



# **Five Years STRATEGIC PLAN FORUM FOR HIGHER EDUCATION INSTITUTES IN AMHARA REGION (FHEIAR)**

**October 2020**

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In the first instance, Agricultural Research and Training Platform (ARTP) was established in November, 2012 and the platform changed its name to the Forum for Higher Educational Institutes in Amhara Region (FHEIAR). ARTP was initiated by the regional government. The seven universities (Bahir Dar, Gonder, Debremarkos, Deber Tabor, Debre Birhan, Wollo and Woldia Universities), Amhara Regional Agricultural Research Institute and the Bureau of agriculture were the signatory institutes of ARTP. **ARTP was established primarily with the objectives of collaboration in resource sharing; engage in joint research, partnership in education/teaching and training, collaboration in developing joint projects and monitoring and evaluation.**

Because of the nature of dynamic demand of the society, ARTP changed to FHEIAR. To mention few of the reasons why the platform changed to the forum are (1) key actors number increased (2) nature of demands from communities significantly increased (3) High interest of regional government on various research and outreach programs (social sciences, health, etc) (4) high interest to develop collaboration among various fields (Social sciences, natural sciences, health, technologies, etc) and (5) High demand of the regional government to become as a spring board or bridge in technology innovation, adoption and scaling up. Now, the member Universities of FHEIAR are increased from seven to ten. The three new Universities (injibara, Mekdelaamba and Debark Universities) were coming later.

Forum for Higher Education Institutes in Amhara Region (FHEIAR) is established with the objectives of creating a dynamic platform for research coordination, resource mobilization

(human and material), and rendering community service, promote interchange and cooperation among universities for the betterment of the community in the Amhara National Regional State. In addition, the forum envisages to the universities to engage in resolving demand driven problems through innovation, scaling up of technologies and adopting technologies for bettering the life of the communities. Moreover, the forum will open excellent platform in dealing sharing good experiences among member universities and key actors, identifying demand of the community and key actors and searching for solutions to the challenges.

Moreover, the Forum enables the member universities to address developmental challenges and become an effective voice in national and regional discourse. Since its establishment, the Forum member universities shares their best experience and this help the members to stood the first two ranks in their respective generations in a national yearly completion done by the ministry of education. The Forum has engaged its member universities in supporting the development of the region in collaboration with Regional Bureaus and institutions, signed MoU, via research, capacity building, consultancy and rendering community service and outreach.

## **2. Vision, Mission, objectives and Core values**

### **Vision**

The Forum for Higher Education Institutes in Amhara Region (FHEIAR) envisions to be one of the leading higher education forum in Ethiopia in terms of fostering socio-economic development of the country at large and Amhara region in particular through enhancing outstanding Quality of Education, research, Innovation, IK TT and community engagement by 2025.

To be the leading advocate for higher education in Ethiopia, with the capacity to provide support for its member institutions in meeting regional and national needs.

### **Mission:**

To enhance the quality and relevance of higher education in Ethiopia and strengthen its contribution to Regional and national development.

**Moto: Together, we can make a difference”**

### **Objectives**

**The main objectives of the forum are to:**

- (a) Promote interchange, contact and cooperation among universities and other institutions of higher education in Ethiopia;
- (b) Collect, classify and disseminate information on higher education and research
- (c) Promote cooperation among Ethiopian higher education institutions in training, research, quality assurance, and other matters of special policy or practical interest to Ethiopian higher education and the key actors;

(d) Encourage and empower members of the Forum to address developmental challenges and become an effective voice in regional and national higher education discourse;

(e) Study and make known the educational and related needs of universities and other institutions of higher education and, as far as practicable, co-ordinate the means whereby those needs may be met;

(f) Contribute to the improvement of leadership, institutional management and the policy environment of higher education;

(g) Organize, encourage and support public fora for information dissemination and exchange and policy dialogue on issues of higher education.

### **Core Values**

The Forum for Higher Education Institutes in Amhara Region (FHEIAR), drawing its norms from the exemplary community that it finds itself in, cherishes unity in diversity, respect for others and communion with all irrespective of differences. The guiding values that the Forum shall promote and uphold in pursuance of its mission also include:

- ***Good Governance:*** The practice of democratic, transparent, responsible, and accountable leadership, and promotion of the principle of equal opportunity to all our customers and stakeholders.
- ***Inclusiveness:*** A culture of equity and fairness in all forms of practices including gender, wealth, health, environment, and other diversity issues.
- ***Academic Freedom:*** A strong commitment to a free academic environment where individuals inquire, investigate, and engage in relevant academic practices and development.
- ***Respect for Nature and Environment:*** All endeavors of the University should be environmental friendly.

- ***Dynamism:*** A strong culture of understanding and aligning with the dynamic environment for better professional, institutional, and community development in a sustainable manner.
- ***Professionalism:*** A commitment of working cooperatively with concerned bodies with a high standard of professional integrity, ethics, and dedication in a sense of “We” spritto the best of one’s knowledge and abilities.
- ***Innovative and Entrepreneurial Mindset:*** Developing a culture of generating new ideas, processes, services, technologies, and entrepreneurial skill



The governance structure of the FHEIAR is made up of the ten universities, Key actors, research institutes and no-governmental practitioners. The Forum is chaired by each University president in rotational bases in every three years. The vice president of each university will form a stand committee to facilitate collaboration activities among universities and partners, and will closely work with the forum Secretariat under the guidance of the chairperson.

### **3.1. The General Conference**

This is an assembly of representatives of all member institution will have a conferences of three times per year.

