Creating Impact

Ethiopian Civil Service University

Training and Consultancy Policy and Guidelines

Addis Ababa, Ethiopia

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Definition of Important Concepts

- **Consultancy service initiation:**This is about the start of consultancy work either through assessment, direct offer, bid.
- **During training evaluation:** This refers to evaluation carried out daily to assess possible problems in the training.
- **End of training evaluation:** This refers to the evaluation that takes place at the end of the training to have a comprehensive picture of the service rendered and challenges encountered.
- **Expert consultancy:** it can also be considered as negotiated and community service. This type of consultancy may not require the consulting organization to stay with the client for a long time like the strategic consultancy.
- **ISO certificate:** It is quality standard of services or it can serve as a quality mark.
- **Memorandum of Understanding:** it is an agreement document that shows the roles of parties in agreement.
- **Negotiation:** It is a process of establishing a relationship to work together.
- **Pre- training evaluation:** It is one of the three evaluation session based evaluations that deals with the tracking of the status and the interest of trainees.
- **Re- engineered training process:** This means streamlined or re- visited process of training.
- **Training delivery:** This refers to thefacilitation of training.
- **The Division:** It stands for theTraining and Consultancy Division.
- **Training program inception:** This refers to the process of starting training program.

Prelude

This Training and Consultancy Policy and Guidelines, which is presented in two parts, is designed to serve as reference for the training and consultancy services rendered by the Ethiopian Civil Service University. Training Policy and Guidelines is presented first, whereas the Consultancy Policy and Guidelines is presented in Part Two. All the issues discussed fall in the ambit of the University's mandate explaining how services are organized and delivered. Thus, it is users' Guide to effectively undertake the core businesses- Training and Consultancy Services creating effective relationships with our customers.

This document will be availed to users through the website of the University: www.ecsu.edu.et. We believe it is the property of all and serves as a medium that links us with our stakeholders, and customers for better understanding and working together. Moreover, a copy of this document is distributed to all entities of the University. For any query on the document, the Division Vice President or the Centers Directors of the Division can be contacted.

"We together move our University forward."

PART ONE: TRAINING POLICY AND GUIDELIES

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1. Introduction

1.1 Background

The training service is one of the capacity building interventions and core processes of the University. The University has played a significant role in building the capacity of public sectors through short term training programs since its establishment in 1995. Various trainings (executive, middle, and lower tiers) have been offered to the public servants from the institutions of Federal and Regional States, and City Governments of the Country at different levels. As a result, significant changes have been registered, and better services are expected to be carried out with the introduction of this policy and guidelines. In brief, this policy and guidelines is meant to develop systems thinking in all the concerned people and deliver effective services. Towards achieving its comprehensive mandate, the University has crafted and implemented vision, mission, and core values.

Vision

To become center of Excellence in public service capacity building in Africa by 2025 through building efficient, effective, transparent and accountable public service which can contribute to the realization of the development and transformation drive of the country.

Mission

Enhancing the service orientation, transparency and accountability of the public service by building its capacity through Specialized Education, Training, Consultancy, Research and Community Services

Core Values

Customer focus

Commitment

Continuous learning

Welcoming diversity

Attention to the disadvantaged

Participatory leadership `

Collaboration

This training policy and guideline has, therefore, been developed to streamline training activities in a manner that it enables the university to deliver quality services based on customers' needs. It is a working document for training coordinators, facilitators, training manual developers and others who get involved in the training services intervention process. The manual is composed of three major parts: introduction, major policy issues and guidelines.

1.2 Objectives of the Training Policy and Guidelines

1.2.1 General Objective

The general objective of this training policy and guidelines is to indicate the framework and guiding principles through which the training activities are undertaken.

1.2.2 Specific Objectives

The specific objectives of this training policy and guidelines are to:

- define the philosophies and values of the university on how the training services are to be done;
- ensure the quality and consistency of training service delivery;
- ascertain training service provision approach is in a way that enables the public service institutions to bring organizational efficiency and effectiveness;
- clarify beliefs, values and philosophies of the University to customers and lay the foundation for sustainable relationship;
- provide a framework within which consistent decisions are made by all who participate in the training management process; and
- provide guidance for directors, facilitators, material developers, quality assurers and others who participate in training activities.

1.3 Rationale for Training Policy and Guidelines

This training policy and guidelines is prepared to facilitate the transformation of the training system of the university by providing result-oriented, practical and quality training. The provision of quality training depends on the consideration of the need, level of competence, professional experience and academic qualifications of trainees without which learning cannot happen. Therefore, the guidelines will help the trainers to:

- manage the training process effectively and efficiently;
- internalize the what and how of training business process;
- design problem- solving training; and
- contribute to the implementation of the objectives of the University.

1.4 The Scope of Training Policy

The policy covers the training service provided by the university (on-line, face to face, tailored and generic courses). The policy addresses all issues of the training process: assessing need, training service design, delivering training, and assessing its impact.

2. Training Policy Issues

2.1 Policy Statement

The Ethiopian Civil Service University recognizes that appropriate training activities are mutually beneficial to itself and the Public Sectors of the Country. The benefits include enhancing the knowledge, expertise and experience of the staff of the University, and building the capacity of the human resources of public sectors. The training activities also play significant roles in enhancing the quality and relevance of education research and consultancy programs of the University in generating incomes.

2.2 Guiding Principles

The following principles provide guidance to those who are undertaking training services of the University. These principles could also be used as criteria to guide institutional decisions about the training services that the University delivers. In giving training, the University is dictated by the following principles. In other words, they are the signposts of the University's training service delivery.

Accountability: Training service provision is based on quality management procedures and high level standards to meet the needs and demands of the customers. It should also be in swift and efficient service delivery system and communication channel.

Inclusiveness: ECSU promotes the participation of the academic staff members on grounds of qualification, competence and experiences. This is done with the help of trainer recruitment criteria.

Sustainability: ECSU strives to promote sustainability of training service in all its aspects so as to ensure a continuous capacity building in line with the tune of the dynamic needs of the customers.

Reciprocity: Training service is initiated and undertaken in partnership with public sectors and in the contexts of mutual learning and knowledge, and experience exchanges.

Responsiveness: Training service should be timely and relevant to the demands of the organizations and communities through appropriate assessment.

2.3 Training Service Initiation

The training services undertaken by the University are initiated either by public sectors requesting the university to provide the service, or the university may initiate training service with the consultation of concerned bodies. In order to realize the required transformation and change in the public service; the university gives due attention to practical training delivery methods which fill the skill gaps of public servants.

2.4 Training Management

- The University shall promote and market training service to the wider public along with its facilities through all possible media.
- The training service shall be organized as a core business in the Training and Consultancy Division of the University. This enables the Division to draw on knowledge and skills of its core staff grouped into the specialized teams.
- The training policy recognizes that teaching staff members of the university have the responsibility of offering short term training courses. To this end, all Colleges, Institutes, and Schools should assign their teaching staff for the training service on demand. To do so, list of trainers in the different areas of the Training and Consultancy Division will be secured from the different entities in the University, and capacity building training will be given to the staff for effective service delivery.
- The University shall identify associate staff from other similar local and international institutions by signing Memorandum of Understanding (MOU) to make the partnership

sustainable. Detailed information has been given in Trainers' and Consultants' Selection Criteria.

