



Indira Gandhi National Open University

School of Social Work

**A Study on Community conversation, Dialogue and
Capacity building for Peace in resettlement area on
Nuer Zone at Gambella People's National Regional
State (GPNRS)**

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DECLARATION

This is to certify that this thesis proposal entitled “**Community Conversation, Community Dialogue and Capacity Building for Peace in Villagization Area in Nuer Zone-Gambella Regional State, Ethiopia.**” Submitted in partial fulfillment of the requirements for the award of the degree of M.A in **Social work**, to the College of Social Work in Indira Gandhi National Open University. Department of Social Work done by **Mr. David Sijin Lual**, I.D. No 1051116 is a reliable work carried out by him under my guidance. The material embodied in this thesis proposal work is the best of my knowledge and belief all sources of material used for the study ensure appropriately acknowledged.

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Name of the Advisor: *Dr.* _____ *Signature* _____ *Date* _____

Certification

This to certify that Dr. Desalegn Negeri student of MSW from Indira Gandhi National Open University (New Delhi) was working under supervision and guidance for the project work from the cause MSWL-002 project work entitled Community conversation, Dialogue and Capacity building for Peace in resettlement area in the case of Nuer zone which he submitted is his genuine and original work

Name of advisor _____

Signature: _____

Place: _____

Date: _____

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1.1 Introduction/Background of the study

The purpose of this study is to examine the Community Conversation, Community Dialogue and Capacity Building for Peace in resettlement Area in Nuer Zone. Gambella region is facing interconnected problems. Apart from the repeated conflict that existed in the region, however Nuer Zone is one of the three zones constituting the Gambella People's National Regional State (GPNRS) of the Federal Democratic Republic of Ethiopia. Geographically Nuer Zone is located in the western part of the Gambella regional state. Her neighbors are Anuak zone regions situated to the South East, Itang Special Woreda to the East, Oromia to the North and south Sudan Republic to the West, (Abraham 2002).

Nuer Zone is composed of two major ethnic groups, viz. Nuer and Opo. In addition to these zonal inhabitants, the zone also includes highlanders' people from other parts of Ethiopia, (Kong 2006). However, since the zone is marshy and now flooded in summer time without access to some areas, Nuer ethnic group are the targets of the research. Nuer Zone is divided in to five *Woreda* (districts), namely, Lare, Jikow, Wanthoa, Makuey and Akobo *Woreda*.

Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), the Nuer Zone has total population of 112,606 consisting of 60,543 men and 52,063 women; urban inhabitants number 12,266 or 1% of the population. For the entire zone 109,821 households were counted which results in an average for the zone of 1.037 persons to a household, with urban households having on average 1.027 and rural households 1.039 people. 70% of the Nuer zone's population is Protestant, 16.8% Orthodox Christian, 3.8% practice traditional religions, 4.9% Muslim, 3.4% Catholic, and others constitute 1.1% (CSA 2007). Agro-ecologically, Nuer zone is dominantly lowland (kola). Most of the Ethiopian Nuer population resides along the Ethio-Sudanese border (Rathjens, 1993), Nyinenyang town, the capital of Nuer zone is located 110km west of Gambella. Nuer are cattle herders whose economic backbone centers on cattle business and agriculturalist. Therefore, livestock constitutes the primary source of income. (Medhane, 2006). Recession riverside agriculture is common, particularly maize and sorghum along the Baro and A kobo rivers. As the Nuer is generally not cereal self-sufficient, alternative income

sources such as fishing are important sources of food. Wild food consumption is part of the daily dietary intake given the still partly untouched bush land and natural forest resources. For different grounds- socio-economic, socio-cultural, and socio-political, Gambella region stayed in inter-clan conflicts mentionable, between and since the commencement of the 19th century. These conflicts made the communities live apart isolated from each other and become impediments to peace and development of the Nuer zone. The root causes of the conflicts are diverse and range from different factors of different magnitudes (Chuol, 2001).

Due to the disintegration of the communities, community dialogues and community conversations lost their values for building peace. This situation of the Nuer zone conflict and the resulting isolation are considered to hamper peace and development (Gay, 2007).

1.2. Statement of the Problem

Nuer zone has rich natural resources, particularly the large area of arable land, surface and ground water resources, livestock and fish resources, and forest resources, which render the Nuer zone best suited to mixed agricultural development. This study will show that there will be a change of conflict through the Nuer zone area and their neighborhood to facilitate their development peacefully. Moreover, oil reserves and other mineral resources add up to the Nuer zone's natural wealth, which is a 'jackpot' for economic growth. "In spite of its enormous natural resources and its tremendous potential for economic development, Gambella has remained one of the most backward and poverty-ridden areas in the country" (TOGGIA, P. Civil society, 2007).

Because of the legacy of economic underdevelopment and the absence of basic infrastructures, As long as the level of underdevelopment in Gambella, and the desire of the EPRDF to reward its political allies, a considerable amount of central government money has flowed to the region, most of it to the state sector. True, this has created unprecedented new career opportunities for local actors in the civil service, but Gambella moves beyond subsistence livelihood with the setting up of political administrations and the rise of an educated elite community the allocation and distribution of this 'new' money will become a bone of contention. As part of local empowerment, affirmative actions have been taken, especially in the field of education and in the

job market. The EPRDF government has made major efforts to educate regional officials and improve skills levels. A particular point of attraction for the new generation of educated local people, however, is the new government sponsored, Ethiopian Civil Service College (ECSC) (Dereje, 2003).

The college was essentially established specifically to meet the urgent manpower need of the regional governments in the context of decentralization and devolution of power from the central government, such that nations and nationalities have the right to determine their own affairs and the capacity to it. Local empowerment is also reflected in the redistribution of administrative power. In post-1991 Gambella, local people occupy all the administrative posts.