### **3.2. The Governing Board**

Governing board comprises the Presidents of the ten Universities found in Amhara Regional state. The board could appoint the Secretariat. The Board meets at least twice a year to evaluate the common goals set on the strategy. It approves the annual programme and budget of the Forum developed by the Secretariat in accordance with the Strategic Plan, and then assesses the outcomes of these activities. The Executive Committee This body comprises the Forum secretariat, the ten the Vice–Presidents and. The Committee deals with any pressing issues that might arise between the meetings of the Governing Board. Decisions taken are brought to the Governing Board for ratification and then presented at the following General Conference. The Secretariat is headed by the chairperson, who is appointed by the Governing Board. It coordinates and implements the activities of the Forum on a day-to-day basis and operationalises the Strategic Plan.

#### **Among its roles, the Secretariat:**

3. Manages the administrative and financial affairs of the Forum under the direction of the chairperson-General and the immediate authority of the Governing Board;
4. Manages collaboration relationships among key actors,
5. Draws up a programme of activities to be undertaken by the Forum on an annual basis as well as the Core Programme of Activities presented to the General Conference for execution over a five year period, all in accordance with the Strategic Plan; and
6. Secures the financial and human resources required to implement the above-mentioned programmes

Ethiopia has a comprehensive and consistent set of policies and strategies, which reflects the importance of the sector in nation's development aspiration. Clearly, in the absence of proactive and well thought policies, it is not possible to attain accelerated development or to improve the condition of the Ethiopian people almost half of which subsist in absolute poverty. The Ethiopian government strives to eradicate poverty and make the country middle income country by 2025 through improving the efficiency and implementation capacity of various sectors. All the country's development policies and strategies are, therefore, geared towards this end. In this strategic plan we reviewed some of the policies which are relevant for the higher education sector.

#### **4.1. Education and Training Policy**

It is over a quarter of a century ever since the Education and Training Policy of the FDRE was designed and implemented (i.e. TGE, 1994). During this long period of time, many successes and hurdles have been experienced by the education sector. Understanding the crucial role of education for the socio-economic and democracy, the education sector has passed through a series of successive and rolling Education Sector Development Programs (ESDP I-V). Since the first ESDP, education was given a special attention in the transformation of the economy by supplying the required professionals and problem solving technological innovations.

To achieve its vision of becoming a lower middle income by 2030, there is a rapid expansion in the development of the higher education infrastructure (institutions and facilities), qualified human resource, the enrolment rate (10.2% in 2015/17) and the graduation rate in the higher education of the country for the last 15 years.

However, there is huge gender gap in enrolment among male and female and most universities are confronted with insufficient supplies of text and reference books, laboratory and workshops

equipment; and access to ICT facilities. To reach a middle-income category in 2025, Ethiopia needs to achieve at least 22% gross enrollment, but the available resources and modalities of financing may not allow reaching 22% gross enrollment by 2025 (Ethiopian Education Road Map, 2019).

Following the Ethiopian Education Development Roadmap (2019), Ethiopian Education and Training Policy has been developed in May 2020. The objective of this subsection is to review the higher education policy issues. The policy has got seven major policy statements regarding HEIs and other related issues such as cross-sectional issues. These include:

To provide quality and equitable higher education for citizens for all regions; to ensure all higher education programs to be in accordance with national and international development and growth as well as the demands of the labor market; to make instructors competent enough with the necessary knowledge, attitude and skills for particular levels; to equip higher education leadership and professionals with up-to-date knowledge, skills and attitudes; to make researches done in HEIs to be in line with technology transfer to bring about social changes for good; to ensure instructors roles in teaching, research and community service to be 60, 25 and 15 percent respectively; to ensure higher education programs to be strongly linked with the needs of industries to produce highly qualified, competent and productive graduates; to ensure the relevance and access of education to realize internationalization and partnership; to ensure high level of students' performance by developing appropriate HEIs' leadership; to establish educational quality and relevance enhancement and quality audit institutions; to develop students entrepreneurial skills by including diverse contents across different levels; to establish efficient, accountable and balanced education finance systems; to reestablish the cost sharing system with students; to establish modern education technologies to facilitate and strengthen education and training; to ensure the roles of teachers and students' associations and other professional and civic unions to support the provision of quality education; to ensure the provision of accessible and equitable education for girls, people with special needs and gifted students according to their personal needs and/or talents; to ensure the continuity of education and training despite HIV/AIDS and other pandemics and calamities; to ensure the

inclusion of different contents on the basis of environmental care and protection across different levels and to supervise, evaluate and follow-up education programs to ensure whether they have achieved their very aims, goals and objectives (Draft Education and Training Policy, May 2020: pp. 50-86).

Therefore, the forum will contribute to enhance quality of education from primary to University levels through systematic studies on the constraints of each level and develop policy recommendations.

#### **4.2. Agriculture and Rural Development Policy**

The Ethiopian government strives to eradicate poverty and make the country food secure as well as food self-sufficient and become middle income country by 2025 through improving the efficiency and implementation capacity of various sectors. One of the sectors is the agriculture sector which is dependent on rain-fed and characterized by subsistence agriculture with exceedingly low incomes and hand-to-mouth livelihoods. Agriculture is the backbone of Ethiopian economy and determines the growth of all other sectors as it is a major source of employment and gross national product (GDP). It contributes more than 50% of the GDP and 80% of the labor market. Considering the importance of the small-scale farming practice, high prevalence of rural poverty and large productivity gap, the agriculture sector is the Ethiopian government top priority and devised several agricultural and rural development policies and strategies.

As a result, Agricultural Development Led Industrialization (ADLI) is pursued as a major policy framework for the development of the country since 2000. ADLI is the development strategy that aims to achieve initial industrialization through robust agricultural growth and close linkage between the agricultural and the industrial sector. It has been implemented by disintegrating in to medium term plans that include SDPRP (Sustainable Development and Poverty Reduction Program) from 2002/03 to 2004/05; PASDEP (Plan for Accelerated and Sustained Development to End Poverty) from 2005/06 and 2009/2010.