- Trainers shall be identified depending on their demonstrated training experiences, area and level of specialization, and additional relevant trainings taken. Details are given in a separate trainer recruitment guide.
- All trainings shall be organized by Director of Training Coordination Directorates, which plan the training courses in consultation with the Training and Consultancy Vice President.
- The training and material writing shall be executed as per the quality indicated in the Terms of Reference (TOR) signed with the customer. Detailed cost breakdown shall also be prepared and agreed with the customers. The cost breakdown shall include:
  - Professional fees for delivery and material preparation;
  - Training Material Duplication;
  - Training Aid and Stationery Cost;
  - Certificate cost,
  - Accommodation cost /if the training is to be delivered on Campus/ and travel expenses, per-diem, fuel, airfares;
- Training shall be delivered after a contract is signed with representatives of the customers and the Training and Consultancy Vice President of the University.
- Copy of the contract shall be sent to Finance and Procurement Directorate and Archives for follow up while file copy to be retained by the Training Coordination Directorate.
- The contract shall specify quality of service (training, materials, and hospitality); the cost of facilities and professional fees; the time and place of the training;
- An internal contract shall be signed between the Training and Consultancy Division and the trainer assigned by the University entities. Payment shall be effected to trainers assigned by Colleges and other external trainers according to the payment standard of the University;
- The core staff shall be evaluated by trainees, specialized team leader/director, and peers to assure quality of the training service rendered. Trainer evaluation will be done by trainees at the end of the training program.

2.5 Training Program Design

All the regular/open and online training programs shall be designed based on the gaps identified by research outputs, need assessment and/or demand/request of the public sectors focusing on their priority, areas related to the University's vision and mission, and meeting the generic needs of target group and level of participants. Customers' consultation/collaboration in the process of training design should be continuous and smooth. In addition to the generic courses, there will also be a focus on specific customer needs. To this end:

- need assessment shall be conducted for all tailor-made training programs.
- need assessment results shall be communicated to and agreed with the customers before designing the training.
- the Training and Consultancy Coordination Directorate in collaboration with the concerned center shall prepare a proposal for tailor-made training programs based on the proposal writing guideline whenever the customers require it to do so. The University discusses with the customers and uses their inputs to prepare proposals.

2.6 Training Material Development

- All trainings shall have training manuals bearing the name of the University, which shall be distributed to the training participants at the beginning of trainings enclosing in folders.
- Training manuals shall be prepared in English for executive level trainings, and in other local languages for middle and lower tiers, for example Amharic, as appropriate.
- Training designs and training materials shall be prepared following the standards set by the Training and Consultancy Division.
- The University delivers practical and problem- solving trainings in consultation with customers. Therefore, training material preparation shall include practical activities and examples (experience-sharing cases, exercises, best practices) related to the actual situation of the organization to which training will be offered and should be focused as a modern training approach in all such interventions.
- The training materials of the University shall not be too thick. Rather they are required to be laden with practical issues. Training materials should ensure integration of theory and practice; shall be reader-friendly, in simple language, precise, short, and self-learning enhancer. The number of pages of a given training materials shall be between 50 and 100

depending on the nature of the subjects.

- The training material to be designed for training organized by the University shall be in Times new Roman, 12 inches, and 1 and ½ space.
- All open/regular training manuals shall be reviewed regularly, at least once in a year, based on customers' and trainers' feedback and current situations.
- Training materials for tailor-made trainings shall be prepared for specific customers based on their identified gaps/needs.
- Training materials shall be updated by gathering information from trainees, customers, trainers. The information gathered from different sources shall be integrated at the end of the year.

2.7 Training Delivery

- To make the delivery more effective and manageable, a maximum class size shall be 30.
- Training is not limited to classes only. There shall also be excursion based training. To this end, trainees may be taken to places where they learn from sightseeing.
- When requested by our customers, trainings can be facilitated at venues where federal organizations, regions, and city administrations organize.
- Satellite training centers shall be established at distant places to access ourselves to our customers.
- For high level trainings, executive bodies shall be invited to share their experiences with trainees.
- Trainings shall be delivered by teams of two facilitators either of who should be a team leader and the other a co-facilitator. This training approach is believed to provide trainees with better opportunity to learn from varied experiences.
- However, one trainer shall be assigned for one day, or training which is not case based, or when the training is not challenging type.
- Training delivery should be carried out and guided by collaborative training plan. Both the University and customers shall plan the delivery together.
- The Training Centers of the Division shall provide training flexibly on-job, on-campus or on any customer preferred area either on-line, video conference, face-to-face, or blend of all possible means. The training delivery media shall be either English or local languages

as appropriate to the target group. When a medium of delivery is requested other than Amharic, the University uses trainers from the identified associate staff members from regional, Ethiopian Management Institute or elsewhere. Or any staff member speaking the requested language from the University can also be assigned.

- Training programs shall be participatory and follow the delivery methods and approaches designed to specific training and hence trainers' team shall follow all standards depicted in the guideline while delivering training.
- The Training Centers shall provide all the necessary training aids to facilitate every tailor-made, open training program and online trainings. All trainings opening sessions shall be handled by Center Directors or senior staff assigned for the purpose in order to make the objectives of the training clear to the participants. Do's and Don'ts of the trainees shall be discussed by the assigned person.
- Both open and tailor-made trainings can also be facilitated by external resource persons (practitioners, professionals, etc.) from within and outside the University.
- Training shall be problem-solving. All training shall target the alleviation of the actual problem that the Public Organizations plan to tackle. Delivery will be practice based which will be based on actual tasks that the trainee is expected to perform after completing the training session. Training will also be trainee- centered in such a way that trainees will be encouraged to participate and share views and experiences in the training session.
- Training should follow adult learning principles and customer care. Methods of adult learning shall be implemented. During training, care and personal respect are encouraged to persuade adult trainees to participate in sharing views. Trainers should be cognizant of this aspect and foster the actual training needs and preferences.
- Training will focus on skills; but it should balance knowledge, skills and attitudinal aspects based on the trainees' or customers' needs.

2.8 Evaluation and Impact Assessment

- Pre-training evaluation may be carried out depending on the nature of the training and customers' request. This evaluation may also be done online.
- Daily evaluation shall be carried out at the end of each day and/or the next day to gather feedback and the feedback shall be communicated to the trainers the same day.

- End-of-Training evaluations shall be carried out in a written form. In addition to this oral evaluation shall be made to get feedback from the target group for further improvement on the training program. The evaluation results shall also be applied by the Training Centers to prepare a development plan for its consultants.
- The outcomes of training will be regularly assessed once in a year to update the training program and build the trainers' capacity. This can be ensured by a collaborative work between the University and Public Sectors.

