HAWASSA UNIVERSITY

Short Term Training
Prospectus

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Hawassa University
Hawassa
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Preface

Hawassa University (HwU) is one of the well-established public universities in Ethiopia. It is a comprehensive higher learning institution that envisions being the best university in the nation, competent in Africa and accredited in the world.

HwU has seven colleges and one institute that are situated in five different campuses. Its student population is over 29,000. It runs 57 post graduate (including 8 PhD programmes) and 59 undergraduate programmes in its regular and continuing education divisions.

One of its strategic themes being community service and partnerships, HwU strives to give up to the standard training to the surrounding community and beyond. Its Training Center that enjoyed a state-of-the-art technology and facilities has started hosting lively and professional training sessions in almost all fields ranging from Social Sciences to Law; Technology and Agriculture through Natural Sciences and Natural Resources Management. Its professionals from almost all disciplines are ready to share you their best experience.

HwU aspires that technology transfer and linkage with the industry and the service sector boosts its impact in seeing its mission realized. The mission of HwU, to advance knowledge, enhance technology creation and transfer, promote skill development and effective entrepreneurship, and inculcate a responsible and democratic attitude thereby contributing towards the development of the country at regional and national levels is achieved through student-centered practice-oriented teaching, research extension, consultancy and other community services.

Therefore, HwU heavily relies on these wide range of short term trainings, part of the community service, to speed up the transfer of technology thereby contributing to the betterment of the livelihood of the society.
1. Introduction

One: College of Agriculture
1.1. School of Animal and Range Sciences

School of Animal and Range Sciences offers various fields of studies that range from B.Sc. to PhD level in its regular academic program. Besides this regular program, the school has also developed tailor made short-term training courses that are very useful in enhancing the knowledge of the participants and keeping them updated with modern and fast changing technologies.

The school has qualified staff devoted to the advancement of their profession and development of animal agriculture. Moreover, it has a modern farm, laboratory and other useful facilities for its practical trainings and researches. Thus, it is with this strong capacity that the school planned to prepare the short-term training courses which will be catered for various clients.

Admission requirement

The applicant should have basic knowledge and experience of animal husbandry.

Training could be arranged at any time of the year on request.
1.1.1 Training in Feeds and Feeding

Feed Stuff Evaluation

Duration of the training: 6 weeks; Number of trainees: 30-40 (though the number is subject to change based on the demand on the side of the trainees)
Course Objective: To acquaint trainees with practical skills on laboratory methods of feed analysis, for feed purchasing and ration formulation.

Course Description: The course deals with basic concepts of animal nutrition, feed resources and feeding, keeping quality of different feedstuffs and factors affecting them: sampling, labeling and preservation of feeds, preparation of reagents for feed analysis, safety principles in the laboratory, determination of chemical composition and digestibility of feeds and identification and characterization of different feed ingredients.

Feed Processing and Manufacturing Technology

Duration of the training: 8 weeks; Number of trainees: 30-40 (though the number is subject to change based on the demand on the side of the clients)
Course Objectives:
• To build the capacity of trainees with the practical application of the art of feed formulation, feed plant operation and feed storage management.
• To acquaint participants with practical skill of estimation of nutrient requirement for groups of livestock and poultry at different stages of production.

Course Description: The course deals with the following topics: selection of appropriate ingredients, feed grinding, mixing, mathematical calculation of nutrient requirements, algebraic operations of ration formulations, preparation of formula feeds for different groups of livestock, feed quality control and management of feed mills and feed stores.

Forage Development and Improvement

Duration of the training: 3 weeks; Number of trainees: 20-24 (though the number is subject to change based on the demand on the side of the trainees)

Course Objective: To provide participants with some basic information and skills on aspects of forage development and improvement.

Course Contents: Introduction to feed resources in the country, Role of improved pastures in promoting animal production, Land preparation and seeding/planting, Pasture establishment, Management of establishment forage, Forage Preservation
Duration of the training: 4 weeks; Number of trainees: 20-30 (but the number is subject to change based on the demand from the side of the clients)

**Course Objectives:**
To equip the participants with skills of feed preservation technology
To scale up feed preservation practices to rural community as mechanism of alleviating seasonal feed shortage

Course Description: The course includes harvesting mechanism of fodders, hay making technology, silage making, and selection of fodders for hay and silage making and laboratory analysis of hay and silage quality

**Improvement of the Nutritive Value of Poor Quality Roughages**

Duration of the training: 8 weeks; Number of trainees: 50-60 (though the number is subject to change based on the demand on the side of the trainees)

Course Objectives:
- To boost trainees’ skill and techniques for improving poor quality roughages
- To increase trainees’ awareness on nutrient utilization of poor quality roughages by ruminant livestock

Course Description: The course includes different mecha-
nisms of improving feeding values of poor quality roughages such as supplementation by deficient nutrient (urea molasses feed block preparation), physical treatments, chemical treatments, physico-chemical and biological treatment methods.

1.1.2. Training in Cattle Fattening

Duration of the training: 3 weeks; Number of trainees 25-30 (though the number is subject to change based on the demand on the side of the trainees)

Course Objectives:
- To acquaint trainees with the major principles and practices of beef cattle production
- To enable trainees practice cattle production for meat

Course Contents: Importance of beef cattle production, Evaluation and selection of farm site, Decide on the type of fattening, Selection of suitable bred for fattening, Housing and construction of farm structure, Feeding management, Routine farm operations, Beef cattle health care

1.1.3. Training in Fish Farming

Management and Production of Fish Stock

Duration of the training: 3 weeks; Number of trainees: 20 (though the number is subject to change based on the demand on the side of the trainees)
Course Objectives: The training gives basic understanding on methods of determining fish age, as well as techniques of studying the breeding and feeding behavior of fish.

Course Contents: Techniques and tools of fish age determination-Empirical approach, Analysis of length frequency data, Calcified tissue analysis, Methods of studying the feeding behavior of fish, Stomach content analysis and identification of food items, Quantitative analysis of fish diets, Breeding habit studies-Gonad analysis techniques, determination of the breeding season of fish, Quantification of fecundity.

Methods of Tropical Fish Stock Assessment

Duration of the training: 6 weeks; Number of trainees: 15-20 (though the number is subject to change based on the demand on the side of the trainees)

Course Objectives: The program is designed to equip the trainees with the theory and application of various stock assessment models which are used to estimate the exploitable potential yield of tropical fish stocks. Knowledge of this is essential to design suitable management strategies for optimum exploitation of fish stocks. Thus the ultimate goal of the training is to improve the knowledge of individuals working in the fisheries sector of the economy for a suitable use of the water bodies and fish resources.
**Course Contents:** Basic statistical techniques used in biological data analysis, Methods of estimating growth and mortality parameters, Virtual population and cohort analysis methods for estimation of stock abundance, Analytical models used for estimation sustainable fish yield of tropical stocks, The use of holistic and empirical models for estimation of maximum sustainable fish yield, and Designing fisheries data collection scheme to generate unbiased input data for various stock assessment models.

**Techniques of Fish Farming**

**Duration:** 2 weeks; Number of trainees: 15-20 (though the number is subject to change based on the demand on the side of the trainees)

Course Objectives: The training provides theoretical and practical knowledge on different fish culture methods including both small scale and commercial level aquaculture. The ultimate aim of the program is to initiate individuals to involve in fish farming activities there by intensifying these new farming systems in the country.

Course Contents: Strategies of fish cultivation system, constraints and scope for development in Ethiopia, Species selection for small scale and large scale fish farming, Site selection, water quality assessment and pond construction techniques under different culture conditions, Stocking and pond management.

1.1.4 **Training in Range Management and Pastoral Development**
Duration of the training: 4 weeks; Number of trainees: 18-20 (though the number is subject to change based on the demand on the side of the trainees)

Course Objective: The objective of this training is to provide participants with some basic information and practical knowledge on pastoral production system and range improvement techniques.

Course Contents: Introduction to pastoral environment and range management, Basic principles of range management and resource utilization, Ecological theories and thoughts in range management, Drought coping strategies, Destocking and restocking system, Opportunistic range management, Ranching model, Range water development and management, Range inventory and monitoring, Effects of farming in rangelands, Community based range improvement, Fodder bank development, The process of bush encroachment and control mechanism, Appropriate grazing management system for pastoral areas, and Application of fire for range management

1.1.5 Training in Sheep and Goat Fattening

Duration of the training: 4 weeks; Number of trainees: 25-30 (though the number is subject to change based on the demand on the side of the trainees)

Course Contents: Introduction-Special attributes of sheep and goats, General aspects of growth, Meat quality, Factors influencing meat composition, Consumer preferences and

1.1.6 Training in Poultry Production and Management

Duration of the training: 4 weeks; Number of trainees 20-30 (though the number is subject to change based on the demand on the side of the trainees)

Course Objectives: To acquaint trainees with different housing systems, to introduce participants to artificial incubation practices, and to give training on how to formulate ration from local feeds

Course Contents: Chick management (defeating, brooding, etc), Management and fumigation techniques, Grower management, Waterer and feeder equipment hygiene, Light management, Advantage and disadvantage of different housing systems, Construction of low cost house, Biocontrol methods and their importance, Non-conventional feeds, their importance and limitations, Different diseases of fowl according to age, Nutritional diseases of fowl, their diagnosis and treatment, Post mortem techniques, sample collection, Management of pullets, layers, cocks and hens, egg.
1.1.7 Training in Improved Dairy Cattle Farming

Duration of the training: 2 weeks; Number of trainees: 10-15 (though the number is subject to change based on the demand on the side of the trainees)

Course Objectives: To train the techniques of maintaining clean milk production environment; to acquaint trainees with quality factors which affect the quality of milk; to enable trainees to identify the requirements during milking.

Course contents: Milk production and handling, Milking cow hygiene, Record keeping, Milking techniques, Labour management, Sanitation of production environment

Processing of Dairy Products

Duration of the training: 2 weeks; Number of trainees: 10-15 (though the number is subject to change based on the demand on the side of the trainees)

Course Objectives:

• To enable trainees to understand problems of traditional and modern methods of milk processing
• To acquaint them with the various techniques of improving the efficiency of dairy processing

Course contents: Milk testing, raw milk handling, Preparation of milk to be processed, Cream separation, Butter making, Cheese making, cultured milk production
**Dairy Herd Management**

Duration: 3 weeks; Number of trainees: 30-40 (though the number is subject to change based on the demand on the side of the trainees)

**Course Objectives:**

- To build on the knowledge and relevant work experience of trainees
- To develop participants’ skill in dairy herd management and increase their capacity to run profitable dairy business

**Course contents:** Success in dairy business, Genetic and environmental factors in milk production, Optimization of fertility, Dairy herd health and disease prevention, Record keeping and its benefits

**Calf Rearing and Management of Replacement Stock**

Duration of the training: 1 week; Number of trainees: 20 –30 (though the number is subject to change based on the demand on the side of the trainees)

**Course Objectives:** To enable trainees to understand efficient method of raising calves and heifers; to build on the knowledge and relevant work experience of the trainees
Course Contents: Colostrums feeding, Suckling, Artificial rearing, Milk replacers and their preparation, Planning and evaluation, Roughage and concentrate feeding for calves

Feeding Milking Cows

Duration: 1 week; Number of trainees: 20-30 (though the number is subject to change based on the demand on the side of the trainees)

Course Objectives:

- To enable the students feed their cows for optimal production
- To acquaint participants with selection and formulation of low cost feed
- To understand appropriate methods of feed preservation

Course contents: Identification of feed resources for dairy animals, Feed budgeting, Ration formulation, Feed conservation.

Livestock Entrepreneurship skills

Duration of the training: 2 weeks; Number of trainees: 20-30 (though the number is subject to change based on the demand on the side of the trainees)

Course Objective: At the end of the program, the trainees would be able to work on the basics of managerial skills, risk aversion and risk assessment skills as required in dif-
different animal based industries, setting up of realistic goals and methods to achieve the same besides preliminaries of project planning, preparation and implementation skills. The entrepreneur would be appraised with the recent and expected future trends in different animal based enterprises, Strength, weakness, opportunities and threat analysis of each type of enterprises based on the local, regional and global demand and supply chain and management.


