitals, on parliament standing committees (gender, social affairs), AAU student services, federal court (especially family court), a remand home and a rehab center. There are not as many placements for MSWs at NGOs because many MSW students already come from the NGO environment. For the BSW program, there are four credit hours per semester of field attachment, except in the first semester of the first year, when there is no field work. Faculty members receive a seven-day training on field supervision, and then spend one week developing a fieldwork education manual, a student self-assessment and an evaluation tool completed by the practicum supervisor. There is a practicum manager on faculty who received one semester of training at University of Victoria. They also bring international social work students to do placements in Ethiopia.

Instructors see the field placement as an integral part of the curriculum, a chance for students to “learn from their confusion” and “bring real issues into the classroom” from their practicum placements.

The logistics of placing and monitoring so many students is challenging, and are likely to get more complex as the BSW program continues. One challenge with the practicum placements in NGOs is that there is often no staff member with a social work degree at the site nor do the NGOs have the time to monitor the students. The faculty said that it is easier in hospital and government settings to get practicum instructors with time to monitor the students. Also, sometimes agencies want payment to take the students, and there are no resources for this.

We met with six second-year BSW students. They all had completed their first year, two-week observation practicum. Students were assigned in groups of two to ten people each to a particular site. Ideally, their faculty coordinator would accompany them to the practicum setting, but this did not happen in practice for all students. At all practicum sites visited, students encountered PLHA. Students were very enthusiastic about their practical experience. They felt the field education really supported their classroom work, and they were anxious to receive more practical experience, stating:

Seeing the problems helps us to understand them.

We learned and applied social work ethics.

It is good to see how reality looks like; it is better than just reading about it.

The practicum will help us to focus more on the learning in the classroom.

Students mentioned transport as a big challenge for the practicum. The campus is far from town, and the department organized a bus to take everyone to Meskel Square, but the students had to then find the actual organizations. Because many of the students are new to Addis, they wished someone had accompanied them the first time. In addition, they felt the allowance of 31 birr per day was insufficient for both transport and lunch. Also, they expressed a desire to have had more choice about their placement organization. They reported that some organizations needed more preparation before taking students. Formal letters of introduction were brought by each student, and there was some advance preparation with the sites, but this was not sufficient. For example, some organizations assigned a supervisor to the students, but others did not. Also, it was not always clear to the sites that for this practicum session the students were there to observe; some organizations wanted them to start working. Site supervisors did not have skills in field supervision nor were they familiar with what the students were learning. One student said, “Most of the staff at the NGOs are not social workers and don’t know about social work.” More training and orientation for the sites would be useful, an idea that was championed also by faculty and administration. They are currently developing a five-day training for practicum site supervisors that would introduce them to the profession of social work, explain the purpose of the practicum and the competencies to be covered, and give training on supervision.

Facility Overview: The department of social work is located on the Akaki campus, where UNISA University also resides, is approximately 30 km from the center of town. The Dean’s office is located on the main campus in Addis because the Dean is also the Vice President of

AAU. Five classrooms are currently allocated to the MSW and BSW students, with an average class size of 32 for the MSW program and 40-45 for the BSW program. The department is trying to arrange for more classrooms, as each consecutive year of the BSW program requires more classroom space to accommodate more students. The 2nd-year BSW students said that their classrooms are sometimes not comfortable, with eighty people crowded into one room for some classes. There is one administrative office for the Vice Dean and the Administrator, plus another office for staff. The PhD students also share a large office by the library. They also use one classroom as an office for remaining staff and faculty. Total staff: 15 PhD students; 4-5 other faculty; 3-4 admin staff; plus visiting professors from 2 weeks to 1 year.

Each faculty member has his/her own computer. In addition, the Turkish Embassy donated 50 computers exclusively for student use so there is a student computer lab for BSW and MSW students. Internet access is a challenge, with irregular connectivity, and the program needs a more powerful server.

Student dormitories are spacious and well furnished because “they were originally meant for PhD students.” [AAU had originally reserved the Akaki campus for PhD programs only, but then decided to house the School of Social Work there due to lack of space on the main campuses in town.] Four students share an apartment. Only BSW students live on campus; MSW and PhD students commute. Students do complain about the location of the campus, far outside of town without urban amenities.

There is a large library/resource center, with two floors dedicated to the SSW. There are thousands of books, as well as journals and bound copies of theses. The books were collected by international instructors and donated to the school. In addition, the school purchases books for the library. The library is open from 8 am to 10 pm, Monday through Sunday. Books are catalogued by international university standards, and students can check out books. Students and faculty can also use the library on the main campus in Addis, which is open 24 hours. The one problem students mentioned about the books was that sometimes there are only 10 copies of a textbook for a class of 80 students.

The department has four LCDs and four laptops, and 1 OHP that they do not really use. The classrooms have whiteboards, but no chalkboards or flip chart stands. The BSW classes use the whiteboards, while the MSW and PhD classes use the LCDs.

Power supply: While the main campus has good power, on the Akaki campus power interruptions can occur every other day at certain times of year. They have a back-up generator, but due to fuel costs, it is only run when it is very critical. Water supply is related to the power supply. While things work well in the dorms, there is no water to the toilets in the classroom buildings or in the cafeteria.

Role of Social Workers in HIV/AIDS Care:

Admin/Faculty:

- Conduct community assessments
- Address gaps in HIV care regarding psychosocial care and support; especially in the community (the Twinning Center project is an attempt to fill this gap.)
- Assist PLHA to cope with social problems
- Empower PLHA
- Impact policy level
- Work in hospitals
- Work at individual, family and community levels

Students:

- Counsel patients
- Coordinate follow-up of patients
- Assist patients with drug adherence
- Educate and support PLHA
- Advocate for PLHA
- Educate the community about HIV/AIDS
- Change attitudes and address discrimination
- Link with available resources

Challenges

1. There is a huge workload for the size of the faculty: They deliver three degree programs while assisting the other schools with the development of their own social work programs.
2. The distance of the social work campus from town and from the main campus is a challenge, as well as the uncertainty regarding whether or not this is a permanent home for the program.

Greatest Needs Identified by Respondents:

1. The Dean's greatest identified need is for more faculty members as well as faculty development for current instructors.
2. Students identified the need for HIV training so that they graduate with the competencies to be able to care for PLHA.

Recommendation:

AAU SSW could serve as a NIP (National Implementing Partner) to help the project to carry out its activities, by providing support and training to the other universities who produce social workers for Ethiopia. This would include supporting faculty and staff of AAU to carry out work on behalf of the project.

ALPHA UNIVERISTY COLLEGE, DEPARTMENT OF SOCIAL WORK
Assessment Visit; 16/17 October 2009

Overview of the Social Work Department: Alpha University College (AUC) is a private institution with the largest distance education program in the country. The vision of the school is to be a first-class university in Africa by providing quality educational and research opportunities as well as expanding educational access. AUC has a social work program at the bachelor's level which was started in March 2008. The rationale to start the program was 1) the Social Work profession is highly needed in the job market and 2) the profession is relevant to the country's current need for social development. The program at AUC was the first social work bachelor's degree program, started even before AAU started its BSW program. It is a distance education program, and it takes a minimum of three years to complete the courses. Distance learners are recruited from all parts of the country through branch offices and coordinating offices in each region. Currently, there are 17 branches of AUC in different part of the country with a total of 90 coordinating offices (CO)². The department is not a member of any association of social work.

Degrees Offered: The program is being implemented since 2008 with a nomenclature of "Bachelor of Arts in Social Work". Some students are complaining about the nomination of the degree, and they prefer "Bachelor of Social Work (BSW)". The administration of AUC is reconsidering the appeal of the students to change the nomenclature. The targets of the program are medical professionals such as nurses and health officers. Other professionals with diploma or degree from other disciplines who are interested to study social work are also target groups of the program at AUC. For these particular students (those who graduated from other fields), common courses and main courses taken by the students previously are exempted. Students who have been in the preparatory stream (grade 11 and 12) with a GPA of at least 2.00 also join the program. Private students who score 3.2 (for male) and 3.0 (for female) in the national matriculation exam can apply for the program.

² Addis Ababa with 10 CO, Adama with 10 CO, Assosa with 2 CO, Awassa with 7 CO, Bahir Dar with 4 CO, Dibre Birihan 4 CO, Debre Markos 3 CO, Desse with 11 CO, Gondar 7 CO, Harar with 10 CO, Jimma with 11 CO, Mekele with 12 CO, Nekemt with 13 CO, Welayta Sodo with 4 CO, Weldia with 3 CO.

Faculty: The school has no permanent faculty members. All teachers are part-time instructors who teach students during the weekends. Some are graduates in Sociology, Psychology and Anthropology and teach common courses. The main courses are given by MSW graduates and PhD candidates of AAU SSW. Instructors are selected based on their teaching experience, course preparation skill, and specialty. The instructors and practicum supervisors do not get proper training on field supervision and teaching pedagogy; however, two days training on distance education, instructional skills and content preparation have been provided for new instructors who join AUC. They also receive a short training on how to prepare exams, how to evaluate distance learners and how to prepare modules. There are no professional development activities for faculty such as conferences, travel, publishing, nor sabbatical research.

All faculty members have either direct or indirect experience in HIV/AIDS programs from their previous engagement in HIV/AIDS related research, consultancy projects and seminars. However, they do not get training on HIV/AIDS from AUC. The dean of AUC said:

There is no practical training related to HIV/AIDS for instructors. The department has no permanent staff, and it is not feasible to train instructors. Students are also full time employees and they are too busy to be involved in HIV/AIDS training outside of the course. Instructors should teach students about HIV/AIDS during the course work.

An instructor of AUC has mentioned that he is ready to teach about HIV/AIDS:

I am always confident and ready to teach about HIV/AIDS. I am a professional social worker and it is my ethical obligation to teach about it. We have to organize training to new instructors on ways to integrate HIV/AIDS issues in the curriculum and teach students in classrooms and in the field. If funding were available, preparing independent modules on HIV/AIDS might help to integrate HIV/AIDS issues in the curriculum.

A field supervisor said:

The course work could be improved by updating progress made on ART and prevalence rate. Creating linkages with people affected and infected with the virus during field placement helps students react with real scenarios they discussed in the classroom.

Graduates: The program started in 2008, and the first cohort will graduate in 2010. Most of the students are full time employees in NGOs working with vulnerable groups such as PLHA and children. There are also students working at governmental offices at all levels.

Curriculum: The school has a written curriculum that received pre-accreditation and full accreditation from the Ministry of Education (MoE). The first time the university submitted the curriculum to the MoE, it was not accepted. But the MoE wanted the department to conduct a validation workshop with relevant stakeholders to validate the contents of the curriculum. A workshop was conducted, and the curriculum was enriched with many additional comments from the stakeholders. Attached with the minutes and outcomes of the workshop, AUC submitted the revised curriculum and received full accreditation from the government. The curriculum has background, program objectives, competencies, admission requirements, program structure and a course list with descriptions. The objective of the program is to equip students with the knowledge and skills useful for generalist practice, so that they develop critical thinking and research skills to alleviate social problems.

The program consists of 17 major-area courses, 12 related-area courses and 6 common courses. All in all, the courses comprise 106 credit hours. Each course has self-learning text book for each course. The modules are interactive and suited for distance learners. They include questions and answers, self assessment questions and activities which help students to associate the lessons with social problems of their interest. During face-to-face instructional sessions, the instructor highlights the course objectives, competencies and main issues in the course. Finally she/he invites questions and discussion and gives further clarification to questions posed by students. For each course, there are four modules and each course has a face-to-face session of 4 hours. The worksheets and self assessments as well as activity questions count for 30% of the grade, and the final exam for 70%. Evaluation methods used by the students include: 1) instructor marked assignment, 2) supervised test 3) research method and independent study method. They do not have to write a thesis or senior essay.

The department conducts a timely revision of all courses to update its content, current data and technology. The curriculum is subject to revision but has not yet been revised as the program is new. Curriculum revision is very challenging for other departments in the university college, the dean said:

We follow the government's timeline for curriculum revision and this is difficult for us. We don't know their timeline for revision so we don't know how to fit our timeline with theirs.

HIV/AIDS Content: HIV/AIDS issues such as palliative care, TB, STI, HBC, HCT, adherence counseling and OVC care and support are not covered directly. But they are covered indirectly in the courses:

- *Introduction to Social Work* touches on health problems and health services in the country, including HIV/AIDS prevalence rate as well as national responses to HIV/AIDS.
- *Generalist Practice with Individual, Families and Groups* deals with general practice principles applied to individuals, families and groups with a particular focus on vulnerable groups such as OVC and PLHA.
- *Human Behavior and Social Environment* examines theory, research and practice issues of human development within the bio-psychosocial context.
- *Social Service for Children* covers issues of OVC and HIV/AIDS from a human rights perspective.
- *Crisis Intervention* explores various types of crisis and approaches for crisis intervention. During the course, HIV/AIDS as a crisis and transmission and prevention issues are covered (This includes a whole related chapter of questions and answers).
- *Human Right and Law* raises stigma and human rights issues of PLHA.
- *Introduction to Social Work Practice* covers in depth community service organization (CSO) response to HIV/AIDS and presents their institutional care and support practice as one approach of care giving.
- *Field Instruction I and II* guide students how to address micro, mezzo and macro level HIV/AIDS related community issues through their engagement with human service agencies.
- *Field placement* enables students to get exposure to HIV/AIDS responses and practices made by CSOs. They learn about HIV/AIDS in the field.