Based on previous experiences and lesson learnt from GTP II, the current 10 years agriculture road map identified the following strategic areas. These are

- improvement of crop and animal productivity,
- enhance natural resource development and proper utilization
- Shift from rain-fed agriculture to irrigation
- Expansion of agricultural mechanization
- Improvement of the livestock sub-sector, forage and animal health
- Cluster based horticulture sub-sector development
- Improve the investor participation in the agriculture sector
- Improve institutional implementation capacity
- Rural Job creation
- Implement Resilient and climate smart agriculture

Hence, the forum for Higher education institutes in Amhara region will contribute to boost production and productivities of crops and livestock through implementing resilient and climate smart agriculture systems.

#### **4.3. Industrial Development Strategy**

The government of Ethiopia has taken a strong stand in the development and expansion of industry and investment in the country. The Ethiopia Industrial Development Strategic Plan (2013-2025) has put a vision to build an industrial sector with the highest manufacturing capability in Africa which is diversified, globally competitive, environmentally-friendly, and capable of significantly improving the living standards of the Ethiopian people by the year 2025. The key objective is to make the sector globally competitive and to bring the necessary structural transformation to the nation's economy to export outputs, create thousands of jobs, attract much-needed foreign currency and above all, contribute to poverty reduction.

For instance, the industrial development should grow rapidly in absolute and relative terms and the set target is increasing the share of the manufacturing sector as percentage of the GDP from the current 4% to 17% by 2025.

For the realization of these policies and strategies, the Forum will play a significant role through facilitating as a ladder to link the sectors to Universities in contributing innovation, technology transfer, skilled manpower with adequate knowledge to the purpose, and outreach programs.

#### **4.4. Health Policy**

The 1993 Ethiopia health policy focuses on: democratization and decentralization of the healthcare system; development of preventive, promotive and curative components of healthcare; improvement of accessibility of healthcare for the whole population with the goal of providing Universal Health Coverage (UHC) and Strengthening Primary Healthcare (PHC). Commencing in 1997, the Health Sector Development Plan (HSDP) was implemented in four consecutive phases which ended in June 2015/16. Then, a new 20-year Health Sector Transformation Plan (HSTP) (2015/16-2034/35) was designed with a strategy of “envisioning Ethiopia’s path towards Universal Health Coverage (UHC) through strengthening primary healthcare (PHC)” with a long term objective of supporting Ethiopia to achieve the best health outcomes that would be expected of a lower-middle income country by 2025 and achieving at least median health outcomes of an upper-income country by 2035. In an effort to support the HSTP, Ethiopia implemented the UN-designed SDGs programs which consisted of 17 goals, 169 targets and 230 indicators. Among the goals, Goal 3 aims to ensure health and wellbeing for all at every stage of life and Goal 6 focuses on ensuring availability and sustainability management of water and sanitation for all.

HSTP has three key features: quality and equity, UHC and transformation with four pillars of excellence in health service delivery, quality improvement and assurance, leadership and governance and health system capacity. HSTP II (2020/21-2024/25) objectives are aiming to improve the health status of the population by accelerating progress towards UHC, protecting people from health emergencies, contributing to the transformation of households and

improving health system responsiveness. HSTP II strategy also focused on improvement of environmental health, primary healthcare (PHC), medical, laboratory and blood transfusion service, public health emergency management and availability of pharmaceuticals and supplies.

The targets of HSTP II included increasing healthy life expectancy at birth from 57.5 to 60 years, responsiveness index from 0.52 to 0.60, and the UHC index from 0.43 to 0.58, decreasing the maternal mortality rate (MMR) from 401 per 100,000 to 285 and under-five mortality from 59 per 1,000 births to 43 per 1,000 births, and decrease stunting prevalence in children under five years from 37% to 25%. It also aims to reduce HIV incidence per 10,000 population from 1.6 to 0.8, reduce TB mortality from 22/100,000 to 9/100,000, reduce the cases of TB drug resistance to 1,365, reduce the prevalence of harmful use of alcohol in persons aged 15+ years from 12.5% to 11.2%, increase the coverage of psychosis management from 10% to 50% and increasing kebeles declared open defecation free (ODF) from 40% to 75%.

In order for HSTP II to achieve the targets, there are 14 strategic directions including enhancement of the provision of equitable health services, good quality comprehensive health services, improvement of health emergency and disaster risk management, ensuring community engagement and ownership, improvement of access to pharmaceuticals and medical devices and their rational and proper use, improvement regulatory systems, improvement of human resources development and management, enhancement of informed decision making and innovations, improvement of health financing, strengthening of governance and leadership, improvement of health infrastructure, enhance digital health technology, improve traditional medicine and ensuring the integration of health in all policies and strategies. Ethiopia also implemented a ONE HEALTH approach Strategic Plans (2018-2022) to prevent the risk of emerging infectious diseases (mainly zoonotic disease) due to Human-Animal-Environmental health interactions.



#### **4.5. Environmental Policy and Strategy**

An environmental policy for Ethiopia was approved in 1997 with the goals of improving the health and quality of life of all Ethiopians and promoting sustainable social and economic development through the sound management and use of natural, socioeconomic and cultural resources and to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. The policy seeks to meet the following goals:

- Ensure that essential ecological processes and life support systems are sustained
- Ensure that the benefits from the exploitation of non-renewable resources are sustained
- Consider the economic, social and environmental costs and benefits of natural resource for the national development
- Prevent the pollution of land, air and water
- Conserve, develop, sustainably manage and support Ethiopia's rich and diverse cultural heritage conservations
- Ensure the empowerment and participation of the people and their organizations at all levels in environmental management activities
- Raise public awareness and promote understanding of the essential linkages between environment, health and development (For example: ONE HEALTH).