Further, recently, the FDRE has launched Villagization policy to integrate isolated pastoral communities in some selected areas to benefit from social infrastructure to curb conflicts and realize peace and development. Some of the areas in Nuer are fully integrated and some are on process. To build peace between conflicting communities within the Villagization areas, the government along CSO used and conducted community dialogue, conversation and capacity building before and within the Villagization areas. Unfortunately, though great efforts were done to curb conflict and ensure peace, conflict is no doubt a day to day event in Nuer zone hindering peace. Hence, this researcher believes that it's of paramount importance to assess the significance of community conversation, community dialogue and capacity building for peace building in Villagization areas. This posits the question, (COMMUNIQUE OF THE COMESA AUTHORITY, May 2008)

The significance of putting forward these questions lies in the objective of this research to assess the impact of the absence of community conversation, community dialogue and capacity building on peace in Villagization areas in Nuer zone. For conducting the research, the researcher will try to respond to the research questions by qualitative research method in a descriptive and explanatory research manner to describe and analyze the linkage of the Nuer zone conflict and peace. The research design will be using sample surveys data collection through interviews, open ended questionnaires and observations. The data collection will be done in randomized sampling in five Woredas of the Nuer Zone, namely: Lare, Jiokow, Makuey, Wanthoa and Akobo Woreda. And finally, the research data collection and analysis will be

accomplished within two months as of the due date established by the university. Analysis will be done to clarify the importance of community conversation, community dialogue and capacity building for peace building in Villagization areas based on the data collected, And finally, data analysis will be done in a recursive abstraction interpretive technique whereby the end result will be obtained in a summarized structured form(FDRE, 2012)

1.1. Research Questions

- How do community conversations promote peace in Villagization area?
- How can the regular community conversation effectively solve the problem?
- What is the contribution of local government at Nuer zone in solving the problem of Villagization by dialogue and community conversation?
- What is the system that we will use to end conflict in Nuer zone in order to empower our community with peace and development

1.2 Objective/Aim of the Study

❖ The general objective of the study

The main objective of the study is to assess and to analyze the significance role of community conversation, dialogue and capacity building on peace in Villagization area.

❖ Specific objective

The specific objective of the study

- To assess the peace and analyze the effectiveness of the community dialogue and capacity building in Nuer zone;
- To establishes link between conflict and community conversation, dialogue and capacity building on peace in Villagization area,
- And to illuminate negative impacts of the absence of community conversation, dialogue and capacity building on peace in Villagization area in Nuer zone;
- To identify the role of government and non-governmental organizations (NGOs) on enhancing community conversation, dialogue and capacity building to bring peace in Villagization area in Nuer zone.

1.3 Scope of Study

It's believed that absence of community conversation, community dialogue and capacity building affect peace in Villagization areas. In the same token, absence of community conversation, dialogue and capacity building affect peace in Villagization areas in Nuer zone. Hence, this research should be based only on the impact of Absence of community conversation, dialogue and capacity building on peace in Villagization areas in Nuer zone. The scope of the study was limit to the community conversation, dialogue and capacity building on peace in Villagization area, geographically the study was concentrate at Nuer zone with only community conversation.

1.4 Limitation of the Study

It's to be noted here that Nuer zone has insufficiency of infrastructures, e.g. roads connecting the five Woredas with the main administrative zone (Nyinenyang). Sometimes there may be lack of travel vehicles where there is break on the road leading to the other Woredas like Akobo and Jikow Woredas. This could make it difficult to have access to the other Woredas to collect data. On the other hand, IGNOU is a recent Institute in Ethiopia. Due to lack of financial/budget, time limitation, accessibility, human and related resources constraint. Total coverage of the entire population is not practically will be select it also not necessary because of limited resources in term of time and other facilities. Sampling allows the researcher to study relatively manageable number of unit representing the half of population through random base, not all the population that the study will be conducts, this means there are no or very few researches done prior, particularly in Gambella region, if not done elsewhere. Hence, this will render it so complicated to analyze the research data with model research documentary materials. Moreover, as time is so short for the research to be fully accomplished, it may be an obstacle to collect sufficient data and furnish a clear understanding of the data and the research output. Finally, money is so crucial for the achievement of the goal of research project. However, money is limited that it would not be enough to cover all the costs that would be needed for all the tasks and materials for the project, including travel costs from all the places the data will be collected.

❖ Research Hypotheses

Null hypothesis- significance role of community conversation, dialogue and capacity building in order to promote peace in Villagization area.

Alternative hypothesis- impact base on non-effectiveness of community conversation, dialogue

and capacity building affect peace in Villagization area.

1.7 Chapter plan

Chapter one deals with the background, statement of the problem, research questions, and objectives, significance of the study, hypotheses and scope, limitation of the study. The second chapter consists of the review of the literature. Methodology is outlined and described in the third chapter and the other activities like time of data collection and data analysis etc.

CHAPTER TWO

1. REVIEW OF THE LITERATURE

2.1 Concept of Community conversation, community dialogue and capacity building for peace.

Community conversation, community dialogue and capacity building for peace are said to be intertwined with conflicts issues in that conflict have an adverse effect on peace. In conflict situations, wherever communities are at risk, there is by definition an infringement of the individual's right to personal security, and in most cases infringements of a number of other rights. Post-conflict situations and weak institutional environments are also defined largely by the state's inability to meet the basic needs of its population. Conflict threatens peace and security to all. Their urgent nature calls for the need to reduce violence through community conversation, community dialogue and capacity building. Times have changed, and this requires a more proactive outlook. Community conversation, community dialogue and capacity building covers economic, political, social, cultural, moral and ethical issues, and is vital in transforming people's attitudes towards dealing with conflicts to have peaceful society. The central idea of this topic is to make clear an understanding of the following: in what way can the actors of peace design, develop, and improve upon their efforts to spread the message of the role of community conversation, community dialogue and capacity building towards conflict resolution in communities to bring about a world in which people consciously choose to cooperate for the benefit of all mankind, acting in altruism and selflessness, recognizing the values of non-violence and respect for human rights, tolerance and diversity.(UNESCO-ISS Expert Meeting held in Pretoria, South Africa 23–24 July 2001. Institute for Security Studies)

2.2 Significance of Community conversation, community dialogue and capacity building for Peace in Villagization Areas

Conflict threatens peace and security to all. Their urgent nature calls for the need to reduce violence through community conversation, community dialogue and capacity building. Times have changed, and this requires a more proactive outlook. Community conversation, community dialogue and capacity building covers economic, political, social, cultural, moral and ethical issues, and is vital in transforming people's attitudes towards dealing with conflicts.