Students also conduct independent research on HIV/AIDS. Some courses such as Social Welfare, Community Health and Crisis Intervention integrate HIV/AIDS issues more than

others. Some courses that are not mentioned by the dean and instructors are mentioned by students for their HIV/AIDS content. One student said:

During the course Civic and Ethical Education, HIV/AIDS and sexual transmitted infection, ABC³ prevention methods as well as the spread of HIV/AIDS in Ethiopia and Africa were discussed but the discussion was not deep and critical.

Students who are working in agencies that run HIV/AIDS project are more interested in learning about counseling. A student who is working on child project in a NGO mentioned:

I work with OVC affected and infected by HIV/AIDS. I learn about counseling in the class, and I know that counseling helps OVC and PLHA very much but I am not sure how to counsel them. The training and practicum should focus on counseling skill development.

A student who is working with children said:

I came across many issues of HIV/AIDS during course work; I have learned that PLHA need more psychosocial support. But I need additional training especially on assessment and problem identification skills as well as counseling skills. Understanding the emotional and psychological status of the client/PLHA and how to make the right intervention afterwards needs practical skill. I have to integrate the theory with the practice before I leave school.

Despite the fact that it appears that most HIV/AIDS issues are included in the courses, the dean of AUC is not sure that HIV/AIDS is fully integrated in the curriculum. One strategy he recommends HIV/AIDS for integration is preparing one additional module about HIV/AIDS as part of the main curriculum or as a mandatory course during freshman year but elective course for juniors and seniors. He mentioned that it is also possible to train instructors to increase their skills in integrating HIV/AIDS issues in all of their courses following a problem based learning (PBL) approach. This method requires teachers to raise HIV/AIDS issues and guide students to find a solution based on their lessons in the classroom.

³ Abstinence, Be faithful and Condom (ABC)

The dean at AUC also said:

All stakeholders should decide and participate in amendments made on the curriculum. A curriculum is dynamic, and fundamental changes like integrating HIV/AIDS is an outcome of consultation with experts, social market, students, government and other relevant stakeholders; that was our experience so far.

Practical component: The curriculum is a mix of practical and theoretical components. Field Practice I and II are 6 credit hours each. There are also practicum guidelines for students and a field manual that are being developed. So far students select their area of interest and the agencies where they want to be placed. The department evaluates their request and assigns a field instructor from the agency and sends them with supporting letter to the assigned field supervisor. Lack of orientation for agencies creates some suspicions about the students. A student explained his experience of field placement in one organization:

The agency I am working in was scared by the new NGO legislation made by the government, and they were suspicious of me sneaking around to spy their agency.

.A field supervisor said:

The main challenge for practical attachment is that students are full time employees. They don't have enough time to work in their field placement. The practical attachment should be taken seriously and students can use their annual leave to work in agencies for their field placement. That will increase their attitude, skill and devotion as well as commitment to work on any social issues including HIV/AIDS.

Facility Overview: The department of social work is located in the main campus of AUC at 'Beklo Bet', Addis Ababa. It has branches and coordinating offices strategically distributed throughout the country. The department has one permanent department head and secretary but no permanent staff. Part-time staff members give face-to-face sessions during the weekends. Students are adults and responsible learners who invest time, money and energy in their own study. The department shares a big building along with other departments. There are 40-50 students per class, and the department has ample classrooms. There is no HIV resource center available for students and faculty. AUC has two libraries (at the central office and Arat Kilo campus), but there are no books on social work or HIV/AIDS. The available books are old introductory books on sociology and psychology. AUC has its own printing

press that facilitates the development of teaching and learning materials for teachers and students.

The power supply of AUC is good. During power blackouts, AUC has a backup generator with good horsepower. Availability of water is also good. No computer or internet is available for instructors and students. They have two LCDs for workshops and one OHP to teach. They have flip charts, blackboards and whiteboards.

Regulatory Body

The Ministry of Education and Higher Education Relevance Quality Assurance Agency (HERQAA) is the responsible body for standardization and quality assurance. The first request of Alpha University College to start the program in social work was declined by HERQAA due to the low quality and standard of the curriculum. The department called for a consultative meeting with all stakeholders to enrich the curriculum, as noted earlier, and the curriculum was finally approved. Alpha University College follows prescribed phases during curriculum development and revision:

- Prepare guideline for revision or development of a specific area of study or discipline
- Contract experts in the area of curriculum development
- Write background and shape contents
- Conduct one day consultative meeting with stakeholders including governmental and non-governmental organizations to enrich the curriculum
- Send the curriculum to the MoE to get accreditation.

Role of Social Work in HIV/AIDS care and support:

Faculty

- Develop approaches and models on how to solve problems related with HIV/AIDS
- Apply interdisciplinary approaches to mitigate HIV/AIDS
- Develop skill and competency regarding HIV/AIDS
- Narrow the gap between PLHA and others by normalizing HIV/AIDS and avoiding stigma
- Provide case management
- Mobilize resources
- Provide counseling

- Advocate for patients
- Provide HIV prevention interventions
- Restore social functioning of PLHA

Students

- Volunteer at PLHA associations, and at VCT and ART service centers
- Encourage people to get tested with proper pre and post test counseling
- Advocate for the human rights of PLHA in GOs and NGOs
- Create awareness of positive living with the virus as a chronic disease rather than an immediate death sentence
- Fight stigma and discrimination

Challenges:

1. The MoE timeline for curriculum revision is not known, and this hinders the curriculum revision timeline of AUC.
2. The school has no permanent instructors.
3. The agencies for field placement are identified by the students, but they are unable to negotiate which creates misconceptions towards students by the agencies.
4. Field manual is not yet developed.

Greatest Needs Identified by Respondents:

1. Training on field supervision and teaching pedagogy
2. Skill development content (counseling and case management, as well as assessment and problem identification skills) lacking in the curriculum
3. Financial support to train faculty members and students on HIV/AIDS
4. Books on social work and HIV/AIDS
5. Professional development of faculty, including conferences, research and publishing

Recommendations:

1. The project should link with HERQAA to promote the standardization and integration of HIV/AIDS into social work curriculum.
2. AUC should identify agencies working on HIV/AIDS and should organize orientation workshops and create links for field placement.
3. Permanent staff and field attachment coordinator should be hired.
4. Field manual should be developed and field placement should be consolidated.

JIMMA UNIVERSITY, DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK
Assessment Visit; 24/25 October 2009

Overview of the Sociology and Social Work Department: The Department of Sociology and Social Work at Jimma University started in 2006. Previously the department was offering a Bachelor's degree in Sociology. When social work graduates from AAU SSW joined the department, they proposed the idea of incorporating social work courses to the existing sociology curriculum to start a new program in Sociology and Social Work. According to the Department Head, the rationale to merge the two together was:

- a) The two disciplines are highly interrelated; Sociology pertains to theorizing and conceptual development while Social Work pertains to practical application and intervention of the theories and models developed in Sociology.
- b) The need for social workers in the job market is high. Therefore, in a resource constrained setting, rather than starting a new independent social work program, a better way to attract the market would be by bringing the two together.

This Department of Sociology and Social Work has the highest number of students than any other department in the university in regular, extension, summer and distance streams. The department has a plan to start pure BSW and MSW programs in 2010. The department is not a member of any international association of social work but it is a member of ESSSWA.

Degrees Offered: The program started in 2006 with the nomenclature of "Bachelor of Arts in Sociology and Social Work". The department currently offers a BA degree in four different types of programs:

- **Regular program, started in 2006.** In the regular program, students who completed preparatory training (grades 11 and 12) will be assigned to the department by MoE. Currently there are four cohorts in the regular program, and one group has already graduated during the last academic year. The regular program takes three years to complete.
- **Extension program, started in 2006.** In the extension program, students who earned a diploma or degree from any other disciplines can join the program. Very related main courses and common courses will be exempted for extension students. Courses are offered on the weekends, and the extension program takes four years to complete.

- **Distance program, started in 2007/8.** This program takes a high number of students, mostly from Addis Ababa. The entrance requirements are similar to the extension program. The distance education program takes 4-5years to complete.
- **Summer program, started in 2007/8.** In the summer program, the entrance requirements are the same as the extension program. The summer program takes six summers to complete.

Faculty: There are currently 14 faculty members in the department, and they are from related fields of study including Social Work, Sociology and Anthropology. Among the faculty are 3 BAs, 4 MSWs and 7 MAs. They were trained at either AAU, University of Gondar, or Jimma University. All but one of the faculty members are male; the one female faculty member is studying social work abroad. The student population is 420 (115 in year one, 180 in year two, 125 in the third year), and the teacher to student ratio is 1:30.

No faculty members have direct experience in HIV/AIDS programs but they have been involved in short term trainings and panel discussions prepared by the school on HIV/AIDS and other related issues, such as gender. Some NGOs such as Family Health International (FHI) and Family Guidance Association (FGA) organized a workshop for selected members of the faculty. The Gender Office of the university also worked with faculty to raise their awareness around issues of HIV/AIDS. The faculty members' main experiences of working with HIV and AIDS developed from their experience in HIV/AIDS related research, consultancy projects and seminars.

Unlike other universities, Jimma University has an HIV/AIDS resource center. The service has had few users; most students and faculty members are not even aware of it. Library resources on HIV/AIDS at the department include journals and official reports but not books on HIV/AIDS. A faculty member from the department said:

We need more training on the impact of HIV/AIDS on the development of the country rather than getting training on means of transmission or prevention. We need also more training on counseling and interventions to be taken after people know their status as HIV positive. Know how in these areas will help us to relate the ideals of Sociology and Social Work with practical scenarios in the field.

The department also gives attention to faculty development. There is a short-term training on pedagogical skills and a long-term training for faculty members to earn their Masters and PhD in Social Work or Sociology. The Academic Development and Research Center (ADRC) organizes periodical training on instructional skills, material preparation, teaching methodology, teaching paradigm, and other pedagogical issues through panels, workshops, seminars, and updates. ADRC has formed partnerships with institutions in Canada, Belgium and Norway to invite experts from these countries to impart their knowledge to faculty members in Addis. Higher Diploma Center (HDC) is also a center that addresses the capacity of the faculty. The center prepares training on international teaching-learning processes including active learning, student centered teaching, and continuous assessment. After a one-year intensive training, teachers will be evaluated in classrooms and certified as qualified teachers. A faculty member stated:

We use a team approach to teach. Students have presentations, we give limited lectures, the interaction is two-way, participatory and engaging with group work, role play and discussion by students; our role is more of facilitating and summarizing at the end.

Faculty members are also expected to be conversant in the area of research. ADRC is warning faculty members to conduct research and publish, or they will be fired.

Graduates: In the regular BA program, one cohort of students has graduated from the program but students from other programs (summer, extension and distance) have not yet graduated. Graduates are working in higher institutions and governmental offices such as Women's Affairs in Addis Ababa, as well as NGOs. Some students are also advancing their study in MSW programs at AAU SSW and abroad.

Curriculum: The current curriculum, accepted by the Ministry of Education, contains program objectives and core competencies (which include mention of case management as well as social and economic counseling). Admission requirements, graduation requirements, course lists and descriptions, and methodological strategies, as well as evaluation and assessment techniques are also outlined and described in detail. Students are evaluated through observations, quizzes, tests, mid-term exams, term papers, group work, group presentations, class participation, literature reviews, group or individual research reports, and final examinations. Recently, the department made a plan to separate sociology and social

work. The department is developing a new social work curriculum; the present curriculum might not be used in the future.

HIV/AIDS Content: The administrator explained that TB, STI, HBC, adherence counseling and OVC care and support are not directly addressed in the courses. These issues are part of training given to students by the Student Union in collaboration with NGOs. He said:

The aim of Sociology and Social Work program is to help students acquire knowledge, skills and attitudes to work on different social problems including but not limited to HIV/AIDS through a community based approach to produce generalist social workers.

Faculty member also stated that some courses are more linked with HIV and related issues. Medical Sociology addresses illness in general including HIV and AIDS, healing practices and traditional healing, as well as prevention issues in terms of community care, self care and professional care. Contemporary Social Issues deals with issues such as HIV/AIDS and the environment. Other courses, such as Counseling Practice I and II, Welfare and Rehabilitation, Civics and Global Issues, contain HIV/AIDS content as well. Professional Attachment is the field placement course that helps students to apply the knowledge they acquired in the school by independently working on practical social issues in the field after they take practice courses (Social Work Practice I and II).