The environmental policy sectorial components are: Soil husbandry and sustainable agriculture; forest, woodland and tree resources; genetic, species and ecosystem biodiversity; water, energy and mineral resources; human settlement, urban environment and environmental health; control of hazardous materials and pollution from industrial waste; atmospheric pollution and climate change and cultural and natural heritage.

Cross-sectorial environmental policies are focused on the population and the environment, community participation and the environment, tenure and access rights to land and natural resources, a national land use plan, environmental information systems, environmental research, environmental impact assessment (EIA), and environmental education and

awareness. The environmental policy gives emphasis to establishing safe limits for the location of sanitary landfill sites, promoting climate monitoring and heritage conservation.

The policy's main focuses are environmental sustainability and the Climate Resilient Green Economy (CRGE). The goal of CRGE in association with GTP is to protect the country from the adverse effects of climate change and to build a green economy that will enable Ethiopia to reach middle-income country by 2025 in a climate resilient manner.

#### **4.6. Science, Technology and Innovation Policy**

Science, technology and innovation (STI) are key drivers of social and long term economic growth in all economic growth models. In this context, the Ethiopia STI policy was revised in 2012 to create national framework that can define and help the nation in selection, adaptation, and utilization of appropriate and effective foreign technologies as well as addressing the establishment of national innovation system.

The purpose the science policy is, therefore, to facilitate the production of science-related knowledge and skill at higher education institutions, research centers, private sector and other scientific institutions. In this regard, the provision of Science, Technology, Engineering, and Mathematics (STEM) as well as social sciences and arts training programs are given due attention in the science Policy as human capital development.

The main objectives of the new reviewed STI policy are to establish and implement a coordinated and integrated technology transfer governance framework for building the national STI capacity by promoting innovative research that is geared towards technology learning, adapting, utilizing of effective foreign technologies and commercializing of useful indigenous knowledge and technologies. To implement the stated main objectives, the STI policy mainly focuses on eleven critical STI policy issues.(i.e. Technology Transfer, Human resource development, Manufacturing and service providing enterprises, Research, Financing and incentive schemes, national quality infrastructure development, Universities, research institutes, TVET institutions and industries linkage, Intellectual property System, Science and

technology information, Environmental development and protection, and International cooperation).

#### **4.7. Digitization Policy and Strategy**

Digital Ethiopia strategy 2025 (National Digital Transformation strategy) is the strategy prepared by Ministry of innovation and technology that prioritize projects and programs must be implemented in the next 5 years in agriculture, manufacturing and service sector. It aligned with the country national development vision, policy and objectives. The digitization goes to encourage learning, improve access, preserve originals, or support electronic representations that use the computer and other devices for their operations.

The first objective of the Ethiopian Digitalization policy and strategy is to propose an inclusive digital economy. The second is to emphasize the need for a sense of urgency and mobilize critical stakeholders to address the imperatives to enable an inclusive digital economy. The third is coordinate and strengthen current initiatives underway. Finally, to ensure an inherently international approach that will enhance Ethiopia's place in regional and global value chains while benefitting from best practice and interoperable systems.

#### **4.8. Water Sector Policy**

Water Resources Management (WRM) is the process of planning, developing, and managing water resources, in terms of both water quantity and quality, across all water uses. It includes the institutions, infrastructure, incentives, and information systems that support and guide water management. In this aspect, Ethiopia Water Resource Management Policy (EWRMP) was issued by Ministry of Water, Irrigation and Energy formerly called Ethiopia Ministry of Water Resource (MoWR) in 1998 and the policy comprises water supply and sanitation policy, irrigation policy, hydropower policy, inland water transport policy, aquatic resources policy, water for tourism and recreation policy. In order to translate the national water resource management policy into action the MoWR has issued Ethiopian Water Sector Strategy (EWSS) in 2001. The strategy sets the road map on how to make meaningful contribution towards

improving the living standard and wellbeing of people realizing food self-sufficiency, food security, extending water supply and sanitation coverage to large segment of the society.

#### **4.9. National Energy Policy**

Ethiopia has revised the national energy policy in 2012, which was ratified in 1994. The revised policy mainly focuses on implementing of reliable supply of energy. In particular to support the country's agricultural and industrial development strategies, streamlining and removing bottlenecks encountered in the development and utilization of energy resources, setting general guidelines and strategies for the development and supply of energy resources, giving priority to the development of indigenous energy resources with a goal toward attaining self-sufficiency, increasing energy utilization efficiency and reducing energy wastages.

Ethiopia's energy consumption is largely based on biomass energy sources and an overwhelming proportion (94%) of the country's energy demand is met by traditional energy sources. Hence, the main focus of the revised policy is to replace the traditional sources of energy by other environmental friendly and renewable energy sources. There by the government put in place Climate Resilient Green Development Strategy for the Energy (CRGE) and other sectors by generating 35,000 MW by 2037.

#### **4.10. Foreign Affairs and National Security Policy and Strategy**

The Ethiopian People's Revolutionary Democratic Front (EPRDF) established a Foreign and National Security policy which aimed for the democratization and development process of the country. Along with ensuring the international conditions that are conducive for achieving the country's economic growth, the country's foreign and national security policy is primarily working on realizing development and democracy by identifying diplomatic issues, market opportunities, attracting investment, soliciting grants, loans, military and technical support, and diplomacy by making maximum utilization of all possibilities.

Based on Forum previous activities, stakeholders' expectations as well as internal and external environment impacting, the Forum reviewed its strengths, weaknesses, opportunities and Challenges to guide it in developing the strategic goals, objectives and action in building this robust strategic plan.