When responding to conflict, human rights advocates and conflict resolvers share similar goals. In the short run, both sets of practitioners seek to end violence, limit loss of life, and minimize other suffering as quickly as possible. In the long-run, both sets of practitioners try to assist societies in taking steps to ensure that the violence does not recur and that peace prevails and the rights of every human being are respected. However, to achieve these goals, each set of practitioners uses different methods based on different underlying assumptions. As a result, both groups occasionally adopt contradictory or even mutually exclusive approaches to the same problem, (Anderson, M., *Do No Harm 2006*)

For example, conflict resolvers, eager to achieve a negotiated settlement to a conflict with minimum loss of life, may fail to give sufficient weight to the relevance of human rights to the long-term success of their work. Human rights advocates, on the other hand, may undervalue the pressures under which mediators operate to bring about an immediate end to loss of life. If they limit their activities to shaming, negative publicity, and judicial condemnation of criminals, human rights activists may miss opportunities for improvements in the human rights situation that could be achieved through the use of the negotiation and diplomatic techniques upon which conflict resolvers rely. http://www.un.org/peace/reports/peace_operationsn

Preventing wars and massive human rights violations, and rebuilding societies in the aftermath of conflict, requires an approach that incorporates the perspectives of both human rights advocates and conflict resolution practitioners. This is easier to assert than to achieve. These two groups make different assumptions, apply different methodologies, and have different goals, values, and institutional constraints.

Conflict impulses ferment in poverty, oppression and ignorance. The elimination of these conditions and the active promotion of a universal method of reducing conflict like community

dialogue, community conversation and community capacity building for promoting peace must become a priority. The consequences of conflict are particularly damaging to communities, displacing them within their own communities, depriving them of security and peace. The resulting insecurity and instability that follows from these circumstances lack of basic needs, harsh surroundings, and oppressive governments forces many to turn to violence in defense of their right to survive. (Raymond C. Kelly, *The Nuer Conquest: Tribal imperialism*, 1985);

These tragic circumstances have increased societal awareness of the need to understand and to prevent the conditions leading to conflict or violence. The roots of conflict stem from a wide number of causes. This violence can be reduced through the practice of community dialogue, community conversation, community capacity building skills which can be taught through active programs by the government, CSO and the community at large. Many organizations and individuals are working to promote the spread of community dialogue, community conversation, community capacity building throughout the world. Their valuable efforts are essential to the future peace and security of mankind.

Conflict impulses ferment in poverty, oppression and ignorance. The elimination of these conditions and the active promotion of a universal respect for human rights must become a priority. The consequences of conflict are particularly damaging to communities-violating their human rights, displacing them within their own communities, depriving them of security and stability, and preventing them from achieving self-fulfillment and self-realization and development. The resulting insecurity and instability that follows from these circumstances lack of basic needs, harsh surroundings, and oppressive governments forces many to turn to violence in defense of their right to survive. These tragic circumstances have increased societal awareness of the need to understand and to prevent the conditions leading to conflict or violence. The roots of conflict stem from a wide number of causes and their impacts are diverse, either. (Feyissa Dereje, 2004)

2.3 What Are the Causes and Impacts of Conflict on Community conversation, community dialogue and capacity building for Peace in Villagization Areas?

The impact of conflict affects all communities or region. It is a regional concern, requiring a native approach to a solution. The usual method region use to deal with conflict and fighting is through oppressive military measures. But control is not enough; it merely delays future

violence. A preventive approach is becoming increasingly recognized through provision of basic education promoting a culture of peace and non-violence. Governments must shift their central priorities from accumulating political and military power towards building a stronger educational infrastructure for peace. Respect for human rights, security and stability are all dependent upon a sound education. Regardless of whether the act of violence and war is justified by religious, economic, political, social, cultural or environmental disputes, it is time to adapt a renewed mindset that strengthens respect for human rights and fundamental freedoms and promotes peace. The Seville Statement on Violence affirms: “Given that the violence and war is a product of culture, through a modification of basic cultural mindsets mankind can work towards creating a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes. (Boulder, CO: Lynne Rienner, 2001)

We must strive to build a culture which consists of values, attitudes and behaviors that reject violence, one that attempts to prevent conflict by addressing its root causes with a new view to solving problems: through dialogue and negotiation between individuals, groups and nations (UNESCO. The Seville Statement for Peace 1986.)” Conflict stems from a multitude of causes including poverty, environmental deterioration and social injustice. There are a variety of factors including economic, political, social, cultural and environmental grounds from which these causes are founded. Absence of certainty and security in terms of these factors makes it difficult to create respect for human rights and promote peace and development. When discussing the need for a shift of mindset, we need to more closely examine the underlying causes that force people to resort to violence, both in order to understand its societal impact and to come up with the proper solutions to reduce its spread (Brander, P., Keen, E. & Lemineur, M.L. (Ed.) (2002)).

2.4 Political Factors on community conversation and capacity peace building at Nuer Zone area

Political stability is closely linked to the prevention of conflict and the promotion of peace. Many political systems restrict democratic practices, violating human rights and increasing their own power at the expense of the public. This stimulates corruption, injustice and abuse within the community. Such totalitarian regimes force their own values and beliefs upon members of the society through the use of state-controlled media. This abuse of human rights is correlated with

low life expectancies and high mortality rates, deterioration of the environment and the drain of labor and capital resources. Peace cannot be maintained if there is injustice and disparity in the society. States should promote the values of democracy that provide empowerment to the people, the ability to influence policy, protect human rights and most importantly, hold the government accountable. Promotion of democracy prevents conflict, strengthens governance, improves the rule of law and creates stability (Collier, P., *Breaking the Conflict Trap* 2005).