The head of the department stated:

'Integration' is a vague word. HIV/AIDS could be integrated in the curriculum systematically; the balance should be maintained between HIV/AIDS as a contemporary social problem versus other social problems that should be covered in the program. , HIV/AIDS issues are not to outbalance other issues nor should it be the only focus. That will be against the philosophy and method of the program but it should be flexible to respond to national threats like HIV/AIDS.

Regarding curriculum revision, the mandate to set the content of the curricula is not solely that of the department. Curriculum content is the interest of many stakeholders, especially the government. An instructor said:

The focus of the courses and competencies is defined by the needs of the community; we don't have other bases for that. Then relevant governmental bodies like Ministry

of Education (MoE) learn community needs and give advice and consultation on how to include new issues by revising the existing curriculum. The government also develops guidelines and policies for quality assurance. The experts in the universities incorporate the recommendation made by MoE.

Under normal conditions, the department curriculum is revised every 3-5 yrs. If there is a pressing condition to change policy or if there is high community demand on certain issues, it might be done sooner. Course revisions are done independently by the department. Revision is done based on the feedback and comments from instructors. At course level, the faculty has the mandate to readjust contents, focusing more closely on certain issues rather than others.

Practical Component: The growing objective at Jimma University in general and the Department of Sociology and Social Work in particular is to strengthen classroom sessions with a practical attachment. The two Professional Attachment courses have 8 credit hours total, and each attachment takes between 45 days to two months. Courses like Community Based Training I and II and Social Work Practice I and II have 6 credit hours each, and these courses are skills-building courses, helping students to apply theory to practice.

Faculty members mentioned many challenges during the field placement. For example, the coverage for student placements is very spread out geographically (Jimma, Metu, Awassa, Nekemet, and Addis Ababa). In addition, there are too many students in each cohort (100-200 per group) to receive effective supervision/mentorship. Although students are ambitious and enthusiastic about the practical attachment course, the budget constraints at the school add another challenge to the field placement experience. An administrator said:

The budget we have is like a last drop on the verge of drying, we couldn't provide transportation allowances for students and supervisors. The administration body of the school is warning us to minimize the duration and /or to stop the practical attachment as the regular money is not enough.

There are also some challenges observed by students. A 2nd year student mentioned:

There is group dominance during the Social Work Practice I and the related Practical Attachment I. Fast students dominate other slow students and that needs attention from the field supervisor. The allowance for transportation and daily expenses is very minimal. My main concern is after we spent two months in the field, findings from the

field were not evaluated critically. Had we been evaluated critically that will help us to learn from our challenges in the field.

A 3rd year student said:

I have got the knowledge in the classroom but I am not sure about my skill to work with PLHA. I don't want to help PLHA by giving money from my pocket. I want to apply all the knowledge I studied in the classroom to give them holistic service and that can help me to translate my theoretical understanding into practice. But so far I am sure I learned what to do but I am not sure about my skill as my exposure in working with the real situation is limited.

A 2nd year student also mentioned:

I am not confident in my skill to counsel PLHA. I don't think my compassion towards PLHA alone helps them much. I want to know the professional use of self as opposed to the personal use of self by giving the service directly to them.

The first phase of practical attachment occurs at the end of the second year, following the Social Work Practice I course. Students are expected to identify social problems and prioritize needs based on the knowledge they gained during the course. The second phase of professional attachment is offered to 3rd year students. The purpose of this phase is for students to design an intervention plan based on needs they prioritized during the first phase of practical attachment. Most students prefer working on HIV/AIDS issues during their practical attachment.

Students are placed for their practical attachments all over the country (Metu, Nekemt, Awassa, Addis Ababa, and Adama) with preconditions:

- Assessment will be made by the university about potential governmental and non-governmental agencies willing to take students for practical attachment.
- Guidelines will be introduced for students as well as supervisors.
- Students will be evaluated by the supervisors and field instructor.

The department has a handbook/guideline for teachers and students on practical attachment to guide fieldwork supervision and assessment. The guideline consists of the purpose and

objectives of the practicum, major activities expected to be accomplished by the trainees, preparation prior to field work, action plan format, modes of assessment and weights given, and supervisor's fieldwork report.

Facility Overview: The department is located on the main campus of Jimma University at the Faculty of Humanities and Social Science. Four classrooms are currently available for the students (two very big lecture theatres with blackboards and two medium-sized classrooms). The department has 2 LCD projectors; they do not have OHPs, flip chart stands or white boards.

The head of the department and the secretary have their own offices, but faculty members share two classrooms as offices along with faculty members from other departments. Faculty members have personal computers. There are dormitories for student use. Regular and summer students live in dormitories whereas distance and extension students are not boarding at the school.

The social sciences library is available for faculty and student use. This library has periodicals, books and references on social problems, the role of sociology and social workers, sociology of gender, fields of social work practice, basic elements of social work, introduction to counseling and guidance, and social psychology. There are resources such as Blackwell's Encyclopedia of Social Work, the Ethiopian Journal of Social Work and others. Another resource the department shares with six other departments is the computer lab. The lab has 36 computers, five of which are linked to the internet. Students complete their assignments and thesis on these computers. Electronic library resources are not available for students. The computer lab started service only one month ago; so far only male students have been using the lab.

The university uses the direct electric supply from Ethiopian Electric Power Authority but during intermittent power cuts, they use a generator. High fuel costs make it difficult to use the generator continuously during power cuts. Water availability is quite good, but with the growth of the student population, this might be a challenge in the future.

Role of Social Workers in HIV/AIDS Care:

Admin/Faculty:

- Respond immediately to provide counseling and psychosocial support
- Instill hope of positive living
- Assess and identify problems
- Intervene in a practical way rather than theorizing on the problem

HIV/AIDS is not a complicated structural and transformational problem like gender and poverty; it calls for direct service and this is primarily the role of social workers.

Students:

- Enhance community's ability to provide care and support
- Normalize issues of HIV/AIDS and help PLHA to integrate into the community
- Advocate for patients
- Counsel patients
- Provide leadership by serving PLHA, not by managing intervention

Regulatory Body

In Ethiopia, because there is no regulatory agency to certify social work practice, anyone can claim to be a social worker without acquiring the knowledge, skills and attitude through proper training. A regulatory body is needed to control and certify professionals for better service. The Ethiopian Society for Sociologists, Social Workers, and Anthropologists (ESSSWA) was supposed to play a regulatory role, including defining scope of practice and licensing; however their authority is not clear yet. ESSSWA does not conduct assessments in this regard nor does it yet certify professionals. The Ministry of Social Affairs might be able to provide direction to ESSSWA; the administration at Jimma University suggested that the two could work together.

Challenges:

1. The government is not involved in integrating HIV/AIDS into the curriculum as the main stakeholder. The government calendar for curriculum revision is not known
2. The senate of the university is not supporting the practical attachment due to financial constraints.

Greatest Needs Identified by Respondents:

1. Training on HIV/AIDS for faculty members and students

2. Financial support for students and supervisors of practical attachment
3. Facilities like OHP, white boards and flip charts
4. Books on HIV/AIDS

Recommendations:

1. Student unions and gender offices could partner to organize training for students.
2. Practical attachment needs financial support. Supervision should be strengthened to help students get the most out of the practicum experience.
3. Engage with ESSWA as immediate potential regulatory body for the social work profession.
4. The field placement should focus on skill development as well as ethical issues and professional use of self.

**St. MARRY UNIVERISTY COLLEGE, IGNOU GRADUATE PROGRAMS
COORDINATION OFFICE**

Assessment Visit; 20/21 October 2009

Overview of the Social Work Department: St. Marry's University College (SMUC) is a private college engaged in regular and distance education, offering a wide range of educational opportunities in Ethiopia. The social work program of SMUC is part of the Indira Gandhi National Open University (IGNOU) program. IGNOU is a federal university of India established in September 1985 by an Act of Indian Parliament with the purpose of democratizing education, so that it covers large segments of population, vocations and professions. The two universities (SMUC and IGNOU) have previously collaborated on other areas of studies. When the management of SMUC realized that IGNOU had started a MSW program, the two institutions reached an agreement to launch Master of social work program in Ethiopia, which was started in January, 2009. Under normal circumstances, the program takes two years to complete.

The social work program at SMUC is managed by IGNOU from India; modules, guidelines and any teaching-learning materials are developed and delivered by IGNOU. SMUC plays more of a coordination role in facilitating the program. SMUC has 4 campuses in Addis Ababa, and the social work program is located at Lideta Campus, but students are recruited from all campuses. Currently, there are 65 students in the MSW program.

Degrees Offered: IGNOU runs Social Work programs in Post Graduate Diploma in Social Work (PGDSW) and Masters Degree in Social Work (MSW) The program currently offers an MSW only. Students with a bachelor's degree from any kind of educational background/discipline with a cumulative GPA of at least 2.00 can join the program. The first cohort is expected to graduate by the end of 2010.

Faculty: There are seven full staff at SMUC responsible for the coordination of services for IGNOU Post Graduate learners. The Director mentioned that there is shortage of tutors for the MSW program. Currently the faculties/tutors of SMUC are part timers who are working with other universities offering PhD and Masters in Social Work. Their main role is to give

tutorial for students during weekends. For field supervision, the department has additional six PhD students of Social Work at Addis Ababa University. Teachers that are graduates in Sociology, Psychology and Anthropology teach interdisciplinary courses. The main courses are given by professionals with Social Work or Sociology background. The office recruits teachers who have good experience of teaching at higher educational institutions.

Teaching methods at SMUC

1. Active learning: posing question for discussion. An instructor said: *“I am a constructivist, I assume students have knowledge and I build on what they already have.”*
2. Socratic Method: posing critical questions by encouraging students to think differently. An instructor said: *“I use critical thinking approach during teaching; my presence makes a difference by giving them an opportunity to think critically.”*
3. Deconstruct the usual way of teaching (didactic) and ask students how they want to learn; the discussion on the teaching method gives them energy and increases their involvement in the teaching-learning process. A teacher said: *“I facilitate the discussion in a way they want to learn and I use a constructivist approach to make meaning from the whole discussion.”*

Recently, training on pedagogy was initiated in the department through:

1. Higher Diploma Training (HDT) with experts from an organization of Voluntary Service Organization (VSO) give training on pedagogy. Instructors are expected to take the training for one year.
2. Academic Development and Resource Center (ADRC) is a center dedicated for quality control of education in the school. The center has facilitated teaching methodology training as well as create access to internet and new technologies. (all this highlighted by red is not relevant to IGNOU Post Graduate Programs Coordination Office as the office recruits qualified staff with rich experience of teaching at higher educational institutions on part-time basis. It is meant for full-time staff of SMUC joining the UC as fresh Instructors for under-graduate programs. Thus I request you to delete it.)

The teachers' knowledge on HIV/AIDS developed from their previous experience in HIV/AIDS consultancy work, research and seminars. They do not receive training at SMUC. A field supervisor who is also a tutor at SMUC mentioned:

My interest and readiness to teach about HIV/AIDS developed through practical engagement with HIV/AIDS issues during my supervisory role of my students. I argue with them to sharpen their practical rigor and ethical understanding on the issue. For me social work is all about practice and ethics.

Graduates: The program just started in 2009, and the first cohort will graduate in 2010. Currently, there are 65 students in the first batch. . Student assignment which is case based is compulsory and weighs 30% of the evaluation of the course. The rest 70% of course evaluation is covered by Term End Examination. Students are full time employees at governmental and nongovernmental agencies at all levels.

Curriculum: SMUC, being partner institution of IGNOU in Ethiopia, has no its own curriculum for MSW Program. The department uses IGNOU's curriculum. This curriculum could not be accessed from SMUC. All guidance is given from IGNOU. All educational resources, curriculum, modules and guidelines are prepared in India in their context. Revising the curriculum and changing it to fit the Ethiopian context is usually done by local tutors. A tutor said:

The curriculum is designed for the Indian context. Issues raised by the curriculum are caste, poverty and the Indian welfare system. HIV/AIDS is undermined; contextualizing the curriculum in the Ethiopian setting is very important.

HIV/AIDS content: The curriculum covers some HIV/AIDS topics during course work. Social Work Theory is a course that discusses models and theories of social work. One of the issues raised in this course is psychosocial support as an area of intervention related to the health belief model. Social Work Practicum also enables students to relate their theoretical understanding with practice. The field placement facilitates self-learning through engagement with different settings in the community. In the health settings (hospitals, clinics, and health posts) and welfare agencies (NGOs), students work with PLHA.