1.2. School of Food Science and Human Nutrition

School of Food Science and Human Nutrition at Hawassa University is a pioneer in the country to train manpower in human nutrition at masters’ and bachelor degree levels. Besides training students for masters and bachelor degrees, the School has a short term training programs which are offered with different depth and duration depending on the demands of trainees or organizations. The proposed training programs focus on three aspects of nutritional problems which include Maternal and Child Nutrition, Nutrition and HIV/AIDS, and Management of Acute Malnutrition.
Objectives of the trainings

General Objectives:

• To upgrade specific skills and knowledge required for enhanced performance of expected duties and responsibilities
• To enhance the development of a critical mass of trained human resources that are able to work or contribute effectively towards specified nutritional improvements

Specific Objectives:

• To enhance the efficiency of participants in preventing and managing nutritional problems of the community members
• To enhance the efficiency of participants in preventing and managing nutritional problems of HIV affected people at health facilities or community level
• To enhance the role of participants in nutritional intervention and prevention programs with a special focus on people living with HIV/AIDS
• To enhance the capacity of participants in identifying acute malnutrition
• To increase the efficiency of participants in managing acute malnutrition
• To improve professionals ability in providing nutrition counseling for mothers of acutely malnourished children
• To improve professionals ability in bringing behavior changes through nutrition counseling at various levels.
• To enhance participants ability to link between research development and practice
• To prepare participants to be able to fill the gap between nutrition policies and the implementation of programs

Number of trainees: The minimum number of trainees is 20 (though the number is subject to change based on the demand on the side of the trainees).

Duration of the training: two weeks to six months based on the level and intensity of the training that the trainees demand.

1.2.1. Maternal and Child Nutrition Training Program

Introductory course on Maternal and Child Nutrition

Course Description: This course introduces trainee with the concept of Macro and Micronutrients, Malnutrition and its causes, and risk groups for malnutrition.
Course Objectives: At the end of the session, participants will be able to:

- Explain macro and micro nutrients
- Describe malnutrition
- Explain cause of malnutrition
- Explain risk groups for malnutrition

Infant and Young Child Feeding Practices

Course Description: This course deals with optimal infant and young child feeding practices with a focus on breastfeeding, complementary feeding, and feeding of seek child. Course Objectives: at the end of the session, participants will be able to:

- Explain optimal breastfeeding practices and complementary feeding practices
- Demonstrate proper positioning and attachment
- Understand common breastfeeding difficulties in their community
- Describe key messages pertaining to child feeding
• Explain about feeding of sick child

• Describe how to prepare complementary food from local foods

**Pregnant and Lactating Mother’s Nutrition**

**Course Description:** This course deals with maternal nutrition giving much emphasis for pregnant and lactating mother’s nutrition.

Course Objectives: at the end of the session, participants will be able to:

• Describe the malnutrition cycle

• Understand the nutritional status of mothers in Ethiopia

• Know about iodized salt consumption, iron-folic acid and vitamin A supplements.

**Nutritional Assessment of Mothers and Children**

**Course Description:** This course deals with types of nutritional assessment techniques with their respective interpretation, growth monitoring and promotion (GMP).
Course Objectives: At the end of the session, participants will be able to:

- Describe the different nutritional assessment techniques
- Take anthropometric measures
- Interpret and explain the results of nutritional assessment
- Analyze possible causes of underweight or abnormal growth trend
- Explain GMP
- Use the family health card and child growth chart
- Plot the weight on the child growth chart
- Explain how to prepare a weighing basket

Water, Sanitation and Hygiene Promotion (WASH)

Course Description: This course deals with hygiene practices i.e. how diseases are transmitted, how the transmission of the disease can be blocked with a focus on diarrhea, and participatory approaches i.e. Participatory Hygiene and Sanitation Transformation (PHAST).

Course Objectives: at the end of the session, participants will be able to:
• Understand concepts of WASH
• Explain management of drinking water quality
• Describe the how of waste management and vector control
• Explain participatory approaches, Participatory Hygiene and Sanitation Transformation (PHAST)

**Behavior Change Communication**

Course Description: It explains how to change behavior and practices that affect nutritional status of women and children in the community.

**Course Objectives:** At the end of the session, participants will be able to:

- Explain behavior change communication
- Demonstrate how to influence change in behavior and practice in the community

**1.2.2. Training in Nutrition & HIV/AIDS**

**Introductory Course on Nutrition and HIV/AIDS**

Course Description: This course describes the concept of nutrition and HIV/AIDS and provides basic information about HIV/AIDS:
Causes, transmission, progression, knowledge, and challenges in relations to nutrition.

Course Objectives: At the end of the session, participants will be able to:

- Explain basic facts about HIV/AIDS (cause, transmission, progression)
- Describe factors affecting risk of transmission and vulnerability to infection
- Explain current strategies and challenges to manage malnutrition in HIV/AIDS

**Link between HIV and Nutrition**

**Course Description:** This course describes the relationship that exists between nutrition and HIV/AIDS. It provides basic concepts of the relationship among food, nutrition, and HIV/AIDS; discusses general dietary needs; and practices to reduce morbidity, mortality, and the progression of HIV to AIDS.

Course Objectives: at the end of the session, participants will be able to:
• Explain the link between HIV/AIDS and nutrition
• Describe effects of HIV/AIDS on nutrition
• Explain Effects of nutrition (macronutrients, micro nutrients and existing nutritional status) on HIV/AIDS

**Nutritional Care and Support for PLHIVs**

Course Description: The course deals with general nutrition and dietary guidelines to mitigate the effects of HIV on nutrition and reduce the progression of HIV/AIDS morbidity, mortality, and related discomfort.

Course Objectives: At the end of the session, participants will be able to:

• Describe goals of nutrition care and support in HIV/AIDS
• Explain essential components of nutrition care and support in HIV/AIDS
• Explain key actions for HIV-infected people
• Understand and demonstrate appropriate assessments, interventions, follow-up and review for nutritional care in HIV/AIDS
Nutritional Care & Support for Pregnant/ Lactating Women with HIV/AIDS

Course Description: This course provides a general understanding of special considerations for nutritional care and support of HIV-infected pregnant or lactating women or adolescent girls.

Course Objectives: At the end of the session, participants will be able to:

- Explain nutritional implications for the HIV-positive pregnant and lactating woman or adolescent girl
- Understand nutritional requirements of the HIV-positive pregnant and lactating woman or adolescent girl
- Describe why focus on women, nutrition, and HIV
- Explain nutrition care and support for the HIV-positive pregnant and lactating woman or adolescent girl

Nutrition in Infant and Child Feeding during HIV/AIDS

Course Description: The course provides an understanding of nutritional care and support for children infected with HIV or born to HIV-infected mothers and care of severely malnourished children with HIV/AIDS, PMTCT, program-
matic experience, and lessons learned for future application.
Course Objectives: at the end of the session, participants will be able to:

- Define PMTCT, Risk analysis and factors
- Recognize PMTCT interventions, Etiology of growth failure among children infected with HIV or born to HIV-infected mothers, Nutrition actions to prevent or reduce wasting and specific nutrition deficiencies
- Scrutinize issues in managing severely malnourished children with HIV/AIDS.

Nutritional Management of HIV/AIDS Related Symptoms

Course Description: Knowledge and skills for the nutritional management of HIV/AIDS-related symptoms. Course Objectives: At the end of the session, participants will be able to:

- Explain the relationship between nutrition and HIV infection
- Understand the importance of good nutrition at all times
• Explain HIV/AIDS-related symptoms and nutrition al implications
• Understand dietary management of HIV/AIDS-related symptoms
1.2.3 Training in Management of Acute Malnutrition

Introductory Course to Management of Acute Malnutrition

Training Program

Course Description: This course introduces the trainees with the concept of acute malnutrition.

Course Objectives: at the end of the session, participants will be able to:

- Explain acute malnutrition
- List cause of acute malnutrition
- Identify risk groups for acute malnutrition

Assessment and Classification of Acute Malnutrition

Course Description: This course deals with making nutritional assessment and classifying malnutrition based on the result.
Course Objectives: at the end of the session, participants will be able to:

- Understand and perform nutritional assessments
- Explain how to classify malnutrition based on nutritional assessments

**Management of Moderate Acute Malnutrition (MAM)**

Course Description: This course deals with deciding and managing moderately malnourished individuals either inpatient or outpatient level.

Course Objectives: At the end of the session, participants will be able to:

- Diagnose MAM
- Explain management and Follow up of moderately malnourished child
- Identify when to say a child has recovered from MAM

**Management of Severe Acute Malnutrition (SAM)**

Course Description: This course deals with deciding and
managing severely malnourished individuals either in patient or outpatient level.

Course Objectives: at the end of the session, participants will be able to:

- Diagnose SAM
- Decide on which child needs in patient care and outpatient care
- Explain management and Follow up of severely malnourished child
- Identify when to say the child has recovered from SAM

**Overview of Community-Based Management of Acute Malnutrition (CMAM)**

Course Description: This course deals with Overview of Community-Based Management of Acute Malnutrition (CMAM), Planning CMAM services at the district Level, monitoring and reporting on CMAM

Course Objectives: at the end of the session, participants will be able to:

- Explain CMAM
• Plan CMAM services at the district level
• Monitor and report on CMA

Admission Requirement

Potential applicants must have basic knowledge and skills in nutrition or related fields.

Possible trainees could be health extension workers, nurse, public health, food science, rural development and family science and other related fields professionals. Moreover, staff working in promoting community and household food and nutrition security within different sectors (agriculture, education, health, community development, etc.), planning, implementing and monitoring community food and nutrition security programs or rural development programs with nutrition components, and working in health facilities or providing house to house services in relation to nutrition and food security could join the training.
Two: College of Social Science and Humanities

2.1 School of Behavioral Science
(Psychology and Sociology)

2.1.1 Training in Psychology

Different evidences indicate that individuals who are assigned at different positions in intervening in psychosocial issues are not recruited based on basic psychological knowledge. If they are empowered with basic psychological principles, by short term training, they will scale-up their skills and integrate practical situations with their day-to-day experiences to serve their community in better way.

Having this assumption in mind, it is vital to prepare short term on-job training for workers working in different organizations and benefit these organizations to discharge their national mission effectively and efficiently.

Objectives of the trainings

Generally, the training will enhance the capacity of participants to discharge their responsibilities effectively in the assigned positions.
More specifically, this training is designed to:

- Enhance the capacity of participants in the area of mance assessment and evaluation in work area.

- Increase the awareness of community/social workers about guidance and counseling in intervening different psychosocial problems.

- Increase the number of concerned bodies who have better understanding of child focused care and support interventions.

- Reduce gender -based stereotype, discrimination and violence in the region.

- Acquaint participants with psychological strategies to take preventive and rehabilitative measures on various social problems.

- Introduce trainees to life skills and social well-being issues.
Short term courses and their descriptions

Performance Assessment and Evaluation of Work Place

This course is designed to equip trainees with fundamental concepts and principles, functions and applications of testing and evaluation in work settings. It focuses on the skills of planning, construction, administering, scoring tests, and analyzing, interpreting and reporting results of different assessment methods or devices, including teacher made and standardized tests for the concerned body. The course familiarizes attendants of the training with different instruments for evaluation of intelligence, aptitude, personality and interest persons at work. Besides, use of the appropriate tests for specific behavioral measurement at appropriate work placement will be studied.