2.5 Economic, Social and Cultural Factors

Economic issues are closely linked to the maintenance of peace and security particularly as a result of globalization, as countries become more closely connected and interdependent. Economic stability is an essential requirement in order to build peace within a society. The uneven distribution of benefits: economic growth, modernization and employment, has resulted in an increased gap between members of society (Miles 2002).

Inequality in economic opportunities and unemployment has left the majority of the members of society with insufficient opportunities to obtain a decent living without assistance from outside sources, preventing them from getting out the cycle of poverty. Unequal access to education prevents them from obtaining skills that would contribute to their development and self-sufficiency. Without improvement to the current situation of developing countries, which constitute the majority of the world's people, communal as well as global security will become increasingly threatened by acts of terrorism and political instability. (Wallenstein, P. & K. Axell 1993),

Moreover, social issues that also results into conflict are changes in people's lives such as the breakdown of family structures, migration to areas that lack appropriate sufficient infrastructures, the loss of traditional values also as a result of isolation that follows from the breakdown of their personal history, the exposure to violence in the media as well as in daily life and the exposure to different cultures. Advances in technology have enabled millions of people to enhance their mobility anywhere in the world, resulting in exposure to diverse cultures and making societies increasingly multicultural. But this process has brought drawbacks with its many benefits. It can provoke fear and rejection of the unknown, misunderstanding and intolerance of other cultures (UNESCO. Plan of Action to follow up the United Nations Year for

Tolerance (1995)). Unfortunately, many people turn to violence in their intolerance and rejection of cultural differences. (*Post Conflict Reconstruction Task Force Framework* (May 2002),

Another factor threatening the development of culture of human rights is the narcotics trade. Drug organizations use violence in order to protect their supremacy. These conflicts tend to escalate towards the international level. Exclusion of individuals and certain groups from participation in the fields of social, economic and political issues is another major cause of conflict. Marginalization in the decision-making process occurs because of discrimination in terms of cultural differences, ethnicity, religion, race, language and age: groups susceptible to discrimination are women, youth, elderly people, and minorities. The impact of marginalization these groups experience causes feelings of humiliation, alienation and denial of human rights and resources. This creates grounds for them to engage in violent actions, endangering both themselves and others (Balanandan 1998).

Finally, the effect of cultural marginalization poses as a major threat to social stability. To truly attain the goal of culture of human rights and of peace, we must eliminate discrimination, encourage the promotion and respect of human rights, and teach the value of tolerance for those of differing backgrounds. This requires active involvement by all members of society. (Edward E. Evans-Pritchard, 2008)

2.6 Environmental Factors on community conversation and capacity peace building at Nuer Zone area

As a recent and current global threat, many are left without basic access to natural resources such as sanitation and a clean water supply. The lack of proper health care, water care and sanitation infrastructures leads to high mortality and disease rates and poses threat to the promotion of peace and stability. Indigenous and minority groups are frequently denied access to own property, denying them independence and provoking feelings of resentment. Feelings of insecurity and instability as a result of unemployment, poverty, lack of education, good government, health care infrastructure and the increase of drug abuse provide further grounds for resorting to the use of violence (Brander, P., Keen, E. & Lemineur, M.L. (Ed.) (2002)). Conflict roots from many dimensions: economic, political, social, cultural and environmental. Universal

culture of human rights can only be attained if each nation has an interest in maintaining peace and security. Nations must cooperate in order to attain global equity. This cooperation must come in terms of economic, social and political change and the promotion of peace at national, regional and global levels.

It's to be noted that every individual is capable of making a contribution towards a more peaceful future where human rights are respected. The recent developments in today's world, including the tragic events of September 11, 2001 and the current international concern on Iraq's necessity to comply with the demands of the international community, have forced many people to believe that peace is an impossible dream. There is the lack of feeling directly involved in what is going on in the world, through people's lack of interest or simply because of ignorance of how they can become involved. People need to be made aware that they, too, can work towards the creation of a more peaceful world where human rights are respected and right to development achieved to the peak. People need to be reminded that an individual who acts with pure intentions can make a profound difference, can influence events that are important to the continued existence of mankind. Resettlement and Villagization in Ethiopia has been an issue since the late nineteenth century, due to the overcrowded population of the Ethiopian highlands. (ICRC) Causes of conflict and the promotion of durable peace and sustainable development, 1998)

As the population of Ethiopia has increased in the twentieth century, the need to move inhabitants has only increased as available cropland per family declined to its current level of less than one hectare per farmer. The policy of encouraging voluntary resettlement and Villagization in Ethiopia began in 1958, when the government established the first known planned resettlement in Sidamo Province. Shortly after the 1974 revolution, as part of their policy of land reform it became Derg policy to accelerate resettlement. Article 18 of the 1975 Land Reform Proclamation stated that "the government shall have the responsibility to settle peasants or to establish cottage industries to accommodate those who, as a result of distribution of land remain with little or no land."Accordingly, in 1975/76 there were eighty-eight settlement centers accommodating 38,818 households. The government conducted most of these resettlement programs under the auspices of the Relief and Rehabilitation Commission (RRC) and the Ministry of Agriculture and Rural Development. By 1982 there were 112 planned

settlements populated by more than 120,000 people. The settlements were concentrated mainly in the south and southwest. In 1984 Addis Ababa announced its intention to resettle 1.5 million people from the drought-affected northern regions to the south and southwest, where arable land was plentiful. By 1986, according to Mulatu Wubne, the government had resettled more than 600,000 people. More than 250,000 went to Welega; about 150,000 settled in the Gambella; and just over 100,000 went to Pawe, the largest planned resettlement in Gojjam and largely sustained by Italian financial support. In addition, another 78,000 went to Kaffa, Shewa, and western Begemder. In mid-1986 the government halted the resettlement program, largely to fend off the negative reaction from the international community.