IGNOU in India has a certificate and diploma program on HIV/AIDS studies, although this program is not offered at SMUC. The dean mentioned:

The HIV/AIDS program at IGNOU is innovative; they have a fully-fledged study program on HIV/AIDS.... HIV/AIDS is a serious issue for us. It should be integrated into the curriculum. Transferring their best practices, or forging partnerships with other social work universities in the country and outside will help us to have up to the standardized curriculum in the Ethiopian context.

Students do not get separate training on HIV/AIDS at SMUC. Because the program is taught through distance learning and most students have some previous experience, the school does not organize training for students. A student said:

There were no times when we got the opportunity to get training on HIV/AIDS. There is some discussion about HIV/AIDS, but it is shallow and fragmented.

Another student said:

Lack of understanding about the clients' needs is the main problem we face. We want to learn more about assessment and identification skills and psychosocial, emotional and cultural issues of the client. This phase is very crucial to plan the intervention.

Curriculum revision occurs every two years, with the most recent curriculum revision in January 2009 at IGNOU. Contents and data on HIV/AIDS were revised for the Indian context. IGNOU added a new course called HIV/AIDS Stigma, Discrimination and Prevention. This course is fully concentrated on HIV/AIDS and will be given during the second year starting January 2010 for the first time. The Director mentioned that throughout this course HIV/AIDS cases will be raised by the teachers to relate with the realities in Ethiopia. But so far the teachers' ability to adapt the cases to the Ethiopians context is limited. A student complained:

Rather than talking about cultural issues of India (class, caste, poverty), I prefer to talk about HIV/AIDS issues like CD4 counts and adherence ...most of us don't know about these things.

A different way of integrating HIV/AIDS into the curriculum proposed by the teachers is to design an independent course on contemporary social issues of HIV/AIDS along with other contemporary social issues such as gender, environment and child rights.

Field Placement: There are two field placement courses (Social Work Practicum I and II), which are taken for 10 credit hours each. These courses help students to integrate their theoretical understanding of issues discussed in the classes with practice. The placement is done based on the students' interests and preferences. Students have to find an agency that is willing to accept them for field placement. Then, the office writes a letter and sends them with a field supervisor. A mentor with a social work background or related experience is then identified in each of the agencies to supervise the student.

In the program SW placement settings are identified as 1) Health settings (hospitals, clinics, VCT centers); 2) correctional settings (prisons, courts), 3) welfare setting (NGOs, CBOS), 4) Educational setting, 5) home for the destitute, disaster afflicted, refugees and migrants, 6) home for weaker sections – women, children, beggars and elderly, 7) De-addiction and rehabilitation centers, 8) Palliative care centers, etc. Students have high interest to work in welfare settings and in health settings particularly on the area of HIV/AIDS. During field placement, students work for 45 days - 2 months.

Students place high value to their experiences in field placement. A student said:

I was placed in the Organization for Social Service of AIDS (OSSA) for 45 days. I worked on palliative care and VCT. I worked with volunteer care workers. I observed the practice there, registered clients, and counseled people taking ART. I learned that doing it and learning about it are two different things.

Field placement was also an opportunity for students to provide care and support services and to gain experience in professional use of self as opposed to personal use of self. They also learned about ethical issues that may arise in practical settings. A field supervisor said:

One of my students was presenting in class her experience with PLHA clients during her field placement. She was not aware of ethical issues around her practice with them. Students and myself helped her to see four kinds of ethical issues that she should have considered in her engagement with the clients, and that was an experience for her to learn about professional use of self.

Students also mentioned that they faced some difficulties in their field placements. For example, field supervisors are busy and they seldom have time to visit students. Students get

limited feedback and are not sure whether things are going well with their placement. In addition, students would prefer that the department arrange the agencies for their placement with formal negotiating and orientation. A student reported on a challenge she faced in negotiating her own placement:

Now I am working in a microcredit service for financially poor people but I am more interested to work on HIV/AIDS. Field placement was the only time I got the opportunity to work with PLHA. So I selected a welfare agency working on OVC and the director of the agency is willing to take me for field placement. But the child program coordinator suspected me as a spy sent from the government and he was not willing to let me work with the OVC program. A medical doctor who gives medical service to the children observed our misunderstanding and asked me why I am there. I told him that I am a social worker and I am there for field placement. The doctor said to the child program coordinator, 'She is a social worker. You can't hide anything from her! She can steal it from your pocket and read everything from your eyes!' He was scared and put me out of the office. I complained to the director and he explained everything to the coordinator. But the coordinator said "I am not willing to work with her, you can't force me on this".

Facility Overview: IGNOU Post Graduate Programs Coordination Office of SMUC has 10 classrooms that can accommodate 40-60 students, one office for the Director of IGNOU Post Graduate Programs, one secretary and reception office, one office for Program Coordinators, one office for IGNOU Admission and Information Section, one office for Material Dispatch Cell, one office for IGNOU Accountant and one office for IGNOU Cashier, but no faculty office. The office shares one noisy generator within the Campus with other faculties of the UC, no computer for faculty, no computer for students, poor internet connection for administrator, 3 LCD projectors and one OHP, no screen for projector, no flipchart. The department has rich learning resources on CD. On IGNOU's website there are 3600 short videos on social issues available for students and teachers.

Regulatory Body

IGNOU is an Indian University working for more than 25 years and its programs are accredited by the University Grants Commission of India and other accrediting agencies in the country. In Ethiopia, the Higher Education Relevance and Quality Assurance Authority (HERQAA) assessed SMUC's capacity, reviewed the curriculum modules and granted them

the permission to start the program; thus they are fully accredited by the government of Ethiopia. The department is not a member of any other regulatory body.

Roles of Social Work in HIV/AIDS care and support:

Faculty

- Advance knowledge, skill and attitude of social workers in holistic approach regarding care and support programs
- Provide interdisciplinary approach to fighting HIV/AIDS by applying best approaches and evidence based practices from various disciplines (psychology, health science, social work, and sociology)
- Provide networking services and resources
- Provide bereavement support
 - *“Many losses PLHA face should be bereaved with the help of professional helper, PLHA should live and die in dignity”*

Students

- Facilitate access to community resources and expertise
- Provide interdisciplinary networking and referral services
- Increase community participation
- Develop skills to address HIV/AIDS.
 - One student said: *“I am confident in the knowledge and attitude to work with PLHA but I am not confident in my skill... I want to develop social work skills.”*

Challenges:

1. SMUC’s partnership with IGNOU is a dependent partnership. They cannot give any feedback about the curriculum.
2. Training for faculty is not seen as a priority given that faculty members are not permanent staff.

Greatest Needs Identified by Respondents:

1. Training on field supervision and teaching pedagogy for faculty
2. Skill development training such as counseling, case management, assessment, and problem identification skills for students

3. Training on HIV/AIDS for faculty members and students
4. Professional development such as conferences, research and publishing

Recommendations:

1. Revise the curriculum in the Ethiopian context.
2. Recruit full time staff and field supervisors
3. Orient agencies about field placement and train field instructors.

UNIVERSITY OF GONDAR DEPARTMENT OF SOCIOLOGY

Assessment Visit; 25 September 2009

Overview of the Sociology Department: The Department of Sociology at University of Gondar was created in 2003, the second in the nation following AAU. The Department of Sociology is part of the Faculty of Social Sciences. The department has links to both the schools of medicine and nursing; Introduction to Sociology is a required course for both departments. Both sociology and social work are new fields in Ethiopia, and there is little distinction made between the two. Graduates from this department often work as social workers in NGOs and government organizations.

The MoE oversees sociology and social work education. There is no licensing or certification of social workers. As a relatively new profession, there is no official scope of practice for social workers. There is a professional organization (ESSSWA) that lumps together social workers, sociologists and anthropologists, but “it is not active.” There is no formal relationship with MOH, and social workers are not part of hospital or clinic staff establishments.

Degrees Offered: The department currently offers a BA in Sociology which is a 3-year program. The department proposed expanding it to 4 years, but this was denied by the MoE. The department also offers a 3-1/2 year extension degree to working professionals. For that program, classes are offered on Friday afternoons and weekends. The department is currently developing a degree program via distance learning. They had hoped to offer a 3-1/2 year BSW next year (using AAU curriculum), but have been told by MoE to offer a MSW degree first, as this will require less faculty and be less expensive given a smaller number of students. Unfortunately, they currently do not have faculty qualified to teach at the MSW level. They have been assisted by Alice Butterfield at the Jane Addams College of Social Work at the University of Illinois in Chicago to develop the BSW program. The academic year runs from September to June and consists of two semesters.

Faculty: There are currently 15 paid faculty members in the Department of Sociology. Four have masters-level sociology or social work qualifications; the rest are BA level. There is one expatriate from India who has a PhD in sociology. In addition, five new people from last

year's BA graduating class are joining the faculty. Unfortunately, ten of the current faculty will most likely be going for further study this year, either to MA or PhD programs at AAU. The Dean and the Head of Department said that the faculty is adequate in terms of number but not in terms of qualification and skill. Most of the faculty graduated under the old curriculum, and most lack practical experience. In addition, most of them joined right after graduating from a degree program, so they are very young, without work or previous teaching experience. Since they only learned theory in their course of study that is all they are equipped to teach. One respondent stated, *"There are 3-4 very good instructors and teaching is their art. But 75% of the teachers do not know how to explain anything."*

In addition, the instructors do not receive adequate training on teaching methodology. When new faculty members join, they receive one-three day training from the Quality Assurance & Enhancement Office of the University. Here they are told about how to instruct and how to develop tests as well as the ethics of teaching. Most courses are taught using the traditional lecture method with individual and sometimes group assignments.

Currently, all faculty members are men. There was one female instructor, but she left for further study. Reasons given for this gender imbalance are:

- Gondar is away from the center, and women do not want to live in this setting alone.
- Many women do not apply due to low salaries. Also, women are not necessarily on the same career track as men.
- Not many women receive above the 2.75 GPA that is required to become a faculty member.

Students: In Ethiopia, after completing grade 12, students take a qualifying examination and are placed in a program area according to their results. Band 1 is medicine; social sciences degrees are in Band 5 or 6. Students are then assigned to a program and a university by the MoE. Each year, 600 new students are admitted to the Faculty of Social Sciences at UofG, and these students are divided between five departments. The students have a voice in which degree program they take. The new intake for the Department of Sociology averages 80-100 students, although last year they received 240. This year, in addition to the new intake, they have 168 2nd year students and 55 3rd year students. The gender balance of the students is 45% female and 55% male. The government pays 85% of student costs, including tuition,

meals and board. Students have a one year grace period after graduation before they must start paying back the 15% cost share.

Graduates: The two graduates we interviewed both completed their BA in Sociology last year via the extension program. Thus, they came to the course with practical experience. Both already had previous degrees, one in nursing and one in business management. Both worked at NGOs that address HIV/AIDS during their study. One respondent said that what she got from the program was improved knowledge of social issues. The other said, "*I now have better knowledge on project planning and management.*" Both mentioned that they brought their experience into the classroom which helped to enrich the discussion. They felt they had more experience than their instructors, and some instructors valued their experience while others did not. They also felt that the course work did not adequately prepare graduates to work in an NGO with clients, nor were they given adequate preparation on HIV/AIDS issues. Both graduates received short-course training on HIV/AIDS while working for their respective NGOs. One graduate received extensive TOT training on VCT, PITC, HBC and palliative care from FHI. Another received a 15-day training on OVCs through Save the Children.

Curriculum: Last year there was a national workshop attended by all universities offering a sociology degree, in order to develop a common curriculum. In addition to deans and faculty members, students, graduates and NGOs were included in the working group. They came up with a 4-year BA for sociology that included more social work courses and more practical skills, but the MoE required them to reduce it to 3 years. Each university's curriculum must be in 90% agreement with the national curriculum. The UoG BA in sociology curriculum was revised in July 2009, and this will be the first year it is used. Current first and second year students will be taught using the new curriculum; current third-year students will graduate with the old curriculum.

The curriculum includes overall goals and objectives, core competencies, a semester by semester schedule, course titles and descriptions, with very broad course outlines. Each instructor is expected to create his/her own lesson plans, assignments and exams for the courses he/she teaches. There is some sharing of materials between instructors. The department meets at the beginning of each semester to look at and approve course outlines of each instructor.

Students only receive materials or handouts if their particular course instructor provides them. Some classes have textbooks; others have reference or reading lists. Students do not receive their own copies of any textbooks, but must access them in the library.

Students are assessed via classroom assignments, term papers and tests developed by individual instructors. Passing marks are as follows: GPA of 1.5 for the first year, first semester; 1.75 for the second semester; 2.0 for the 2nd and 3rd years.

There does not seem to be much teaching on counseling theories and counseling skills (apparently counseling is offered in the department of psychology), nor is there much content on providing psychosocial support, making referrals and linkages, or other social work skills. The curriculum is very theory-based as opposed to skills-based. Since most graduates seek employment in NGOs, this creates a big gap. NGOs have given feedback to the department that students lack good communication and counseling skills.

