

**Chapter 1 : Emerging Regions Students' First Year Experience at Addis Ababa University | Open**

*Life the Journey is a cartoon and photo comic book series targeting Addis Ababa University students that portrays characters going through 24 pages/episode Amharic English Read More Direct Links.*

We are so happy to hear about the vibrant art scene in Addis, and it is a pleasure hearing about the mission of the gallery and a handful of their featured painters. For more about the gallery, visit their website. Baleagerwa, by Shewa Tamerat Flash Frontier: When did this gallery start, and what is its mission? We opened the virtual gallery a year ago, with the aim to bring more awareness to Ethiopian artists and art. We read that your gallery showcases artists from all around Ethiopia. Do you think artists in Ethiopia view themselves as individuals or as a collective? Artists in Ethiopia view themselves more as individuals, as their art is very personal, inspiring from their life experiences. However, they are a very tight knit community, supporting each other in many ways. Do you think there are central themes that most Ethiopian artists embrace or explore? In my humble opinion, there cannot be a central theme among artists. Each one gets inspiration from different things, especially different life experiences. Are there common struggles for artists in Ethiopia? I think artists in general struggle. Having said that, Ethiopian artists mainly struggle in gaining support from their families. We notice there are four categories on your gallery website for the paintings included here: Could you take one from each category and tell us a bit about the piece and the artist who designed it? Here are four artists and their work from this site. If you know a bit about Ethiopia, you know the importance of religion and you can feel through this painting the sober yet festive vibrations. Birtukan is a woman who brings calmness when she walks into the room. All her paintings are colored with Ethiopian earthy colors – you seem to want to know more about the story being told in her paintings. Birtukan Dejene started her career working as a graphic designer for various organizations and magazine for a number of years. Today Birtukan is a full-time studio artist. Her art has exhibited in numerous art shows in Addis Ababa. She is well known for her use of geometric figures to depict the human form. You will only notice they are collages when you see them up-close. The warm shades of blues with the fire red hues are his signature colors, and the contrast fits perfectly to make an impressive work of art. Nigatu comes from a family of artists and gets his inspiration by the natural beauty of the Habesha Ethiopian woman. A very humble artist with immense talent. His father was an artist and got him acquainted with art at a very young age. He uses new techniques and employs them with old mediums in order to create a mosaic of colored fabric in various sizes, tones and intensity, and arranges them in ways that bring forth an impressive spectacle. You are transported to places out of this world. He has managed to make Bahir Dar a city in the north of Ethiopia an alternative art corner and has trained more than 80 students in technical and artistic expression at the Bahir Dar University. He is as colorful as his paintings! The colors are warm, putting music into a visual phenomenon. Beauty is personal, but music can connect regardless. Eyayu Genet is a young artist and a teacher. He earned a B. A in Economics from Bahir Dar University. However, after a few years working in the field of economics he decided to divert his efforts in pursuit of his real passion – art. Shewa Tamerat is a quiet introvert artist that expresses his blue moods through his art. You will notice that all his paintings have blue as the predominant color. His approach to portraits are completely different and distinct. Shewa comes from the south of Ethiopia, where the Rift Valley crosses and magically transforms the landscapes. Notably, Shewa has participated in many international exhibitions.

**Chapter 2 : Soft skill questionnaires | Addis Ababa University**

*Life the Journey is a cartoon and photo comic book series targeting Addis Ababa University students that portrays characters going through realistic challenges as they adapt HIV prevention, care and treatment practices.*

Data collected from NEAEA Students who are from members of indigenous ethnic groups of emerging regions have very different culture capital. More specifically, they have different norms, life skills, feeding style, and dressing style. Because of these, emerging regions students in their first year of university education face different experience i. In addition, when emerging regions students are placed at AAU, which is the oldest and largest of all universities in the country and found in the capital city of the country-Addis Ababa, socializing to the university environment which is very much different from their homeland make their first year experience unique [ 3 ]. In relation to first year experience, many studies have conducted in the rest of the world regarding first year experience of students in the university and these studies, in general, indicated that first year experience of students is crucial to the success of students in their university life and academic career [ 4 ]. On top of that, there is no specific and systematic program for first year emerging regions students or minorities to help them in socializing themselves to university and to make them successful in their academic career especially at AAU. Statement of the Problem Many studies have been carried out regarding the first year experience of students in the university and identify different challenges and ways to help students to overcome these challenges [ 5 ]. Brinkworth et al, conducted a quantitative study on first year experience and expectations from the perspective of students and teachers at the University of Adelaide [ 6 ]. A survey was conducted on students about their 6 months experience. Further, students surveyed again about their 18 months experience to gain retrospective views of their transition year, as were lecturers and tutors of both groups. The findings pointed out that even though students expectations, experience, and teacher views differed, remarkable similarities emerged across the two degree programs science and humanities. Finally, the study concluded that there is a need for non-specialized transition programs to meet the needs of first year students and facilitate the transition from secondary to tertiary education. Likewise, Gibne et al. Besides, Birks et al. And the findings of the study showed that issues faced in adapting to the role of a university student in the first year of study, services or support mechanisms accessed to assist in transition to the role of university student, and services lacking that would have assisted in the transition to the role of university student. For instance, Hernandez conducted a qualitative research study to understand the first-year experiences as recounted by purposively selected 10 Latino College students using in-depth interview with each participant [ 8 ]. The study findings indicated that there are four major areas identified as experience namely, involvement opportunities, family support and encouragement, academic and social adjustment, and ethnic and cultural identity. In-depth interview with five students were done two times [ 9 ]. The findings showed that nursing students have many fears or worries i. In the case of AAU, because of its largeness and it is found at the capital city, for students coming from remote areas or country sides and emerging regions, socialization problems become worsen. These challenges may reduce their effort; create depression and loss their confidences which may affect their academic success in the rest of the years in the university. Even though it is difficult to get the data about dropout rate of emerging region students, data on the first year students indicated that the number of academic dismissal, withdrawals and dropout of students is higher in the first year than other academic years. In spite of these facts, there is no documented evidence in area of first year experience. Therefore, the current study was dealt with socialization challenges of indigenous ethnic members of first year emerging regions students at AAU. Besides, the current study is different from previous studies that it considers minority ethnic students experience and it contributes to fill the research gap in Ethiopia in the area of first year program which is very important for quality and equity of tertiary education. The general objective of this study is mainly to investigate the first year experience of emerging regions students and the challenges they face in socializing themselves to the university life in the first year. To address this objective of the study the following basic questions were designed: What are the expectations of emergent regions students about the university and their role as university student in their first year? What are the concerns