Basic Principles of Guidance and Counseling

This course is designed to provide trainees with the basic principles and concepts of guidance and counseling, the meaning, characteristics, rationale and functions of guidance and counseling services, the characteristics of the helper and those who need counseling, how to develop counseling relationship, components and the process of counseling, establishing and structuring the relationship, the therapeutic stage, follow-up, evaluation, termination,
etc. Emphasis shall be made on developing specific counseling skills at various stages of a counseling relationship focusing on different therapeutic approaches. Accordingly, it enables the trainees to have better understanding about how to approach and help those who are in need of help at different work settings.

**Child Development, Care and Support**

The course provides an overview of psychological development of children. It covers areas such as physical, cognitive, language, moral and psycho-social development from conception to late adolescent period. It acquaints the trainees with basic human theories more specifically child theories, mechanism of child rearing, child abuse and its psychological impact on the overall development of the child. Additionally, it enables the trainees to compare different theories and contextualize it in the Ethiopian situation and design proper child protection strategies in the work setting.

**Mainstreaming Issue of Persons with Special Needs in Work Settings**

This course introduces the basic theoretical assumptions underlying the education, rehabilitation and/or treatment of individuals with different kinds of disabilities. The course enables trainees to examine the essence of different disabil-
ity categories, psychological and developmental aspects of individuals with mental retardation, learning disability, hearing impairment, visual impairment, behaviour disorder, language and communication disorder and physical disability. It also helps them to have better understanding on how to deal with the psychological and educational intervention strategies used to rehabilitate such individuals.

**The Psychology of Gender and Life Skills**

The Psychology of Gender and life skills focuses on various aspects of gender and human sexuality. Nowadays the issue of gender is placed at the centre of public agenda. This is because gender issues play significant roles on the development of a given nation. This course is designed on the basic assumption that it will equip trainees with essential principles, concepts, and psychological theories of gender and related issues. As a result, they can take effective preventive and rehabilitative measures against gender inequalities, gender-based violence, discrimination, and other related issues to make Ethiopia in particular and the world in general a better place to live.

In line with this, the course discusses gender related perspectives on human psychology. It emphasizes on helping men and women to re-examine their self-images in the light
of contemporary gender based movements. To this effect, the course will cover topics such as meaning of gender and sex, theories of gender, feminist movement, gender inequality, gender-based violence and discrimination, gender mainstreaming and budgeting, and gender analysis framework.

**Community Psychology**

Community psychology studies human behaviour in context. Taking the context into account studying human behaviour is central to community psychology. Human behaviour is so dynamic and complex. It influences and is influenced by the context in which it occurs. Hence, it is essential to give adequate emphasis to contexts to understand human behaviour in an effective and efficient manner. This course is designed on the basic assumption that it will equip trainees with essential principles, concepts, and theories of behaviour in context. As a result, they will be able to understand, explain, predict, and control human behaviour in a given specific context in a better way. To this effect, the course will cover topics such as meaning and nature of community psychology, philosophy and goals of community psychology, theories of person in context, prevention, social change, community organizational psychology, and social problems.
More specifically, this course deals with principles and roles of community psychology, promoting social change, development of community intervention projects, situation of social problems such as children in crisis, violence, unemployment, delinquency, and enhancing competencies of communities.

2.1.2. Training in Gender and Development
(Sociology Program)

According to 2007 population and housing census, Ethiopia’s population is approximately 74 million of which half were women. This indicates that women can be the potential for the development of this country. However, due to some historical, political, cultural, social and economic factors women are not as such fully participating in the development process of the country.

Thus, they should be empowered. Women’s empowerment is a process, and the outcome of the process by which women gain greater control over material and intellectual resources, and challenge the ideology of patriarchy and gender based discrimination against women in all the institutions and structures of society. Gender should be also mainstreamed in all sectors and at all levels of the development process. Gender mainstreaming is the process of assessing the implications for women and men of any planned action
including legislation, policies or programs in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences of an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally.

The general objective of the training is to examine the relationship of gender and development.

The training specifically seeks:

- To introduce the trainees with gender theories, feminist theories, and feminist research methodology
- To examine the relationship of gender and society
- To assess the integration of gender issues into development
- To explore the integration of gender into different policies
- To examine the integration of gender into different projects

Admission Requirement

Trainees who want to be trained in Gender and Development should hold diploma and above from a recognized higher learning institutions.
To meet the requirements of the training program objectives, the following courses are identified and included in the curriculum.

Short term Courses and their descriptions.

**Sociology of Gender**

Courses Description: The issue of gender has become a major policy and development agenda in Ethiopia and elsewhere. Sociology of gender, a growing field of specialty in sociology is meant to inform and equip trainees with the theoretical and conceptual tools of gender issues so that they will address such issues proficiently. It also introduces the integration of gender issues in development.

**Social Policy and Planning**

This course will enable trainees to deal with and effectively handle the issues of social policy planning and administration. They will have the theoretical, methodological and analytical power/tools to participate in formulation of policies, social policy critiques, and development project designs and project administration.

**Project Design and Management**

The course will enable trainees to understand project cycle,
project planning tools, project maturity, project monitoring and evaluation, project preparation and proposal development, problem analysis, objective formulation and project design, pre-feasibility and feasibility studies, project efficiency and effectiveness, project effect and impact, economic and financial analysis, and sustainability and replicability of projects.

Number of trainees: number of trainees would be 30-40 (though the number is subject to change based on the demand on the side of the trainees).

**Duration of the Training**

The Gender and development training is offered for 3 months.

**2.2 School of Education and Training**

**2.2.1 Higher Diploma Program (Education)**

Higher Diploma Program (HDP) is a compulsory and additional qualification which has been offered for all teacher educators focusing on improving the teachers’ professional competences since 2003. The program was designed and the training modules were developed by Ministry of Education as one component of Teacher Development Program (TDP) project. The TDP project has phased out in 2009 but the extension of the program has been underway by the name TDP-2, which is one component of General Education Quality Improvement Program (GEQIP). GEQIP supporting the HDP along with other teacher development activities
sponsors Practicum and English Language Improvement Program (ELIP) under its TDP-2 component subprograms.

The mission of this program is to empower the professional competencies of teachers and professionals engaged in training through offering compulsory tailor-made training so as to enable them to discharge high level academic and professional services and enhance the quality of education. The program is also part of advancing the community service of the Hawassa University and making the Institute of Education Training and Research centre of excellence in education and training.

General Course objectives:

- To produce teachers who are professionally skilled, ethically and attitudinally committed to their profession

- To produce professionals who are able to deliver effective teaching and training by considering learners as active participants of the learning process rather than receivers of the facts.
To produce graduates who will contribute their role in improving quality of education by mentoring junior staff and actively involving in educational changes and improvement practices and conducting action research and so forth.

Specific Objectives of this program include

- To enable trainees identify their own professional needs to become effective reflective practitioners;
- To help professionals effectively and employ active learning and student centered teaching methods in teaching-learning process;
- to enable trainees to develop their skills in using wide range of formative assessment techniques;
- to boost ‘teachers’ standards of professional ethics and values;
- to enable teachers effectively plan and use continuous personal and professional development;

Admission Requirement

The minimum requirement for admission for Hawassa University (HwU) staff is to be an academic staff with a minimum of Bachelor degree and for those coming from other organizations, minimum of one year teaching / training experience in their respective organizations.
Other tailor made trainings can be designed for teachers teaching at various levels in the government and private institutions as well as for those who are engaged in the provision of different training schemes.

**Duration of the Training:** Six months on job-training with intensive participation and independent learning activities leading to port folio development for graduation. The training will be offered as part time, that is, after regular work hours, in evenings or weekends.

**Module Description**

**The Reflective Teacher**

This module introduces all the basic concepts and principles of learning. The reflective activities are important in creating a routine whereby the candidates think about the practice and how they can improve. The module also introduces the candidates to key ideas about teaching and learning. An important part of the module is the first Professional Interview with each of the candidates. The module covers: Becoming a Better Teacher; Making Good Teachers Better;
The Reflective Teacher Educator; Time Management; Lesson Planning; Lesson Evaluation; An Introduction to Learning Style; The Purpose of Active Learning; Developing Active Learning; What is Assessment? Assessment for Learning; Group interactions; Effective Group Work; Active Learning into Action; Maximizing Learning in Large groups and so forth.

**Developing Active Learning**

This module aims to develop further understanding of, and practice in active learning methods. These student-centred methods aim to ensure that the students are involved in their own learning, that the teaching methods lead to real learning, understanding and the ability to use the knowledge or skill. Above all, the methods should lead to the development of the abilities to solve problems, to think for themselves, to show initiative and, ultimately, to take responsibility for their own learning. An important part of the module is the Active Learning Project that aims to develop practice in lesson planning, student-centred methods and assessment for learning. This involves delivering 4 lessons, writing up a report and presenting findings in the last session of the module. It also introduces candidates to the skills of lesson observation and feedback leading to improvement. The Mod-
ule also looks at students who may need extra support and the sort of strategies that could be used. Generally, the module discusses: Active Learning Project; Lesson observation; Peer Observation; Giving and Receiving Feedback; Your Continuous Professional Development Plan; The teacher as a Role Model; Gender and Action; Supporting the Disadvantaged; Inclusion and Special Needs; Planning Active Learning Project Presentations; Delivering Active Learning Project Presentations and so forth.

**Improving Assessment**

Assessment for Learning, rather than assessment of learning is at the core of the course. There is work on the use of student assessment in the form of peer and self assessment. It is widely recognized that the more that students are involved in assessment then the better understanding they develop. There is also the chance for candidates to look at their own curriculum and devise appropriate teaching and assessment methods. Hence, the module covers: Reviewing Assessment; Peer Assessment; Setting up Student Self Assessment; Assessing Groups; Incorporating Active Learning & Assessment into Lessons; Presentation of Peer Group Assessment and so forth.
**Action Research**

This module is an activity aimed at improving classroom practice. It is not a piece of academic research. It must be rooted in the classroom. It should cover a period of approximately 7 weeks. Candidates will work in groups, agree a proposal and present the research at the end of the module that is a small scale investigation aimed at improving teaching and learning. The module discusses: Institutional Evaluation and Action Planning; What is Action Research?; Getting started on Action Research & Data Collection; Developing the group Action Research Project with the group; Validating the Action Research Project; Presentation of Action Research Project; Reflection and Preparation for Public Presentation; Public Presentation; Continuous Professional Development and so forth.

**School/Organizational Placement**

The purpose of this module is to give better and more up-to-date information on the situation in schools/organizations for teachers. They will have a greater understanding of the work and challenges facing their students and practitioners. The ultimate purpose of HDP is to improve practice of teachers in classrooms. Therefore, teachers must have a full
grasp of what is happening in schools and respective organizations. There must be a minimum of 12 hours for each candidate. The candidates must observe a minimum of 2 lessons or working situations and teach and evaluate a minimum of 2 lessons. It is possible to complete more than the minimum of lesson observations and teaching/carry out the work in the offices. The discussion in the module include: School experience; reflection on school placement; group presentation of reflections; successful practicum/practical attachment; case studies on educational communities and so forth.

Number of trainees: It is suggested that the attendance of each session will be considered as maximum of 20 participants (though the number is subject to change based on the demand on the side of the trainees)

2.2.2 Professional Certificate on Teaching Skills

The Professional Certificate in Teaching Skills will provide theoretical, conceptual and practical frameworks to enable teachers and interested professionals to become more effective in supporting students or participants and colleagues learning thereby contributing to a whole institute learning developments. In a reciprocal process students/participants will contribute to learning and knowledge construction. The scheme provides a framework that supports different forms
of collaboration including: talking about learning and teaching, classroom observation, feedback and learning dialogue, sharing, planning and preparation about curriculum development, course and program development and revision, ICT application in education, students assessment and evaluation, and gender awareness. It also seeks to promote a particular emphasis on stronger forms of collegial learning including: team teaching, observations, action research, mentoring, joint planning, design and evaluation of teaching materials.