2.9 Certification

- The certification of the University shall meet the ISO training criteria.
- For all trainings, regardless of the duration, certificates shall be issued to participants on the basis of training objectives attainment for those who attend at least 85% of the training time. Participants with more than 15% of absence in a training program shall not be given certificates.
- Certificates shall be handed over immediately when the training is wound up.
- Certificate will be signed by the Training and Consultancy Vice President and the respective Center Director.
- When trainings are delivered in collaboration with other organizations (GOs and NGOs), the certificate shall be signed by both parties (the University and the Partner), and the logos of both shall appear on the certificate.
- In case when participants lose their certificate and desire replacement, the Training Centers shall prepare replacement certificate upon effecting the payment of 50 birr for replacement.

2.10 Training Quality Assurance

The University delivers quality trainings, which are approved according to the ISO standards. The University's training shall have clear formal mechanisms of checking the quality of training through the quality assurance standards specified by the Quality Assurance Unit of the University and that of the Training and Consultancy Division. We believe that quality service has to be our unique mark, and thus we check our service quality continuously.

2.11 Trainers' Responsibilities

In order to accomplish the mission of the University, skilled and dedicated trainers are required. Our trainers shall have the following major responsibilities:

- Commitment to vision, mission and goal of the University's training service and respect the core values of the university;
- Demonstration of individual and team working skills in effective training planning and delivery;
- Understanding the basic directions and priority areas of the Public Sectors;
- Understanding the training hour equivalence which has been indicated in 2. 12.3.
- Engagement in research and consultancy activities recognized by the Division;
- Engagement in pre and post training evaluation;
- Performance in training shall be used for promotion and consideration for further training or education opportunities.

2.12 Payment and Workload Issues

2.12.1 What Customers Pay for Training Packages

What our customers pay for the training content and preparation to the University is calculated in terms of 8 hours service a day.

Fee for Training Delivery

The training fee to be paid by our customers for the delivery is calculated as follows.

- Training for experts, customers pay 300 birr/ hour;
- Middle level leadership training, 350 birr/ hour; and
- Top level leadership training, 400 birr/ hour.

Fee for Content and Related Issues

The fee for the content of training and related issues is calculated as follows.

- When a new material is designed, 100 birr/ page shall be paid to the material designer.
- When the existing material is used, 50 birr/ page shall be paid to the updater.
- For the print of training material, 100 birr shall be paid.
- For the issuance of certificate, 50 birr shall be paid.

- For stationery materials, payment shall be made according to the current market cost.
- Fifteen percent VAT shall be paid.
- All training services related to payments by customers shall be made timely in accordance with the provision of contractual agreement signed between the University and the client.

2.12.2 What the University Pays to Part Time Trainers or Staff with Overload

Payments to Part Time Trainers or Staff with Overload

- When training is given to experts, 150 birr/ hour shall be paid.
- When training is given to middle level leaders, 200 birr/ hour shall be paid.
- When training is given to top level leaders, 250 birr/ hour shall be paid. For the top level leaders, a trainer shall be a principal consultant or an assistant professor, who has demonstrated experiences in training.
- When trainings are given in Addis Ababa out of the University, 150 birr/ day disturbance allowance shall be paid to trainers.
- When consultants are sent for work out of Addis Ababa, 300 birr/ day, which is subject to reimbursement, shall be paid to them for accommodation.

Payment to Training Material Designers

A. Payment is made to material designers, when the newly designed material or revised material is in line with the provision of this policy and guidelines document.

B. When the material is checked by the Quality Assurance Team of the Division and is found to meet the set standard, for a newly designed material, 100 birr/ page shall be paid to the designer.

C. When the existing material is revised on request of training centers and its standard is rated by the Quality Assurance Team of the Division and is approved that it meets the provision of the material design criteria, 50 birr/ page shall be paid to the updater.

D. Finally, payments shall be effected upon approval by the Consultancy Coordination Director and Training and Consultancy Vice President.

E. All agreed upon payments and other payments by the client shall be collected as per the agreement.

F. Any delays in payment shall be reported to the Finance and Procurement Directorate for appropriate action.

2.12.3 Workload Calculation of the Consultants of the Division

The weekly workload of the consultants of the Division is 39 hours. The following principle guides the workload calculation of the consultants. The intention of this is to streamline the works of consultants and create consistency between the other academic staff and the consultants. Accordingly, the following calculation strategy has been set.

A. Preparation time for one hour training shall be 2 hours.
B. 16 training hours shall be considered as 1 credit hour on a normal basis.
C. A trainer trains 6 hours a day excluding the health and lunch breaks.
D. Thus, a trainer trains 5 days x 6 hours= 30 hours/ week on a regular basis.
E. Preparation and training time shall be 30 training hours x 2 preparation time= 60 hours.
F. When training is given to experts and middle level leaders, the calculation of hour shall be training time x 1 credit hour.
G. When training is given to top level leaders, the calculation of training hour shall be training time x 1. 5 credit hours.
H. When the consultants of the Division overwork, the overload payment shall be paid at the end of the semester.
I. The weight of any works done in other colleges/ schools/ institutes by the Division's consultants shall be sent to the Training and Consultancy Coordination Directorate to integrate all workload in the University.

2.13 Policy Review

- The Office of Vice President for Training and Consultancy is responsible for the effective implementation and timely revision of this policy and guidelines.
- This Policy shall be reviewed depending on the possible changes introduced to the legislation and mandate of the University.
- Any amendments, updates or modifications to the Policy shall be approved by the University Management.

3 Training Guidelines

The University training guidelines reflect the Training Policy issues arising from the re-engineered training process to address customers' needs for quality, diversity, speed and cost of services. This document outlines the guidelines that will help the trainers and others who participate in the training activities to implement the directions.

3.1 Training Approaches

In order to achieve the desired level of quality in our training, our trainings will give emphasis to the following.

- Job related, and practice based training;
- Active involvement of trainees;
- Considering trainees as experienced adults;
- Collaborative work (customer- university partnership) to achieve the desired results in the Public Sectors; and
- Combination of generic and specific customer focused training through integration of training with consultancy.

Customer- centered training involves the following important phases.

- **Training Need Assessment (TNA)**to come up with the real training gaps of the organization and identification of training objectives which, when reached, will equip trainees' with knowledge and skills to meet the organization's needs. The result of the assessment should be documented so that trainings will be tailored based on the needs identified. TNA report shall have five major parts, which may not be restricted to: Introduction, organizational profile, target group profile, identified gaps and recommendations.
- **Designing** of a training program that trainees and trainers can implement to meet the training objectives; it typically involves identifying objectives, needed facilities, necessary finance, course content, methodology, target group, duration, suggested venue, activities and sequence of activities.
- **Development** of a training package of resources and materials, including developing audio-visuals, graphics, manuals and the like. In order to develop quality training manuals,

standards are developed and used in the process of preparing training manuals, which is a separate document, to maintain consistency in the material development. The following benefits are expected from the development and application of standards.

- Serves as a clear framework for training manual developers and editors;
- Ensures effective and efficient development of materials;
- Facilitates and eases the amount of editing work to be done;
- Creates visual consistency across materials and assists in image-building;
- Improves the quality of the final product and the learning efficiency by the users;
- Eases future adaptation, translation and customization.

➢ **Implementation** of the training packages, including delivering the training, support group feedback, and clarifying training materials. This phase can also include conducting the sessions and administrative activities (such as copying, scheduling facilities, taking attendance data, etc.).