### 5.1. Internal Environment analysis

<b>Strengths</b>	<b>Weakness</b>	<b>Opportunity</b>	<b>Challenges</b>
Active engagement of the boards to strengthen the forum	Weak financial resources base	Regional government's commitment to work with the forum	Political instability of the region and the nation
Good relationship of the forum with regional government and other forums/associations	Weak to mobilize professionals from member universities	Favorable federal government policies to focus on research and quality of education	The Regional Government and the Bureaus expectation to cover all the costs they collaboratively work with the forum
Has got its legal status and regulation	Lack of commitment of some member universities of the forum	Establishment of the same forums in other regions of the nation	Stringiest financial regulations of the government to finance the forum.
Has well developed experiences through a series of quarterly events	Weakness in project designing and soliciting funds from potential sources	The establishment of the Amhara Scholars' Council and the Councils willingness to work with the forum	University Presidents turnover (lack of awareness on the forum objectives and low appétit to participate)
Visible and persuasive efforts made to	Inadequate staffing and poor office facilities	The Regional public	Weak systems for knowledge sharing

represent/support the region		commitment and desire to actively participate in development efforts	and application among HEIs themselves and among HEIs and industry
Harmonizing working Guidelines	Lack of strategic plan	The initiation of the Amhara natives Diaspora to participate in the development efforts of the Amhara Region.	Weak linkages between member universities and other levels of education: General Education and TVET institutions
Securing land for office construction	Poor networking and Collaboration	High human and material resources in each key actor	Weak systems for knowledge sharing and application among HEIs themselves; and among HEIs and industry;
Developing Joint research projects	Poor advocacy on forum objectives	The presence of research centers, colleges and TVET	Weak systems for knowledge sharing and application among HEIs themselves; and among HEIs and industry;
Partnering with regional offices	Dependency syndrome of the partners/consider as donor	The Establishment of Amhara Intellectuals Forum	
Joint planning with partners	Inconsistency of forum conferences presentation protocols	New opportunities for collaboration with professional bodies and associations;	
Resources sharing among universities and partners	High turnover of partners office heads		
Capacity building for	Weak partners engagement		

partners/scholarship			
Financial support of member Universities support	Unequal understanding on objectives of the forum among partners, even university presidents		
The execution of Forum conferences (quarterly)	Weak linkage with other sectors of education (TVET, Primary and secondary schools)		
Establishment of sub-committee by VPs	Limited link with Ethiopian Diaspora and intellectual association		
High commitment of regional government			

## 5.2. External Environment analysis

S. No.	External performance	Opportunities	Threats
1	Politics	<ul style="list-style-type: none"> <li>• Supportive Governmental policy and strategy</li> <li>• High commitment of the Government to expand education at all levels</li> <li>• Emphasis given to gender equality</li> <li>• The freedom given to Higher education</li> <li>• Relative peace and security in the region.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of government commitment for policy and strategy</li> <li>• National political instability</li> <li>• Lack of good governance</li> <li>• Ethiopian legal rights to use the River Abay and the intrusion of other countries with outdated colonial mindset on the River Abay</li> </ul>
2	Economy	<ul style="list-style-type: none"> <li>• Free market economy</li> <li>• Conducive environment for private investment</li> <li>• Continual economic growth</li> </ul>	<ul style="list-style-type: none"> <li>• Inflation at national and international level</li> <li>• Weak tax collection system</li> <li>• Economic crisis due to COVID-19 pandemic</li> <li>• Inability of the economy to create jobs</li> <li>• Poverty</li> </ul>
3	Social	<ul style="list-style-type: none"> <li>• Improved positive outlook of the society toward education</li> <li>• Tolerance, respect and peaceful nature of the community</li> <li>• Change of social norm towards entrepreneurship</li> <li>• Rich indigenous knowledge and cultural heritage of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Weak working culture</li> <li>• Increased number of unemployed youths</li> <li>• Social crisis due to COVID-19 pandemic</li> <li>• Weak entrepreneurial attitude of youths</li> <li>• Low level women participation in leadership and decision making</li> <li>• high movement from rural to urban and illegal migration</li> </ul>
5	Technology	<ul style="list-style-type: none"> <li>• Better ICT facilities</li> <li>• The priority given to digitalized infrastructure</li> <li>• The start-up of technology exchange on knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance to new technology and shortage of skilled manpower for technology transfer and utilization</li> <li>• Repeated network interruptions and low service quality</li> </ul>



S. No.	External performance	Opportunities	Threats
		skill transfer	
6	Legal issues	<ul style="list-style-type: none"> <li>• International agreements and implementations</li> <li>• Different policies and directives and implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Low understanding and lack of clarity on policies and strategies</li> <li>• Low commitment to implement laws and proclamations of the country</li> </ul>

## **6. Customer/Stakeholder Identification and Analysis**

The forum has identified the key actors. The most key key actors are as follow:

1. Federal Universities in Amhara Region (forum member universities)
2. Various Industries and NGOs (including industrial parks)
3. Regional government and sector offices
4. Research institutes (research centers)
5. Other Higher Education Institutes (eg. Colleges, TVETs)