Richard Pankhurst, in his review of the book *Politics and the Ethiopian Famine, 1984-1975*, notes that some critics of the regime at the time compared "the resettlement centres to Hitler's concentration camps", and having visited them noted that Ethiopia is "a poor and economically underdeveloped country. Resettlement is therefore being carried out 'on a shoe-string, and the centres, like the country at large, face many difficulties." But in November 1987 the program resumed, and in March 1988 Mengistu Haile Mariam spoke of the need to move at least 7 million people; 100,000 - 200,000 were resettled when the program resumed in 1987 and March 1988 when it was suspended. He claimed resettlement would resolve the country's recurring drought problem and would ease population pressure from northern areas where the land had been badly overused. Western donors and governments, whom Addis Ababa expected to help with the program, remained apprehensive of the government's intentions, however. Some believed that the plan to resettle 1.5 million people by 1994 was unrealistic, given the country's strained finances. Others argued that resettlement was a ploy to depopulate areas of unrest in the on-going conflict, particularly in Eritrea and Tigray. Additional arguments against resettlement included charges of human rights violations, forced separations of families, and lack of medical attention in resettlement centres, which resulted in thousands of deaths from malaria and sleeping sickness. <http://www.acdi-cida.gc.ca/peace>.

Gebru Tareke, studying the government records of this resettlement program, provides a more accurate picture. "Between 1984 and 1986," he writes, "594,190 people were hastily, forcibly, and pitilessly uprooted from the cool, dry highlands of Shewa, Tigray, and Wello to the hot, wet

lowlands of Gojjam, Illubabor, Kefa and Wellega, and an estimated cost of 767 million birr (US \$374 million)." Of this number, the largest group 367,016 or 62% came from Wollo; 108,241 or 18% from Shewa; 89,716 or 15% from Tigray. "The seven sites for settlement were randomly selected by Mengistu and Legesse Asfaw. No ecologists, agronomists, horticulturalists, economists, or anthropologists were consulted, and no consent from either the resettlers or the host population was solicited." The new settlers encountered harsh conditions: many as 33,000 or 5.5% died from starvation and tropical diseases, while at least 84,000 or 14% more are believed to have fled these new settlements. As for the claims that the resettlement was primarily motivated to depopulate the rebel areas, or to establish buffer areas against the rebel groups, Gebru is largely dismissive, noting that no people were removed from Eritrea, for example, and that the population transferred from Tigray and Wollo were too small to have made any meaningful difference. In 1985 the government initiated a new relocation program known as Villagization. (Methane Tadesse, 2011),

The objectives of the program, which grouped scattered farming communities throughout the country into small village clusters, were to promote rational land use; conserve resources; provide access to clean water and to health and education services; and strengthen security. Government guidelines stipulated that villages were to house 200 to 300 households, with 100-square-meter compounds for each family. In 1985 Addis Ababa established a national coordinating committee to oversee the villagization plan's implementation. By March 1986, about 4.6 million people in Shewa, Arsi, and Hararghe had been relocated into more than 4,500 villages. <http://www.worldbank.org/peacebuilding>

Although the government had villagized about 13 million people by 1989, international criticism, deteriorating security conditions, and lack of resources doomed the plan to failure. Nevertheless, Mengistu remained committed to the Villagization concept. Opponents of Villagization argued that the scheme was disruptive to agricultural production because the government moved many farmers during the planting and harvesting seasons. There also was concern that Villagization could have a negative impact on fragile local resources, particularly on water and grazing land; accelerate the spread of communicable diseases; and increase problems with plant pests and diseases. In early 1990, the government essentially abandoned Villagization when it announced new economic policies that called for free-market reforms and a relaxation of centralized

planning The stress on large-scale state farms was under attack by Western donors, who channelled their agricultural aid to the peasant sector. These donors maintained that experiences elsewhere in Africa and in Eastern Europe and the Soviet Union had shown that state farms were inefficient and a drain on scarce resources. Voluntary resettlement programs were renewed in the mid-2000s, as the government encouraged farmers to move from less productive to more productive regions. Some new settlements showed promise; however, at others the problems of self-sufficiency once again reared their heads. (Gaigals, C. with Leonhard, M. 2004)

CHAPTER THREE

3. MATERIALS AND METHODS

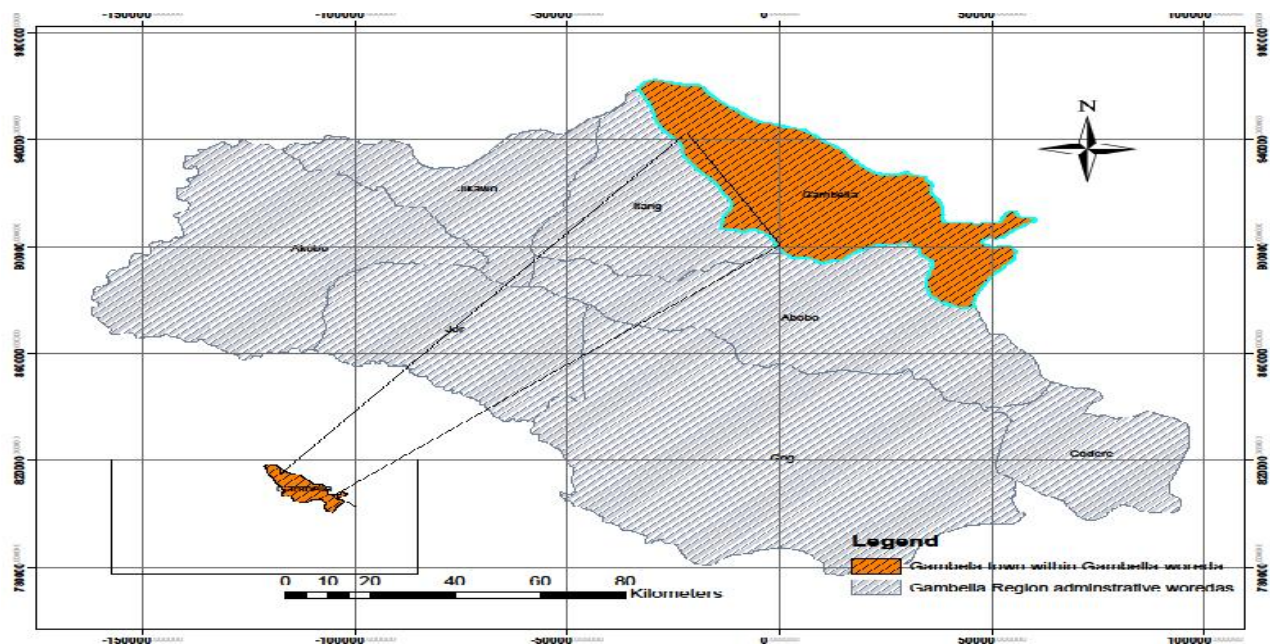
This chapter starts by brief description of Gambella regional state at the town. The chapter provides the methodology adopted on such matters as sample size determination, sampling techniques followed, type of data collection methods and method of data analysis. Last but not least, variables selected for this particular study will be operationally defined and the measuring tools explained. The research method in this study will be in qualitative and descriptive in nature. The essence of choosing qualitative methods is based in the fact that it's typically more flexible that is, it will allow greater impulsiveness and adaptation of the interaction between the researcher and the study participant, to ask mostly "open-ended" questions that are not necessarily worded in exactly the same way with each participant.