➢ **Post Training Support and Monitoring** ensures the transfer of skills acquired from the training into practice and get feedback to further improve the training process.

➢ **Evaluation** of training before, during and at the end of training gives us a comprehensive picture of our services and reveals some changes to be introduced. This framework guides the University's training process starting from program inception up to evaluation.

3.2 Training Program Inception

The customers' needs are the inputs for the inception of training programs. Training programs may be conceived from various angles such as felt needs (requests), identified problems (tailor-made), consultancy-based (unfelt-needs, research-based) and/or a combination of all of them. To address these needs, therefore, two types of training courses: generic and tailor-made can be developed. Generic courses are courses that are offered to Public Sectors at different levels. They aim to address generic knowledge and skills applicable across various job categories in the public service. The design of programs should relate to the priorities set by the University and the negotiation with different stakeholders. According to the University training design, the inputs for design can emanate from the needs survey, and from researches, gaps in practices, or review of needs analysis conducted by different Public Sectors. These courses could be designed and delivered through consultancy or direct request of stakeholders of the University.

3.3 Training Promotion

The University promotes its services through all possible media that can be accessed by our customers at different levels. The major training issues promoted, among others shall consist of:

- Types, quality and relevance of trainings;
- The potential to manage and offer trainings;
- The University's former contributions;
- Facilities available for the training;
- Training methodology and modalities;
- Training outcomes;
- Training levels and capability of the staff; and
- Standard of certification.

The following procedures are followed in preparing the promotion materials.

- The products to be promoted are produced by the Training Centers and Training Directorate.
- The promotion documents shall be disseminated through External and Public Relations Department via our webpage, printed form or other appropriate ways.

3.4 Training Plan

Training plan is derived from the University's mission and strategic plan to transform the Public Sectors. The Training and Consultancy Coordination Directorate and the Training Centers then plan trainings in the area of the University's mandate and on the basis of customers' requests. Planning involves preparation of contracts, module design, materials preparation, trainer selection, resources allocation, delivery and evaluation. Plan of specific customer focused training can also arise from training needs assessments and research outputs. Based on the nature of the needs of our customers, a plan to design new material or revise the existing one is discussed hereunder.

3.5 Training Material Preparation

Training material consists of objectives, contents, appropriate delivery mechanisms, briefly explained and evaluation system.

3.5.1 General Objectives of Training

In every training material the long-term and immediate objectives of training should be clearly described. General objectives include the following basic points.

- The why of the training;
- How the training fills the gaps identified;
- How the training addresses policy implications; and
- What the outcome of the training is.

3.5.2 Specific Objectives

The specific objectives of training should comprise the three domains of learning: knowledge, skill and attitude. Specific objectives are intended to ensure behavioral changes which the trainees are expected to attain at the end of the training sessions. These shall be stated in the way they can answer the following questions.

- What is/are expected of the trainees at the end of training?
- What is/are the expected behavioral changes of the trainees?

3.5.3 Contents of Training

Contents are concepts, information, facts, principles and experiences that help trainees to bring change in knowledge, skill and attitude. Therefore, the following questions help select the appropriate contents.

- Are the selected contents valid and significant to achieving the training program?
- Are the selected contents appropriate to the trainees' background (abilities, needs, culture and values?)
- Do the selected contents include all the domains of learning objectives?
- The contents have to be able to answer questions like "what should the trainees do during training in order to solve the intended work-related problems after training?"
- Are the contents critical, realistic and leading to the desired change?

3.5.4 Trainees' Preference and Content Selection

Different individuals learn the same content differently depending on their background, own styles or preferences of learning. Training content at the University shall focus on content that consists of the practical involvement of the trainees in different ways. Thus, content selection should consider the following.

- Is the content learnt in different ways (alternative ways to support/facilitate learning)?

- Is the content practicable in the actual situation?
- Do the existing resources help to learn the selected content?
- Is the content authentic and in line with the transformation package of the Country?

3.5.5 Content Organization

Content organization refers to the logical arrangement of the content that assists the trainees to bring about the desired outcomes. Content organization follows certain systematic approach such as:

- from simple to complex;
- from general to specific;
- from known to partially known;
- from close to remote;
- from usual to unusual; and the like

3.6 Facilitation

Trainers play a facilitation role in delivering the training; which means, the trainers provide different interaction opportunities for the trainees to attain the specific short term and long term training objectives. Selecting appropriate interaction approaches (methods) depends on:

- the specific objectives in three domains : knowledge, skills and attitude;
- the content selected;
- the demands of trainees/ customers;
- the existing global and local contexts;

The facilitator shall include a range of activities and employ different methods (brainstorming, reflection questions, interactive lecture, group discussion, case studies, role plays, and the projects). Training delivery shall also combine; ***deep-end-training*** and ***action plans.*** The former is a sandwich approach between work/practice and training based on a specific-customers' needs with regard to the action plan. In the latter, there is a need to provide opportunities for the trainees to prepare an action plan that can be implemented with the follow- up of the University. This is usually the task the trainees perform at the end of the training program.

3.6.1 Understanding Adult Learners' Characteristics

Since the University trains Public Servants who have a lot of work experiences, the training design and facilitation should be based on the adult learner characteristics.

- Adults need respect and recognition from the facilitators;
- Adults learn best in the atmosphere of active involvement and participation;
- Adults learn best when the content of training is connected to their jobs;
- Adults are voluntary learners. They perform when they decide to attend the training for a particular reason. They usually have reasons to come to learn. This motivation needs to be supported to encourage them;
- Adults want to experience natural and practical discussions;
- Adults have experience and can help each other to learn;
- Adults have inputs to make the training inspiring;
- Adults can co- create new things with the trainers; and
- Adult habits are not dependent on the trainer the way children are. Treating adult learners as children is detrimental to their learning. The training process, thus, must adapt itself to the increasing sense of self- determination and learner autonomy if it is to maximize learning.

3.6.2 Mode of Facilitation

To increase flexibility and meet the dynamic demands for training in the Public Sectors, the University employs different modes of facilitation:

A. Face-to-face delivery

In face-to-face sessions, the trainer should consider the following.

- Environment setting;
- Good opening through warm up (funny openers);
- Establish ground rules with trainees;
- State objectives clearly;
- Create smooth transitions and clear links between sub-sessions;
- Use energizers between sessions as appropriate;
- Give clear instructions to tasks;
- Demonstrate to the trainees to grasp ideas;
- Clear opening and closing to sessions;

- Formal or informal evaluation of trainees' learning from the session(s);
- Don't rely on conventional lecture and rote memorization, motivate the trainees to discover;
- Use a mix of training methods to address multiple level of understanding; and
- Use flip charts, posters, cards, other visuals, and power points effectively.

B. Online Facilitation

In addition to the face- to- face facilitation, trainings at University will also be offered via internet and video conferencing. This mode will enable the University and customers to reduce cost and use their time effectively; and it will not remove the trainees from their workplaces. For effective on-line facilitation, the following questions shall be taken account of.