This program provides on-job training opportunity for people who are engaged in learning and teaching in education institutes, academic practice, supporting the learning of others, encouraging and developing any form of adult learning. The experience and needs of the participants may vary as they belong to different disciplinary and professional background. Whereas, this may serve as essential inputs for reflection and advancing the participants points of view of adapting learning theories to different working context.

It is based on the professional learning teachers, lecturers, teaching assistants, mentors and others within the context of their school, college, and subject area. The emphasis is placed on considering the professional as a continuous learner and as a collaborative learner.
Objectives of the training

Teachers and other professionals who will attend this program will be able to:

- Gain confidence in planning, putting into practice, reflecting, and evaluating new learning approaches.
- Gain skills in planning, putting into practice, reflecting, and evaluating new learning approaches.
- Gain knowledge in planning, putting into practice, reflecting, and evaluating new learning approaches, within the classroom, and/or at a whole school/organization level.
- Acquaint with academic and professional literature and theoretical, conceptual and practical frameworks.
- Reflect on and analyze how the literature and frameworks relate to, or have had an effect on, their practice and considered their stance in relation to the theoretical frameworks.
- Critically evaluate arguments and assumptions about learning.
Admission Requirements

The Professional Certificate in Teaching Skills training program can be offered to those who come to teach without appropriate pedagogical background, any professional groups working in the field of education, Professionals working in social development activities through creating awareness, providing short term skills training and, dealing with any form of presentation skills.

Duration of the training

The training will be offered on part-time bases. It is envisaged that teachers or other professionals will complete the whole six modules that will be covered in a maximum of six months.

Number of Trainees: It is suggested that due to manageability reasons and other related conditions, the ideal number of trainees would be 20 to 30. This number is subject to change based on the demand on the clients’ side.

Courses and their Descriptions

Instructional skills

Description: This course focuses on principles of teaching and learning; teaching for understanding, active learning
practice; instructional planning; course planning, lesson planning, classroom management, the techniques of classroom management, classroom management of large class size, the roles of teaching materials in classroom management; students assessment, concept and purpose of assessment, continuous assessment, test construction and scoring methods.

Curriculum Development, Course and Program Design and Revision

**Description:** This course presents concepts about curriculum; concepts about program design and review, concepts about course design and review; step-by-step procedures and descriptions in designing or reviewing university programs, knowledge and skills of program design and review; guidance to reviewing an existing program or designing a new program; components of program design and review; steps to be followed in program design and review; components of program design and review; Provide guidance in a development process for the review or design of academic programs.

Student Assessment

**Description:** This course deals with the purpose, principles and strategies of assessment; aims, learning outcomes; assessment criteria, assessment techniques; marking schemes, using rubrics, feedback on assessment; norm-and criterion
referenced test, test interpretation; methods and instruments of assessment, examination items, portfolio, project, report, review, computer aided assessment, practical work; formative assessment, and grading.

**Active Learning Strategies**

**Description:** This course deals with modern approach to learning. Attempt will be made to develop understanding and skills of participants on: Learning theories; Modern approaches to learning; Collaborative approach to learning; Cooperative learning; Problem based learning; Constructive approach to learning; and Competency based learning

**ICT Basics**

**Description:** The course deals with basic computer skills; Microsoft word; Microsoft windows, Microsoft Word 2003, Microsoft Excel 2003, Microsoft PowerPoint, 2003, ICT as source of information, ICT for active learning; Model course management system; and using model for course management, using model for learner management

**Gender Awareness**

**Description:** The course focuses on the concept of gender; gender analysis; gender mainstreaming; woman empowerment, policy and national legislation on gender; gender re-
lated problems in and out of the classroom; sexual harassment; gender bias inside and outside classrooms.

### 2.3 School of Language & Communication Studies

#### 2.3.1 Training in Business Communication & Technical Writing

In the current globalized world, communication is becoming prominent in every field of work and study. In our country, we are striving to achieve strong social relationships among people and assure good governance and democracy. It will be difficult to achieve such a big task/goal by excluding the essence of communication in various levels where public organizations perform their duties. Due to the multidimensional development programs in our county, foreign and local investors are engaged in different activities throughout the country. As a result, the country needs experts who can demonstrate their academic potential with effective communication strategies.

In addition, effective communication skills not only result in appropriate service delivery and customer handling, but also create conducive working environment in the organization where employees are expected to think towards the same goal. Employees who have little or no background on effective communication affect the productivity and the overall success of the sector. Therefore, we design this train
ing to develop the communication skills of employees in various sectors of the region.

**Objective of the training**

The general objective of the training is that it enables the trainees to have the necessary skills of communication so as to be successful in attaining the objectives of their organization.

After the training, the trainees will be able to:

- Use common phrases and language items related to effective handling of customers.
- Write business letters, reports, proposals, memos, minutes and announcements effectively.
- Deliver impromptu and extemporaneous speech appropriately.
- Develop confidence in expressing and describing organizations ‘task and potential areas of investment for guests, local and foreign investors.
- Develop positive attitude towards using English in their work environment.
Contents of the course

The following are the contents of Business Communication & Technical Writing for Effective Customer Handling: Communication Overview- Definition, Types (oral and written); Process and strategies, Essence of effective communication; Principles of effective communication; Business Communication - Business letters ; Memos, Reports, Notices, Minutes, Proposals ; Common Language Items in Business Communications ; Using polite expressions and requests ; Expressing certainty, possibility, facts and opinions ; Asking questions ; Reported speech.

Admission Requirement

The prospective trainees could be Secretaries and Office Assistants, Personnel officers, Assistant Managers, managers, Communication officers, Health workers.

Duration of the Course: The training will totally require 91 hours. The training will be conducted in the weekends or in week days based on trainees’ convenience.
2.3.2 Training in Communication and Public Relations

**Description:** This course will provide a basic understanding of public relations processes, practices, and effects and modern idea of communications. It is designed as a survey course to help develop a realistic appreciation of the field of public relations and communication. It will help students to learn the critical thinking processes involved in solving organizational problems and making public relations decisions. Topics that will be addressed in this course are: basic concepts of public relation, the art of public relation, concept of communication, models of public relation, the purpose and function of public relation, the ethics of public relation, the planning and implementation process in public relation.

**Three: Colleges of Law & Governance**

**Postgraduate Diploma in Governance and Development Studies**

The purpose of this short term program is mainly improving the execution capacity of government and non government officials through tailored and problem-oriented short term trainings for effective implementation of development programs.
Objectives of the training

The program objectives include building the capacity of government and non-government officials to promote their role in development and governance activities thereby supporting the endeavor of government and non-government organization in poverty reduction, conflict management and achieving sustainable development.

The specific objectives of the program include:

• To equip trainees with modern knowledge of governance, development, leadership and project perspectives, paradigms, ideas and concepts.

• To promote governance and development thinking based on indigenous knowledge and culture of the society;

• To equip trainees with intellectual, professional and participatory skill such as: leadership and administrative skills, problem-solving skill, conflict resolution skill, project planning and management skill,

• To improve analytical capacities, knowledge and skills necessary to propose, plan, implement, manage and evaluate development projects;
• To provide specific human resource management skills including group work, negotiation, conflict management and political skills;
• To promote positive attitude and desired character on trainees such as accountability, responsibility, integrity, loyalty, and voluntarism.

Duration of the training

The maximum duration to complete the post-graduate diploma program is six months and the minimum time is 3 months. Each certificate course will take a duration of one week blocking class in regular session, two weeks in continuing program (evening class), and three weeks in the week-end program.

Admission Requirement

All degree holder applicants are eligible to attend the program.
Courses and their Descriptions

3.1 Training in Leadership

Fundamentals of Leadership

**Description:** This course concentrates on understanding the challenges faced by today’s leaders. Participants compare and contrast management and leadership and discover a natural approach to the leadership style that works for them while exploring techniques to develop leadership skills in others. The focus of the course is to bridge the distance between leadership theory and management practice. Students examine the outlook, skills and behavior essential to successful leadership. Topics include leadership theory, motivation, group dynamics, communication, stress management, status, power and politics as well as organizational culture, ethics and applied leadership. Students will acquire core competencies and skills needed for effective leadership in any organizations.

Transformational Leadership

**Description:** This course presents, examines and seeks to apply a broad range of information crucial to leadership effectiveness. Leadership theory is explored from diverse theoretical traditions, and a model for transformational
leadership is presented and applied to a variety of ministry leadership roles and diverse cultural settings. It also covers the principles, functions and responsibilities of transformational leadership, the potential impact of transformation strategies and tactics on the total business (including economic, social, and political) environments, awareness of multiple approaches to strategies and tactics of transformational management.

**Organizational Management and Leadership**

**Description:** Organizational Management is fundamental for creating an environment that supports continuous improvement of individuals and their organizations to better provide for the communities they serve. Every organization needs a leader with a clear understanding of the issues facing their organization and is prepared to implement them while maintaining operational functions, developing employee skills, and managing human resources. With an emphasis on group behaviors, this course covers specific dynamic of units, groups and teams; the development and the consequences of informal customs, behaviors and norms in work groups; good and/or bad examples of group problem solving/decision making; the emergence and consequences of informal power, authority and leadership; dealing with diversity in the work group; when change comes to the
work group; patterns of communication in the work group; formal and informal incentives and motivation mechanisms of the work group; and empowering the work group.

**Strategic Leadership**

**Description:** This course deals with how a firm’s management develops sustained competitive advantage for the firm. Strategic Leadership is an advanced seminar course designed to equip students with the tools, perspectives, and frameworks for executing high-impact strategy within mission-driven organizations. Topics include conceptual frameworks for understanding high-impact organizations and the role of strategic leadership, analytical tools for developing and assessing strategy, approaches to working with stakeholders to mobilize commitment, and methods for leading change. We will explore a wide range of sources from established approaches to strategic planning and management to emerging practices such as narrative leadership and a campaign approach to change and will draw heavily on the experiences students bring to the classroom as well.
3.2 Training in Governance

**Basics of Governance**

**Description:** This course is designed to enable students to understand, and to think critically about the recent widespread reforms to public administration and management. The content is theoretical, practical and comparative. The course addresses the contemporary challenges to governance, and the powerful forces such as globalization, technological change, and public expectations that have forced nation states to redefine both their political and administrative roles. Topics that are addressed in this course include: the meaning of governance; Types and forms (urban/rural, corporate/global) of governance; Actors of governance; Theories and models of governance; Emerging ideas and practices of governance.

**Good Governance and Sustainable Development**

**Description:** This course mainly elaborates on what good governance is, and how it relates to sustainable community development. It presents sustainable community development in line with the principle of good governance. Topics under this course include: concepts of good governance, principles of good governance, theories of good governance, institutional framework of good governance, sustainable development, community development, the nexus of good governance and sustainable development.
Corporate Governance

**Description:** This course provides an opportunity to students to learn the role of key actors such as directors, shareholders and investors in corporate governance. Furthermore, it enables students to learn the techniques of strategic management. Corporate governance in comparative perspective; allocation of responsibility among corporate actors: internal corporate mechanisms, particularly the function and duties of directors; outside market pressures, including institutional investors and the market for corporate control; the role of stakeholders; nature, scope and theories of strategic management; strategic planning.

E-Governance

**Description:** E-government can redefine the fundamental ways of how the public sector operates: developing, introducing and providing new ways of delivering (enhanced) services. It is often seen as a solution to bureaucracies with high costs and low performance. It will introduce the trainee to the ways in which internet technologies are affecting how people interact with government, and how governments, in turn, are using and managing these technologies to (hopefully) better provide information and services to the public. It covers topics such as: reasons to embrace e-government, challenges to e-government, techniques and assessment-methods for public web sites and on-line application, plan-
ning of e-government, front-office and back-office implementations, and the management of e-government projects.

3.3 Project Management

**Essentials of Project Management**

**Description:** considering the failure of a number of development projects to meet their stated objectives in our country, this course is aimed at improving the understanding of project planners, managers and implementers at various levels on project concept and its essentials. It examines the ethical, theoretical, and practical challenges of the project management framework, including the basic project management phases (initiation, planning, execution, control, and closure), planning, and controlling of projects and provides practical knowledge on managing project scope, schedule and resources.