With open-ended questions, participants are free to respond in their own words, and these responses tend to be more complex than simply "yes" or "no." The study is to obtain the Community Conversation, Community Dialogue and Capacity Building for Peace in Villagization Area in Nuer Zone-Gambella Regional State, it also rely heavily on qualitative techniques to collect primary and secondary data. The data will be generating from structure interviews and discussions with key informants that were purposively sampled on the basis of their leadership positions in the elder of the community. Accordingly, interviews and discussions are going to be held on June 2014 to July 2014. The study will also benefit an expert panel discussion and a questionnaire will be uses for face to face. The interviews will be conduct with in community members. The secondary data will be collect from the Regional and zonal administrative council and other record from those government office. In addition, with

qualitative methods, the relationship between the researcher and the participant is often less formal than in quantitative research. Participants have the opportunity to respond more elaborately and in greater detail than is typically the case with quantitative methods. In turn, the

Researcher will have the opportunity to respond immediately to what participants say by tailoring. Subsequent questions to information the participant has provided.

3.1 Location of study area through map



Sources: Gambella Regional Administrative.

3:2 Descriptions of Gambella and the study areas

The Gambella People's National Regional State of Ethiopia (Gambella region) is a lowland (rift-valley) promontory territory in the southwest of the country bordering on south Sudan and

Ethiopia's Oromia and Southern People's, Nations and Nationalities Regional States (SNNPR) zones. The Gambella region served as an important colonial trading outpost at the turn of the 20th century. Arabs, Indians and Yemenis and other groups dominated trade. Coffee, skins and hides, and ivory were major commodities, and trading occurred between Arab and indigenous groups and encroaching western colonizers, with Gambella town growing to offer a limited foothold for colonial interests.

It has a long and porous border with Sudan. Characterized climatically by a long dry season (December to June with temperatures reaching in excess of 50 degrees Celsius) and a long wet season (June to November) the region is extremely fertile. Although it can be described as "densely forested," due to the abundance of trees, the landscape is more aptly described as a shrub and thorn bush desert plain.

The "Woreda" is the small administrative unit, comparable to a zonal or sub-sections of a larger town; Gambella town, for example, is subdivided into Nuer zone. As the region is generally not cereal self-sufficient, alternative income sources such as fishing are important sources of food. Wild food consumption is part of the daily dietary intake given the still partly untouched bush land and natural forest resources. "The latest CSA estimate (July 2008) puts Gambella population size at 259,000 a fifth of whom live in urban areas, and despite its relatively small area size the region is quite diverse, ethnically. The major ethnic groups include the Nuer (40%), Agnuak (27%), Amhara (8%), Oromo (6%), Mezhenger (5.8%), Keffa (4.1%), Mocha (2%), Tigray (1.6%) and other ethnic groups predominantly from Southern Ethiopia (5.5%).

There are five ethnic groups who are indigenous peoples to the Gambella region: Agnuak, Nuer, Mejenger, Opo, and Komo. Gambella region has an estimated population of 393,495. This figure is based on vaccination statistics from completed rounds of polio and measles vaccination completed in Gambella during 2010 (UNICEF / Regional Health Bureau Gambella). The last official census was completed in 2010, but the population predictions based upon the result at this time neither take into account. Gambella region is one of the nine regional states of Ethiopia, which has three administrative levels; the Regional State government, three Zonally administration, The major crops cultivated include Cereal Crops: Maize, Sorghum, wheat and Millet, field peas, lentils and chickpea, groundnut, oil crop; sesame and fruit tree are also there. Most of Gambella is flat and its climate is hot and humid. Annual rainfall averages about 600

mm while the minimum/ maximum temperatures are approximately 21.10C and 35.90C respectively.

3.3 Sampling Techniques.

This study will employ survey method with an essence, precision of facts is better from a census. However, due to financial, time, accessibility, human and related resources constraints, total coverage of the entire population is not practical and also not necessary. Sampling allows the researcher to study a relatively manageable number of units representing the entire population (Sarantakos, 2013 cited at, Mulu 2013), for this study, probability proportion sampling technique will be used and the total community members are 65, out of the 38 the manageable number/ sample size that the researcher will select randomly 38 and the sample size of the total community members will be 65 among these the researcher will select sample size as community members to be interviewed. These will be the manageable number of the respondents to each of every community members or village elders including religious members.