- Is the use of e-learning the best way to achieve the intended learning outcomes?
- Do trainees get clearly defined learning objectives that assist them in focusing on their learning activities?
- Does the e-learning encourage a realistic progression towards self -direction?
- Should trainees access and use a digital archive and e - portfolio service/system?
- Does the facilitation recognize varied starting points in levels of confidence and motivation?
- Does the scheduling and timetabling provide e-learning that has flexibility and is responsive to trainees?
- Can staff and trainees easily use the learning technologies and on-line resources?
- Are learning technologies designed and implemented in such a way as to meet trainees' needs and training practice?

3.7 Effective Trainer Characteristics/ Code of Conduct

Those who facilitate the learning of adults should have:

- a warm personality and social skills;
- facilitation skills for generating and using the ideas and skills of adult participants;
- organizing ability;
- skills in noticing and resolving participants problems;
- enthusiasm for the subject and capacity to transmit in an interesting way;

- flexibility in responding to changing needs of participants;
- capacity to provide immediate feedback to participants; and
- patience, confidence, empathy and credibility.

In addition to these, trainers, both internal and external, shall meet the following requirements.

- Punctuality;
- Presentable dressing;
- Use session guide;
- Respect trainees and their ideas;
- Update self and materials; and
- Loyal, in every aspect, to rules and regulations.

3.8 Roles of Trainees

Trainees shall have the following roles.

- Attend and participate in all training sessions;
- Interact individually, in group work and presentations;
- Relate training lessons with the actual work situation;
- Prepare action plans for implementation; and
- Bring what they are instructed to the training sessions.

For the training to be successful, trainees should also play their part by being:

- Purposeful;
- Committed;
- Active;
- Creative;
- Curious to learn new ideas;
- Collaborative;
- Effective listeners;
- Note- takers;
- Emotionally intelligent;
- Punctual; and

- Be in presentable dressings.

3.9 Roles of Customer Public Sectors

Customer organizations/employers of trainees should also play an active role in making training relevant and usable. They shall play the following roles.

- Identifying training needs/gaps of their employees through performance appraisal, capability reviews or training need assessments;
- Sending trainees for appropriate training and level;
- Participating in training plans especially specific organization focused courses;
- Sending trainees' profiles;
- Signing contractual agreements on time;
- Paying training fees on time;
- Following up the implementation of what has been gained;
- As much as possible observing training plans and facilitation; and providing immediate feedback.
- Sending post- training feedback on the impact of the training.

3.10 Training Evaluation and Impact assessment

Evaluation is an important component of the training business process. The impact of the University's training shall be done continuously. Training evaluation at the University may be classified into: pre-training, during training and end of/post-training evaluation.

A. Pre Training Evaluation

Pre-training evaluation mainly focuses on how specific training is organized in terms of program needs analysis before inception. In this regard, major questions to be answered are as follows.

- Is the program development participatory?
- Is the program relevant to the actual problems of the customers?
- Are training materials prepared in line with trainees' profile?
- Do the materials consist of practical examples and exercises?
- Are the training materials handy, precise, and plain language?
- Do the materials help in self-learning; and are they easy to use as guide for implementation?

- Are contract agreements signed by the respective centers and customer Public Sectors?
- Is the training plan properly prepared and approved by the customer Public Sector and trainees?

B. During Training Evaluation

This refers to how training is conducted in class, on-line, on-the job or through a combination of these. In doing so, the following questions should be considered:

- Do the facilities encourage the trainees to be interactive?
- Is the training supported by IT systems?
- Is the training delivery method participatory enough?
- Do trainees get the opportunities of practice on the actual situation?
- Do trainees relate theory to their own experiences; and do they generate ideas for implementation?
- Are flexible methods employed to keep each trainee actively involved?
- Are there individual, pair, or group exercises during training?
- Is the trainer knowledgeable and experienced in training issues?
- Are schedules and timetables flexible to meet the needs of trainees?

C. End of training Evaluation/Impact Assessment

This is the stage where we evaluate whether the overall training package to attain the desired outcome succeeded or not. In doing so, the following important question should be considered.

- Have the trainees developed the required competence to improve performance and manage organizational problems?
- What are the strengths and weakness of the training sessions?
- Is this training relevant to the actual problems of the organization?
- Are the objectives of the training met?
- Are the expectations of the trainees addressed?
- What past practices the trainees say they have re- learned?
- What unproductive practices do the trainees say they have unlearned?
- What is the best practice of the training program facilitated?

3.11 Quality Assurance

Continuous enhancement of training quality is mandatory to meet the needs of the customer. The respective centers should ascertain that the following important issues are addressed in all training programs.

- Relevance of training to the priority area of Public Sectors;
- Participation of customers in training program developments;
- Quality enhancing indicators:
  - Competence of material designers (experienced training material designers);
  - Competence of trainers (experienced and credible deliverers)
  - Standard of training materials (high quality of material)
  - Training facilities
  - Trainees' participation
- Alternative facilitation approach
  - Flexibility
  - Accounting for diversity
- Training preparation
  - Before training session (Using exercise, test, reviews, action plans and presentations)
  - During training session
  - After training session (End of training evaluation).
- Impact assessment mechanisms.
- Inter-relationships between customers and ECSU.

The end of the First Part

PART TWO: CONSULTANCY POLICY AND GUIDELINES

1. Introduction

1.1 Background

The Ethiopian Civil Service University has a mandate to operate as a higher education institution to build the capacity of the public sectors through education, training, consultancy, and community services. The services of the University cover both federal and regional states. This policy and guidelines, however, deals only with the consultancy services of the University. The University recognizes that demand for consultancy service is increasing as a result of conducive government policy environment and drive for smooth and integrated development. To address the growing demands of the public sectors, developing customer-focused, comprehensive, and responsive consultancy services contributes to the ongoing development of the country.

Vision

To become center of excellence in the public service capacity building in Africa by 2025 through building efficient, effective, transparent and accountable public service which can contribute to the realization of the development and transformation drive of the country.

Mission

Enhancing the service orientation, transparency and accountability of the public service by building its capacity through Specialized Education, Training, Consultancy, Research and community Services.

Core Values

Customer focus

Commitment

Continuous learning

Welcoming diversity

Attention to the disadvantaged

Participatory leadership

Collaboration

This policy and guidelines has, therefore, been developed to streamline consultancy activities in a manner that enables the University to deliver quality services based on customers' needs. It is a working document for all those who get involved in consultancy services. The manual consists of three major parts: introduction, policy statements and guidelines.

1.2 Objectives of the Consultancy Policy and Guidelines

1.2.1 General Objective

The overall objective of this consultancy policy and guidelines is to indicate the framework and guiding principles in which the University's consultancy activities operate so as to ensure the quality of consultancy services.