Some respondents said that Ethiopian context and culture is not part of the curriculum. Courses teach theories from the perspective of the western world which has different values, i.e. the importance of the individual rather than the importance of the family and community.

Curriculum revision process: If the revisions are minor, this can be done with only department approval. This includes incorporating new content into existing courses. If new courses or competencies are added, then it needs the approval of the University Senate. If the length of the program is changed, then it needs the approval of MoE via HERQAA.

HIV/AIDS Content: There is some HIV/AIDS content currently in the curriculum in the Health Care course and in the Social Issues course. One faculty member mentioned that HIV is featured in the Intro to Social Work course, with a focus on how to work with disadvantaged populations, as well as in Rural Sociology and Research Methods. There is no content on palliative care, TB, STIs, HBC, HCT, or adherence counseling. Only three faculty members teach this HIV content (Solomon, Dr. Sharma, and Nathan who is in Addis). Only two faculty members have ever had HIV/AIDS work experience. One faculty member said that he used reports and data from NGOs to update himself on HIV topics. However, the

three 3rd year students said they had received no HIV content so far in their course work, but they expected to in the Social Issues course.

Last year, HAPCO sponsored a six-week long training for all 3rd year students (86) and 10 of the 2nd year students. A U.S. Peace Corps Volunteer delivered the training, called “Asset-Based Community Development & HIV/AIDS”. It will not be offered this year. Also last year, *Comunita Volunatare per il Mondo (CVM)* sponsored two department faculty members to attend a 15-day training on BCC.

There were differing opinions among respondents on how HIV should be incorporated into the curriculum. Most felt that it should not be a single course, but incorporated into various courses, not just in the third year but throughout the three years of study. One student said it should be given as a separate course. One faculty member suggested that a course on contemporary issues should be developed. Two respondents felt that it should be part of the health care course and that increased credit hours should be allocated for that course.

Specific content that should be included in the curriculum includes basic facts on HIV, the national situation, modes of transmission, methods of prevention, how to support PLHA, and the different services and interventions available, including VCT, HCT and PMTCT. One respondent suggested that content should include the message that HIV is not “a killer disease” but one that is managed like any other.

Practical Component: In the last few years, the department has started forging partnerships with NGOs, government organizations and international partners. Students graduating under the old curriculum are given the option of a 2-month placement at an NGO. This placement is not for credit and not monitored; there are no assignments or group discussions in class related to the placement. There is no follow-up from the faculty either. It requires a lot of self-motivation and some students do not take it seriously. Also, there are costs involved in the practicum, including transport and meals. Students can choose their setting based on available slots and on their standing in the Sociologist Student Association.

Starting with this year’s intake which will be using the revised curriculum, students will have a 2 credit hour practicum in their 2nd year. They will have an assigned practicum instructor in the faculty and a practicum supervisor at their placement. There will be three evaluation

forms to complete: a self-assessment by the student, one from the faculty member/field supervisor, and one from the NGO/organization. The objectives of the practicum are to expose students to the practical and skills-based elements of social work, in order to supplement the theory courses; they also provide the students with work experience, and there are added benefits for the community. The organizations and NGOs where students will be placed include HAPCO and some NGOs that work with PLHA.

Facility Overview: The department has three large classrooms, two for 100 students and one for 50 students. All are set up as lecture halls. Other smaller classrooms are available for use. Normal class size ranges from 40-100; the average is 80. Currently, there is one large office for the whole faculty, but they will be moving into a new building that is under construction, and then three faculty members will share an office, with the Dean and HOD having their own offices. There is an internet centre with dial-up service (open 8-5) which is available to faculty but not students. The Computer Department of the university runs the internet centre. Each faculty member has his/her own desktop computer. Only one faculty member has a laptop. If students wish to use a computer or access the internet, they must go to an internet café. They pay secretaries to type their assignments and term papers.

Student dormitories are available as well as a cafeteria, but students have the option of whether or not to live on campus. The department itself does not have a library/resource centre, but the Faculty of Social Sciences does. This library is large, with several general books on sociology and social issues, as well as texts that have been photocopied from AAU. It is open from 8am to midnight. There were no books on HIV/AIDS in the library. There are no journal subscriptions and no computers or internet in the library. Students and faculty can use the libraries of the nursing and medical colleges, but they are not allowed to check out books. An AIDS Resource Centre is being built on campus at the Faculty of Medicine, funded by the CDC.

There are three LCDs in the department, but not all faculty know how to use them. There are whiteboards and chalkboards in each classroom, but no flip chart stands. Power supply to the campus is irregular, and the two back-up generators have not worked in over a year. Water for the whole area is a problem, and water is brought in by truck.

Role of Social Workers in HIV/AIDS Care:

Admin/Faculty:

- Provide psychosocial support
- Facilitate linkages between clients and service providers
- Provide emotional treatment and counseling
- Act as mediator to access resources as means toward alleviating poverty

Students:

- Address stigma and discrimination
- Shape society's involvement and intervene with solutions
- Change attitudes of society

Graduates:

- Create community ownership of projects
- Create awareness creation about HIV
- Educate the community on consequences for self, children, families
- Provide services/materials support

Challenges:

1. There is no clear delineation between sociology and social work. Those who obtain a degree in sociology often go and work in NGOs as social workers.
2. There is limited support from MoE for the implementation of a BSW program.
3. Ten of the 17 current faculty members are going for further study.
4. The faculty lack practical experience as well as teaching experience.
5. The curriculum is heavily focused on theory rather than practice.
6. NGOs have given the feedback that the students and graduates of the program lack counseling skills. Counseling is not well covered in the curriculum.
7. The curriculum lacks HIV content, as well as the Ethiopian context.
8. Power supply is a challenge.

Greatest Needs Identified by Respondents:

1. Expansion of the program to include a BSW degree
2. Expanding partnerships with NGOS so as to develop practicum sites for students
3. Training of faculty in social work skills, teaching methodology, HIV/AIDS
4. Students need to engage in more practical experiences and work with the community

Recommendations:

1. Assist the department to link to the Strengthening Communities' Responses to HIV/AIDS project's CSOs and NIPs for expanding of practicum sites for students.
2. Develop training for faculty on gaps identified in the assessment.
3. Link Department of Sociology with new AIDS Resource Centre at UoG.

Attachment B

Proceeding record of social work pre-service education assessment
report dissemination and working group meeting

Proceeding Record of Social Work Pre-
Service Education Assessment Report
Dissemination and Working Group
Meeting

By: Million Shiferaw

February 22, 2010

Organizer : Strengthening Communities' Responses to HIV/AIDS

Venue : Harmony Hotel, Addis Ababa

Dates : February 9-11, 2010

Number of Participants : Day one 53, Day two and three 40

Introduction

The International Training and Education Center for Health (I-TECH) is among five umbrella organizations sub-granted by PATH that are implementing the USAID-funded project, Strengthening Communities' Responses to HIV/AIDS. To improve the services delivered to communities, I-TECH recognizes the role social workers play. In order to assess whether these professionals are being prepared adequately to engage in the response against HIV/AIDS, I-TECH conducted an assessment of the social work pre-services education programs of six higher education institutions. The institutions were comprised of four public institutions (Jimma University, Addis Ababa University, Adama University and University of Gondar) and two private institutions (Alpha University College and St. Marry's University College).

Upon finalizing the assessment report, a one day dissemination meeting and a two day workshop were organized by I-TECH for representatives of the six universities, professional associations, community service organizations (CSOs) and partners with the aim of sharing the results of the assessment and planning a way forward.

The first day of the meeting was marked by presentation of the assessment report results, discussion on the report, group work on additional challenges and recommendations as well as the prioritizing recommendations and planning the activities of the next two days.

The first activity on the agenda after all participants took their delegated places was reading out the agenda for the first day of the meeting. Tigist Worku, Training Advisor, shared the agenda with the participants and then called Mirgissa Kaba, Deputy Director of the Strengthening Communities' Responses to HIV/AIDS project, to give opening remarks and officially open the meeting.

Mirgissa welcomed all the participants on behalf of the project. He discussed the process of understanding social work activities at the community level in consultation with the six universities. Specifically, the assessment asked what are the contributions of universities in

preventing HIV/AIDS at community level? Education is among the sectors affected by the HIV/AIDS pandemic, and it also contributes a lot to the HIV/AIDS response. The potential of this, according to Mirgissa, has not been exploited well. He added that social work is very vital in this regard, but needs to be strengthened to ensure professionals can respond to the epidemic at community level. Mirgissa said the project recognizes the advantages of deploying students to the community to provide services. There is a need to develop competencies for social work to strengthen the response against HIV/AIDS. He added that the workshop will lay the foundation for this. He finalized his welcoming speech by expressing his wish that the workshop will be a landmark foundation to increase the social work schools' contributions to the HIV prevention.

Following this, Dr. Garoma, a representative from USAID, also welcomed the participants on behalf of USAID. He said that the issue of HIV/AIDS had initially been considered a medical problem, but it is not only a medical problem but also a social problem. He said that the Strengthening Communities' Responses to HIV/AIDS project is about strengthening social structures of communities to respond to the pandemic. He shared his belief that the workshop will be of great importance for the work of social workers, not only in response to HIV/AIDS but to all social problems.

After the meeting was officially opened, the Guest of Honor, Tesfaye (PhD), Director General of the Higher Education Relevance and Quality Agency (HERQA), gave opening remarks. In his speech, he described how HIV/AIDS has affected societies, especially in Africa. He showed how the education sector in these societies has been hit hard by the pandemic. He outlined the work USAID, PATH, I-TECH and the Strengthening Communities' Responses to HIV/AIDS project have been doing with regard to the contributions of social work to HIV work. He said to address the problem of training of professionals in the area of social work; emphasis was given to six universities that have social work programs. He said the issue is whether these universities have adequately covered the basics of social work in a way that addresses the problem of HIV. He stressed that social work educational curricula must incorporate HIV/AIDS. He shared his belief

that the workshop will disseminate good practices among the main actors in the area of social work and HIV/AIDS. He also said that the findings of the assessment will be of high value. He appreciated all the participants and the organizers of the workshop for devoting their time to creating such a forum.

After these remarks, the participants introduced themselves, and the day's programs continued according to the daily agenda set.

Day One: February 9, 2010: Presentation of the Assessment Report Background, Findings and Recommendations

Once the participants were acquainted with each other, the organizers and the aim of the meeting, I-TECH staff members presented the findings of the social work pre-service education assessment. Tigist Worku, Training Advisor, presented an overview of the assessment, focusing on the **background and methodology**. According to Tigist, HIV/AIDS is not only a health problem, but a social and economic problem, as well, which needs well-rounded interventions. To deliver quality psychosocial services, empower communities, and strengthen community service organizations (CSOs), training for health extension workers, social work students and graduates is necessary.

An assessment was done of social work pre- service training in six higher education institutions with the objective of describing the role of social workers in tackling HIV/AIDS, to assess the current social work curricula and the need to integrate HIV/AIDS into the curricula, to assess field placement and practicum. Accordingly, Adama, Addis Ababa, Jimma and Gondar Universities from public institutions and St. Marry's University College and Alpha University College from the private institutions were selected for the assessment. These institutions give social work courses under social work departments or sociology departments on various degree levels. Tigist pointed out that to conduct the assessment, the team employed a qualitative

research methodology. Tigist also shared with participants how the interviews were done and with whom. Semi-structured interviews were carried out with relevant faculty members, instructors, deans, administration staff and social work graduates. Focus group discussions were conducted with social work students.

After a precise presentation of the background of the assessment and research methodologies employed, Tigist expressed her wish that the discussion will lead to better quality social work delivery. She also thanked all who participated to make the assessment possible. The presentation was followed by questions raised by the participants regarding the methodologies employed, purpose of the meeting, and selection criteria of the institutions. The **questions and comments** were as follows:

- How will organizing this workshop strengthen the communities' response?
- Education is the most affected sector by the HIV/AIDS epidemic and the most important sector in the fight against the epidemic, but the universities are not representative. Why has not the assessment tried to represent all higher institutions?
- For the assessment, six institutions were selected. What were the selection criteria?
- The assessment tried to include all stakeholders in higher education, but at what level did you involve the community?
- Since the study was based on institutions, the scope of the assessment is narrow. Stakeholders from the community were not included

Answers:

- Tigist explained that the project works at various level in the community by working with Community Service Organizations (CSOs) to respond to HIV/AIDS at the grass roots level. She also mentioned the program areas the project implements to achieve that. Social workers play a great role in giving social services and working directly with the community; therefore, in order to help improve the quality of social services delivery, assessing social work pre-service training was vital.
- Higher institutions were selected on the basis that the institutions have either a social work program or sociology program with social work courses. While selecting these

institutions Addis Ababa University School of Social Work was consulted in this matter, since it is a pioneer institution in the field.