**Project Design and Analysis**

**Description:** Understanding the knowledge and skill gaps in project planning and analysis, this course is intended for project planners and managers to improve their knowledge and skill in planning various development projects: It covers topics like project planning tools, problem analysis, objective analysis, and the logical frame work approach.
Project Financing and Implementation

Description: Realizing wide deviations of project achievements with respect to what has been planned in terms of activities and finance, this course is designed for project planners, executers, and managers to improve their understanding on project implementation and acquisition of project finance. Topics of the course are How to secure project finance and Good practices of successful implementation of projects.

Project Monitoring and Evaluation

Description: Failure of timely monitoring of projects at predetermined stages is one of the causes for many project collapses. Lack of evaluation also contributes in committing the same mistakes in consecutive projects. Therefore, this course is intended to project staff, financing agencies, and evaluators to give them deep insight in the follow up and evaluation strategies of projects. It covers topics: Project monitoring, and Project evaluation schemes.

3.4 Training in Conflict Management

Peace and Conflict Analysis

Description: This course provides broad and interdisciplinary overview on conflict management. Topics to be ad-
dressed include interpersonal conflict and conflict management, alternative dispute resolution and the law, community conflict and mediation, organizational, intergroup, and international conflict, and conflict management. Fundamental concepts of both conflict studies and peace studies are examined including peace, justice, power, violence and non-violence, peacekeeping, peacemaking, and peace-building.

**Conflict Transformation and Peace Building**

**Description:** This course focuses on essential skills and knowledge for a reflective practitioner facilitating conflict transformation in interpersonal and group settings. No matter what the level of peace-building work, effective practice relies on self-awareness and respecting others. The course examines practical skills for facilitating conflict transformation such as listening, getting beyond posturing, issue identification, identifying and working with commonalities, appreciative interviewing, nonviolent communication, problem-solving, mediation introduction, methods for structuring conversation in group settings, and awareness of the impact of self on others.

**Alternative Dispute Resolution**

**Description:** This course examines the forms and functions of major disputing processes - mediation, negotiation and adjudication. The course introduces theories and principles
of Alternative Dispute Resolution (ADR) and application of ADR, both within Ethiopia and internationally. It includes an overview of the principal ADR processes (such as mediation and arbitration), an analysis of their theoretical and legal underpinnings and of their practical applications, under both party agreement and rules of court.

Early Warning and Responsive System

Description: The Early Warning System (EWS) is a vital tool used to monitor progress in a course and alert faculty to possible conflict problems. The tool can also be used for conflict prevention and early response to conflicts before incurring unprecedented damage. The aim is to give trainees a toolbox to critically examine different conflicts and the possible application of different approaches to handle conflicts before their outbreak. Topics to be covered in this course subsume: the concept of early warning, Early warning system, Conflict preparedness, Conflict responsive and intervention mechanisms.

3.4.1 Training in Diplomacy and Communication

Diplomacy and Foreign Policy

Description: This seminar is a comprehensive overview of diplomacy, international relations, and world order in the context of the modern state system from 1648 to present.
The seminar provides an introduction to the international political environment through studies in foreign policy decision making, historic, legal and political background to diplomacy and different approaches. Trainees will discuss the characteristics of the new era and their effect on diplomacy: globalization, the revolution in communication and cyberspace, real time TV and the entrance of international law, religion, terrorism and NGO’s into the centre stage of diplomacy. The course reviews scope of diplomacy multilateral and bilateral diplomacy. Functional aspects of diplomacy such as economic, public, cultural, developmental, environmental, preventive, paramilitary and other dimension of diplomacy, foreign Policy organization, foreign policy orientation, foreign policy analysis, diplomatic correspondence, diplomatic styles and methods, foreign Policy and diplomacy, diplomatic law and the art of negotiation are also covered in this course.

**Economic Diplomacy**

**Description:** This course explores the international economic system and its impact on countries diplomatic relation. Examining the impact of globalization in countries relation, it assesses the paradigm shift from geo-politics to geo-economics in our contemporary international system. The controversy over the concept of globalization and the
debate over free trade versus protectionism are also investigated. Trainees will become familiar with the international financial network and its institutions. Special attention is given to the third world development issues. Finally, the idea of economics as a tool of diplomacy and military power is raised. Topics to be covered in this course include: the concept of economic diplomacy, the international economic system, international trade, international finance, international investment, foreign aid and technical assistance, mode and techniques economic diplomacy.

Public Diplomacy

Description: This course looks at public diplomacy in the context of contemporary world issues. It examines the evolving definition of the term in the post-9/11 world and its varying practical applications in different parts of the world. The term public diplomacy is used interchangeably with propaganda, mass persuasion, international public relations, and image building. Trainees will learn how public diplomacy operates in both public and private settings by individuals and institutions, and will review traditional and critical war and peace perspectives on the subject. Topics to be covered in this course include: the concept of public diplomacy, propaganda, public diplomacy as image creation, methods and techniques of diplomacy.
The Art of Negotiation

Description: The course explores diplomacy and negotiation, analyzing them in a wide range of topics, from schools of thought to different ways of conceiving the role of diplomacy and negotiation in times of conflicts and peace. It introduces the basic types of negotiation using specific examples from historical situations. It also explores different ways of negotiating between people and groups with conflicting interests. Trainees will learn the theory behind the strategies and develop practical negotiation skills that they can put to use in their daily life at home, at work and in the community. Attention will be paid to the structure of negotiation process, argumentation and preparation. The specifics of bilateral, multilateral and plurilateral negotiation will be addressed. Trainees will also become familiar with the basics of mediation and facilitation, and this seminar includes simulation exercises.

Project Work: As a partial fulfillment for post-graduate diploma, trainees are required to write a project work in their respective specializations under the supervision of advisors. The thesis should consist of a maximum of 10,000 words with standards set by the department. It must be original.
work that focuses on problems in the respective specialization. Trainees are also expected to present and defend their work in front of panel group assigned by the department. The department also facilitates the work of the trainees to be published in the department journal.

Four: College of Natural & Computational Sciences

4.1 Statistical and Mathematical Software Training

Mathematical and Statistical software are crucial for academicians and researchers. Hence, it is essential to train the staff members of the Department in selected areas of software and ICT so that they meet the requirement of the newly harmonized curricula. For this, we have planned to make a short-term training such as the popular software Octave, R and Webpage design. This training is significant for the capacity building of our staff members regarding software knowledge and helps them to actively participate in the modern teaching and research.

Objective of the training

The main objective of this training is building the capacity of trainees in the areas of modern and accessible statistical and mathematical software thereby enhancing the teaching-learning capacity of the trainees.
The OCTAVE Software

The GNU OCTAVE is a high-level language, primarily intended for numerical computations. It provides a convenient interactive command line interface for solving linear and nonlinear problems numerically, and for performing other numerical experiments. It may also be used as a batch-oriented language for data processing. Octave is a free clone of MATLAB which can be found at http://www.octave.org. Almost all codes that work in OCTAVE also work in the MATLAB interface.

Contents of the training: Installing and running OCTAVE, Basic commands and statements, Functions and scripts in OCTAVE, Errors, warnings and debugging in Octave, Matrix arithmetic, Solving systems of linear equations, Producing graphical output, Numerical differentiation and integration, Polynomial interpolation, Simulation, Writing an octave program.

Objectives of the training: After the completion of this course, the trainees will be able to write Octave programs on their own. They will also be able to use OCTAVE/MATLAB as a technology aid in their classrooms.
The R Software

The R software is a language and environment for statistical computing and graphics. It is free software of GNU project. The R provides a wide variety of statistical methods such as linear and nonlinear modeling, classical statistical tests, time series analysis, spatial data analysis, classification and clustering. The graphic facilities of the software provide publication standard quality plots.

The R software is very interesting for Statisticians and Mathematicians, particularly, as it enables them to write simple and effective programs/functions for modeling and simulation.

Contents of the training: Introducing R software, R console and commander windows, Import/Export data, Packages, Writing functions, Sampling, Statistical tests, Statistical modelling and simulation

Objectives of the training

At the end of this training, trainees will be able to manipulate data, conduct the basic Statistical Computations model and simulate real situations in the R software.
Duration of the course

The training takes 90 hours in total and will be completed within seven days.

Mid Level (On Job training) One Year Diploma Courses

It is well known that the Science is progressing very rapidly during the 20th and 21st century. Hence, it is the duty of academics to introduce such thrust and frontier areas to the students. The most emerging areas at present are photonics, Nanoscience and advanced materials. Interestingly, these areas are interdisciplinary in nature.

Therefore, to motivate students in these areas of study, it is proposed to introduce these courses at mid-level so that students are exposed to the development in frontier areas.

The courses include:

1. Diploma in Nanotechnology and its Applications
2. Diploma in Photonics and Its Applications
3. Diploma in Materials Technology and Its Applications
Admission Requirement

A level pass or higher secondary pass or +2 pass or current students doing degree in Physics, Chemistry, or Biology will be eligible for the training. A maximum of 50 students can be admitted to run the course effectively. However, the number is subject to change based on the demand on the side of the client.

Photonics

Photonics or “The Science of this Century” is a technology of generating and harnessing light and other forms of radiant energy. This emerging technology has, of late, found its importance capitalized not only in the fields of medicine and cosmetics, but also in many other industries and in the world of communications. Photonics is destined to change our lives in addition to providing ample job opportunities in the near future.

For ordinary people, this technology provides answers to some common health and social needs, for example, to remain young, to remove unwanted hair, to transplant hair of your choice, to remove ugly moles, to remove wrinkles, tattoos and stains to have a painless injection, to see a true colour, to get rid of spectacles, to enjoy problem-free communication, to undergo comfortable surgery, to view a 3D
movie, to enjoy a magnificent laser show.

To get a further understanding of this new technology, its role and importance in the modern world, we invite you to attend the workshop.

**Duration of the training**

The course takes 2 – 5 days of intensive training

**Five: College of Business and Economics**

Management, Marketing, Accounting and Cooperatives

**Admission Requirements:**

To take part in the training, the prospective trainees are expected to have the background in business related fields at least at certificate level. Moreover, interest and background are the determinant factors to select the trainees.

**Prospective Trainees**

Managers and members working and/or involved in different manufacturing, merchandizing, and service providing organization of small scale or large scale operations, governmental or non-governmental organizations, which need
to upgrade their employees and different stakeholders’ skills, motivation productivity, performance etc can get the trainings based on the specific need of the organizations.

**Number of Trainees**

The ideal class size for the training per session should not be more than 40. However, class size will be subject to the demand from the side of the client.

**Duration of the Training**

The duration of the training depends on the intensity, issue and the goal of the training outcome, but it can be between 1 -4 months.

**Description of Courses**

**5.1 Training in Management**

*Introduction to Management*

**Description:** This course focuses on the basic concepts and principles of management, the functions and controlling,
and their relationships to key issues in management practices such as leadership and motivation. The nature and role of supervisory management, functions of the supervisor and labor relations, inspections and effective communication are also discussed.

**Operations Management**

**Description:** Operations Management is an exciting and vital field. This course addresses operations management, the impact of operations decisions on the firm and emphasizes cross-functional decision-making. The course also provides materials of interest to general business students and operations management majors. By stressing cross-functional decision making, the course provides a unique and current business perspectives for all students.

A unified decision framework organizes the material by grouping decisions into four major categories: process, quality, capacity, and inventory. This framework is intended to make it easy for students to understand the decision role and responsibilities of operations in relation to other functions such as marketing and finance. In addition to these, the course intends to provide a balanced treatment of both service and manufacturing firms.
**Human Resources Management**

**Description:** Topics covered include job analysis, human resource planning, recruitment and selection, orientation, training and development, performance appraisal methods, compensation and employee and labor relations.