## 6.1. Comparison of the needs of Key actors and the Forum

No	Key actors	Behaviors expected from Key actors	Services/products expected from the Forum	Negative influences of stakeholders on the Forum
1	Forum member Universities	<ul style="list-style-type: none"> <li>• Good governance</li> <li>• Support, follow-up, and monitoring</li> <li>• Linkage with National and International Institutions</li> <li>• Depicting policy and strategic issues</li> <li>• Developing guidelines directives timely</li> <li>• Facilitating scholarships</li> <li>• Giving timely responses to problems</li> <li>• One Core laboratory development</li> <li>• Grant fund raising</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing plans and reports timely</li> <li>• Implementing the forum objectives</li> <li>• Conducting researches that can solve the problems of the community</li> <li>• Facilitating to provide consultation and professional service</li> <li>• Facilitating senior staffs to fetch grand project proposals</li> <li>• Facilitate to link the universities among themselves and with international institutes</li> </ul>	<ul style="list-style-type: none"> <li>• Low support and follow-up</li> <li>• Insufficient budget allocation</li> <li>• Lack of trust</li> <li>• Miscommunication</li> <li>• Spoiled image</li> <li>• Low quota for different allocations</li> </ul>
2	Industries and NGOs	<ul style="list-style-type: none"> <li>• Utilization of common resources</li> <li>• Capacity building to staffs</li> <li>• Respecting environmental law and regulations</li> <li>• Active participation in integrated efforts</li> <li>• Proposing ideas and collaborating on research, community engagement,</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating the resources to use</li> <li>• Encouraging to develop demand driven researches, community engagements, technology exchanges and academic programs</li> <li>• Facilitating Short and long term trainings</li> <li>• Facilitating working cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of technology exchange and failure to use research outcomes</li> <li>• Lack of trust</li> <li>• Interruption of partnership and networking</li> <li>• Spoiling the image of the university</li> </ul>

No	Key actors	Behaviors expected from Key actors	Services/products expected from the Forum	Negative influences of stakeholders on the Forum
		<p>technology exchange and academic programs</p> <ul style="list-style-type: none"> <li>• Working common modalities (MoU)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating to supply skilled human power</li> <li>• Facilitating to get scholarships               <ul style="list-style-type: none"> <li>• Working common modalities (MoU)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unwillingness to uptake staff and students for internship, apparent ship, and externship</li> <li>• Lack of trust on graduates from the Forum</li> </ul>
3	Regional government and sector offices	<ul style="list-style-type: none"> <li>• Utilization of common resources</li> <li>• Capacity building to staffs</li> <li>• Dialogues on current issues</li> <li>• Working cooperatively</li> <li>• Nobel research outputs on targeted problems of the region (eg. water hyacinth)</li> <li>• Scaling up of various technologies to the community</li> <li>• Working common modalities (MoU)</li> <li>• Establishing other platforms (like agriculture research platforms)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating to utilize targeted resources commonly</li> <li>• Scholarship and Trainings</li> <li>• Inventory of the resources of the region</li> <li>• Scholarship and Trainings</li> <li>• Facilitating conferences on pertaining issues</li> <li>• Identifying and prioritizing key actors problems and develop common plans</li> <li>• Enhancing the universities to develop and innovate problem solving research ideas on selected topics</li> <li>• Demand driven and community engagements</li> <li>• Facilitating to establish platforms in Education and Health)</li> </ul>	<ul style="list-style-type: none"> <li>• Limited support</li> <li>• Limitation to work collaboratively</li> <li>• Spoiling images of the Forum</li> <li>• Lack of trust</li> </ul>

No	Key actors	Behaviors expected from Key actors	Services/products expected from the Forum	Negative influences of stakeholders on the Forum
4	<b>Research institutes (research centers)</b>	<ul style="list-style-type: none"> <li>• Resources inventory</li> <li>• Utilization of common resources</li> <li>• Capacity building</li> <li>• Collaborative grand project development</li> <li>• Joint proposal review system</li> <li>• Avoiding redundancies of research and community services</li> <li>• Working common modalities (MoU)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating common resources</li> <li>• Facilitating long-term and short-term trainings</li> <li>• Enhance skilled manpower to develop grand project</li> <li>• Facilitating the review system at all level (4 platforms)</li> <li>• Revising the previous MoU and develop new MoU</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of trust</li> <li>• Lack of leadership commitment</li> <li>• Lack of skilled manpower on selected topics</li> <li>• Variation in budget releasing systems-compliance of staffs</li> </ul>
5	Higher Education institutions (Colleges, TVETs)	<ul style="list-style-type: none"> <li>• Sharing experiences</li> <li>• Utilization of common resources</li> <li>• Inventory of resources</li> <li>• Working cooperatively on common agendas</li> <li>• Strengthening university forums</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating of Internship and externship</li> <li>• Working cooperatively on academic programs, research and community engagements</li> <li>• Sharing experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of trust</li> <li>• Limited cooperation</li> <li>• Compromising quality</li> </ul>

## **7. FHEIAR Strategic Directions (2013-2017 EC)**

Based on the Mission, Vision, and the SWOT analysis, the following four strategic issues and eight strategic objectives (SO) have been identified. These strategic issues are focusing to build the capacity of FHEIAR member institutions and the Secretariat, as well as to develop stronger relations with the regional and sub-regional bodies, development partners, university communities and other associations within Ethiopia and in Africa. The continuing emphasis on stakeholder relations and university-industry linkages, more specifically, has the potential to meet the educational and development needs of the region. The goals of the Strategic Plan fall into three broad categories, namely capacity building of member institutions themselves; capacity building of member institutions/partners to address societal needs; and organizational matters specific to FHEIAR.

### **7.1. Strategic Issues**

#### **Four strategic Issues**

**Strategic Issue 1.** Capacity building of the member institutions

**Strategic Issue 2.** Capacitate financial strengthen of the forum

**Strategic Issue 3.** Strength collaboration of government development efforts to address societal needs

**Strategic Issue 4.** Organizational matters specific to Forum.

## **7.2. Strategic Objectives**

These four strategic Issues are further divided into eight Strategic Objectives (SO) as follows:

**SO1.** Enhancing good Governance and Institutional capacity of the forum members

**SO2.** Strength Resource Mobilization and Financing Strategy

**SO3.** Experience Sharing and Scaling-Up Best Practices

**SO4.** Promote Joint project Development

**SO5.** Enhance Regional/National government support and collaboration

**SO6.** Enhance communication Networking, Partnership and Collaboration

**SO7.** Enhance Universities' contribution to Regional Innovation and competitiveness

**SO8.** Complete physical infrastructure, and equip and enhance facilities of the forum Secretariat

### 7. 3. Strategic Objectives and the sub themes

Strategic Objective 1	Strategic Objective 2	Strategic Objective 3	Strategic Objective 4	Strategic Objective 5	Strategic Objective 6	Strategic Objective 7	Strategic Objective 8
<b>Strengthen Leadership and Management Development in HEIs</b>	Strengthening financial and management systems	Identifying the best experiences of each key-actor in academic, research, technology transfer and innovation, community service	Capacity building on project proposal writing (Theory of change)	Identifying potential resources of the region	Identifying communications and partnership gaps among key-actors	Facilitating to establish different platforms to promote collaborative demand driven quality research agendas	Facilitating to built Construction of forum's office



<p><b>Enhance staff, student and material exchange between member universities and Key actors</b></p>	<p>Enhance staff skills for project planning, design and management and in other essential areas</p>	<p>Promoting the best experiences (Radio, TV, FMS, publications, conferences, websites, etc)</p>	<p>Capacity building on project management</p>	<p>Identifying areas of collaboration</p>	<p>Collecting, classifying, documenting and disseminating information on research outputs, outreach activities, technology adoptions and transfer to end users</p>	<p>Encouraging partners to develop collaborative regional research, CS and TT agendas</p>	<p>Encouraging the key actors to pay membership fee and improving member universities' fee</p>
<p><b>Enhance capacity of key</b></p>	<p>Intensify</p>	<p>Encouraging in</p>	<p>Identifying</p>	<p>Identification</p>	<p>Facilitate</p>	<p>Enhance and</p>	<p>Enhancing</p>

<p><b>economic development partners</b></p>	<p>fund-raising efforts in its traditional (grant-seeking from development partners and membership fee)</p>	<p>scaling up of the best experiences among universities and Key actors (demonstration, showcases, etc)</p>	<p>potential grant raising national and international institutes</p>	<p>of the government priority development areas</p>	<p>cooperation between its members national and the international forums and associations</p>	<p>Establish collaborative relationship within the region, with development partners, civil societies and professional associations</p>	<p>the competitiveness of the forum</p>
<p><b>Ensuring the Forum as sources of leaders at regional/ national levels</b></p>	<p>Encouraging member key actors to contribute membership</p>	<p>Capacitate attitude the end users to utilize the selected best experiences</p>	<p>Capacitating member key-actors staffs</p>	<p>Developing partnership modalities among government</p>	<p>Facilitate the exchange of information and experience among</p>	<p>Emphasize on human Resource capacity and skill development of the region</p>	<p>Developing different working guidelines</p>

	fee			sector offices	members of the forum universities and partners, and promote best practices		
<b>Capacitate the Forum as the preferred Centre and resource for regional government and business organizations</b>	Enhancing member key actors to enter in cost sharing system	Foster direct linkages between universities and the productive sector	Facilitating searching for collaborative research grant	Harmonizing the regional sector offices strategic and annual plans with member universities common development	Enhance the capacity of universities to develop linkages with the productive sector	Establish a joint Regional research and community engagement Hub (Research and Innovation Lab)	Increasing financial capacity of the forum through various sources

				agendas (training, research and CS)			
<b>Enhance capacity building programmes, research undertaking, community services and training needs of the regional government and public enterprises</b>	Enhancing resources inventory for the common utilizations	Identify and promote credible international research institutes and NGOs for partnerships	Facilitating in Identifications of common project areas among partners	Capacitating officials from higher to lower levels in different areas of fostering leadership quality	Increase collaboration with Civil Society	Identifying Community service agendas in collaboration with stakeholders	Facilitating to full foliage Forum office infrastructure and capacity (skilled manpower, office equipment, car, etc)
					Facilitate the	Conducting	

					exchange of information and experience among members of the academic community, and promote best practices	multidisciplinary researchers and Community services	
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## 7.4. Performance indicator and Measurements

Strategic Objectives	Specific Objectives	Performance indicator & measurement	Baseline (2012 E.C)	Source of Data	Targets (2013- 2017 E.C)				
					13	14	15	16	17
1. Enhancing good Governance and Institutional capacity of the forum members	1.1.Strengthen Leadership and Management Development in HEIs	Number of training for higher leadership	NA		1	3	5	6	7
	1.2.Enhance staff, student and material exchange between member universities	Increase utilization of common resource (%)	NA		50	65	70	90	100
		Number of staff exchanged	NA		35	80	90	120	200
		Number of material exchange	NA		10	20	40	60	70
	1.3.Enhance capacity of key economic development partners	No. of Key factors involved in capacity building	NA		100	120	150	200	250
	1.4. Ensuring the Forum as sources of leaders at regional/ national levels	Number of leadership contribution at national	3	WU	4	5	6	7	10
		No. of leadership at regional and Universities	5	WU	6	8	9	10	11
	1.5. Capacitate the Forum as the preferred Centre and	Enabling the preferred forum through enhancing its	NA		25	40	50	55	60

	resource for regional government and business organizations (%)	capacity							
	1.6.Enhance capacity building program, research undertaking, community services and training needs of the regional government	Number of trainees (long and short-term)	<b>NA</b>		<b>20</b>	<b>50</b>	<b>70</b>	<b>120</b>	<b>200</b>

