

# Social Sciences for Severe Stigmatizing Skin Diseases (5S Foundation), Ethiopia

## Report of the Capacity Building Training of Trainers on Research Ethics and Writing for Publication



*Figure 1 Participants of Research Ethics and Writing for publication Training*

24<sup>th</sup> – 27<sup>th</sup> January, 2022

AZZEMAN Hotel

Addis Ababa, Ethiopia

Brighton and Sussex Centre for Global Health Research



@GlobHealth\_BSMS



# TABLE OF CONTENTS

---

1	BACKGROUND	3
2	DAY ONE	6
2.1	MOE REFORMS ON RESEARCH ETHICS AND SCIENTIFIC INTEGRITY: DR. SOLOMON BENOR	6
2.2	HISTORY AND ORIGIN OF BIOETHICS: PROF. TELAHUN TEKA	8
2.3	OVERVIEW OF THE NEW COMPREHENSIVE NRERC GUIDELINE: DR. DANIEL TADESSE	9
2.4	INFORMED CONSENT, PRIVACY, AND CONFIDENTIALITY: YOHANNES SITOTAW	10
2.5	CONFLICT OF INTEREST AND RISK BENEFIT ASSESSMENT IN ETHICAL ISSUES: PROF. TELAHUN TEKA	10
2.6	RESEARCH WITH VULNERABLE POPULATION: PROF. TELAHUN TEKA	11
3	DAY TWO	12
3.1	REGISTRATION OF IRB/IEC: ANDUALEM AYELE	12
3.2	PREPARATION OF STANDARD OPERATING PROCEDURES (SOP): ANDUALEM AYELE	13
3.3	WRITING FOR PUBLICATION: DR. ASHENAFI HAGOS	14
4	DAY THREE	14
4.1	RESEARCH ETHICS IN THE SOCIAL SCIENCES AND HUMANITIES PART I: DR. TENNA DEWO	14
5	DAY FOUR	18
5.1	RESEARCH ETHICS IN THE SOCIAL SCIENCES AND HUMANITIES (SSH) PART II(WITH A FOCUS ON PRINCIPLES OF ETHICS, PROCEDURES AND PROCESS OF ETHICAL APPROVAL):DR. MELESE GETU	18
6	THE WAY FORWARD	22
7	ANNEX	23
7.1	AGENDA	23
7.2	LIST OF PARTICIPANTS	0

# 1 BACKGROUND

---

Social Science for Severe Stigmatising Skin Diseases (5S) Foundation is a four-year project funded by the UK's National Institute of Health Research (NIHR). The Brighton and Sussex Medical School (BSMS) as lead coordinator from the UK; the project is being implemented in three African countries--Ethiopia, Rwanda, and Sudan. The project focuses on three neglected tropical diseases: Podoconiosis, Scabies and Mycetoma. By adopting social science methods and perspectives, 5S project aims to contribute to the efforts underway to eradicate these NTDs and their socio-economic burdens. Also, strong south-north and south-south collaboration among the implementing institutions, skill transfer and building the capacity of emerging researchers are among the aims of the project.

The 5S Ethiopia project has built a strong relationship with the Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSSWA) and signed Memorandum of Understanding in June 2021. As part of the collaborative endeavours, the 5-S Foundation Ethiopia project in collaboration with ESSSWA and the Federal Ministry of Education (MoE) has organized a very successful four days capacity building Training of Trainers (ToT) on Research Ethics and writing for publication in the Social Science and Humanities for ESSSWA members. The training was conducted from 24<sup>th</sup> to 27<sup>th</sup> January 2022 at Azzeman Hotel, Addis Ababa Ethiopia.

The training brought together about 28 (4 females) professionals from eleven ESSSWA regional chapter universities, 5S project staff and ESSSWA Institutional Review Board (IRB) members. The training was delivered by university professors and senior professionals gathered from Addis Ababa University, National Research Ethics Review Committee (NRERC), Ministry of Education and ESSSWA IRB members.

The main focus of the training was to equip researchers gathered from different universities with the fundamental ethical issues to be considered while conducting social science and humanities research. This training was then organized with high expectation of these ToT participants to take the training back home and cascade it to their colleagues, government and non-government stakeholders in their respective regions/universities.

The training was started with an introduction of the program by Mr. Garedew Yilma, 5S Ethiopia project coordinator. Mr. Garedew, after welcoming the participants of the training and the trainers, gave a brief background about the aim of the training. After his brief introduction about the training program, Mr. Garedew invited Mr. Sintayehu Dejene (ESSSWA Executive Director) to make a welcoming address.



*Figure 2 Garedew Yilma, 5S Ethiopia Project Coordinator*

Following his welcoming address to the guests and participants of the training program, Mr. Sintayehu gave a brief background to the establishment of ESSSWA. Accordingly, he mentioned that ESSSWA was founded in June 1996 by committed volunteer professionals drawn from sociology, social work, and anthropology and has over 25 years of existence. During these years, it was mentioned that ESSSWA has built its center of excellence in research and training activities, and provisions of system strengthening and work force development services for government, community structures, civil society organizations and other partners.

Mr. Sintayehu also indicated that ESSSWA gives special emphasis to improving members' research competence, train and help deploy team of social service workforce that provide basic services at community level in social protection of vulnerable groups and in the protection of children at risk. It was also mentioned that ESSSWA has over 1300 active ordinary and 6 institutional members with most of them working in various organizations. He also indicated that currently there are about 11 regional ESSSWA chapters (Bahir Dar, Gonder, Hawassa, Addis Ababa, Jimma, Arbaminch, Mekele, Jigjiga, Haramaya, Deberemarkos, and Wolkite Universities) and emphasized the need for strengthening these chapters. Besides, he mentioned the roles being played by ESSSWA ethical review board since its establishment in January 2018. Mr. Sintayehu also gave a remark on ESSSWA's ethical review board or Institutional Review Board (IRB), established in January 2018. As he stated, the board was established with the core objective of reviewing and approving research protocols involving human study participants and protecting the rights and welfare of human study participants by assessing risks and potential harms. Currently, the board has five highly experienced and committed researchers drawn from the fields of Sociology, Social Work, and Social Anthropology. It has also a chairperson, a vice chairperson, and

secretary. Since its approval by the National Research Ethics Review Committee (NRERC), the ESSSWA's IRB has been striving to provide utmost service by reviewing research protocols submitted by individual researchers and research institutions. To this end, in 2021 alone, it was mentioned that the IRB was able to review and issue ethical clearance certificates for 26 individual researchers and institutions. Mr. Sintayehu also thanked Severe Stigmatizing Skin Diseases (The 5S Foundation Ethiopia) project and Ministry of Education (MoE) for their wholehearted financial and other supports in making the training workshop real. Last, but not least, Mr. Sintayehu noted that the training is a training of trainers and is not an end in itself. Hence, he gave an assignment to all the participants to roll out this ethical review training to their colleague researchers and ESSSWA members in their respective institutions and communities, and wished a fruitful training and deliberation.