worries and fears of emergent regions students in their first year? What challenges emerging regions students face in adapting to the role of a university student in their first year of the study? Methodology Research design Different studies that have been conducted overseas in the area of the first year experience adopted both qualitative and quantitative research design [ 11 ]. By considering the lessons from different studies depicted above, the current study also adopted qualitative approach to deeply understand the first year experience of emerging regions students. In addition, most studies in this area of first year experience employed in-depth interview to collect data. Therefore, the current study also employed in-depth interview with the selected emerging regions student to collect data. Research site The research site of this study is Addis Ababa University AAU and it is the largest and oldest university in the country. Besides, the proximity of the university to the researcher residence is another advantage to deeply study the condition by taking enough time and energy. These conditions make AAU suitable to study the first year experience of emerging region students. Purposive sampling is used to select participant students. Five male and three female a total of 8 students were selected. Three criteria were set and used to select participants. To get students who fulfill these criteria, snow ball sampling technique was used. This care full sampling process was adopted to improve the quality of the findings. Major findings Based on the research questions and ideas emerged during data collection five major themes were identified. More specifically, expectations, concerns worries , and challenges, were emerged from research questions and the other two themes, namely, preparation for university and support system were emerged during interview with participants. Pseudonyms are used to present the participants idea. The findings of the current study were presented as follow in each theme. Regarding home support for university preparation, all participants assured that their parents like father, mother and older siblings had not gone to the university and participants did not get enough information about university from their parents. Mohammed from afar region explains his parents support as follows, I was the first in my family to go to the university and no one was there to tell me about the university experience. The only advice I got from my father was about Addis Ababa i. Emerging regions students in their preparation for the university in preparatory schools , due to several reasons, they have not got enough awareness about the experience of university education. Even though, the curriculum in higher education preparatory schools is taken as first year university education, it looks like secondary education in all its aspects like the teaching learning methodologies, student engagement and, the facilities used for teaching learning. Okure sum up the idea of most participants as follow, In my higher education preparatory class, I have not got much awareness about the university education except some teachers told us as their university experience during the class. When I came to the university, I found that the teaching and learning in preparatory classes is totally different from the university education. Have you observed specific differences on your role as a student between preparatory schools and university? In secondary and preparatory schools, the teachers teach all content by giving notes while here in the university, the student involvement is high and the teacher teaches only selected contents. We students search and collect different ideas from different reference books and the internet then we made ourselves prepared for exam. In the contrary, out of eight participants four of them have had an opportunity to get some information about university from the senior students in their district. In relation to this Kemal describes his opportunity as follow, Kemal: There was a senior student in my village and he always talk to me about his first year university life which I actually do not have that strong appetite of giving my two ears to him. But I am more curious to know more about university after I assured of going to university, especially after the announcement of EHEECE result, I have got much information with him and I tried to use his advice in my first month of university life. Expectations Emerging regions first year students have many expectations about university in their first year. Out of 8 participants four participants expect that the university campus and its surrounding e. Other four participants expect that they will face a difficulty of identifying themselves with the other ethnic group students. All eight students have similar expectations on confusions and tricks made by senior students and the language problem they face due to the mismatch between their mother tongue and dominant language mostly Amharic in the campus. Halima, a female student from Somali region, puts her expectation about university as follows, I expect that AAU is very big and the city Addis Ababa is more sophisticated and more civilized then my home town. I also expect that the