- I-TECH considers not including community representatives as limitation of the assessment. A few recent graduates working in the community were interviewed.
- One question the study asked was “Is the social work curricula responding to the problem of HIV/AIDS in a way that prepares graduates to work at the community level?”
- A representative from USAID added that while community needs and views on social support is very important, the question is an issue of scope. What is happening in pre-service social work education was the aim of the assessment.

Next, Moges Tafesse, the project’s Social Work Pre-Service Education Coordinator, presented **results and findings** of the assessment. First, Moges gave an overview of the six institutions, including an overview of students, faculty, curricula, facilities, regulatory body, and social work role in HIV care. According to Moges, variations among the institutions were found, including modes of delivery, degrees given, length of courses, time of establishment, and type of degree given. The study included the number of students in the different degree programs and courses, gender balance, and the year the students are in. Faculty composition of these institutions was studied on the basis of gender balance of faculty, term of instructors as part time or full time, and experience and educational qualifications of instructors.

Regarding HIV knowledge and experience, some instructors had experience working in Non Governmental Organizations (NGOs) and in conducting research. Knowledge gaps regarding ART complications, new pharmaceutical researches, and HIV services delivered were mentioned. Faculty training on teaching methodologies was assessed. Orientation and training provided for new faculty members were insufficient. According to Moges, the assessment showed that although social work should pioneer involving students in a more practical way, the lecture method was the primary one used by the institutions to teach students.

Regarding the curricula of these institutions, all institutions have a HERQAA approved curriculum. In addition, Addis Ababa University's curriculum is approved by the IFSSW. St. Mary's University College's curriculum was developed by IGNU. While looking at the curricula of the six universities, variations were found in regard to focus, length of study, and amount of theory vs. practice content. Some contents of HIV/AIDS were integrated into these curricula but they lack in-depth practical application. Important aspects of HIV were not found as well as more practical course work in counseling skills, and role play and feedback, as well as Ethiopian context and culture. The issue of curriculum revision varies among the institutions, as well. There are minor adjustments the institutions can do without involving the faculty board or senate.

Field placement procedures and experiences of the six institutions was also included in the assessment. All institutions emphasized the importance of field placement, although there are variations on the length and methods employed. Field placement coordination, manuals and trainings, supervision of students and feedback mechanisms were examined. More supervision of students, misconceptions of agencies, lack of orientations of supervisors, lack of feedback and supervision, and lack of adequate funding were mentioned as challenges in most of the institutions. Variations among the institutions were observed regarding field placement sites, credit hours, durations and availability of field manuals were found. All the institutions need more resources and facilities to improve the field placement.

Regulatory bodies like Ministry of Education (MOE) and HERQAA regulate social work education, but social work as a profession is not being regulated. Although Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSWA) exists, its authority and mandate regarding regulating the profession is not clear.

As a conclusion Moges pointed out that social work is a developing profession. The schools have the opportunity to set the agenda and the scope of practice. The curricula, field placement practices, faculty skills, and infrastructure need to be strengthened. Upon the ending of

Moges's presentation of the findings of the assessment, **questions and comments** were raised which are summarized below.

- A representative from St. Marry's University College pointed out corrections should be made in consultation with the institutions on data included in the assessment. He made several corrections for inclusion in the next version of the report.
- A representative from HERQAA commented on the content and quality of the study. He questioned if the findings of the assessment will achieve the objectives detailed on page 12 of the assessment. He said the activities of a social worker should be outlined. He suggested a critical finding should be there as to how we are to achieve sustainability of field placement. He also commented on the sampling and statistical methods employed in the assessment by saying the sample size of students is too small to be representative. Regarding integrating HIV/AIDS into social work education, he commented that there should be a clear recommendations as to what the courses are by considering the credit hours and contents.
- Since the title says strengthening communities' response', the assessment should have the communities' participation.
- A representative from Jimma University said some corrections have to be made regarding data collected on the overview of his university. He said there is a good supervision mechanism when students are in the field, which the report failed to mention. He continued by saying on page 34 of the report, it underemphasizes the university's experience on field placement agencies which are many in number and were not mentioned in the assessment.
- A comment was raised by a participant regarding an earlier comment of the statistical methods used in the assessment. The participant said the quantitative aspect is not the only method of conducting research; qualitative methods work best for gathering social data. He pointed out interviews done in the institution he represents were representative and of good quality.
- Another representative from Jimma University suggested social work and sociology should not be compared since it will not give us the real and correct picture. All

disciplines have expected competences based on skill, knowledge and value that curricula have their own intension.

Answers

- In looking at the questions and comments raised, Liz pointed out that although social work and sociology are different disciplines, they are related. When it comes to the services professionals are providing, both work in CSOs. Looking at the end result (services provided) is necessary. Thus, the assessment was looking at those institutions that produce graduates who work as social workers in CSOs.
- In relation to questions and comments on the methodologies of the study, Moges said that the study was strictly qualitative. Regarding to community participation, the interest of the assessment was on social work pre-service training, focusing on the curricula, faculty knowledge and skills, and the field placemnt of the selected institutions.
- Moges pointed out that if there are data errors mentioned in the assessment, the institutions should contact I-TECH with the corrections.

Recommendations of the Assessment

Liz pointed out that the overall goal of the assessment was to strengthen social work pre-service training, and, as such, several recommendations were given. The six institutions have considerable variations; therefore some recommendations are unique. These are found in the appendices of the report. Common recommendations are as follows:

- Establish a technical working group (TWG) to share experiences of each institutions in strengthening the field placement and curricula, and to work on challenges identified by the institutions and to identify regulatory body for the profession of social work
- The technical working group should also develop a short term and long term plan to integrate HIV/AIDS into social work pre-service training. An HIV resource guide for faculty that has lesson, plans, competencies and learning activities was suggested as a short-term solution.

- To strengthen overall social work pre-service training, the field placement should be strengthened. Standardized manuals for placement and supervision should be adopted.
- Develop and deliver training on teaching methods on HIV/AIDS content for faculty members. More recently-established institutions should utilize the pedagogical skills of experienced institutions through faculty exchange and mentoring.
- Develop a plan to procure more resources for the institutions.
- Offer short courses or workshops for students graduating in the near future.
- Provide fellowships at a CSOs working on HIV/AIDS
- Integrate social work into health care. Since health care facilities have great experience on HIV/AIDS work, more field placement opportunities in health care facilities should be created.
- AAU-SSW had assistance in developing their strong program and could offer assistance to other institutions. All universities are unique and can share with each other their strength in social work program

After Liz presented the recommendations in strengthening the overall social work pre-service training programs, participants forwarded their **comments and questions**:

- A representative from Jimma University suggested that lists of core competencies in the curricula or not was not mentioned. According to him, the assessment missed the benchmark in defining core competencies.
- Strengthening an already established national pre-service TWG will be a better strategy.
- Enough emphasis should be given on strengthening the skills of social workers.
- The institutions employ different curricula. AAU has an internationally accepted curriculum; others should also work in this area. Comparing this assessment with experiences of other countries, especially those countries highly affected by HIV/AIDS, will be helpful to the development of different levels of social work.
- A representative from Colombia University commented on meeting itself. He said it has to be clear whether the workshop is a consultative or dissemination workshop. He

added if it is dissemination workshop, then the report has been read and commented on, and I-TECH has already accommodated the comments. He said the study should show the objectives, the title should be clear and describe itself. In conducting an assessment, the curricula should be exhaustively studied and then gaps should be identified. Developing or changing curricula will take 3-5 years unless concrete gaps and recommendations are provided. Critically using the available organizations and methodologies and providing concrete evidence on the importance of changing a curriculum and the gaps will have a more positive reaction.

- A representative from St. Marry's asked although the need to integrate HIV/AIDS into social work curricula is vital, to what extent should HIV/AIDS content be included? He added that HIV/AIDS is not the only social problem social workers have to deal with.

Answers

- Moges said HIV/AIDS is a contemporary issue, therefore our curricula should responded to it. To what extent it should be integrated should be left to the individual institutions. I-TECH's responsibility will be facilitating the institutions to act towards this aim. He pointed out that an interdisciplinary approach is recommended in the assessment.
- He also said that regarding the methodologies of gathering information for the assessment, the assessment team used key informants of key institutions which is a very accurate form of data collection in qualitative research method.
- In defining competencies looking at what is expected from the graduates should be the first step.
- Liz said it is up to the institutions to decide on the extent to which HIV/AIDS content is integrated into the curricula. She confirmed that the project area of work is on strengthening the community in response to HIV/AIDS, therefore the focus is on integrating HIV/AIDS into the social work curricula. She added the institutions visited during the assessment viewed HIV/AIDS as a burning social problem. According to her, other disciplines had given HIV/AIDS the necessary attention, and social work should also be focusing on it. Social workers have a role to play in tackling HIV/AIDS. What this role is should be decided by the institutions. All institutions have a lot to offer in the

cumulative process of deciding what the recommendations should be regarding the social worker's role.

- Dr. Garoma reminded the I-TECH team that they are not required to respond to all the comments; instead, he said we should take it as an input to enrich the assessment and its recommendations. He pointed out that the workshop is not to disseminate the assessment but rather to share experiences and enrich the document. Social work has a very wide scope, and HIV/AIDS programs may not address all social work training but since the focus of the project is on HIV/AIDS, the aim of the assessment is on integrating HIV/AIDS into social work education. All aspects of social work are not within the scope of the project.

More Questions and/or Comments

- A representative from ESSWA elaborated on the need for social work pre-service training. He said other professions dominated the work on HIV/AIDS, and now the social dimension is gaining more attention. With regard to methods of data collection, he said that if a qualitative data collection, method is selected and used for the assessment, we should not talk about quantitative methods.
- The contributions of stakeholders in identifying gaps and strengthening the curricula should be outlined in the assessment. How we actually could help the institutions do better what they are doing should be known. Recommendations given in the assessment should be the concern of professionals with different expertise and specialties. We should be clear on how we will integrate social work with other professions, what are the competencies we looking for, and how we can enhance the capacities of already existing attempts. We have no mandate to make decisions in changing the curricula. We should identify the parts where we can improve, and professional associations should be brought on board with the institutions. An HIV/ AIDS social work TWG should not be composed of medical professionals but rather social workers.

- The meeting is not to emancipate social work from other disciplines. We all work for one end. It should be asked whether there is evidence to prove the need to improve on the curricula. Standards of competency should also be compared with other institutions.
- A representative from JHPIHGO said the question of where our input is in the issue of standardization should be raised. How are we to standardize the curricula?
- Competency issues should be raised since we are talking about curricula improvement.

Answers

- Moges reminded the participants that as higher institutions, the universities have to take the lead. They are close to the community and represent the communities they are located in.

SMALL GROUP ACTIVITY

Moges announced that according to the plan of the workshop, it was time for group discussion. The discussion focused on additional challenges not listed in the assessment and additional recommendations that need to be incorporated. Then the group was asked to prioritize their top three recommendations. Accordingly, the participants were divided into four groups, two with eight members, one with seven and one with six members. A facilitator was assigned for each group to guide the discussion. The groups discussed on the three questions raised, and presented back to the larger group. The group presentations are summarized below:

1. What are additional challenges related to social work and HIV not mentioned in the assessment?

Because participants did not have time to read the entire report, they identified some challenges that already in the assessment, but their mention again at this meeting does serve to validate the findings:

- Lack of HIV content in curriculum
- Field practicum challenges
- Facilities challenges
- Faculty training needs

- Need for staff development while integrating HIV
- Gender balance—faculty and students Ethiopian context is not included in the education—theories from western world, etc.
- Existing course fail to integrate the practical aspects
- Lack of up-to-date HIV information
- Lack of agencies for practicum
- Lack of feedback from practicum sites
- Lack of site supervisors
- No homogeneous curricula
- Lack of standardized fieldwork credit hours
- No conducive environment in the field placement
- Lack of guidelines and expectations in field work

In addition, the four groups mentioned these challenges:

- **Cultural values, practices:** Taboo barrier: Talking about sexual issues
- **Ethiopian context** is not included in the education—theories from western world, etc.
- **Lack of co-curricular activities—clubs**—like in high schools—drugs, HIV/AIDS—may be the way the clubs function rather than the lack of them in general—funding is a problem—interest groups help to establish and **sustainability** the groups
- Need for a certifying body
- Tracer analysis
- Including the other universities
- Which is best method of integration: a single course or mainstreaming throughout the curriculum?
- No functional curriculum review committee
- Lack of infrastructure to teach skills courses, i.e. skills labs
- Poor collaboration between social work and other fields
- Different organizations doing the same activities without coordination
- Lack of awareness of social work field placements among potential sites
- No national guidelines related to HIV and social work, thus it is difficult to identify competencies
- Accreditation for social workers
- Student are not well-oriented, and don't know what is expected
- Assessment methods and evaluation of students needs improvement
- Limitation of funds for research-