*Figure 3 Mr. Sintayehu Dejene, Executive Director of ESSSWA*

After the welcoming address by Mr. Sintayehu, Prof. Getnet Tadele (President of ESSSWA Board and PI of the 5S Foundation Ethiopia Project) made a keynote speech. In his keynote speech, Prof. Getnet, after welcoming the participants of the training, mentioned the aim of the 5s project. These include research, capacity building and public engagement among others. He also stressed on the significance of contextualized ethical clearance in order to carry out the research.



*Figure 4 Prof. Getnet Tadele, President of ESSSWA Board and PI for 5S Ethi project, while addressing the keynote remark*

Prof. Getnet reiterated that research ethics with human subjects need to be context based and Euro-American frameworks should take into account the local context. He indicated that acting ethically while responding culturally is not an easy task. Finally, he emphasized that the goal of the training is to equip the trainers with the fundamental ethical issues in research and he indicated his expectation of the multiplier effect of the training.

Next, Dr. Solomon Benor (Director General of Science and Research Affairs of MoE) made an opening speech of the training workshop. As usual, he also welcomed the participants of the training and mentioned the importance of such training in an endeavour to quality and ethical research.

## **2 DAY ONE**

---

### **2.1 MOE REFORMS ON RESEARCH ETHICS AND SCIENTIFIC INTEGRITY: DR. SOLOMON BENOR**

Dr. Solomon made a presentation on “MoE reforms on research ethics and scientific integrity.” Like Prof. Getnet, he also mentioned the mandatory nature of ethical procedure in research. Dr. Solomon presented current trends in research and publication integrity. Related to this, he pointed out the proliferation of fake publications and promotions by researchers as a major challenge both nationally and internationally. To tackle this problem, he emphasized on the need for professional ethics and strict system that ensure the quality of researches and their resultant publications and promotions. He mentioned that research ethics demands adherence to national laws and international conventions.

Hence, objectivity and honesty in publication are required of researchers. In strengthening his idea, Dr. Solomon stated “Ethics is the religion of science.” He also discussed how to know and get reputable journals for academic publishing. Related to this, he mentioned the following five features of a good journal: quality, peer-review publication, archival, legitimacy, and reputability.



*Figure 5 Dr. Solomon Benor, Director General of Science and Research Affairs of MoE*

Dr. Solomon also presented the current statuses of journals in Ethiopia. He indicated that there are many journals in Ethiopia but expect few (16 accredited for the first time) of them, they are not reputable and have several ethical problems. He also mentioned that in some higher learning institutions, colleagues open a journal for their own publication and promotion. Academic corruptions in higher learning institutions in a form of slicing, gift publication etc. was also another issue he pointed out. He strongly emphasized the importance of publication integrity for a national image and advised the participants of the training to contribute their part to this end. As part of this endeavour (i.e., publication integrity), he mentioned the current revision and implementation of promotion guideline that is helping in making promotions of staff uniform among higher learning institutions. Besides, he indicated the importance of training researchers on research ethics and providing them with up to date list of reputable journals. To the end of his training session, Dr. Solomon pointed out that the Ministry of Education (MoE) has already started revisiting and evaluating existing national journals. Accordingly, he mentioned that 16 (sixteen) national journals have passed through a rigorous evaluation process and been accredited by the then Ministry of Science and Higher Education (MoSHE) for the first time. As accreditation alone is not an end in itself, he pointed out that these journals are expected to work hard for quality, international reputation, and impact. He also mentioned that, currently, MoE (in collaboration with the Ethiopian Academy of Sciences) is evaluating journals for second round accreditation. Finally, Dr. Solomon

emphasized the need for a strong scientific integrity in research and the importance of establishing institutional research ethics review committee. After this, questions, comments, and suggestions were forwarded by the participants and deliberated on them. Among the comments, one was that although accreditation of journals is a good start, this alone is not adequate as almost all accredited journals are not give attention and support by MoE after their accreditation. Hence, it was raised that a lot is expected from MoE to strengthen national journals (particularly the accredited ones) through identifying their challenges and gaps. Dr. Solomon also agreed with the appropriateness of this comment and promised to work on it in the near future.

## 2.2 HISTORY AND ORIGIN OF BIOETHICS: PROF. TELAHUN TEKA

Professor Telahun Teka presented on “Bioethics and Principles of Research Ethics.” In his presentation, he went through the meaning and scope of bioethics, historical origin of bioethics (especially in the health and medical sciences), principles of research ethics, and came up with a way forward at the end. He mentioned that bioethics is the study of ethical issues emerging from advances in biology and medicine. He also indicated that bioethics is the result of unethical health studies conducted in different countries by different governments in history. Nazi Medical Experiments, Nuremberg War Crimes, and Tuskegee Syphilis Experiment are widely mentioned examples of unethical health researches. The disclosure of these experiments ultimately resulted in the emergence of codes, declarations, reports, and international guidelines.

Professor Telahun also pointed out the universal existence of research ethics in all disciplines (social, natural, health, law etc.). Related to this, he made a thorough elaboration of the following principles of research and their importance: autonomy/respect for persons, justice (equal treatment), beneficence (acts of kindness/charity that go beyond strict obligation), and non-maleficence (every medical action be

weighed against all benefits, risks, and consequences).

At the end, Professor Telahun put the following points as way forward in ensuring ethics in research: being abided by international and local guidelines, establishing rules and regulations (legislature), and strengthening regulatory bodies.



Figure 6 Prof. Telahun Teka, Chairperson of NRERC



### 2.3 OVERVIEW OF THE NEW COMPREHENSIVE NRERC GUIDELINE: DR. DANIEL TADESSE

Dr. Daniel Tadesse (Research Ethics Directorate Director) presented on “Background and Overview of the New Comprehensive NRERC Guideline.” Dr. Daniel started the session by introducing the concept of “Ethics” as a moral principle that governs a person's behaviour or the conducting of an activity. As he said, so long as research ethics is becoming a dynamic issue, strengthening NRERC becomes a must to do thing. Related to this, he mentioned that there are 195 countries globally and 48 countries in Africa that have research ethics guideline. He added, over 105, 24, and only 1 national research ethics committees exist globally, in Africa, and in Ethiopia, respectively. Dr. Daniel also gave a brief background about National Research Ethics Review in Ethiopia. As he mentioned, the NRERC of Ethiopia was established by the FDRE Ministry of Science and Technology in 2008 with the aim to protect the rights, safety, and welfare of research participants and to ensure independent review of protocols before commencement of research activities. It was also indicated that the national research ethics guideline, which focused on health research, was developed and used in the past for nearly 25 years. Following this, a presentation was made on the new comprehensive NRERC Guideline (2021) that has 7 (seven) sections. The main goal of the new guideline is to provide a friendly tool to safeguard the rights, safety and welfare of research participants and for oversight of research in Ethiopia.