**Project Analysis and Management**

**Description:** The course covers basic concept of project planning and project cycle including both financial and economic analysis of projects. This deals with issues relating to project identification, evaluation, implementation and monitoring; Consideration of investment criteria in project planning and their application to various sectors of the economy and the choice of techniques (technologies) of production and economic growth/development. The course also deals with how to handle risks and uncertainty in project analysis.

**Management Information System**

**Description:** Management Information system is required in many business administration or managerial programs as part of the common body of knowledge required by all business majors. Thus, this course treats subjects such as Information Systems (IS), or computer information systems...
(CIS) and Management Information Systems (MIS) as major functional business areas that are important to management education as are the area of accounting, finance, operation management, marketing, and human resource management.

**Organizational Behavior**

**Description:** This course examines Organizational Behavior (OB) at the individual, group, and organizational system or structural levels. It builds on the foundational concepts from related disciplines that have contributed to the field of OB. The focus is on how these three levels interact to influence organizational effectiveness, and how they provide a framework for OB analysis. This course makes the link between OB theories, research and the implications for practice. Contemporary issues such as globalization, diversity, ethics, work life quality and the impact of technology on work design are addressed.

**Materials Management**

**Description:** This course deals with the basic functions of purchasing such as determining the material and service needs in-terms of quality and quantity, selecting sources of supply, requisition, agreeing terms, plating orders, payments to suppliers, purchasing procedures, organization of pur-
chasing activities, transportation of purchase, international purchasing, purchasing policies and procedures in Ethiopia context make lease or buy decisions and value analysis.

It also discusses storage with respect to storage needs, and location. Furthermore, it deals with material handling that involves principles, mechanical aids and equipment used for the movement of materials. Inventory management systems and its relationship with production are also included. Hence, the materials requirement planning, the ABC classification of inventory items, inventory models and the reorder pint systems are discussed in detail.

**Entrepreneurship and Small Business Management**

**Description:** The course entrepreneurship and business management addresses the basic concepts of entrepreneurs, entrepreneurship, creative process, business plan and the ways to manage business organizations effectively and efficiently.

**5.2 Training in Marketing**

**Principles of Marketing**

**Description:** The course deals with nature and scope of marketing, evolution of marketing, the marketing concepts,
marketing management, marketing systems and identifying marketing environments, 4Ps of marketing: The product, distribution, promotion, and price.

**International Marketing**

**Description:** The course deals with some basic concepts, role, and importance of international marketing in the modern economy; Government export and import control; export and import organization; terms of sale and contract, documents flow, terms of shipment, terms and forms of payment; rules of foreign market analysis, estimation of foreign market potential forms and problems of entry into foreign markets, international marketing, mix-decisions and foreign trade in Ethiopia.

**5.3 Training in Accounting**

**Principles of Accounting**

**Description:** This course provides the trainees with the fundamental accounting principles and practices relating to accounting for inventories, plant assets, and intangible assets (covering inventory methods, determination of cost of goods sold, computations of plant asset depreciation, and depletion of natural resources, amortization of intangible
assets); accounting for current liabilities covering accounts & notes payables; payroll accounting in general and its applications in the context of Ethiopia in particular; accounting for partnerships & corporate form of business organizations together with referring the existing regulations and code of conduct in the context of Ethiopia. This course also summarizes the implied concepts, principles, standards, and assumptions practically guiding the overall practice of accounting and concludes with giving a preliminary view of cost accounting system.

**Cost and Management Accounting**

**Description:** The course deals with The Management Concept and Functions of the Comptroller, Basic cost concepts; cost behavior; variable cost, fixed costs and mixed; Separating the variable and fixed elements of mixed costs, period costs versus product costs, cost-volume-profit analysis. The course also covers Job Order Costing: job cost sheet, flow of costs in job order costing, accounting for materials, labor, and overhead costs, application of manufacturing overhead costs: normal costing versus actual costing, and disposition of under or over applied factory overhead. Process Costing: flow of costs in process costing, equivalent units of production, the cost of production report, and FIFO and Weighted average methods; Costing by-products and joint products:
Joint product process, joint cost allocation methods, and methods of accounting for by-products are also included. And finally Variable and absorption costing: Income determination under absorption costing and variable costing are contained.

**Financial Accounting**

**Description:** The course covers the following major topics: Development of Accounting Principles and Professional Practice; the environment of accounting; conceptual framework for accounting and reporting; Generally Accepted Accounting Principles; Cash flows statement; cash basis and modified cash basis of accounting; components of cash flows statement; operating activities; financing activities; investing activities; Summary of the accounting process; recording phase; summarizing phase and preparation of financial statements and year end accounting entries; Revenue and Expenses: Statement of income and retained earnings; revenue recognition; revenue recognition methods, recognition of gains and loss; gain versus revenue; expense versus loss, income measurement and reporting; and statement of retained earnings; Present and future value concepts; Accounting application; Cash and short-term investments; Receivables.
### Accounting Information System

**Description:** Topics to be covered under this course include: Overview of Accounting Information System: components of AIS, types of systems, types of information systems, business operations, operating activities, financing activities, investing activities, an overview to transaction cycles, development of AIS, system analysis and design, system justification, selection and implementation, the revenue cycle, the expenditure cycle, the conversion cycle, the resource management cycle, linking business activities and the transaction cycles, Accounting software, Peachtree, e-Peachtree and Acc Pac.

### Financial Management

**Description:** Financial Management is the application of accounting concepts in management decision making. Thus, the course covers financial Managers’ functions, the scope of Financial Management, the different financial ratio analysis, the applications of Financing and investing decision techniques under certainty, uncertainty & inflations. The course also deals with the valuation concepts: cost of capital, Leverage and Finance in International Business are also dealt in the course. Finally, at the end of the course,
trainees will visit business organization to observe the practical application of financial statement analysis, capital investment analysis, methods of capital budgeting & determination cost of capital in selected business organizations.

**Auditing**

**Description:** The course is designed to equip trainees with the knowledge of audit planning, execution, audit reports and opinions, internal control, and audit sampling related issues.

**5.4 Training in Cooperatives**

**Cooperatives Marketing**

**Description:** Topics to be covered under this course include: nature and scope of marketing, evolution of marketing, the marketing concepts, marketing management, marketing systems and identifying marketing environments, 4Ps of marketing-the product, distribution, promotion, and price, cooperative marketing conceptualized their features, area of operation, membership, aims and objectives, advantages and limitations, essentials for the success of marketing cooperatives, need and importance of cooperatives marketing their organizational structure, financing, and business operations.
Cooperatives Auditing

Course Description: The course covers: Audit-definition, nature and scope, objects and advantages of audit, types of audits and auditors, The generally accepted auditing standards, types of audit reports, professional ethics and legal liabilities of auditors, the audit planning process, audit evidence and audit techniques, cooperative audit-definition, objectives, need, kinds, difference between cooperative audit and general audit, department setup of audit, qualification of a cooperative auditor, duties, responsibilities and powers of the cooperative auditor, audit programme, stages of audit work, audit classification, audit memorandum, Vouching and routing checking-steps in vouching of receipts and payments, Audit of trading transactions, checking of ledgers, receipts and payments, vouching of final adjustments, and Verification and valuation of assets and liabilities.

Cooperative Development and Extension

Description: This course contains the following major areas: cooperative and rural development, history and definition of extension, communication and teaching methods in extension, extension approaches, extension program planning and evaluation, and extension work for cooperative development.
Cooperative Theory and Practice

Description: The course covers: Cooperation-definition, salient features, economic aspects, social aspects, and moral aspects, Economic system -meaning, objectives, capitalistic, socialistic, cooperative, Cooperative thoughts-Robert Owen, William King, Charles Fourier, Rochdale Model, Raiffeison’s Model, Principles of Cooperation-meaning, evolution of cooperative principles and experimentation, ICA Committee on Cooperative principles in 1937, 1966 and 1995, explanation to the 1995 Principles, State and cooperation-state’s role, various forms of state assistance, pros and cons of state assistance, Issues in cooperation-limited Vs. unlimited liability, single purpose Vs. multipurpose, unitary Vs. federal structure, small size Vs. large size society, formal Vs. informal cooperatives; Cooperatives in planned mixed economy; History of Cooperative Movement in Ethiopia and Various types of cooperatives.

Cooperative Organization and Management

Description: The course Cooperative Organization and Management addresses the basic concepts and models of organization: organization of cooperatives-steps and procedures, cooperative management-meaning, comparison between cooperative management and investor owned busi-
ness, management structure of cooperatives, cooperative administration-departmental set-up, practice of management in cooperatives-concept, dimensions, criteria, parameters and performance appraisal of cooperatives.

5.5. Training in Economics and Economic Project Evaluation

Preparation and Evaluation of Development Projects

Objectives of the course

The course is designed to deepen the understanding of the processes, strategies, techniques and issues involved in project planning and Evaluation. At the end of the course, trainees will get an advanced and in-depth understanding of the principles and practice of project identification, formulation, project appraisal techniques, financial analysis, and monitoring & evaluation of projects.

Description: Topics to be covered include: an understanding of the role of development manager, differences and interrelationships between projects, programs and policies, participatory approaches, the logical framework approach, processes, methods and techniques in project identification, formulation, appraisal, implementation and monitor-
ing and evaluation in the project cycle.

Target trainees and Admission Requirement

The training is aimed for planners, other professionals and project managers working in GOs, NGOs, and in community development projects. Individuals with bachelor degree or diploma and working in various private and public sectors are eligible for the course. Especially, those who are involved in planning development project preparation for funding will benefit most.

Duration of the course: The course is expected to take 80 hours, which is about two weeks intensive and interactive training.

Number of Trainees: The training should consist, 15 - 30 participants (though this number is subject to change based on the demand on the side of the client)

5.6 Training in Research Methodology in Economics

Description: This course deals with methods and approach of scientist research. The course include: research design, writing research proposal, data collection, data analysis, writing research report. The participants will be exposed to various use software applications used in economic research.
Methods of writing research proposal for donors are also part of the course. Finally, basic approach and principles of consulting will be discussed.

Objective of the course:

This course is designed to meet the demand of economists or non-economists working in research institutes and research departments of other organizations.

Up on completion, the participant will be able to write research proposals, conduct both qualitative and quantitative research and will become familiar with art of using different statistical software and write up research projects.

Duration of the training: The course is expected to take 40 hours, which could be completed in a week.

Admission Requirement: This course is designed mainly for professional economists who hold at least Bachelors degree in Economics or related fields.

Number of Trainees: The ideal class size for the training is 20 – 30 participants at a time (though this number is subject
to change based on the demand on the side of the client).

5.7 Training in Computable General Equilibrium (CGE) Modeling & GAMS

Computable General Equilibrium (CGE) Modeling depicts the entire economies. In such models, prices and production or consumption in both factor and output markets are endogenous as is income. These models provide numeric simulation of the economy under general equilibrium assumptions. With quite detailed microeconomic foundations, CGE models exhibit a transparent specification of functional forms wherein complete set of interdependent relations is envisaged.

GAMS is commonly used to solve computable general equilibrium (CGE) models. This training presents background material on CGE modeling with GAMS first covering the general structure of a CGE and then focusing on the GAMS formulation and subsequent solution of the problem.

**Description:** This is a course on how to develop computable general equilibrium (CGE) model using GAMS. The issues covered in the training include: basic notations, a closed
economy CGE model (without taxes), closed economy CGE model incorporating taxes, CGE model with the rest of the world and the government institution, casting the models into GAMS.

**Objective of the training:** After completing the training the trainees are expected to understand the basic principles of CGE modeling, how to use GAMS for CGE modeling and implementing CGE for solving wide economical problems.

**Admission Requirement**

The training project is mainly meant for civil servants working in Finance and Economic Development bureaus, academicians teaching in universities and colleges, and researchers working in research centers. And in order to attend this training, trainees are expected to have the basic knowledge of microeconomics and macroeconomics. Since it is the part of the training project, the trainees are also expected to have some elementary exposure to the mathematical software GAMS though it is not mandatory requirement.