instructors are difficult to communicate about the teaching learning process and the courses are very difficult. So that before joining the university I expect many difficulties. Which of your expectations become real? I found the city as I expected and the instructors are not all difficult to communicate except very few not properly advice student. However, the difficulty of courses is continued to be my worry until the end of second semester of first year. In addition, most participants six out of eight expected that students coming from other regions mostly from cities like Addis Ababa, Adama, and Bahirdar. Regarding this Okure puts his idea as follow, As I join the university, I expect that students coming from cities such as Addis Ababa, are able and better performers than emerging region students because of different challenges we faced in secondary and preparatory school like lack of qualified teachers, absence of laboratories, lack of computers and internet access. I expect that because the challenges in secondary and preparatory school are less in these cities and students are better prepared for university education. Furthermore, four out of eight students expect that they will face isolation and stigma from other region students due to language problem. Besides, they also expect difficulties in living together in dormitories with the other region students. In relation to this, Ojulu puts his idea as follow Ojulu: After I knew my placement is at AAU, I thought that students from other region will not want to make a friendship with me because I am poor in Amharic and I cannot communicate with them properly. In addition, I also thought that if I have roommates with other region students they may isolate me from their group. Concerns worries Emerging region students have many concerns worries in their first year at AAU. Among the concerns in the first year homesickness, time management, developing close friendships with other students, worried about meeting new people, information access, and under representation of their ethnic group in the university were the majors. Regarding homesickness, especially participants coming from Gambella indicated that there is a big difference in the way of life in university and in their homeland and described that in the first year they were unhappy about the food , the dormitory life, city crowds and the weather conditions very cold. In this regard Woynetu puts her idea as follow, In the first weeks of my first year I was unhappy about the type of food served in the cafeteria and I also dislike the city crowds outside the campus. In addition, the weather was very cold in the month of October. All these things made me to be highly homesick. The major worry of participants is time management and all participants agreed that using time effectively and deliver assignments on time was a major worries of them. In my beginning of the first year, I was worried about for how long I should study per day, is it for limited hours? Or Should I spend all the night in the library? Or Should I have a program? In connection to friendship formation, Mohammed from Afar region showed that developing close friendships with other students was his concern in the first year and puts his idea as follow, In my first year, because my Amharic fluency was poor, I worried about how I can develop close friendship with other region students. This challenge limits me to be a friend of my region senior students in the first semester of the first year. However, as time goes I begin to communicate and develop close friendship with my class mates due to different group assignments Further five students out of eight indicated that they were concerned about meeting new people and accessing useful information from others like other region students, teachers and administration staffs. In this regard, Fatima describes her concern as follows, I was highly worried about meeting and communicating with new strange people who have different language and culture than me. In my first year, I was very salient and used to isolate myself from the students in my class room and I did not ask any help or information from teachers, staffs in the library or cafeteria. These problems subjected me to lack of proper information and wasted my time in wrong doing with assignments and tasks of various courses Besides, Hakmel from Somalia region also describes that in addition to time management, homesickness and getting information about different academic services were his worries in the first year. He puts his idea as follows, I was strongly suffering of homesickness in my first year and I used to think about my parents during my class and study time. In addition, I disliked the cafeteria food and I was repeatedly faced health problem. Because of this, I could not use my time effectively. Instead, I am tried to have information about how instructors evaluate students and how should tackle the exams and assignments given by instructors. Therefore, I was very much concerned about how to get information about these issues from our senior students.

**Chapter 3 : "Life , The Journey" Photo Comic Book | The Soul Beat Africa Network**

*They will also be introduced to university protocols (the do's and don'ts) of campus life - academic, institutional and social. Then, they will become a part of and have a sense of esprit de corps about the Addis Ababa University.*

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### Chapter 4 : Addis Ababa University and Southwest Jiaotong University Discuss Cooperation Possibility

*"LIFE , the journey" is photo based print serial drama that encourages behavior change among Addis Ababa University students. Its purpose is to model behavior change using fictional characters, who are at risk of HIV and its impact, as they go through the day to day life of university students.*

### Chapter 5 : Worst experience - Review of Harmony Hotel, Addis Ababa, Ethiopia - TripAdvisor

*This photo comic series forms part of the Addis Ababa University - Modeling and Reinforcement to Combat HIV/AIDS (MARCH) Project. MARCH aims to promote behaviours that reduce the risk of HIV infection, such as faithfulness, condom use, early detection, and treatment of sexually transmitted.*

### Chapter 6 : Addis Ababa University Life Archives - Bwstats Ethiopia

*Addis Ababa University Life AAU Certificate Curriculum Training Manual Johns Hopkins University Center for Communication Programs (JHU-CCP) - Ethiopia The Certificate Curriculum training manual is composed of 9 different topics.*

### Chapter 7 : "Life , The Journey" Photo Comic Book | The Communication Initiative Network

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### Chapter 8 : 06 | November | | Addis Ababa Science and Technology University

*The Student Career Development Center of Addis Ababa University was recently established. According to the mission given to the center by the University, the center is conducting a study to understand the strengths and weakness of our students with regards to Soft Skills.*

### Chapter 9 : Students Life | Addis Ababa University

*Addis Ababa is the seat of Addis Ababa University (), schools of music and art, and several research institutes. In , the Organization of African Unity was signed here and since then Addis Ababa was & is chosen to be the seat of Africa organization (now the African Union).*