As stated by Dr. Daniel, the general objective of this new guideline is to set legal frameworks that ensure the safety and benefits of human, animal, and the environment while conducting research via applying



Figure 7 Dr. Daniel Tadesse Research Ethics Directorate Director

ethical procedures and principles. At the end, the following major works done so far by the Research Ethics Directorate were presented: capacity building for cluster universities; revising the 6<sup>th</sup> edition of NRERC guideline; preparing research ethics review online platform (near completion); and reviewing, amending, renewing over 79 protocols, and issuing letter. After this, a painstaking discussion was made among the participants of

the workshop regarding issues to be considered in the guideline and its implementation.

## 2.4 INFORMED CONSENT, PRIVACY, AND CONFIDENTIALITY: YOHANNES SITOTAW

Mr. Yohannes Sitotaw made a presentation on “Informed consent, Privacy, and Confidentiality.” Like the previous presenters, Mr. Yohannes also emphasized the importance and necessity of informed consent in a research. He indicated that the goal of informed consent is to make sure that the participant has understood and makes choices freely whether to begin or continue participation in the study. The following were mentioned as basic elements that a particular informed consent is expected to have: Information, comprehension, and voluntariness. The participants of the training were also given an opportunity to comment on a sample consent form prepared by the trainer. Mr. Yohannes also pointed out that informed consent requires an on-going process of interaction/discussion during study site visits. Related to this, it was underscored that informed consent is more than a signature; it is a more important process. It was also indicated that vulnerable participants (with limited capacity to consent) need to be protected well. Mr. Yohannes also raised about some special considerations in informed consent. These



Figure 8 Mr. Yohannes Sitotaw

include waiver of the consent (when it is approved by IRB), renewing consent, cultural considerations etc. While privacy refers to the right not to share information, confidentiality is the process of protecting an individual’s privacy and the obligation to keep information from being shared. Hence, privacy is about people and confidentiality is about identifiable data.

Mr. Yohannes also discussed about ways of protecting privacy in research. These include letting participants edit the data, and keeping the data anonymous and confidential. At the end, a thorough discussion was

made among the participants of the training regarding informed consent, privacy, and confidentiality. The participants related their lived experiences with the ethical issues raised above.

## 2.5 CONFLICT OF INTEREST AND RISK BENEFIT ASSESSMENT IN ETHICAL ISSUES: PROF. TELAHUN TEKA

Again Prof. Telahun Teka presented a topic “Conflict of Interest and Risk-Benefit Assessment in Ethical Issues.” In this session, issues such as meaning of conflict of interest, types and areas of conflict of interest, management of conflict of interest, negative impacts of conflict of interest, and protection for conflict of interest were raised and deliberated on. Prof. Telahun defined conflict of interest as situations in which financial/other personal considerations may compromise professional judgment in conducting or reporting research. It occurs when the secondary interests “unduly influence” the persons “professional

judgments concerning a primary interest.” As Prof. Telahun mentioned, conflict of interest is a universal and inherent problem in research and needs to be minimized as much as possible. Hence, its management becomes a key issue. If conflict of interest is not managed properly, it will have adverse effects such as compromising the safety of participants and biased knowledge. It was also indicated that there are financial (more dangerous one) and non-financial conflict of interests. Related to this, the following were mentioned as potential areas of conflict of interest: Individuals (Investigators/Researchers), institutional, sponsors, and ethics committee members. As mentioned earlier, management of conflict of interest plays a decisive role and this involves disclosure of all financial relationships, prohibition (includes changing a researcher with conflict of interest), and designing disclosure policies. As a way forward, Prof. Telahun emphasized on the need for designing better ways of regulating conflict of interest in the face of growing conflict of interest in the modern days. At the same time, he also mentioned the importance of maintaining academic freedom that promotes scholarly inquiry without bias. At the end, participants raised practical issues regarding conflict of interest and made a hot discussion in relation to the points mentioned by the presenter.

## 2.6 RESEARCH WITH VULNERABLE POPULATION: PROF. TELAHUN TEKA

Prof. Telahun continued with another presentation titled “Research with Vulnerable Population.” The presentation included the following points: definition, list, and protection of vulnerable population, research on vulnerable persons, and the way forward. As he indicated, vulnerable persons are those who are absolutely or relatively incapable of protecting their interests due to various challenges. As he pointed out, all people are vulnerable in one way or another. Hence, vulnerability is relative to circumstance we live in. Some historically bad examples of studies conducted on vulnerable people were also mentioned. Though the list is not complete, the following were considered as vulnerable persons: Uncomprehending participants, sick participants, dependent participants, minority groups, and participants in unusual circumstances. As part of protection of vulnerable persons, Prof. Telahun mentioned the use of informed consent, being a responsible investigator, and convincing justification for use of vulnerable persons in research among others. As a way forward, he indicated that if doing a research on vulnerable populations is a must, there should be a strong and convincing justification for the same.

### 3 DAY TWO

The second day of the training was started with the recap of day one sessions by Dr. Daniel Tadesse.

#### 3.1 REGISTRATION OF IRB/IEC: ANDUALEM AYELE

Mr. Andualem Ayele presented about “Registration of IRB/IEC.” In his presentation, Mr. Andualem addressed the following issues: The essence of IRB, major functions/responsibilities of an IRB, how to establish an IRB, and requirement for registration of an IRB. Like the presentations in day one, Mr. Andualem mentioned that the background for the emergence of research ethics/guidance/guidelines went back to the horrible human right violations by health and biomedical researches that involved human participants. It was underscored that, for all researches conducted in Ethiopia (involving human, animals, plants and environment) investigators should be aware of, and are obligated to, respect and adhere to all



Figure 9 Mr. Andualem Ayele

ethical, legal and regulatory requirements applicable in Ethiopia. In order to ensure this, having a functioning IRB is of paramount importance. As Mr. Andualem indicated, the IRB plays the following roles before, during and after the research: serves as an independent body that reviews, evaluates, approves and decides on the scientific and ethical aspects of the research protocol (before a research begins); helps to ensure the well-being, safety, and protection of persons who participate in research; makes decisions without undue political, professional, institutional or market

influence; monitors serious adverse event reports and recommends appropriate action(s); reviews the progress reports and monitor on-going studies as appropriate; evaluates research final reports and outcomes; helps to ensure that the obligations of researchers, institutions (or sponsors of research) to the research participants, and/or to the groups or society from which they were recruited are fulfilled as specified in the original research proposal.