1.2.2 Specific Objectives

The specific objectives of this consultancy policy and guidelines are to:

- provide clear direction and framework on the range of consultancy services expected to be rendered by the University;
- establish a systematic and coherent consultancy service delivery system that supports the public sector and the success of the mission of the University;
- lay a foundation for a clear and accessible system of the consultancy service;
- ensure transparency, effectiveness and efficiency of the consultancy service towards the attainment of the vision of the university ; and
- encourage staff participation in consultancies that would bring opportunities and benefits to the university, its staff and clients

1.3 Rationale for Consultancy Policy and Guidelines

This policy and guidelines is prepared to facilitate the transformation of the consultancy service of the University by providing clear direction which is based on the consideration of the need, level of competence, professional experience and qualifications of staff who will be engaged in the consultancy service. Therefore, the guideline will help the consultants to:

- manage the consultancy process effectively and efficiently;
- make consultancy service implementation easier and effective;
- serve as a roadmap for the implementation of consultancy services; and

- effectively implement the plan of the University.

1.4 The Scope of Consultancy Policy

The policy covers the consultancy services provided by the University to the federal, regional, and city administration levels public sectors. The policy addresses all issues of the consultancy process to the end, which is from entry to exit.

2. Policy Statement

The University is contributing its share to the development of the country through Public Sector Capacity Building. The University recognizes that appropriate consultancy activities are mutually beneficial to the University and the Public Sector. The benefits include enhancing the knowledge, expertise and experience of the staff of the University, building the capacity of the human resource of client public sector organizations, and addressing technical, institutional, organizational, and management problems of various institutions. Consultancy services also play significant roles in enhancing the quality and relevance of teaching, research and training programs of the University, and in generating income to the staff members involved in the consultancy service and the University.

2.1 Guiding Principles

The following principles provide guidance to those who are undertaking consultancy services representing the University. These principles could also be used as criteria to guide institutional decisions about the kinds of consultancy services that the University should support.

Accountability: Consultancy service provision is based on quality management procedures and high level standards to meet the needs and demands of the customer. It should also be in swift and efficient service delivery system and communication channel.

Inclusiveness: The University promotes the participation of the academic staff members on grounds of qualification, competence and experience based on the request of the customer.

Sustainability: The University strives to promote sustainability of consultancy services in all its aspects so as to ensure a continuous capacity building under situation of dynamic needs.

Reciprocity: Consultancy service is initiated and undertaken in partnership with customer organizations and in the contexts of mutual learning and knowledge and experience exchanges.

Responsiveness: Consultancy service should be relevant to the needs and demands of the customer organizations and communities through appropriate assessment.

2.2 Consultancy Services Initiation

The consultancy services rendered by the University could be initiated either by the customers requesting the University to provide the services; or the University may initiate consultancy services in consultation with the concerned bodies. To deliver effective results, the University relies on process consultancy techniques by involving customers in all phases of the consultancy. In this regard, the University shall provide three types of consultancy services, namely, Process or Strategic Consultancy, Expert or Negotiated Consultancy and Community Services Consultancy. The three types of services are defined below:

a) **Strategic Consultancy** refers to the professional service or work that would normally be undertaken to provide public services aligned with the University's strategic priorities as set out in the University establishment document. This may be the government assignment, or direct request from Public Sector Institutions.

b) **Negotiated Consultancy** refers to the provision of professional service or work to external parties on the basis of a contract signed between the University and the client. This could be received as a direct request from the client or as a tender from the market. However, a Negotiated Consultancy agreement must not be in conflict with other core businesses of the University (teaching, research and training) and also with the Strategic and Community Service Consultancy works.

c) **Community Service Consultancy** refers to professional service or support normally provided for public purposes. It is an agreement where no money other than direct expense is paid. However, a Community Service Consultancy agreement must not be in conflict with the core businesses of the University (teaching, training, research and strategic consultancy). Community Service Consultancy could be in the form of coaching, mentoring, performance assessment, strategic planning support or conducting surveys for a nonprofit community organization or registered charity, civil society, Woreda or sub-city level institutions.

2.2 Accessibility of Services to Customers

a) The University shall employ various ways of reaching its clients. It shall identify gaps and create consultancy requests among public institutions.

b) All available capacities of the University are devoted to provide all sorts of consultancy services to its customers. The consultancy services are communicated to the public sectors at federal, regional, and city administration levels through the External and Public Relations Directorate of the University, using various media, including, among others, websites, electronic media, printed media, etc. There shall be a space in the official website of the University that is devoted to consultancy services promotion and communication. On top of that, the Training and Consultancy Division of the University shall work proactively, in cooperation with other Schools, Institutions and Centers and by networking with relevant institutions at all levels to facilitate accessibility of the service.

c) In all cases of Consultancy Services provision, Public Service areas shall be given priority.

d) In addition to the above, the University may offer services to non-governmental sectors where the requested or negotiated service has a direct relevance to the ongoing capacity building of the Public Sector and development endeavors of the Country.

2.3 Negotiations and Contract Authorization

a) All Consultancy projects shall involve detailed negotiations of contract terms and signing of contracts in the form of agreement.

b) Negotiations shall take into account public service priorities and the mission of the University.

c) Negotiations may be made using different mechanisms supporting by necessary documents.

d) Negotiations may be handled by the President, Training and Consultancy Vice President, or the Director for Training and Consultancy Directorate and should be approved or authorized by the President or the Training and Consultancy Services Vice President.

e) Negotiated contracts shall be signed by the President or Training and Consultancy Services Vice President and the University's Legal Office shall provide assistance on the legal aspects of the consultancy negotiations.

f) The contract agreement shall cover various aspects such as deliverables, milestones, payment schedules, role and responsibilities of the parties, disputes resolution, liability, and arbitration has to be included in the contractual documents.

g) If the University undertakes consultancy services in partnership with other external consultants or firms, a clear Memorandum of Understanding (MOU) shall be signed between the two parties.

2.4 Expertise Involvements

a) Consultancy assignments shall be carried out by individuals or team of experts from different disciplines based on the nature of the assignment.

b) The consultancy team shall comprise a qualified and experienced team leader and relevant experts believed capable to undertake the assignment.

c) The level of involvement of academic staff in Consultancy Services shall be commensurate with the education and training policy of the University. Accordingly:

   - Consultants of the Training and Consultancy Division shall engage themselves in the said services full time, and may be relieved by 25% if they have research project. When they submit their research project, they will resume their usual work.
   - Other academic staff members for teaching and research may participate in consultancy services depending of their teaching and research workload. Details are available in the workload policy and guidelines of the University.

d) Assignment/selection of staff as consultants shall be transparent, fair and competence based. To this effect, there shall be selection criteria.

e) Staff members, who participate in consultancy services, should earn it. Assignment shall not be made on a quota basis, because quality will be affected when staff members who cannot deliver services are assigned to execute consultancy services.

f) In consultancy assignments where there is lack of proper expertise and experience or shortage of consultants from within, consultants from associate staff list shall be considered. Associate staff shall be identified from other local and international similar organizations through the signing of Memorandum of Understanding (MOU) to sustain partnerships and produce effective services. The partnership we establish to execute consultancy services shall be organization to organization; it shall not be organization to individual(s).

2.5 Interface with Training and Research Services

a) Consultancy assignments shall be taken as good opportunity and means to improve, develop and upgrade the different training and research areas.

b) Consultancy assignments, where it is found to be appropriate, need to be executed in the spirit of developing and augmenting the different areas of interventions that the University has been offering or planned to offer.

c) The consultants have to carry out outcome of consultancy assignment as a learning case and means of product development for training services.