Sample of community members in Gambella Nuer zone

Name of Woreda	Community members	Female members	Male members	Total community members	Sample size of community members
Akobo	12	6	6	12	8
Jeckow	10	3	7	10	7
Wanthoa	20	8	12	20	10
Lare	8	2	6	8	6
Makuey	15	7	8	15	7
Total				65	38

Sources: Gambella regional administrative council (2014)

3.4 Sampling Method and sample size

The ultimate objective of sampling size is to select a set of elements from a population such as random sampling. In the study area about Community members which the study is going to be conducted, the researcher will select community members, government and NGOs may be involved directly or indirectly in interview. The study on Community Conversation, Community Dialogue and Capacity Building for Peace in Villagization Area in Nuer Zone-Gambella Regional State Selection of the Gambella town has been done purposively, because of the existence of supportive programme to both Government and NGOs which has been pioneered by Gambella regional government. It is an activity related to introduction of making changes through community work in the area for the dialogue and awareness among the community members, there are five Woreda with differences community, their differences agencies with total of members who are participating in community dialogue activities, that is 65 members in all kebele (Makuey) engaged in community dialogue near to town/city. In this study, to determine sample size, will be interview, such as key informant and group community members discussion; different factors will be taken into consideration including research cost, time, accessibility, human and related resources constraints. .

3.5 Data Collection Methods

Primary data will be collected using survey questionnaires to be distributing to the members and community members in the Gambella Nuer zone. The household survey who is community members is going to be based on convenience sampling technique with a structure questionnaire. Also, structure interview will be prepared to interview some selective members at all Woreda in Nuer zone. The secondary data will be collected from the Nuer as well as publications such zone as journals, newspapers, magazines, books, Internet, and from other studies taken up by government expert or other NGOS. Quantitative and Qualitative data will be collect from the selective respondent like community member. The primary data will be uses to collect from the selective respondents through a structured interview schedule as it is mention above and also will be collect formally from targeted groups and community members. The survey interview will be use and develop in English and later will translate in to the local language of the region. The secondary data will be collected from records of different books around Woreda agency, text books, journals, internets which is appropriate to the study of the research.

3.6 Methods of data analysis

The tools for the data analysis are tables and graphs and other are used to measure the interrelationship between the two variables. Qualitative data will be analysed based on the focus group discussion. And the most important method of analysis will be econometric models, similarly any item that cannot be captured through quantitative analysis will be analysed qualitatively based on observation, survey of interview with Community Conversation, Community Dialogue and Capacity Building for Peace in Villagization Area in Nuer Zone-Gambella Regional State.

For testing the relationship between independent variables and dependent variable, in order to find out the exact dimension and the frame of the Community Conversation, Community Dialogue And Capacity Building For Peace In Villagization Area In Nuer Zone-Gambella Regional State. The researcher will also use the descriptive statistics in the study.

Work Plan Timetable

To inform the advisor, the institute, as well as the reader of the project ahead of time of the tasks to be done, the research work plan timetable below is prepared to guide.

Research Task to be performed	Performer	Place of the task	Duration of the task	Submission Date to the advisor
1. Work Plan				
Develop Draft Work	Researcher	Gambella	1 day	Oct 10,2014
Plan Reviewing work plan	Researcher	Gambella	3 days	Oct/15-20 ,2014
Final Work Plan Approved	Advisor	Addis Ababa	1 days	Oct /21,2014
2. Questionnaires				
Drafting questionnaires	Research	Gambella	2 days	Oct /22-24 ,2014
Reviewing questionnaires	Researcher	Gambella	1 days	Oct /25 ,2014
3. Data Collection				
Collection of questionnaires from	Researcher	Nuer zone: Lare, Jiokow, Makuei,	5 days	Nov/10,2014

respondents		Wanthoa and Akobo Woreda		
4. Data Analysis				
Data preparation	Researcher	Nuer, zone: Lare, Jikow, Makuey, Wanthoa and Akobo Woreda	5 days	Nov/11-14/2014
Data organization	Researcher	Nuer zone: Lare, Jikow, Makuey, Wanthoa and Akobo Woreda	5 days	Nov /15-19,2014
Data interpretation	Researcher	Nuer zone: Lare, Jikow, Makuey, Wanthoa and Akobo woredas	4 days	Nov 20-23,2014
Final judgment on the data	Researcher	Gambella		Nov /24/2014
End result approved	Advisor	Addis Ababa		Nov/25/2014
Report submit to the Institute	Researcher	Addis Ababa		Nov/26/2014
Presentation	Researcher	Addis Ababa		Nov/27/2014

Budget Plan

The study has following budget plan as estimate by the researcher. The estimation is made based on the expense that is relate to only research activities and road (transportation fees) other things will be life activities, like food bed room costs none of other budget will be allocate for other purpose like stationery material etc.

Table.3 Budget summary (ETB)

N ^o	Description	Total cost
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1	Perdiem and wages	16200.00
2	Travel expense	4000.00
3	Supplies and others	4133.00
4.	Total amount	24,333
5	Contingency (5%)	139.9
	Grand total	24,972.9

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**Annexes: Proforma for Submission of MSW Project Proposal for Approval
from Academic Counselor at Study Center**

Enrollment No_____

Date of submission_____

Name of study center_____

Name of the guide_____

Title of the project_____

Signature of student_____

Approved/not Approved Signature_____

Name _____

Address_____

Date_____

Dessalegn Negeri (PhD)

Curriculum Vitae

July 9, 2015

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EDUCATION

- PhD in Social Work and Social Development.(Interdisciplinary) Addis Ababa University, July 2014
- Master of Social Work (MSW). School of Social Work, Addis Ababa University, August 2006.
- Bachelor of Arts (BA) in Sociology and Social Administration. College of social science, Addis Ababa University, August 2001.

TEACHING POSITIONS

Assistant professor, Addis Ababa University, School of Social Work, July 2014 to present.

MSW practicum Coordinator & Assistant professor (Part Time). Indira Gandhi National Open University at St. Mary University. March 2008 to present

Lecturer (Guest). Jimma University, College of Social Science September 2014 to present.

Lecturer (Guest). Adama University, College of Social Science and Law May 2015 to present.