As to the establishment of IRB, Mr. Andualem mentioned that IRB is usually established by a government or an institutional authority (such as a hospital, research institution or university) with special

cases to be set up by private organizations with public accountability. As he pointed out, the head of the institution is the authority responsible for the appointment of IRB or ERC (Ethics Review Committee) members. It was also indicated that all researches should be reviewed and approved by MoE or NRERC or registered IRBs. All IRBs in Ethiopia have to be registered by the Ministry of Education (MoE) and the minimum acceptable number of IRB members is five. The requirements for membership were also presented, though some issues were highly contentious. A mention was also made about the types, and processes and mechanisms of review. After this presentation, participants had a thorough discussion on various issues related to IRB. Among these, the participants mentioned that the IRB has to be practical in different contexts; The community needs to be properly represented in the IRB (though its implementation could be problematic if different researches are conducted in different communities/sites); and if the head of the institution is the one to appoint the IRB/ERC members, the neutrality and independence of the board or the committee could be doubtful. Overall, the participants emphasized that the establishment of IRB calls for a meticulous discussion among stakeholders and a clear guideline for the same.

### **3.2 PREPARATION OF STANDARD OPERATING PROCEDURES (SOP): ANDUALEM AYELE**

Mr. Andualem presented about preparation of SOP. As he indicated, a standard operating procedure is a set of step-by-step instructions compiled by an organization to help reviewers carry out routine operations. The purpose of SOP is to maintain effective functioning of IRBs to ensure quality and technical excellence and consistent ethical review of all the submitted research proposals and on-going approved researches. The following were mentioned as the benefits of SOPs: minimizes variation and promotes quality through consistent implementation of a process or procedure within the organization; Standardizes common processes amongst all studies; Provides a level of formal accountability for team members; and Prevents non-compliance on a systemic level.

Mr. Andualem also indicated that SOPs should be written in a concise, step-by-step, easy-to-read format; the information presented should be unambiguous and not overly complicated; the document should not be wordy, redundant, or overly lengthy; and it has to be simple and short. The SOP process, preparation, and general structure were also presented. As a conclusion, understanding one's activities, keeping SOPs simple and updated are vital before writing SOPs. In their reflections, the participants of the training mentioned that there must be a national research act as guideline alone is not adequate and binding with regard to research protocol review process.

### 3.3 WRITING FOR PUBLICATION: DR. ASHENAFI HAGOS

Dr. Ashenafi Hagos presented on “Writing for Publication.” Exhaustive, interactive, and insightful discussions were made on various issues related to writing for publication. Among these, how to select a journal (tips to pick the right journal), how to prepare a (first) draft manuscript for publication, how to proofread a manuscript (requires reading several times, letting others to comment), how to submit a manuscript, and how to respond to the comments of editors and reviewers were points addressed in detail. Dr. Ashenafi advised the participants to make sure



Figure 10 Dr. Ashenafi Hagos

(through online searching) that the journal they selected is not predatory. It is also advisable to ask international associations for a list of reputable journals. Once the journal is selected, it is important to understand the peer review and other processes, and the journals focus areas. He also presented common format of social science manuscripts. After his presentation, participants shared their views and experiences related to publication and a lot was shared to one another.

## 4 DAY THREE

### 4.1 RESEARCH ETHICS IN THE SOCIAL SCIENCES AND HUMANITIES PART I: DR. TENNA DEWO

On the third day, the training session aimed at fundamentals of ethics in research. In the morning session, the trainer (Dr. Tenna Dewo) emphasized on issues like: ethics, the basic question of ethics, meaning and value of life, facts and value, philosophy, morality, and the status of ethics in the present world. The afternoon session mainly emphasized on the theories of ethics. Generally speaking, the whole day training focused on the fundamentals of ethics – what ethics is, what basic questions and problems it raises and addresses, why it is considered as a necessity of human life, and so on.

He argued that ethics is a moral philosophy that attempts to evaluate human act as right or wrong, good or bad, just or unjust, and “research ethics”, is the application of moral principles that guide researchers, to ethically conduct research and report the output of the research, without deception or intention to harm the participants of the study, the members of the society as a whole and without causing damage to resources. Research without ethics is vulnerable, risky or dangerous. Hence, to avoid or reduce

(minimize) the vulnerability of research we need to apply fundamental ethical principles to research activities.

Similarly, the trainer also underlined that ethics as a moral philosophy is engaged in raising the most general problems and questions of man's moral life. These include, among others what is morality? Where does it come from? Why man needs it? What questions does it answer and what problems does it solve? Is it not possible for man to live without morality? Can we have a human society that has no moral



Figure 11 Dr. Tenna Dewo

concern? Why morality value human life? What is life itself? Why the good of life is to be promoted and the bad is disapproved? Humankind has been battling to promote the goodness of life and at the same time to save it from anything that is harmful to it. Regardless of this relentless effort evil (or badness) still persists to exist. But why? The whole history and story of ethics revolve around human life.

“Human beings have the potentiality for greater good and greater evil than other creatures. If we are responsible and take morality seriously, we can attain personal excellence and, as stewards of our talents, be a great benefactor to the whole world. But if we are evil, we can do infinitely more damage to the world than any animal” (Peter Singer, p. 108).

The trainer has also highlighted on the value of life where he argued the secular world human life is believed to have supreme value. The value of human life is believed to be intrinsic since it is pursued as an end in itself. All other forms of values are derived from this value. Human beings want to live not any kind of life, rather they want to live a well lived, a flourished and decent life. As human beings, we do philosophy, we do science, we do art, we go to space, we go under oceans, etc. to probe into the meaning of life as much as possible. Different scholars, thinkers, philosophers, writers, novelists and others have been exploring to neatly understand the reality of life in many ways. They do this to ultimately find something that makes the life to be lived, the best, or excellent.