2.6 Consultancy Project Proposals

a) To translate customer needs and expectations into a well-defined consultancy assignment Terms of Reference (TOR) is a prerequisite for all consultancy services to be provided.

b) Project proposals shall be prepared for all consultancy services to be done and approved by the University.

c) The consultancy project proposals shall be formulated according to the standardized consultancy project proposal format produced by the University and annexed herewith.

2.7 Quality Assurance

a) The quality of the consultancy services rendered by the University, first of all, is assured by assigning well- qualified and experienced consultants.

b) All the consultancy services to be given by the University shall be according to the provision of this policy and guidelines manual.

c) The consultancy services to be offered shall be in accordance with the quality assurance framework of the University.

d) Where there are deliverables, delivery shall be made to the customer upon approval by the Quality Assurance Team of Training and Consultancy Services.

2.8 Payment Issues

2.8.1 Workload and Payments for Consultants from the Training and Consultancy Division

- Every consultancy service rendered by the core staff of the Training and Consultancy Division shall be credited in accordance with the workload policy of the University.
- The full load of consultancy services for core staff shall be 39hrs/week.
- Payment shall be made to the core staff of the Division, when the consultancy service rendered is over the given workload (39 hours/ week). This may be when the consultants get involved in research work recognized by the University via the host directorate of the staff members.
- When the core staff member of the Division give consultancy services going out of the University, but in Addis Ababa, a disturbance allowance, which amounts to 150 birr/ day, shall be paid to consultant irrespective of the workload.
- When a consultant from the Division is assigned to deliver consultancy services out of Addis Ababa, in addition to the regular allowance, 300 birr/ day, which is subject to disbursement, shall be paid.

2.8.2 Payment for Consultants from Other Divisions

- For academic staff from other divisions/ colleges of University and external consultants, payment shall be made in terms of hour, which means 200 birr/ hour for expert consultancy and 250 birr/ hour for process consultation.

2.8.3 Payment for outside Consultants

- Payment shall be made to consultants from outside the University as indicated under 2.8.2

2.8.4 Payments by and Services to Customer Public Organizations

- All consultancy service fees are paid to the University in terms of hour and the type of consultancy work, which is 300 birr/ hour for expert consultancy and 350 birr/ hour for process consultancy.
- If there is breach in the modality and amount of the agreed fee, legal provisions shall be implemented as described in the agreement document.
- All strategic consultancy works and community service Consultancies shall be rendered

on a cost recovery/ earmark basis.

- In case of negotiated consultancy services, the University may apply competitive market prices.

2.9 Consultancy Management

a) The University Management shall be responsible for the university's consultancy services. Therefore, reports should be submitted to the President or Training and Consultancy Vice President as per the time table and standard of the University.

b) All consultancy projects shall be coordinated by the respective directorates in consultation with the office of Training and Consultancy Vice President.

2.10 Settlement of Disputes

a) Amicable settlement shall always be the priority in handling consultancy related disputes that may arise between the University and the Customer. However, if this is not possible, final solution shall be sought from the legal courts.

b) In the event of any dispute between the University and a staff member relating to consultancy, such dispute shall be resolved by discussion and negotiation depending on the ethical measures of the University.

2.11 Policy Review

a) The Office of Vice President for Training and Consultancy Services is responsible for the effective implementation and timely revision of this policy and guidelines.

b) This Policy shall be reviewed regularly and updated as appropriate by the University.

c) Any amendments, updates or modifications to the Policy shall be approved by the University Management.

2.12 Policy Enforcement

This policy shall be put into action after its endorsement by the senate of the University and the same is formally distributed to its users.

3. Consultancy Service Guidelines

To implement the consultancy service as per the policy, the following guidelines has been prepared. It shows procedures to be followed in the consultancy process. Besides, the guidelines have been organized according to the milestones of the consultancy service.

3.1 Inputs and Types of Consultancy Services

The Consultancy Service inputs of the university can be categorized, into two broad areas, that is, reactive and proactive.

3.1.1 Reactive Inputs

A reactive input is a consultancy service which the university has been requested or has secured from the market. This includes: Government assignments, direct requests and tender.

a) Government Assignment

Government assignment is an input that comes in the form of direct assignment by the Ministry of Public Service and Human Resource Development and other government ministries to carry out consultancy services.

b) Direct Request by Public Sector Organizations

Direct request is an input that is directly sought by a public institution or regional state that may be seeking professional support or consultancy services.

c) Tender

A tender-based consultancy service is a service obtained through bid announcements from the market.

3.1.2 Proactive Input

A proactive input is a consultancy service input identified through the initiative of the centers of the Division. This includes research recommended consultancy services and services explored through need assessments.

a) Research Recommended

Research recommended consultancy is an input obtained from researches undertaken by research centers and different academic units of the University. It is a result of recommendations made by the research products suggesting consultancy service to be given.

b) Explored through Need Assessment

This is a consultancy that is explored by the University with a view to give consultancy services for the client. This could be obtained by undertaking consultancy need assessments in Regional states or Federal public institutions.

As per the consultancy policy, all inputs described above shall be acknowledged by the

University in the form of university-based consultancy services. Depending on the nature, importance or relevance of the inputs, they can be taken as Strategic Consultancy Service, Negotiated Consultancy Service or Community Consultancy Services. The consultancy process shall begin to operate upon communication of inputs to the University in the form of request or assignment. In case of tender, the Training and Consultancy Division through its Consultancy Directorate shall take the initiative to research and communicate its recommendations.

3.2 Government Assignments

a) The top management of the University shall receive government assignments.
b) The top management shall then forward the same to the Training and Consultancy Division for application.
c) The Division delegates the coordination responsibility to the concerned directorate.
d) Assignment of consultants and execution procedures up to the end of the service, including collection of payment, shall be as per this Guideline.

3.3 Direct Request

a) The Training and Consultancy Division may receive requests directly or as forwarded to it from the University President.
b) Negotiation, assignment of consultants and execution procedures up to the end of the services, including collection of payment, will be as per this guideline.

3.4 Tender Procedure

a) The Consultancy and Training Directorate Director shall scan relevant media: print, electronic, and website for relevant consultancy bid announcements and shall select bids that are relevant to the university and forward to the concerned center for coordination.
b) Having a list of bid items, the concerned directors hall proceed to buy bid documents in consultation with the Division’s Vice President.
c) After getting the bid documents, the Director shall decide the tender to handle or bid for.
d) The Director of Consultancy Coordination Directorate, in consultation with the Training and Consultancy Vice President, shall assign relevant consultants to prepare technical and financial proposals.
e) The Director shall collect draft proposals and reviews.

f) The Director shall prepare a cover letter, get it sealed, and then send it to the relevant bidding institutions or clients.

h) The Director or a person delegated by him or her shall attend the bid document opening session to be held in the premises of the client, and shall then collect the award, if the bid is won.

i) After approval of the bid by the Division Vice President, the Director shall prepare a contract and get it signed by the same.

j) The assignment of consultants and execution procedures up to the end of the service, including collection of payment, shall be as per this guideline.