Lecturer. Addis Ababa University, College of Social Science November 2007 to June 2014.

Lecturer (Guest). Gondar University, College of Social Science and humanities June 2010 to June 2013.

Lecturer. Jimma University, Department of Sociology and Social Work. September 2006 to October 2007.

Assistant Graduate. Jimma University, College of education and Liberal Arts. September 2001 to September 2003.

BOOK(S) PUBLISHED

-Dessalegn Negeri (2011).Guddifachaa practice: as community based child problem intervention in Oromia of Ada'a Liban

-Dessalegn Negeri, Melese Getu & Wassie kebede (2011).Insights from participatory development approaches in Ethiopia :analysis of testimonies and field practices, Addis Ababa University/school of social work

FUNDED

-Principal Researcher: Child vulnerability feasibility study for SOS children's village August 2015

- Principal Researcher: Women participation in cash crop production: roles and benefits from in Jimma zone southern western Ethiopia 2013.

- Principal Researcher: Building community capacity in child and family support in selected areas in Ethiopia funded by Save the children Denmark, April 2011

-Project coordinator. Integrated community development and child care project University of Illinois at Chicago and Addis Ababa University SSW partnerships: Developing an Interdisciplinary model of university –to-community engagement.(2008-to present). Oak foundation and every child UK Fund.

- Principal Researcher: Feasibility study of asset based community development approach in Ethiopia Model. Community Development Innovation Fund-Oxfam Canada to school of Social Work,

CONSULTING

-ECUSTA (2011). Developed curriculum of social work degree program for Ethiopian Catholic University St. Thomas Aquinas

- ESSWA.(2010). Practicum in higher Education for professor Development: Developing a manual of professional internship or attachment for sociology and social work student for Addis Ababa University, Adama University, Gondar University, Jimma University and two private universities colleges in Ethiopia. Funded by ITECH/PATH.

PRESENTATIONS

-Dessalegn Negeri and Errol Bolden (August 2011). The broken Orientation: the challenges of social work practicum in Ethiopia. International social work experience in Denmark Aarhus and Copenhagen

-Dessalegn Negeri (January 2011). The experience of poor in adopting orphan child in urban Ethiopia, the case of Gedam sefer parents. ICSD conference in Bangladesh

-Dessalegn Negeri (2010, April 16).Advocating domestic Guddifachaa: presenting the Oromo experience in Ethiopia, organized by school of social work and American World Adoption. Addis view hotel, Addis Ababa

-Dessalegn Negeri (2010, June) Advocating domestic Guddifachaa: presenting the Oromo experience in Ethiopia, organized by Ministry of women and American World Adoption. Ethiopian conference convention, Addis Ababa

-Dessalegn Negeri (2008, October) Social work practicum in Ethiopia orientation guidelines for field instructors: at twining center project training at Hotel de Leopold Addis Ababa

-Dessalegn Negeri (March 2007). A national workshop on curriculum review and development for sociology and social work, organized by Jimma University, Jimma University College of Agriculture hall

SERVICE TO THE SCHOOL/DEPARTMENT

-Coordinator, MSW Distance Education at School of Social Work Addis Ababa University from September 2014

-Chair, Curriculum and standardization committee school of social work, Addis Ababa University .March 2011 to present.

-Academic Commission Member. Addis Ababa University School of social work. Director. June 2008-September 2010.

-Field education Director, Addis Ababa university school of social work. Director. June 2008-September 2009

-Academic staff award, Promotion and recruitment Committee. Jimma University faculty of humanities and social sciences. October 2006 to September 2007

PROFESSIONAL INTERESTS

Research interest. Contextual and indigenous knowledge in social work, University agency Partner, University –Community partnership. Family practice, community development, Parenting orphan families, youth development and youth talent promotion,

TEACHING. Specific courses taught from 2001 up to now include:

Introduction to social work, Introduction to Sociology, introduction to research Methods I, Quantitative research methods, Social policy, planning and administration (BA,MA and MSW), criminology and criminal justice; community development, capacity building and planned change (MSW courses),perspectives in sociological theories I and II, social science concepts for social workers (MSW courses),Practicum in social work (MSW course), Research methods(MSW), and integrated social work methods I and II (MSW).

RESEARCH

-Guddifachaa practice as child problem intervention (MSW) thesis, policy instruments analysis on child protection in Ethiopia

-Dessalegn Negeri (2002). Assessment of trends and situations of street mothers and children in Jimma town in November 2002

-Dessalegn Negeri (2002) Traditions, social and historical development of 24 towns in Jimma zone (team work) March 2002(locally published as zonal bulletin)

-Dessalegn Negeri (2001). Assessment of the role of status conditions of women I agro industry: the case of Fincha'a sugar Factory (Addis Ababa University, senior essay, 2001) extracurricular activities

- Founder of Talent For Change Organization (that has Talent show On Oromia Television)
- Board Chair: Jarraa Oda Friends Of environment Association(Local Ngo)

ON JOB TRAINING SKILLS

Research methodology Training. A methodology Training for PhD candidates from May 2 to 18, 2011 organized by OSSREA

Pedagogic skills Training organized by ESSSWA as trainer and trainees in March 2011

Community Development and child welfare training as TOT 2009 and 2010 by Jane Addams College of social work and AAU school of social work

Module preparation training. Distance and continuing Education by Jimma University in April 2007

Participated in training of course planning with continuous assessment and implementation by academic development and research committee of Jimma University in January 2007

TOT training of facilitators on competency based economies through formation of entrepreneur (CEFE) from July 27-August 1, 2004 by facilitators for change Ethiopia as TOT

Peace Education. A Training of facilitators on peace education from November 22-29 July 2003 by United Nation High Commissioner for refugee (UNHCR) as TOT

Skills Training. Training on project planning and management, data processing and management by UNCRD (United Nations Center for Regional Development-Africa office) in collaboration with Oromia Bureau of Finance and Economic Development from May 14- June 4 2002.

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