Dr. Tena has also discussed issues of this life and that life. The “this life” is the empirical or the reality we live here and now – this is the reality under our naked eyes. It is the life in which we experience either joy or pain, success or failure, peace of war, respect or disrespect, cooperation or hindrance, etc. It is also the life in which we may make others suffer in the intention to create more happiness for ourselves. The “this

life” is the life we live here and now – the life we empirically experience, the life encased with the physical body and reality, the life that needs both internal and external things for survival, the life in which we practically feel pain and joy. Surely we know “this life” better than “that life”. The “that life” is an ideal or metaphysical life that we aspire to attain. As an ideal the “that life” is believed to be higher and better than the “this life”, which is simple and less developed when compared to the ideal one. I am sure we have by far less knowledge of the ideal world than the real life.

Participants raised different questions and the trainer has addressed all the questions and comments given. Some of the major questions and the trainer response are summarized as follows;

**Question: How do you see in your discipline the source of morality? Is morality individual or social? Sometimes we hear when people say immoral society. Do we have such immoral society?**

The trainer also addressed the question stating morality is both social and personal. There is no social life unless there is society. A human person is a human being in the social framework. An individual human being cannot be human all alone. A society cannot be concluded as immoral society. It is totally impossible. The rules and practices we observe might not be as we expect them to be. No matter the nature or types any society whether primitive or advanced, there exist grays of element of ethics. It is this grey of elements of ethics that tied them together. Therefore, there is both morality and immorality inside any society. There is no absolute issue in social life.

**How does the same human being who does good things under certain circumstance which are morally appropriate things immediately changes his mind and starts doing evil? And this might happen at the level of individual or group. Is there a turning point where we suddenly change our mind from doing or being good to doing or being bad? Is there something that triggers this? Is this a human nature that we somehow accommodate both extremes?**

According to the presenter, a person or a group of individuals may do something good and the same individual or group of people may do something bad. This depends on; one is circumstances: the circumstances that we perform or in which we act and behave differ. This can be one factor that influences people to do two opposite moral actions. A person or a group may be weak in commitments towards morality. The knowledge that we have to that circumstances also matters. If a person is weak in moral commitment, then there is vulnerability. Secondly, temptation; if you do something wrong and there something that you benefits. If you are not committed to moral principles, you commit morally wrong things.



**We are discussing issues from the structural western perspectives and know we are in a time of post structuralism. There is no clear boundary to what is right and wrong it is about social construction. How do we see these issues from ethics point of view?**

The presenter responded that ethics has both a supporter and enemy. Ethics fundamentally speaks and teaches about good things. I believe it depends on the kind of communal values and ideology's that we follow.

**Moral philosophy or ethics preaches I think about how one can lead good life? Paradoxically, we have our own self-interest on one hand and others interest on the other hand. Do we have a formula to harmonize our self-interest with others interest?**

“Yes, off course” said the presenter. Unless that there would not be life at all. We live as long as there is harmony between the community and the individual interest. But the balance issues are still a concern. It is our failures to keep that balance that creates different conflicts.

**How do you understand evil or bad thinking? Is this natural or social?**

As to the presenter scientifically speaking, the kind of thinking people develops or have is the result of their social experience.

The trainer also discussed issues of moral values. Moral values are ideas that a given society considers as socially important or unimportant, acceptable or unacceptable, good or evil act or behavior. Moral value is basically intrinsic for it is pursued not as a means but as an end. The intrinsic nature of moral value emanates from the intrinsic life of man. We obey moral rules and we respect moral values because they are ends in themselves.

In the afternoon session, Dr. Tenna (the trainer) resumed the training with a topic entitled “theories of ethics”. Accordingly, he argued that ethics or moral philosophy, as academic discipline, has developed theories in terms of which the means and ends, the importance and challenges of moral life can be explained. He listed three dominant theories of ethics which includes virtue ethics, teleological (consequentialist) ethics and deontological (non-consequentialist) ethics are the outstanding theories of ethics. Virtue ethics focuses on the excellence of human character, teleological ethics emphasizes the consequence of action, and deontological ethics stands in favour of the performance of duty.

**Question: What is the benefit or implication of learning theories of ethics in the process of undertaking research? We need to identify which theory goes with our research.**

**Question: How do we comprehend the process of developing ethics or morality? Can we develop ethics or morality through education and training or through the process of socialization?**

The trainer also gave emphasis to the immoral and unethical acts that are currently happening here and there in the country. He stressed the importance of working hand in hand to the welfare of human race in general, working on children including the dedication of all stakeholders plays key role in to maintain ethics and morality in the society.

**Question:** One participant also raised a question saying we (Ethiopians) are religious where the majority of the population has a religion which is believed to play key role to maintain ethics or morality but we are witnessing less morality or ethics. The same participant added that we have religion but we are not religious enough. Similarly, in areas like Northern Europe, the role of religion is minimal but morality and ethics especially respecting people and understanding the view others is high. Another participant also raised an argument saying we need to appreciate what we have as Ethiopians and in fact we have rich source of morality or ethics. Evil and good acts happen anywhere in the world. We need to be careful when generalizing issues.

## 5 DAY FOUR

### 5.1 RESEARCH ETHICS IN THE SOCIAL SCIENCES AND HUMANITIES (SSH) PART II(WITH A FOCUS ON PRINCIPLES OF ETHICS, PROCEDURES AND PROCESS OF ETHICAL APPROVAL): DR. MELESE GETU

Dr. Melese briefed that this day training focused on overview of research ethics in social sciences and humanities vs Professional codes of ethics and misuse of research, overview of basic tenants of ethics, overview of the 3 basic ethical principles, ethical aspects of research methodology (use of deception in



Figure 12 Dr. Melese Getu, Chairperson of ESSSWA IRB

social sciences and humanities research, covert research, internet research & social media data), informed consent & its associated challenges, findings outside of the scope of the research, data protection, privacy and confidentiality (breaking confidentiality), risk, harm and assessment of benefits in SSH research, and overview of the SOPs of ESSSWA-IRB.

The trainer underlined that consideration of ethics needs to be a critical part of the substructure of the

research process from the inception of your problem to the interpretation and publishing of the research findings. He said that to engage with the ethical dimension of research requires asking ourselves several important questions which include what moral principles guide your research? How do ethical issues influence your selection of a research problem? How do ethical issues affect how you conduct your research (the design of your study, your sampling procedure, and so on)? What responsibility do you have toward your research participants? For example, do you have their informed consent to participate in your project? What ethical issues/dilemmas might come into play in deciding what research findings you publish? Will your research directly benefit those who participated in the study?

The trainer grouped the participants in to three groups based on their professional background (Sociologists, Social workers, and Social Anthropologists) to discuss on ethical principles in their respective fields of specialization. Accordingly, all the three groups have made a thorough discussion and presented the same to the podium.