3.5 Research Recommendations

a) The Consultancy and Training Coordination Directorate Director collects relevant accessible research out puts of the university to be reviewed.

b) The Director, in consultation with the Training and Consultancy Vice President, shall assign appropriate persons to review and produce a report on possibilities of consultancy intervention.

c) The Director shall send an official letter to the potential customer regarding the possibility to render consultancy services.

d) The Director may send a team of consultants or a team leader to persuade the customer to respond positively, where the customer has a problem in making decisions.

e) Where the customer responds positively, negotiation, assignment of consultants and execution procedures up to the end of the service, including collection of payment, shall be as per these guidelines.

3.6 Exploration by Need Assessment

a) At least one consultancy need assessment shall be conducted at federal and/or regional public sector institutions in a fiscal year.

b) Need assessment shall be based on reliable data collected in advance by the Consultancy and Training Coordination Directorate.

c) The selection process of Federal or Regional institutions shall be made by a team which constitutes at least three staff members in consultation with the Director.

d) An official letter signed by the Training and Consultancy Vice President or the

Directorate Director, stating the objective or mission of the assessment, shall be sent to the selected Federal public sector organizations and /or regional states.

e) Detailed report of the need assessment is expected to be submitted after completion.

f) The data obtained by the team shall be analyzed and the institutions, to which consultancy services are to be provided, shall be determined by the Directorate in consultation with the Division Vice President.

g) The findings of the consultancy need assessment shall be communicated to the customers to determine the service to be provided.

h) Where the customer responds positively, negotiation, assignment of consultants and execution procedures up to the end of the services, including collection of payment, shall be as per this guideline.

3.7 Negotiations

a) The concerned Director shall make preliminary preparation for negotiation. The preliminary preparation might include collection of necessary data relevant to the service requested.

b) The Director shall make arrangements with the customer for negotiations. Negotiations may be led by the Training and Consultancy Vice President and the Director.

c) Where consent is reached, the Director shall draft a contract document based on the agreed terms. The contract shall then be signed by the Training and Consultancy Vice President or the President of the University depending on the mandate set in the University' Senate Legislation.

3.8 Assignment of Consultants

a) Consultants shall be selected from the centers and/or pertinent Colleges, Institutes, or Schools depending on their experiences in consultancy services, area and level of specialization, and special trainings taken on consultancy. To this end, consultants' profiles shall be collected from the University entities, and partner organizations.

b) In case of academic staff other than the Training and Consultancy centers; and/or when there is a need of involving external consultants outside the university, contractual agreement shall be signed before the commencement of the task. The assigned consultancy task shall then be computed as per the academic workload of the University and payment will be effected according to the standard of the university.

c) In case of staff of Training and Consultancy Division, the consulting staff shall be entitled to be paid for extra time he/she offered his/her services if the aggregate workload exceeds the standard load that is 39hrs/week at the end of a given semester. In this case, the Director shall facilitate the signing of the extra load agreement and get it signed by Training and Consultancy Vice President.

d) The assigned consultant shall be required to carry out the service as soon as he/she signs the Consultancy Assignment agreement, and shall be expected to timely update the Director about the progress of the service.

3.9 Consultancy Project Proposals and Contracts

a) TOR shall either be prepared by the client organization or will be handled by a joint effort of the client and the Consultancy Coordination Directorate.

b) Project proposals shall be prepared for all Consultancy Services to be offered by the University.

c) Assigned Consultants shall be responsible for the preparation of the consultancy project proposal, under the supervision of the Director.

d) The project proposal shall be formulated according to a standard format of the University and the Terms of Reference.

e) The project proposal shall be divided into technical and financial parts. The technical part of the proposal shall describe the scope, methodologies, detail work plan, the expected output, consultants involved and all technical matters pertinent to the nature of the project.

f) The financial part of the proposal shall present all estimates of funds required for the project. Among others, the following budget heads should be taken into account:

- Professional fees;
- Itemized materials and personnel costs;
- Travel expenses, per-diem, fuel, vehicle rent and maintenance, airfares etc;
- Cost of equipment’s (purchase, rent or depreciation);
- Electric, telephone and other expenditures;
- Other costs specific to the project type and size; and contingencies

g) The consultancy project proposal shall be submitted to the University President or the

Vice President for approval.

h) Contractual agreement shall then be prepared based on the technical and financial proposals and discusses with the client. For preparing the agreement, the following points shall be considered:

- Scope of the project: time, assignment and methodology;
- Financial and human resource requirement
- Expected output/deliverables
- Roles and responsibilities of client and the University.

i) In preparing the contractual agreement the Director seeks necessary legal advice from the university's legal office. The contract shall then be signed by the President or Training and Consultancy Vice President.

j) A copy of the signed consultancy contractual agreement along with the approved project proposal shall be sent to the Finance and Procurement Directorate and Archives for follow-up while one copy is retained in the Consultancy Coordination Directorate.

3.10 Follow - up and Monitoring

a) The consultants shall provide an inception report and action plan, and submit to the concerned Director.

b) The Director shall follow the execution of the consultancy service as per the action plan.

c) The Director and/or appropriate persons who are to be assigned by the Director shall regularly review progressive reports of the service and provide any comments and feedback to the Director.

d) The assigned consultant or team of consultants shall incorporate comments or respond to the feedback and the Director shall follow or check the inclusion of the comments or appropriate response to the feedback.

e) The assigned consultant or team of consultants shall prepare an exit report, which shall be checked against the overall consultancy service agreement.

3.11 Quality Assurance

a) The quality of the consultancy service shall conform to quality assurance guideline of the University.

b) Exit reports shall not be approved until the quality assurance team of the Training and Consultancy Division and the concerned confirm that the service rendered is as per the contractual terms and standards of the consultancy service of the University.

3.12 Payment Procedures

a) The concerned University management and other staff, who have engagement, in one way or the other, for the success of the consultancy work shall be paid a lump sum amount according to the provision of the University's Senate Legislation.
b) Outside consultants or consultants from divisions of the University shall be paid in line with the modality of payment set in the contract agreement.
c) All payments shall be as per the particular project proposal and standard of the University. When an expert consultancy is given, 200 birr/ hour is paid, and when process consultancy is given, 250 birr/ hour is paid.
d) All agreed down payments and other payments by the client shall be collected as per the agreement.
e) Any delays in payment shall be reported to the Finance and Procurement Directorate for appropriate action.

3.13 Transparency

a) All working procedures shall be open to clients. To this effect, the Consultancy Coordination Directorate Director shall implement all necessary steps in the specified area of service.
b) Any change in working procedures that may affect the interest of the client shall not be made without the knowledge of the client. Hence, in this case, the Director shall notify or inform the relevant client.

3.14 Code of Ethics

a. Consultants shall exert maximum effort and use all potentials and talents to properly satisfy the need of the client.
b. Consultants engaged in any consultancy assignment are obliged in non-disclosure of any confidential information they get during the course of the work.
c. Consultants engaged in any consultancy assignment are obliged to avoid conflicts of interest in rendering consultancy services;

d. Consultants shall make every effort to keep the image of the University and respect consultancy service standards indicated in the consultancy policy of the University.
e. The time spent on consultancy assignment has to be respected and used properly to produce the expected result.

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