**Duration of the training:** The course is expected to take 120 hours which covers nearly a duration of three weeks.
Number of trainees: The number of trainees is set to be from 15 to 20. This is due to the fact that we will engage the trainees in extensive computer application throughout the training and they need close attention of their trainer.

5.8 Training in Montecarlo Simulation

The term Mont e Carlo was apparently first used by Ulam and Von Neumann as a Los Alamos code word for the stochastic simulations they applied to building better atomic bombs and because of the similarity of statistical simulation to games of chance, and because the capital of Monaco was a centre for gambling and similar pursuits. Monte Carlo is now used routinely in many diverse fields, from the simulation of complex physical phenomena such as radiation transport in the earth’s atmosphere and the simulation of the esoteric sub nuclear processes in high energy physics experiments, to the mundane, such as the simulation of a Bingo game or the outcome of Monty Hall’s vexing offer to the contestant in Let’s Make a Deal. (Drakos, 1995)

Description: In this course, we use Monte Carlo simulation to understand the properties of different statistics computed from sample data. In other words, we test-drive estimators, figuring out how different recipes perform under different
circumstances. Our procedure is quite simple: In each case we will set up an artificial environment in which the values of important parameters and the nature of the chance process are specified; then the computer will run the chance process over and over; finally the computer will display the results of the experiment.
Topics to be covered in this training include: Montecarlo techniques, Importance Sampling, Generating correlated Random variables, Examples from Economics and Finance, and Montecarlo Simulation in MS Excel

Objective of the course

After completing the training the trainees are expected to verify asymptotic properties of estimators and implement the method of simulation to estimate virtually complex models.

Admission requirement

Since Monte Carlo simulation is one of the most advanced techniques in Econometrics, the trainees are expected to have a good knowledge of Statistics and Econometrics.

The training is accompanied by a series of laboratory sessions. Hence, trainees are also expected to have exposure to the Econometric and mathematical software like Matlab, Octave and R.

Duration of the training: The course is expected to take 80 hours. which covers nearly a duration of two weeks.
Number of Trainees The number of trainees is set to be from 15 to 20. We tend to limit the number of trainees because the training makes use of extensive laboratory session and every trainee needs the close attention of the trainer.

5.9 Training in Tax Revenue Mobilization and Administration (TAM)

Description: This is a course on principles and practice of taxation in Ethiopia. It covers issues like cannon of taxation, the role of taxations, history of taxation in Ethiopia, current Ethiopian tax systems and policy.

Topics to be covered include: Taxation and efficiency, Taxation equity, Administration cost of taxation, Tax evasion and prevention factors, Ethiopian Tax system, Personal income taxation, Corporate income tax, Agricultural income tax, Rental income tax, Value added tax, Turn over tax, Capital gain tax and Property tax (tax on wealth).

Objective of the course

After completing the course, the trainees are expected to understand basic principles of taxation, tax policy design and the Ethiopian tax system.
**Duration of the training:** The course is expected to take 80 hrs which covers nearly a duration of two weeks

**Admission Requirement**

Individuals with some basic background of economics (Introduction to Economics) having diploma/degree in any discipline are eligible for the training. The training project is mainly meant for civil servants working in finance, economic development and tax administration bureaus at regional, zonal and woreda levels. The members of regional parliament, city and woreda council also will find it useful.

**Number of trainees:** To maintain the standard of the training, the number of trainees per session would be between 20 and 30 though this number is subject to change based on the demand on the side of the client.

**5.10 Training in Public Budgeting and Finance (PUB)**

**Description:** The course covers the following topics: The nature of public budgeting, budgeting techniques, budget
cycle, capital budgeting and long-term finance, debt management and intergovernmental issues in public budgeting.

**Objective of the course**

After completing the training, the trainees are expected to understand basic principles of taxation, tax policy design and the Ethiopian tax system.

**Duration of the training:** The course covers a period of two weeks.

Admission requirement Individuals with a bachelor degree in economics, management or related fields are eligible to participate in the course. Applicants with a bachelor degree in other discipline can also apply given that they possess some experience in budgeting. This training mainly targets civil servants in Woreda, Zonal, and City Finance Bureaus. Individuals from other organizations working in budget office can also apply.

**Number of trainees** To maintain the standard of the training, the number of trainees per session is set to be between 20 and 30 though this number is subject to change based on the demand on the side of the client.
5.11 Training in Strategic Planning

Strategic planning is more than ensuring an organization which will remain financially sound and be able to maintain. It is a systematic planning process involving a number of steps that identify the current status of the organization, including its mission, vision for the future, operating values, needs (strengths, weaknesses, opportunities, and threats), goals, prioritized actions and strategies, action plans, and monitoring plans. Strategic planning is the cornerstone of every common-interest community. Without strategic planning, the community will never know where it is going much less know if it ever got there.

Models of Strategic Planning

Model 1: Non-Profit Organizations (NPOs) this model is oriented to organizations such as soup kitchens, nascent neighborhood groups, and other human services groups. It outlines the strategic planning process, but is tailored to a small organization with a narrow focus. It also assumes that all of the stakeholders are represented that they speak with authority, and that the constituencies they represent are fairly homogeneous. In order to be applied to community associations, this model must be modified to accommodate multiple missions in more complex organizations, which
offer many services to very heterogeneous constituencies. However, it lacks attention on soliciting feedback and developing consensus.

**Model 2: Applied Strategic Planning**

Business and military executives tend to favor this model. It assumes a top-down hierarchy with plan and operations department that is responsible for running the models and recruiting and involving appropriate and key personnel. It also presumes the existence of a fair degree of quantifiable data and business modeling decision making where one finds targets and executes programs. This method might be well suited for solving problems where constituents have an identifiable problem and are unified in the opinion that better service is needed. The process also incorporates scanning the environment, brainstorming solutions, establishing a future orientation, and looking at the behavior of competitors and new products on the horizon.

**Model 3: International City/County Management Association (ICMA) Strategic Development**

This makes a strong case for inventorying existing capacities and capabilities. It also contains several good elements
that would stimulate association planning groups thinking on consensus building.

**Number of Trainees** The minimum and the maximum number of trainees in each round may be constrained by logistic allotted by the dealer. But as a tailor-made short term training, a minimum of 30 and a maximum of 60 trainees may be enrolled in each round.

**Duration of Training** The training needs 10 weeks as a short term course, four full-days long workshop

### 5.12 Training in Food and Beverage Service Operations

The food and beverage service industry is part of the hospitality industry which comprises: lodging operations, hotels, motels, restaurants, bars, fast-food operations and other facilities providing accommodation, food and beverage service. The food and beverage service industry provides food and beverage prepared outdoor for the general public. Operations which are in this industry may include: hotels, restaurants, fast-food operations, takeaway operations, hospitals, institutional food service, industrial and military food service, and vending machines.

**Description:** The food and beverage service training equips...
trainees with all the necessary knowledge of food and beverage service and all the basic etiquettes expected from a food and beverage staff. It involves six months progressive training with practical sessions that takes the larger share of the time allotted for the training. The training is of important not only for operational staffs but also for supervisors in food and beverage service since it includes supervisory and control issues.

Generally, trainees will get a fundamental knowledge and skill pertaining:

How to attract, receive, serve and retain customers

What is expected from each food and beverage staff member to satisfy customers and how to create reflect good image of the food and beverage operation.

How to supervise subordinates and control different items in the food and beverage service department.

**Objectives of the course**

The general objective of this short-term training is to equip trainees with underpinning knowledge of what is to be done in food and beverage service department and basic-technical and interpersonal skills expected from food and beverage staffs.
Specific Objectives

This training program will address the following specific objectives:

- To enable food and beverage staffs working in different operations contribute their behalf for the development of the food and beverage service industry.

- To enable supervisors effectively control different items in a professional manner.

- To help hotel owners get the maximum benefit from their investment by providing quality service.

- To add on customer satisfaction by providing professionally standardized service.

Admission requirements

Applicants for this training program are required to have at least a 10th grade certificate.
Duration of the training

This training program is decided to be completed within 6 (six) months. The training is going to be delivered in three phases. Including exam weeks, each phase of the training needs two months. The training could be covered in 231 hours.

Number of trainees

The maximum number of trainees that are going to be admitted for this training program will be 30 (thirty). This total number of applicants is subject to alteration depending on concurrent situations.

Introduction to Food and Beverage Service Industry

Description: This course deals with the history and evolution of catering industry, the types of food and beverage outlets, layout of the food and beverage service department in a hotel, organization of food and beverage department, duties and responsibilities of service personnel and attributes of food and beverage personnel.

Food and Beverage Control

Description: This course deals with financial aspects in food and beverage operations like: calculation of food and
beverage costs, revenue control and calculation of profit and procedures of food and beverage control.

**Food and Beverage Service Areas and Equipment**

**Description:** In a hotel organization there exist different food and beverage service areas and equipment. This course details these areas pertaining to their function and location (Still room, Silver/plate room, Wash-up, Hot plate, Spare linen, Dispense bar) and equipment used in food and beverage service (china ware, cutlery and crockery, glass ware, linen, hollow-ware, disposables).

**Food and Beverage Service Methods and Procedures**

**Description:** The points to be discussed under this course include: types of service that exist in food and beverage operations, service procedures from order taking to billing; basic technical and interpersonal skills required from a food and beverage staff, activities before, during and after service and the specialized forms of service.

**Food Hygiene and Sanitation**

**Description:** This course highlights on how to prevent food related diseases by the application of good hygiene and sanitary procedures in the hotel. Points to be discussed include:
introduction to micro-organisms, microbial contamination of food, food born disease, personal hygiene, sanitary handling of food and sanitation of a hotel building.

**Understanding Menu and Drinks List**

**Description:** This course highlights the types of menu, sequence of classic menu, description of courses under the classic menu sequence, basic accompaniments, types of cover, compilation of menu, wines and drinks list.

**Customer Behavior**

**Description:** This course enables trainees to understand how to minimize customer relation problems, handle complaints, and satisfy customers. Furthermore, it highlights the marketing concepts like advertising, merchandizing and personal selling.

**Knowledge of Beverages**

**Description:** This course deals with wine (types of wine, the grape, making wines, tasting wines, naming wines, selling wines, matching food with drinks, serving wines), spirits (whiskies, brandies, rum, vodka, tequila, liqueurs, bitters, serving spirits) and beer (definition, beer making, types of beer, storing and caring, serving beer)
**Function Catering**

**Description:** This course will enable trainees to have an underpinning knowledge of function administration; how to organize different function; wedding as a function; and outdoor catering.

**Specialized forms of service**

**Description:** From this course trainees will get access to know floor/room service, hospital tray service, home delivery, airline tray service, rail service, and lounge service.

**Cocktail Preparation**

**Description:** This course will make trainees familiar with equipments used in cocktail making; ingredients in cocktail making; principles of cocktail making and service.

**Spoken English**

**Description:** This course will make trainees to communicate fluently with slight grammar imperfection. It provides trainees with certain skills concerning idea of conversation, telephone talk, pronunciations and presentation.
**Hotel English**

**Description:** From this course, trainees will become familiar with the basic terminologies and their usage in hotel operation: giving direction and explaining facilities on and off the premises, applying for a post, interviewing for a job and idiomatic expressions. In addition, this course will provide them with the sound system of English and its phonetic transcription and activities for developing the skills of speaking and listening English.

**Six: Institute of Technology (IOT)**

**Training in Computing Electronics and Computer Servicing Techniques (ECST)**

As electronics and IT field is an ever changing one, the staff and students may not be updated and may not possess the requisite skills to operate and troubleshoot the modern electronic devices including computers. Therefore, additional training programs/short term training courses are essential for the stuff and students to achieve the above said goals.