The group with sociology background presented their discussion result based on American Sociological Associations ethical principles. Accordingly, the group listed six general ethical principles and 19 ethical standards. The general sociologists ethical principles includes Professional Competence, Integrity, Professional and Scientific Responsibility, Respect for People’s Rights, Dignity, and Diversity, Social Responsibility, and human right.



*Figure 13 a trainee from dept. of Sociology presenting the group work*

Similarly, a group with Social Work background presented their discussion result based on National Associations of Social Workers ethical principles where they argued every social worker profession to



*Figure 14 a trainee from dept. of Social Work presenting the group work*

adhere for the following ethical principles; helping people in need and to address social problems, challenging social injustice, respecting the inherent dignity and worth of the person, recognize the central importance of human relationships, integrity (behaving in a trustworthy manner), and competence (practicing within their areas of competence and develop and enhance their professional expertise).

Finally the third group from Anthropology background had made a thorough discussion and presented the same. Accordingly, they presented taking in to consideration both the UK Social Anthropology Association and American Social Anthropology Association. The code of ethics includes do not harm, honesty and openness, obtain informed consent and necessary permissions, weigh competing ethical obligations due collaborators and affected parties, and make your results accessible. In addition the UK Social Anthropologists Code of ethics involves compensation/payment to research participants, and involving participant in overall research process.



*Figure 15 a trainee from dept. of Social Anthropology presenting the group work*

**Question: As of my knowledge, there is no research whose main goal is to create harm on people. There may or may not be problem in the process of conducting research. What is your observation on this issue?**

Most of the research is conducted not to create harm on people. But it is still difficult to conclude saying all researches are conducted with the objective of creating zero harm on people. Some research might be conducted to the benefit of some group.

The trainer also gave emphasis on misuse of research where some research involves materials, methods or technologies or generates knowledge that could be used for unethical ends. Although such research is usually carried out with good intentions, it has the potential to harm humans, animals or the environment, or society. The risk of misuse of research can never be eliminated; it can be minimized by identifying risks in good time and taking the right precautions. Professional codes remind social scientists of their responsibility to protect the interests and welfare of groups and individuals with whom and on whom they work, or who are involved in their research efforts. Social scientists must be accurate and truthful when sharing their analyses and reporting their findings. They also need to consider the effects of their involvements and the consequences of their work or its misuse for those they study and other interested parties. When designing a proposal, consider not only the immediate aims and intended applications of the activities you plan, but also whether your research could serve unethical purposes.

He has also briefed the trainees about research basic tenets. Accordingly, he said that there exist four major research basic tenets where every researcher should follow them carefully. These tenets are honesty, accuracy, efficiency, and objectivity.

He also outlined the bio medical basis of research ethics. The widely accepted declarations that codify principles of research ethics and ethical treatment of research participants include: the Nuremberg Code, the Helsinki Declaration, and the Belmont Report. Although these codes originate in the biomedical field, they encompass the central principles that apply to all human research. In addition, the trainer has given due emphasis to the three fundamental principles of research ethics. The three fundamental principles discussed by the trainer are respect for persons, beneficence, and justice.

The trainer divided the participant in to four groups and provided the same discussion question. The question given was; If you don't like or disagree with a rule, what do you do? Do you break the rule or change it? And why? Almost all the groups come up with similar answers where they argued the situation or condition matters in agreeing and disagreeing for the rule.

The trainer has also discussed issues with regards to vulnerable groups in research work. Groups considered vulnerable because of their circumstances may include: children, refugees, irregular/illegal migrants, sex workers, people with cognitive impairments dissidents, traumatized people at risk of re-traumatization (e.g. people from conflict areas, victims of crime and/or violence); and people in dependent relationships with the researcher or the research team (e.g. students doing course work with researchers).

Dr. Melese Getu also raised issues of community representative and informed consent. He said that a community representative helps us to offer culturally appropriate guidance when researchers are developing the informed consent process. Involvement at this stage safeguards each potential participant's ability to make an informed, voluntary choice to participate or not to participate in the research. Community input is particularly valuable in selecting the type and sufficiency of the information provided and the indicators that confirm that the potential participant can understand the information. With regards to the creation of informed consent document Dr. Melese said that the informed consent process may include different types of materials such as the form that people must sign, project fact sheets that explain the study, and flyers or posters that tell about the study. The documents must be in the local language; use local terms, and be written for a language level that potential participants can easily understand. It is strongly advised that materials and forms be tested for appropriateness before they are used in screening or actual enrollment.

The trainer also underlined that informed consent process usually includes description of the research, reasonably foreseeable risks, expected benefits, alternatives to participation, explanation of confidentiality, explanation of compensation for injuries or health problems resulting from participation in the study, whom to contact about the research if the participant has questions or concerns, and explanation that participation is voluntary.

Finally Dr. Melese Getu briefed the participants about all the ethical approval process involved in ESSSWA-IRB. In this part the trainer focused on highlighting the overview of the SOPs of ESSSWA-IRB, the application process, the research proposal assessment and ethical approval, and finally about the opportunities and challenges involved in the process of getting ethical approval.

## 6 THE WAY FORWARD

The closing remark was given by Professor Getnet about the four day training. He thanked all stakeholders involved in the training process and the National Institute for Health Research (NIHR), BSMS and 5S Foundation for the financial support. He also advised the participants to be active in their professional and scholastic life including strengthening ESSSWA chapters. He also reminded the training participant to cascade the training in their respective Universities. After this closing remark, the participants received training participation certificate from Professor Getnet Tadele and Dr. Melese Getu.