- Recognition of social work in the country – not well-defined-- public image of social work is not very clear
- Wide gap between the theory and practice of social work – that people are working without the relevant work experience/training
- Clear difference between people who are social science oriented and clinical. People who are coordinating HIV care do not allow social work students to work on the care team. SW students are not given the opportunity to interact with patients (by clinicians) – due to lack of awareness of the purpose of SW, what SWs can do
- Problem of considering SW student as a team member in patient care – don't understand that SW is an integrative approach
- SW infrastructure/support (e.g. strong supervision, program coordinator)
- Recognizing and accepting social work as a profession
- Social work is a very young profession – hard to find senior mentors; public didn't know that social work was a separate discipline
- SW always working as support staff, rather than being recognized as professionals in their own right

2. What are additional recommendations not made in the report?

- Important to integrate different content areas and work with different organizations: i.e. ESSWA and Oak Foundation working together on integrating issues on children— work with other partners working on other contemporary issues
- Deeper study and scope needed—scaling up the assessment—include the communities and other universities
- **IEC for Students at risk for HIV in campus**—students need to learn for their own protection not just for their work experience
- Manuals, guidelines, training resources—**important to have short term strategies**====Prepare panel discussions, seminars, conferences that both practitioners and academicians and students can attend: short term strategy to create awareness among groups
- Working in collaboration with other institutions such as **mass media—modes of delivery** video dissemination
- Searching for additional means of delivery: distance learning: Example: Alpha U. has 90 branches and 15 resource centres—**existing enriching or upgrading resource centers of higher institutions**
- Higher commission **networking** among themselves on HIV/AIDS—not just the six institutions

- How can this project benefit social workers and practitioners already providing services? How can we build their competency? Ideas—**assessment of practicing social workers and then provide training for social workers**
- Bridging the gap between **awareness and behavior**
- Accommodate more universities in the project
- Awareness creation of social work education, field placement, role of social workers to university management, potential field placement agencies, other professions
- Conduct trainings, workshops, seminars to address short term goals
- Strengthen professional associations for socialwork
- Separate HIV faculty development and pedagogy skills
- Merge recommendations #4 and #6
- Each institution needs a separate MOU with I-TECH
- Support simulation rooms for social work training on skills
- Build local partnerships for field placements
- Collaborate among the universities via TWG
- Evaluate the efficacy of a single HIV course vs. mainstreaming HIV in the curriculum
- If any profession were given background – an intro to social work, what social workers do, etc, then that would be helpful – if docs, nurses, etc had a better understanding of the purpose of social work, that would be helpful
- Re: #1 – make sure that the TWG includes people from past TWG (JHPIEGO has the list) – according to Dr Daniel, there was a TWG a few years ago that met, and it included many of the partners that are here today, but missing some others – e.g. people from NGOs, WHO, etc.
- work on team building – train together as a team – team training – go see the patient together as a multidisciplinary team
- sensitization and awareness workshop for social workers in various sectors and in the university also – importance of communication (para professional)

3. The top three priorities for each group:

Group 1:

- **Set up TWG and work on curriculum integration:**
 - Different stakeholders—in addition to those present?
 - Who is responsible—which ministry, body, individual
 - ESSWA has the authority—to promote the interests of professionals—is experienced in other TWGs—on children, on Social Protection, on other issues
 - MOE, MOH to be a member, not the lead
 - **Ministry of Labor and Social Affairs oversees SW—should be involved**

- Number of people: decided by number of stakeholders—1 representative from each organization
- Representatives are those who have influence in their organizations
- Ministry of Women’s Affairs
- Ministry that works with Children—Youth & Sports
- PLHA associations—NEP+ umbrella organization
- **Strengthening the practicum**
 - Very essential to orient CSOs and other field placement sites
 - CRDA umbrella organization—can they help with identifying placement sites but need orientation
 - Have orientation workshops for many CSOs—how students can contribute to organization and community
 - Each university has its own way of applying attachment—they should share experiences and resources with each other; copies of manuals, adapt each other’s manual
- **Faculty development on HIV/AIDS and Teaching Methodology**
 - Seminars, panel discussions, conferences
- **Provide resources to institutions on HIV/AIDS, social topics, etc.—books, videos, etc.—these can be available to both students and faculty**

Group 2:

- TWG
- Strengthen field placement
- HIV resources for the school

Group 3:

- Awareness creation about social work
- Strengthen the field placement, including providing simulation rooms and conducting workshops and seminars
- Evaluate the two approaches to HIV integration

Group 4

- **Recommendation #1.** Also include JHPIEGO (working on pre-service education). HERQAA. Ministry of women and child affairs. Various NGOs working in HIV (OVC, HCT,

etc), OSSA . need some sort of coordination system for this group – make sure people work together – multidisciplinary approach – (example of Adama U.)

- Try to figure out how to promote “buy-in” – to make sure that everyone agrees with what is being created and produced
- Try to get one member from a curriculum coordinating committee from a university to help with this
- **Recommendation #2.** People seem to agree on the idea of the resource manual for the short term – 10 day training for faculty on HIV/AIDS issues (with the resource manual, people can pick and choose what topics are to be covered – lessons have already been developed, etc)
- **Recommendation #3.** Importance of stressing the importance of community needs as well as raising awareness within the community of what social works do and how they work. Important that the practical attachment occurs in community based organizations, especially those working in HIV. Emphasize the importance of “team practice”.

Prioritization of recommendations: Based on the priorities of the four small groups, in the plenary session, three of the recommendations were given priority.

- Form TWG
- Strengthen practical field placement
- Provide HIV and teaching resources to the 6 institutions

After this, Liz outlined the plan for the next three days which involved developing competencies, HIV/AIDS resource manual for faculty, and a field placement manual. For the rest of this day’s session, Liz said the discussion on the establishment of a TWG should continue. The participants agreed with this suggestion and moved to the discussion. According to Liz, while discussing about TWGs, points should be raised about how to move forward regarding membership, representation, authorization, TOR and expectations. She added that involving different concerned bodies and bringing them to discuss challenges will be vital.

Following the brief description of the plan to establish a TWG, Tigist suggested that if there were any questions or comments, the participants should forward them for discussion.

Hence the following comments were raised:

- That initiator to the TWG is the government, and the institutions will be owners of the activities. Establishing a TWG is a good idea. Integrating with the existing TWG

can also be an option to a new TWG. Who would have the capacity to change curricula should be considered.

- A representative from St. Marry's said if the establishment of a TWG is left to somebody else, then it will be in a vacuum, so the project has to take the lead as an initiator and bring resources and stakeholders together. Once the TWG is established, the project can phase out. He added if we expect voluntary participation and work, it will not be strong enough. Representatives from institutions should come to discuss and deliberate on issues. Resource problems will be faced so the project should become a sponsor to the group.
- A representative from JHPIHGO said if the TWG is going to work in curriculum revision, it has to have a positive attitude from MOE. The best way is to develop draft TOR and convince and secure the support of the ministry to be the owner of the TWG.

After hearing the constructive comments, Liz assured the participants that project staff will take the opinions under advisement. She continued by saying that the rest of the week was planned to select a smaller number of groups from the participants to discuss further issues at hand.

Participants commented that for the development of competencies, curricula and manuals, those who have prior experience and those with the mandate to do so should be selected. After a brief discussion on the type and size of the group to stay and work on the mentioned issues, it was agreed that all representatives of institutions, students, CSOs and associations of professionals present of the first day of the workshop should participate all the way. While discussing on how to proceed for the coming days, Julie pointed out that the role of the TWG will be defined and terms of reference (TOR) developed on what the TWG is expected to do. All present in the workshop will represent the first TWG. She said she is confident that there will not be a better group than today's participants to establish a TWG. Moges added that there is a draft TOR, and we can comment on that and select the TWG based on the TOR. The participants agreed with this idea, and the day's session was finalized. The organizers expressed their satisfaction of the success of the discussions and thanked everyone for their contributions and lively participation.

Day two: February 10, 2010

Upon the start of the morning sessions, Moges welcomed the participants and recapped discussions and results gained on the first day of the workshop. To bring all participants to the same level of understanding regarding the TWG and developing a TOR, several presentations were made. Topics covered were developing a TOR, a process for curriculum development-ADDIE, social work competencies, HIV resource manual and field placement manual

Review and Discussion from Day One: Developing TOR for a TWG:

The TOR should include the objectives of the group, who the members will be, who sponsors the group, the activities the TWG will carry out and monitoring mechanisms. After the presentation about what a TOR for the TWG should include, the participants were divided into four groups to develop a TOR. A worksheet outlining what should be included to develop terms of reference for social work pre-service education technical working group was disseminated to each group. The groups presented back following the worksheet, and from discussion, it was clear that all four groups' ideas about a TWG were similar. They will be compiled and presented back to the larger group on the following day. Going to the MOE with this is necessary to form the group, MOE being the right entity. Liz added that the participants should nominate agencies and representatives to go with project staff to the MOE and present the relevant documents.

A representative from JHPIEGO said the Strengthening Communities' Responses to HIV/AIDS project should be the one contacting the MOE, and the MOE should be involved when the project is designed. Liz and Moges pointed out that the MOE are represented in the meeting, and that USAID did consult the MOE at the beginning of one project. With this it was suggested that the project should approach the MOE formally with representatives from the meeting, including ESSWA, and that all the relevant documents and letters outlining the establishment, objective and activities of the TWG should be taken to the MOE.

Dr. Hamza from I-TECH built on the comments regarding how to approach MOE by mentioning JHPIHGO's experience in initiating a TWG. He said there were communications with MOE, and MOE is the lead of the TWG with the universities and others were partners as members. MOE is the driving force and owner of the activities.

Following this discussion to clear up the confusion, Liz clarified the difference between USAID, PATH, I-TECH and SCRAHA.

Session One: Process of Curriculum Development by using the ADDIE Model

The session was organized to bring about the same level of understanding about competencies and curriculum development. The ADDIE framework handout was distributed to the participants. During this time, Liz identified the objectives of the session as defining what ADDIE is, the five steps of the ADDIE model, defining components of competencies and how to develop competency. According to Liz, the ADDIE framework is a whole process in curriculum development. She then presented in detail what each step of the process entails, and the questions to raise at every step.

Session Two: Competencies

Before a brief overview of competencies was presented by Julie, participants shared their view of what competencies are. Some of the views raised were:

- Knowledge or skill to perform a certain task
- A set of knowledge, skills and values necessary to effectively perform a certain task successfully
- Capacity of performing things in a better way

Julie then defined the term competency, explained the need to determine competencies prior to training, how to develop competencies and what has to be included in developing competencies.

Julie gave topic areas for developing HIV/AIDS social work pre-service competencies. The topics were: HIV/AIDS education, HIV prevention, mental health, substance abuse, palliative care,

counseling, stigma, ART, linkage and referral and multi disciplinary care teams. According to Liz, most of these topics were identified from the assessment interviews. Participants suggested some additional topics, including, psychosocial assessment as a main role of social workers, PMTCT, the skill of case management, ethical issues, including confidentiality during counseling, advocacy, community mobilization and communication skills.

After this brief discussion, Julie explained how competencies will be developed for each topic area by giving an example. With this, small groups were established to develop competencies on each topic raised. Participants with prior experience in building competencies were asked to help guide their group members. Topic areas were divided for the groups to each work on seven topics. A worksheet was distributed describing steps to developing competencies. Curricula of universities and various helping documents and resources from I-TECH were also distributed to the groups. The groups, after discussing with their members developed competencies for each topic. The worksheets were to be presented to the larger group on the next day of the workshop.

Day Three: February 11, 2010

Based on the way the workshop has been developing, the schedule for the rest of the workshop was revised. Then, the TOR developed by participants for the TWG to be established was compiled and presented back to the larger group and more input was given.

To help the participants continue on their work to develop the competencies, Julie gave a brief presentation of the domains of learning. It was recommended that the competencies developed should address each level of the learning domains and also should include what a social worker has to know, what is expected of her/him. It has to take into account social issues, attitudes and the environment. After this brief presentation, the group continued working on developing competencies. Then the group presented back their lists of competencies. These

were compiled by Julie, and they will be shared with the newly-formed TWG to be added to and finalized.

Session Three: HIV resource manual

Upon the completion of the group presentations about competencies for social workers, a presentation on an HIV resource manual was presented by Julie. The aim was to determine the need for this manual as a short-term strategy to include HIV in social work pre-service training. During the presentation, it was discussed that a resource manual is a guide for faculty to refer to about topics of HIV/AIDS. According to Julie, it is a concentrated book of HIV information and lessons. It is both for the benefit of the faculty and students. Julie shared the experience of I-TECH in developing an HIV/AIDS resource manual for a school of nursing in Namibia. A copy of this resource manual was shared with participants. According to Julie, the resource manual includes lesson outlines, learning objectives, teaching notes, handouts, worksheets, learning activities, student assessments, references, a glossary, and a list of acronyms.