Electronics and Computer servicing is an area where practical skills have great demand and importance. Such training is sought after these days for the opportunities it offers. The wide ambit offers a lot of new opportunities to technicians. With the daily increase in the sale of electrical or electronic
devices including Desktop computers, laptops, printers, UPS and so on, there is an increasing demand for professionals in this field.

**Description of Courses**

**6.1 Training in Electronics and Computer Servicing Techniques**

**Description:** Introduction to Electrical and Electronics, Electronic Components: Details, types, Specifications, Values, etc, Printed Circuit Board(PCB) Theory, Testing & Measurements, Working principles of radio and T.V, Computer Hardware, Trouble shooting.

**Objective of the Course**

At the end of this course, trainees will be able to:

- Understand the electrical and electronic concept
- Identify each electronic component in circuits
- Test and measure any electronic P C B’s
- Understand the working principles of radio, T.V, Computer etc
- Maintain Electronic equipment and computers.
Admission requirements

To attend this training, participants need to exhibit general computer knowledge preferably with diploma and above.

Number of trainees

The training shall be started if there are a minimum of 15 applicants and a class will accommodate a maximum of 30 trainees though the number is subject to change based on the demands on the trainees.

Duration of the Training:

A total of 96 hours, approximately four months, will be allocated which in turn are divided into 48 lecture hours and 48 laboratory hours to make sure enough hours for practical experience.

Programming in Java I

Today the advancement of technology is boosting in an alarming rate and the need to use and cope up with the technology is inevitable to dwell in the globalized world. Programming in general and Java programming in particular are seen to be the basic drivers of the advancement. Therefore, in order to be part of this era of advancement
and to be innovative, knowing Java programming is crucial.

Most recent research findings declare that java programming language is the most robust and powerful tool in order to achieve the future in the computer and communication stream.

Virtually, almost every large and small scale system with which we interact in our daily lives build by an object oriented programming at its core. And undoubtedly, Java programming is fully capable of supporting object orientation and, hence, it has a great impact on our daily life cycle. Therefore, the training will be helpful for any participant and the arrangement of the course is very much concerned with all types of participants from naïve programmer to sophisticated programmer.

Description: This course teaches trainees Java fundamentals and develops basic programming skills. Topics to be covered include: history and simple application, how to control statements and an array to work in java, strings and characters that form basic building blocks in java and object oriented programming with the capability of handling exceptions in programming.
Objective of the course

Upon completion, participants will understand classes and methods that are the basic building blocks of Java programming language, strings and characters with all their methods and applications, manipulating arrays and object oriented capability.

Duration of the course

A total of 96 hours are allocated which in turn are divided into 48 lecture hours and 48 laboratory hours.

Admission requirement

To attend this training, participants should have general computer knowledge and knowhow on basic programming skill preferably a Diploma in Computer/Informatics/IT.

Number of trainees

The training shall be started if there are a minimum of 15 applicants and a class will accommodate a maximum of 30 trainees. If number of trainees exceeds the maximum, the training shall be arranged per time and laboratory capacity.
Programming in Java II

Most recent researches and findings declare that java programming language is the most robust and powerful tool in order to achieve the future in the computer and communication stream.

Description: This course teaches trainees high level Java programming skills. Part II of Java training course should be supplemented by Part I of Java training course. All topics covered here are high level programming skills and are more concerned with development of web based application and applications that are run smoothly on a networked environment. Hence, graphical user interface development on different tools with connectivity of database is given a huge part. Apart from this multithreading, Java server page, networking in java is given much attention in order to develop web based applications. Data structure is also covered not to lose the core file management and steam to run an application in networked environment.

Objective of the course

Upon completion, participants will understand the core concept underlying the connectivity of java application to their database and accessing web URL and other resources.
Duration of the course

A total of 96 hours will be allocated which in turn are divided into 48 lecture hours and 48 laboratory hours to make sure enough hours for practical experience.

Admission requirements

To attend this training, participants should have general computer knowledge and knowhow on basic programming skill preferably a Diploma in Computer/Informatics/IT. Trainees should also have a certificate on basic Java training course and/or should have to be aware of basic Java programming skill.

Number of trainees required

The training shall be started if there are a minimum of 15 applicants and a class will accommodate a maximum of 30 trainees. If number of trainees exceeds the maximum, the training shall be arranged per time and laboratory capacity.
Duration of the training

A total of 96 hours will be allocated which in turn are divided into 48 lecture hours and 48 laboratory hours to make sure enough hours are there for practical experience.

Oracle Database Administration (DBA) Fundamentals

Oracle is used for almost all large application and one of the main applications in which oracle takes its major presence is banking. In fact, ten of the world’s top 10 banks run oracle applications. This is because oracle offers a powerful combination of technology and comprehensive, pre-integrated business applications, including key functionality built specifically for banks.

Some similar databases like Sybase, SQL-Server one have facilities for using loops, conditions, arrays and so on in a program and also facilities like cursors and temp tables but all this would be used in a convoluted fashion which are very slow and resource consuming operations. The operations are not implemented as in Oracle which is efficient enough.

Also with the features available in oracle, with the earlier versions in market, the oracle company keeps upgrading
and releasing new products into market. New versions released serve better than the earlier versions. Thus, the performance is improved much in later versions thereby retaining market growth proving greater satisfaction to the customers using this technology. Thus, the advantage of a higher version is that one would have more features and better capabilities.

For instance, oracle 8i version has many new features for instance, with oracle 8i one could run Java in the database, had features like new features on partitioning to support large database and so on. With the next version 9i oracle had these facilities maintained and had more new facilities added to it to help the DBA to handle change database configuration and so on.

**Contents of the Course**

Introduction to Oracle Data Base, Oracle Architectural Components, Getting Started With the Oracle Server, Managing an Oracle Instance, Creating a Database, Data Dictionary Contents and Usage, Maintaining the Control File, Maintaining Redo Log Files, Managing Table spaces and Data files, Storage Structure and Relationships, Managing Undo Data, Managing Tables,
Oracle Database Administration (ORACLE DBA)

In this course, trainees will learn concept and functions of Database Administrator role. This curriculum is designed to make the candidate create industry ready Database Administrator program. This curriculum not only covers core modules but also topics which are essential for trainees and increase their awareness there by giving strong foundation in this technology vertically.

Contents of the Course

Oracle Architecture and its various components, To start and shutdown the database, Create Oracle Database, Manage Oracle Control files, Redo log files, Database files, Table spaces, Segments, Extents and Blocks, Manage users, privileges and resources, Use globalization support features. This course is the first in a series of courses that cover the core database administrator tasks. The tasks covered in this course are: Complete Oracle Architecture, Planning and creating database, Managing the memory, process, physical and logical structures, managing the database users and controlling monitoring their actions, Support globalization features.
Oracle Enterprise Edition: Oracle enterprise edition is an object relational database that is scalable and easily manageable. The administration of the basic enterprise edition is discussed in this course. However, the following options provide additional functionality.

**Database Administrator Tasks**

Database administrators are responsible for maintaining the Oracle server so that the server can process user requests. An understanding of the Oracle Architecture and administrator tasks such as plan and create database, manage database availability, manage physical and logical structures, manage storage based on design, manage security, network administration, backup and recovery, and database tuning. **Course Contents**: designed and developed by Oracle University, course ware, faculty, and a certified professional in oracle.

**Prerequisites:** Basic Computer and SQL skills

**Duration:** Six months with 3 Hrs Theory and 3 Hrs Lab / week. But the time can be short if the course is to be given intensively.

**Class size:** 25 to 40 students per batch (this number is sub-
Microsoft PowerPoint 2003/07/10/13

Currently, Microsoft PowerPoint is the predominant software tool for slide show presentations. One can’t deny that if someone wants to use software tool for presentation, she/he definitely makes use of MS PowerPoint. This emanates from the simplicity of the software together with its availability with other Microsoft products as part of Microsoft Office package. Currently, institutions are in the process of transferring from chalk-and-board presentation style to electronic (computer software-based) presentation style. This implies that everyone needs to be skilled with preparation of slide show presentations using Microsoft PowerPoint.

Some of the benefits of learning MS PowerPoint include:

The available templates of MS PowerPoint can help the trainees create quick interactive and attractive presentations;

It allows the trainees to make changes to the whole presentation at the same time. It saves time and gives consistency to the presentation and reduces reinventing the wheel;
Objectives of the course

At the end of the training, the trainee will be able to:

- Prepare a good looking slide show presentation for different audiences; and
- Create a slide show that would be suitable for different settings.

Description: Microsoft PowerPoint is a software tool to prepare a slide show and it is one of the components in Microsoft 2003 Office Suite. It allows users to create dynamic presentations using its easy-to-use, predefined layouts and templates. The course topics cover Microsoft Office PowerPoint basics, creating presentations, working with slides, working with text, graphics, charts, tables, simple 2D animations organizing presentations, and delivering presentations.

Duration of the training

The total hours allocated for the training is 12 hours.

Admission Requirement

An applicant for the Microsoft PowerPoint training should
have at least basic knowledge and skill of Computer operating and Microsoft Word.

**Number of trainees**

The number of trainees shall be a minimum of 40 and maximum of 70; however, for a single training session a minimum of 20 and a maximum 35 trainees are preferable to handle the session effectively.

**Adobe Photoshop 7**

With the proliferation of the digital technology, we are able to see different wonderful software tools for different purposes in our daily life. One of the useful multimedia software is Adobe Photoshop. It is a professional image editing software package that can be used by experts and novices as well. Adobe Photoshop is one of the most powerful image modification programs on the market today. It is widely used throughout the world. It is embraced by millions of graphic artists, print designers, visual communicators, and regular peoples.
Objectives of the course

At the end of this course, trainees will be able to:

• Edit and correct photos that has defect during the shooting;
• Edit photos for different purposes such as to include it in different types of documents: for websites, to transfer it over the Internet, etc.

Description: The training will give trainees the skills to modify digital photographs, move, duplicate, and resize images, use painting tools to manipulate images, and perform adjustments to contrast and color balance. They will also learn how to correct red-eye, take advantage of layer transparency, and create simple-but-cool text graphics using filters.
Duration of the Training

The course needs 10 hours lecture and 24 hours practice.

Admission Requirement

An applicant for the Photoshop training should have at least basic knowledge and skill of computer operations and other applications.

Number of Trainees

For a single training session, minimum 20 and maximum 35 trainees are preferable to handle the session effectively.

Database SQL Programming

Current investigations and findings state that SQL programming language is the most robust and powerful tool in order to achieve the future in the computer and communication stream.

Database system occupies a central position in our information-based society. Virtually, every large system with which we interact in our daily lives has a database at its core. The system ranges from those that control the most trivial as
pects of our lives (e.g. supermarket checkout systems) to those on which our lives depend (e.g. air traffic control system).

It is believed that every computer professionals should be familiar with the theoretical concepts that underlie these systems. These are the people who will be designing, building, maintaining and administrating these highly complex systems.

**Prospective trainees**

This training is intended to any of the following participants: graduate & undergraduate students database administrators, database developers, business intelligence developers, systems administrators, governmental and non-governmental organizations in quest of data management and security issues

**Description:** This course teaches trainees relational database fundamentals and develops SQL programming skills. Topics to be covered include: relational database architecture, database design techniques, and simple and complex query skills. The course is intended for analysts, developers, designers, administrators, and managers who are new to the SQL programming language. Upon completion, participants will understand SQL functions, join techniques,
database objects and constraints, and will be able to write useful DDL and DML statements. Extensive hands on exercises are used throughout to reinforce learning and develop real competency.

**Admission requirements**

To attend this training, participants need to be of general computer knowledge preferably with diploma and above and the participants should have a knowhow on basic programming skill.

**Number of trainees**

The training shall be started if there are a minimum of 15 applicants and a class will accommodate a maximum of 30 trainees. If trainees exceed the maximum, the training shall be arranged per time and laboratory capacity.

**Duration of the training** 96 hours for Lecture and laboratory work.