*Figure 166 Certificate of Participation award ceremony*

## 7 ANNEX

### 7.1 AGENDA

Day 1: Monday 24 <sup>th</sup> January, 2022			
Time	Sessions/Events	Responsible Person	Facilitator
8:30-9:00	Registration	5S and ESSSWA Team	5S and ESSSWA Team
9:00-9:10	Program Introduction	Garedew Yilma, 5S Eth Project Coordinator	ESSSWA
9:10-9:20	Welcoming Address	Mr. Sintayehu Dejene, ESSSWA Executive Director	
9:20-9:50	Key Note Address	Prof. Getnet Tadele, President of ESSSWA Board and PI of 5S Foundation Eth. Project	5S and ESSSWA Team
9:50-10:05	Opening speech	Dr. Solomon Benor, Director General of Science and Research Affairs of MoE	Dr. Daniel T. and 5S Team
10:05-10:55	MoE reforms on Research Ethics and Scientific Integrity	Dr. Solomon Benor, Director General of Science and Research Affairs of MoE	
<b>10:55-11:15</b>	<b>Coffee/Tea Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
11:15-11:45	History and Origin of Bioethics	Prof. Telahun Teka	Mr. Andualem A. & 5S Team
11:45-12:15	Overview of the new comprehensive NRERC Guideline	Dr. Daniel Tadesse	Mr. Yohannes S. & 5S Team
12:45-12:50	Discussion	Participants	Dr. Daniel T.
<b>12:50-14:00</b>	<b>Lunch Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
14:00-14:40	Informed Consent, Privacy, and confidentiality	Mr. Yohannes Sitotaw	Prof. Telahun T. & 5S Team
14:40-15:20	Conflict of Interest and Risk benefit assessment in ethical issues	Prof. TelahunTeka	Mr. Yohannes S. & 5S Team
<b>15:20-15:50</b>	<b>Coffee/Tea Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
15:50-16:20	Research with vulnerable population	Prof. Telahun Teka	Mr. Andualem A. & 5S Team
<b>16:30-17:00</b>	Discussion	Participants	Dr. Daniel T.
Day 2: Tuesday 25 <sup>th</sup> January, 2022			
Time	Sessions/Events	Responsible Person	Facilitator
8:30-9:40	Recap of day one	Dr. Daniel Tadesse	

9:40-10:30	Registration of IRB/IEC	Mr. Andualem Ayele	Mr. Yohannes S. & 5S Team
<b>10:30-11:00</b>	<b>Coffee /Tea Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
11:00-11:40	Preparation of SOP	Mr. Andualem Ayele	Mr. Yohannes S. & 5S Team
11:40-12:30	Discussion	Participants	Dr. Daniel T. & 5S Team
<b>12:30-13:30</b>	<b>Lunch Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
<b>D2 Afternoon</b>	<b>Writing for Publication</b>		
13:30 - 15:00	<ul style="list-style-type: none"> <li>- Is writing for publication different from another way of writing?</li> <li>- Where to start? Pick your journal before you write.</li> <li>- Follow the journal guideline (author guide) and sample articles (author choice)</li> <li>- Learn which section/s got more space/emphasis in previously published articles</li> </ul>	Dr. Ashenafi Hagos, Associate Dean for Graduate Program, AAU	5S and ESSSWA Team
<b>15:00-15:20</b>	<b>Coffee /Tea Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
15:20 – 17:00	<ul style="list-style-type: none"> <li>- Often literature review section is equally important with the finding section</li> <li>Language clarity</li> <li>How to handle delay in article processing</li> <li>How to handle revision and reviewers' comments</li> </ul>	Dr. Ashenafi Hagos, Associate Dean for Graduate Program, AAU	5S and ESSSWA Team
a   1/24/2022			
<b>Day 3: Wednesday 26th January, 2022</b>			
<b>Research Ethics in the Social Sciences and Humanities Part I</b>			
<b>Time</b>	<b>Sessions/Events</b>	<b>Responsible Person</b>	<b>Facilitator</b>
8:30 -10:30	<b>1.Introduction – Research Ethics</b> <ul style="list-style-type: none"> <li>- Definition (meaning) – Philosophy, - Moral philosophy (ethics)</li> <li>- Facts and Values</li> <li>- Value Systems- Kinds of Values, Moral Value</li> <li>- The Subject matter of ethics</li> </ul>	Dr. Tenna Dewo, Assistance Prof. AAU	5S and ESSSWA Team
	<b>2.The Importance of Ethics-</b> <ul style="list-style-type: none"> <li>- The Value and Necessity of Life</li> <li>- The Moral Being-ness of Man</li> <li>- Social Animal, thinking/Rational being, Moral being-ness, conflict of</li> </ul>	Dr. Tenna Dewo, Assistance Prof. AAU	5S and ESSSWA Team
Social Sciences for Severe Stigma			



	interest, - Arbitration and Moral Judgment - Perfection and Imperfection -Moral Dilemmas		
<b>10:30-11:50</b>	<b>Coffee /Tea Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
11:50 – 13:00	<b>3. The Nature of ethics</b> - The Specific features of ethics - Ethics and other Normative Disciplines - Law, Politics, Religion, - Core Moral Concepts - Right and Wrong, Good and Bad (Evil) - Moral action, behavior and agent - Moral Judgment - The Authoritative Power of Ethics		
<b>13:30-14:00</b>	<b>Lunch Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
14:00 15:00	<b>4. Theories of Ethics - afternoon</b> - Imperfection, Perfection and Perfectionism as an ethical view Different theories <b>-Virtue-based Ethics</b> - Medieval Ethics <b>Consequentiality Ethics (Teleological) Ethics</b> - Consequence as standard Hedonism – ethical and psychological hedonism - Interest and Conflict – egoism and altruism - The question of Primacy – self or others - Egoistic and Social Hedonism (Utilitarianism) - Utilitarians- Jerem Bentham and John Stuart Mill	Dr. Tenna Dewo, Assistance Prof. AAU	5S and ESSSWA Team
<b>15:00-15:20</b>	<b>Coffee /Tea Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
15:20 – 17:00	<b>- Deontological (Non-consequential) Ethics</b> - Performance of Duty - The Divine Command Theory - Intuitionism- Rule Intuitionism and Rule Rationalism - Rule Rationalism- Kant’s Categorical Imperative - Challenges/Threats of Morality and Ethics <b>Conclusion</b>	Dr. Tenna Dewo, Assistance Prof. AAU	5S and ESSSWA Team

**Day 4: Thursday 27th January, 2022**

**Research Ethics in the Social Sciences and Humanities (SSH) Part II  
(With a focus on principles of ethics, procedures and process of ethical approval)**