Julie emphasized that the overall goal is to integrate HIV/AIDS into social work pre-service curricula, but it will take some years to implement. In the mean time, adopting a resource manual can fill the existing gap as an easy reference manual. Whether the resource manual is needed and how it is going to look is to be decided by the institutions.

Participants commented on the importance of adopting such a resource for the institutions to fill the existing gaps of the social work pre-service curricula. Participants said the resource manual will be useful for the institutions, as there is a lack of updated information and resource on HIV/AIDS in the institutions. It should be contextualized to Ethiopian and social work context. A consensus was reached in adopting the HIV/AIDS resource manual for social work pre-service training programs. Questions and comments were forwarded regarding who is going to develop it, how it will be developed and what contents should be included.

I-TECH will use the competencies developed at this meeting as well as existing manuals, materials and content of HIV to prepare a draft resource manual and share it with the TWG to develop it further. It was commented that the composition of the group working on the manual should be from different professionals including health care professionals. A participant raised his fear that HIV/AIDS is dominated by health care professionals. Julie added that clinicians will not take over the process, but their expertise is needed in clinical issues. Social workers have to work on a multidisciplinary team. The majority on the TWG will be social workers, but other relevant professionals should be included.

It was asked if the project is developing a resource manual as a separate manual, how are we to utilize it and integrate it to social work curricula? Using the resource manual and integrating it to social work curricula are two different things. One response was that the two activities can be implemented in parallel.

After coming to a common understanding and agreement, the next item was to disseminate to the larger group the compiled draft of the TOR for the TWG developed by the participants on Day Two. The participants discussed among themselves and shared their comments and suggestions. The feedback was as follows;

On the name of the group

- The name should be written in full form do not use abbreviations

On the goal and objectives

- The goal should be broader than the objectives
- The objective of promoting awareness of social work as a profession and mobilizing resources does not align with the stated goal. Either broaden the goal or revise the objectives.
- Make the objectives specific to HIV/AIDS

On representatives and their roles

- The institutions and organizations listed should be written in full name with their role in HIV/AIDS work

- Clear understanding of their role in assisting social work pre-service training and in the TWG, relationship should be considered with schools that successfully integrated HIV/ AIDS education, especially nursing schools.
- The size should be manageable between 20 and 25 members
- Sub work groups should be established in the departments of the six institutions. Strengthening Communities' Responses to HIV/AIDS project staff working on component five should take the central role of arranging meetings, compiling reports and documents, identifying presentations, and calling meetings

On sponsorship: authority and funding

Liz clarified the point of sponsorship in terms of authority and in terms of finance. Moges pointed out that support from the project will be short-term; therefore, sustainable long-term financial support should be considered. Ways in which the institutions could be sources of funding should be found.

Other comments:

- Activities should be matched under each objective
- Selection of sub TWG members should be based on technical expertise
- Institutions should be given power to select members, but they can have help in the selection

Following these comments, Liz assured the participants that the draft will be communicated with all institutions and partners. She added the next step will be to identify stakeholders to take it to the MOE so that the MOE has a chance to participate. Then volunteer organizations to accompany project staff to MOE were solicited, and AAU and ESSWA volunteered.

Session 4: Strengthening the Field Placement

Moges presented on the value and challenges of the field placement, as well as recommendations for strengthening the field placement in the six institutions. Then he

presented adraft outline of for a generic field placement manual along with questions to consider regarding an HIV fellowship for social work graduates. These questions for field manual outline and HIV/AIDS fellowships were distributed to the participants. Then the participants were divided into four groups to discuss and work on the questions and develop field manual outlines. The table below summarizes the outcome of these small group discussions:

Questions related to HIV field placement and fellowship

1) How can SCHRA and the six universities work together to place students in HIV CSOs?	
What are some guidelines for our collaboration?	<ul style="list-style-type: none"> - <i>Establish a partnership between the schools and stakeholders</i> - <i>Ensure that students are able to acquire knowledge on HIV AIDS</i> - <i>Improve environment within CSOs – make it so that they are more conducive to student learning</i> - <i>Provide a practical learning opportunity for students</i> - <i>Define mutual terms and conditions</i> - <i>Ensure mutual respect</i> - <i>Create an MOU, which will support partnership development</i> - <i>Experience sharing</i> - <i>Commitment, collaboration</i> - <i>Institutionalization</i>
What are the expectations?	<ul style="list-style-type: none"> - <i>CSOs</i> <ul style="list-style-type: none"> o <i>Identification of CSOs to place students</i> o <i>Facilitation of placement in CSOs</i> o <i>Support for students – ensure that CSOs provide a conducive environment for learning</i> - <i>Networking</i> - <i>Financing, resource facilitation (Strengthening Communities' Responses to HIV/AIDS)</i> - <i>Planning and implementing accordingly (terms, conditions, guidelines) from the side of the universities</i> - <i>Capacity building (resources, training, new experiences, infrastructure, etc)</i>

	<ul style="list-style-type: none"> - <i>Experience sharing, training</i> - <i>Students will acquire better knowledge on HIV related work</i> - <i>Practical learning opportunities</i>
What are the challenges?	<ul style="list-style-type: none"> - <i>Attitude/perception problems</i> <ul style="list-style-type: none"> ○ <i>Lack of awareness or negative attitude about the profession</i> ○ <i>Professional identity problems</i> ○ <i>Resistance- from CSOs, other health care workers</i> ○ <i>Lack of team work (among multidisciplinary professionals)</i> - <i>Resource limitations</i> <ul style="list-style-type: none"> ○ <i>Logistical, financial, and coordination problems</i> ○ <i>Transportation, other logistics</i> ○ <i>Need more than just a chalkboard</i> ○ <i>Lack of simulated environment for teaching social work issues</i> - <i>Coordination and collaboration problems</i> <ul style="list-style-type: none"> ○ <i>misunderstanding between agencies and the universities</i> ○ <i>Coordination, because universities are scattered</i> ○ <i>Lack of teamwork among multidisciplinary professionals – undermining SWs</i> - <i>Other issues</i> <ul style="list-style-type: none"> ○ <i>Shortage of sites</i> ○ <i>Not enough time given for practical attachment</i> ○ <i>Ethical issues</i> ○ <i>Safety</i> ○ <i>Lack of experienced staff</i> ○ <i>Patient flow</i> ○ <i>Caseload</i> ○ <i>Logistics</i> ○ <i>Facility</i>
2) What are some suggestions you have for the project to develop a fellowship?	
Goals/objectives	<ul style="list-style-type: none"> - <i>Enrich knowledge of graduates to be able to provide quality service</i> - <i>Engage SW in the appropriate positions</i> - <i>Enhance departmental capacity, enriched experience sharing,</i>

	<i>promote sharing of best practices from similar organizations</i>
Length of fellowship	<ul style="list-style-type: none"> - <i>Between 6 months to one year</i> - <i>From 2-5 years</i> - <i>Two phases for 3 months each – inter-phase feedback</i>
How should graduates be selected for the fellowship?	<ul style="list-style-type: none"> - <i>Entrance exam</i> - <i>GPA</i> - <i>Seniority</i> - <i>Relevance of work</i> - <i>Interest</i> - <i>Commitment</i> - <i>Concept notes project</i> - <i>Ability to prepare a sound project proposal</i>
How should they be evaluated?	<ul style="list-style-type: none"> - <i>Performance appraisal</i> - <i>Present project idea, value of contribution to community</i> - <i>Cultural sensitivity of project as designed (will it meet an actual need?), local concept</i> - <i>Cost effectiveness</i> - <i>Objective of the project</i>
What support should be offered to the fellows?	<ul style="list-style-type: none"> - <i>Financial, logistical (e.g. housing and other available support)</i> - <i>Training</i> - <i>Technical, material, financial, resource/reference, logistical support</i>

After hearing the presentations of the groups, the project team said they will move forward in developing a general framework for a field placement manual by integrating everyone’s input and will give it to the TWG established to be developed further. Concerning the issue of field placement in CSOs, the project will identify the CSOs and will organize a familiarization session between agencies and CSOs with the universities. It was agreed that HIV/AIDS fellowship needs to be discussed more and efforts will be made to learn from the experiences of others with fellowship programs.

NEXT STEPS

With the completion of all the tasks and plans of the workshop, the organizers moved towards what has to come next as a way forward. Hence, Liz has presented the next steps for the participants:

1. Participants will give report corrections to Moges to make it more accurate by February 19th, 2010. Revision will be made, and the report will be re-distributed with the proceedings of the meeting as well as a CD-ROM of the presentations.
2. Revise the TOR: The 2nd draft will be communicated to the MOE by project staff with AAU and ESSWA; by end of February 2010
3. HIV/AIDS resource manual: I-TECH will draft the manual, finish developing competencies and share with the TWG.
4. Field placement manual: Inputs from the meeting will be incorporated into the outline. Work to develop a general framework will continue with a sub group of the TWG.
5. HIV/AIDS field placement and fellowship: Lists of CSOs working near the institutions were provided to each university and Moges will facilitate contact. Fellowship issues require further discussion and planning.
6. Ad-hoc TWG: Participants of the meeting will assist the project until the TWG is officially formed.

The participants showed their support to the listed next steps. Following this, Mirgissa Kaba, Deputy Director of SCHRA, gave closing remarks. He expressed his satisfaction about what the workshop achieved so far. He said he was impressed about the discussions and brilliant ideas generated. He shared his fear that usually generated ideas fall in the cracks due to lack of follow-up. Therefore, it is up to the universities to participate in decision-making and advocate for the ideas raised. He urged participants to inform their supervisors and colleagues. It is not easy to break the bureaucracy but we should find ways to achieve that and move with time. He assured participants by saying the issue of fellowship is open for discussion, and their inputs are very important. He pointed out that the participants have the connection and capacity that the project needs. He said since the project is new, it needs the support and participation of all.

He thanked everyone who took part in the workshop for their time and contributions, and with this the three day workshop was officially closed.

List of Meeting Participants

Name	Organization	Title
Yehaya Abduraman	Adama Univeristy	Lecturer
Adem Ali	Adama University	Student
Assaye Legesse	Adama University	Student
Hassen	Adama University	Student
Hussien Seid	Adama University	Coordinator
Mohammed Ashir Ahmed	Adama University	Student
Tamiru Oluma	Adama University	Student
Teshome Maru	Adama University	Student
Yehad Abdurhaman	Adama University	Graduate Assistant
Yohana	Adama University	Student
Eyerusalem Azmeraw	Addis Ababa University School of Social Work	Post Graduate Student
Serkalem Bekele	Addis Ababa University School of Social Work	Acting Dean
Abrham Molla	Addis Ababa University SSW	Lecturer
Ashenafi Hagos	Addis Ababa University SSW	Academic Staff
Daniel Mengistu	Addis Ababa University SSW	Instructor
Yeshiwork Kinatie	Alpha University College	Student
Abayneshe Tessema	Alpha University College	Student

Birhane Teshome	Alpha University College	Project Coordinator
Hussen Eshetu	Alpha University College	Academic Dean
Ashenafi Negash	Colombia University-ICAP	Deputy Director
Getnet Samuel	Dawn of Hope	Project Officer
Ashagre Tilahun	Ethiopian Nursing Association	Executive Member
Melese Getu	ESSSWA	Assistant Professor
Samuel Lule	ESSSWA	Coordinator
Tesfaye Teshome	HERQA	Director
Yemisirach Adamu	HERQA	Senior Expert
Biniam Mesfin	Hope for Children	Sponsorship Program Officer
Liz Stevens	I-TECH	Senior Technical Specialist
Julie Stein	I-TECH	Training Development Specialist
Dehane Mengistu	I-TECH	Director of Nursing
Dr. Hamza Addus	I-TECH	Training Director
Entisar Ahmed	JHPIHGO	Midwifery Education Advisor
Asabneh Molla	Jimma University	Graduate Assistant
Getahun Taddese	Jimma University	Student
Tadesse Gobosho	Jimma University	Academic Staff
Tariku Ayele	Jimma University	Lecturer
Teshome Kebede	Jimma University	Department Head

Eshetu Bekele	Mekidim	Monitoring and Evaluation Officer
Tigist Worku	Strengthening Communities' Responses to HIV/AIDS	Training Advisor
Moges Tafesse	Strengthening Communities' Responses to HIV/AIDS	Pre-Service Education Coordinator
Mirgissa Kaba	Strengthening Communities' Responses to HIV/AIDS	Technical Director
Sara Terefe	St. Marry's University College	Student
Alemu Gashie	St. Marry's University College	Director
Mette Midekssa	Twinning Center	Volunteer Coordinator
Solomon Abreham	University of Gondar	Lecturer
Adugna Abebe	University of Gondar	Student
Habib Seid	University of Gondar	Student
Silvana Jerevine	University of Gondar	Student
Aynew Hailu	University of Gondar	Lecturer
Garoma Kena	USAID	HSS Advisor