<b>Time</b>	<b>Sessions/Events</b>	<b>Responsible Person</b>	<b>Facilitator</b>
8:30 -10:30	<p><b>-Objectives of the training workshop</b></p> <p><b>- Overview of research ethics in SSH Vs professional codes of ethics of Social Anthropology, Sociology and Social Work Associations</b></p> <p>- Engagement with the ethical dimension of your research requires asking yourself several important questions</p> <p>- Some ethical principles that various codes (including professional associations) address</p> <p>- Overview of basic tenants of ethics</p> <p>- Overview of three basic ethical principles of research &amp; the fourth one in the making</p>	Dr. Melese Getu, ESSSWA IRB Chairperson	5S and ESSSWA Team
<b>10:30-11:50</b>	<b>Coffee /Tea Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
11:50 – 13:00	<p><b>- Ethical aspects of research methodology</b></p> <p>- Use of deception in SSH research</p> <p>- Covert research</p> <p>- Internet research and social media data in SSH research</p> <p>- Participation in research and vulnerable participants</p>	Dr. Melese Getu, ESSSWA IRB Chairperson	5S and ESSSWA Team
<b>13:30-14:00</b>	<b>Lunch Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
14:00 15:00	<p><b>-Informed consent in SSH research &amp; its associated challenges (e.g ethnographic research)</b></p> <p>Findings outside of the scope of the</p>	Dr. Melese Getu,	5S and ESSSWA Team

n), Ethiopia | 1/24/2022

re Stigmatizing Skin Diseases (5S Four

Social Sciences for Se

	<p>research</p> <p>Data protection, privacy &amp; confidentiality (breaking confidentiality: deliberate deductive disclosure)</p> <p>Risk, harm and assessment of benefits and risks in SSH research</p> <p>Misuse of research</p>	<p>ESSSWA IRB Chairperson</p>	
<b>15:00-15:20</b>	<b>Coffee /Tea Break</b>	<b>5S Team</b>	<b>Azzeman Hotel</b>
15:20 – 17:00	<p><b>Ethics approval in SSH research: the case of ESSSWA-IRB</b></p> <p>Overview of the SOPs and application process</p> <p>Protocol/research proposal assessment and ethical approval processes</p> <p>Opportunities &amp; challenges</p>	<p>Dr. Melese Getu, ESSSWA IRB Chairperson</p>	5S and ESSSWA Team
<b>17:00 – 17:30</b>	<b>Closing Remark and way forward</b>	<b>Prof. Getnet Tadele</b>	<b>5S and ESSSWA Team</b>

## 7.2 LIST OF PARTICIPANTS

S.No	First Name	Father's Name	Grand Father's Name	Organization	Email	Telephone
1	ABEJE	BERHANU	KASSEGNE	AAU	<a href="mailto:abejeje2010@gmail.com">abejeje2010@gmail.com</a>	09114669142
2	ADDISE	AMADO	DUBE	ESSWA-IRB	<a href="mailto:saraelon@yahoo.com">saraelon@yahoo.com</a>	0911 866128
3	ALAZAR	LISSANU	G/EGZIAB HER	Arbaminch University	<a href="mailto:alazar.lissanu@amu.edu.et">alazar.lissanu@amu.edu.et</a>	0962490779
4	ALEMANTE	AMERA	AYALEW	Hawassa University	<a href="mailto:alemanteayalew2017@gmail.com">alemanteayalew2017@gmail.com</a>	0911337419
5	ASABNEH	MOLLA	YIMER	AAU	<a href="mailto:asabneh@gmail.com">asabneh@gmail.com</a>	0910092107
6	ASCHALE	KASSIE	HAILE	Wolkite University	<a href="mailto:aschale.kassie@wku.edu.et">aschale.kassie@wku.edu.et</a>	0985357312
7	ASHENAFI	MEBRATU	BAHIRU	Haramaya University	<a href="mailto:ashe1221@yahoo.com">ashe1221@yahoo.com</a>	0912691488
8	AYELE	TAMENE	MULUALE M	Bahir Dar University	<a href="mailto:ayele2011@gmail.com">ayele2011@gmail.com</a>	0911124568
9	BAYISA	FEYE	BEDANE	Arbamich University	<a href="mailto:bayisa.feye@amu.edu.et">bayisa.feye@amu.edu.et</a>	0983291831
10	BELAY	WOMBER	GURMU	Jigjiga University	<a href="mailto:bwomber82@gmail.com">bwomber82@gmail.com</a>	0932096907
11	BINIYAM	BOGALE	LAKEW	Jigjiga University	<a href="mailto:blenbini@gmail.com">blenbini@gmail.com</a>	0911025360
12	BIRHANU	MIDAKSO	SEMAGN	Haramaya University	<a href="mailto:birhanumid@gmail.com">birhanumid@gmail.com</a>	0911824509
13	CHALTU	MERERA	FANA	Arsi University	<a href="mailto:chafana9898@gmail.com">chafana9898@gmail.com</a>	0962408384
14	DAGNE	SHIBRU	ABATE	Hawassa University	<a href="mailto:dagnes@hui.edu.et">dagnes@hui.edu.et</a>	0916826401/093 4931282
15	ESHCOL	TEFERRA	ABRHA	AAU	<a href="mailto:eshcol.teferra@gmail.com">eshcol.teferra@gmail.com</a>	0920720821
16	EYERUSAL EM	KASSAHUN		5S		
17	GAREDEW	YILMA	DESTA	5S	<a href="mailto:garisona123@gmail.com">garisona123@gmail.com</a>	0911365944
18	GERUM	TAYE		University of Gondar	<a href="mailto:gerumt@yahoo.com">gerumt@yahoo.com</a>	0918774805
19	GETU	AMBAYE	TESHALE	University of Gondar	<a href="mailto:getuambay@yahoo.com">getuambay@yahoo.com</a>	0911076243
20	HABTAMU	FIKADU	LEMU	Jimma University	<a href="mailto:habtamuf2015@gmail.com">habtamuf2015@gmail.com</a>	0910288501
21	HUNDE	DOJA	BIRATU	Jimma University	<a href="mailto:jitudoja@gmail.com">jitudoja@gmail.com</a>	0913393872
22	KASAHUN	DESYALEW	MEKONEN	Debre Markos University	<a href="mailto:desyalewkasahun@gmail.com">desyalewkasahun@gmail.com</a>	0913407088
23	MATIYAS	ALEMAYEH U	FANTA	Arsi University	<a href="mailto:mathyalem2016@gmail.com">mathyalem2016@gmail.com</a>	0920675383
24	METAGES	ENDALE	WORKU	Wolkite University	<a href="mailto:metages1275@gmail.com">metages1275@gmail.com</a>	0933337902
25	MULUGET A	HUSSIEN	MUHYE	ESSWA-IRB	<a href="mailto:hmulugeta1977@gmail.com">hmulugeta1977@gmail.com</a>	0973099036
26	TEBABER	CHANIE	Workneh	University of Gondar	<a href="mailto:tebaberworkneh@gmail.com">tebaberworkneh@gmail.com</a>	0911417536
27	TSEGANES H	MULUGET A	KIDIE	5S	<a href="mailto:gracetsegi@gmail.com">gracetsegi@gmail.com</a>	0912121925
28	WONDALE	TEMESGEN	TEDLA	Debre Markos University	<a href="mailto:temewondale@gmail.com">temewondale@gmail.com</a>	0923546393