Performance indicator-----

Strategic Objectives	Specific Objectives	Performance indicator & measurement	Baseline (2012 E.C)	Source of Data	Targets (2013- 2017 E.C)				
					13	14	15	16	17
Strength Resource Mobilization and Financing Strategy	1. Strengthening financial and management systems	Number of externally granted projects (number)	NA		2	3	5	8	10
		Amount of membership fee (birr)	500,000 (1-2 <sup>nd</sup> generations 300,000 (3-4 <sup>th</sup> generations)	Forum office	300000=500000	300000-500000	300000-500000	300000-500000	300000-500000
		Number of sharing of resources among partners	NA		10	20	40	60	90
		Number of delivered training and consultancy services (number)	NA		3	5	6	7	10
		No. and quality of skilled personnel	NA		15	20	40	60	80
	2. Enhance staff skills for project planning, design and management and in other	Project planning, design and management skill increased	NA	Forum office	3	8	10	12	15



	essential areas	No. of project proposals increased							
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Performance indicator-----

Strategic Objectives	Specific Objectives	Performance indicator & measurement	Baseline (2012 E.C)	Source of Data	Targets (2013- 2017 E.C)				
					2013	2014	2015	2016	2017
Strength Resource Mobilization and Financing Strategy	3. Promoting the best experiences among key actors	Number of Best academic performance of partners	NA		4	6	8	10	12
		No. of best CS and technology transfer	NA		20	30	45	50	60
		The number and quality of promote best experiences	NA		5	8	10	12	20
	4. Enhance scaling up of the selected best experiences among universities and Key actors	Number of scaling up experiences	NA		2	4	5	6	10
	5. Upscale Technology Uptake in universities	No. of upscale uptake technologies by Universities	NA		3	6	9	12	19
	6. Foster direct linkages among universities and the productive sector	Number of linkages among universities			4	5	6	7	10
		Number of linkage made between productive sectors			10	12	15	20	25

**Performance indicator-----**

Strategic Objectives	Specific Objectives	Performance indicator & measurement	Baseline (2012 E.C)	Source of Data	Targets (2013- 2017 E.C)				
					13	14	15	16	17
Promote Joint project Development	Identify and promote credible international research institutes and NGOs for partnerships	Number of identified international institutes	NA		4	8	10	15	20
		Number of identified NGOs	NA		5	9	15	20	25
	Capacity building on project development (Theory of change)	No. academic staffs involved	NA		30	40	60	80	120
	Capacity building on project management	No. academic staffs involved	NA		30	40	60	80	120
Enhance Regional/National government support and collaboration	Identifying potential resources of the region	Number of resources	NA		50	90	90	90	90
	Identifying areas of collaboration with partners	Number of identified thematic areas of collaboration	NA		10	20	30	40	50
	Strengthen the government development strategy	Number of sector office involved in Forum	NA		10	15	20	25	30

**Performance indicator-----**

Strategic Objectives	Specific Objectives	Performance indicator & measurement	Baseline (2012 E.C)	Source of Data	Targets (2013- 2017 E.C)				
					13	14	15	16	17
Enhance communication Networking/ Partnership and Collaboration	Ensure the partners satisfactions with the forum	% of satisfaction	NA		75	80	85	90	95
	Facilitate the exchange of information and experience among members of the academic community, and promote best practices	No. of experiences %	NA		70	75	80	85	90
	Collect, classify and disseminate information on higher education and research, particularly in Amhara Region	Number of promotion %	NA		70	75	80	85	90
	Facilitate cooperation between its members national and the international forums and associations	Number of facilitated %	NA		70	75	80	85	90

**Performance indicator-----**

Strategic Objectives	Specific Objectives	Performance indicator & measurement	Baseline (2012 E.C)	Source of Data	Targets (2013- 2017 E.C)				
					13	14	15	16	17
Enhance University contribution to Regional Innovation and competitiveness	Facilitate the exchange of information and experience among members of the forum universities and partners, and promote best practices	Number of facilitated joint activities	NA		10	20	30	40	50
		Number of workshops	4	Forum office	5	7	8	9	10
	Enhance the capacity of universities to develop linkages with the productive sector	Number of trainings	NA		2	4	6	8	10
	Increase collaboration with Civil Society	Number of collaborations	NA		3	6	9	11	15
	Promote demand driven quality research and innovation (eg Water hyacinth)	Number of promoted	NA		4	8	12	14	16
	Develop a regional research and innovation agenda in collaboration with stakeholders	Number of project proposals sponsored by forum	4		5	6	9	12	14
	Enhance and Establish collaborative relationship among partners	Number of linkages	NA		10	20	30	40	50
		Number of MoU	NA		10	20	30	40	50

Performance indicator-----

Strategic Objectives	Specific Objectives	Performance indicator & measurement	Baseline (2012 E.C)	Source of Data	Targets (2013- 2017 E.C)				
					13	14	15	16	17
					13	14	15	16	17
	Emphasize on human Resource capacity and skill development of the region	Number of long-term trainings		NA	200	250	300	350	400
		Number of short-term trainings		NA	200	400	600	800	100
	Establish a joint Regional Hub (Research and Innovation Lab)	Number of lab		New	1	1	1	1	1
	Identifying Community service agendas in collaboration with stakeholders	Number of identifies outreach agendas		NA	10	15	20	25	30
	Conducting multidisciplinary researchers and Community services	Number of multidisciplinary research and CS		3	4	8	12	20	25



## **8. Monitoring, Support, Evaluation, Reporting, and Feedback Systems**

### **8.2. Monitoring and Support**

#### **8.2.1. Monitoring**

Monitoring is a process in which executive bodies are continuously evaluated and supported the implementation of the strategic and annual plan in order to identify the source of the problems and take timely remedial action in the process to achieve the pre-determined objectives. Monitoring is carried out during the planning and implementation process that will be comparing physical and financial performance with the plan, collecting up-to-date information on inputs and outputs, identifying strengths and weaknesses, to complete the plan without additional cost and time.

Monitoring focuses on policies, programs, projects, and the implementation phase of strategic planning inputs. It is working to find solutions to the problems encountered during the planning process and to create a process to monitor and support the process through compiled information.

The forum has been used documents, work plans, and performance reports as a tool for monitoring activities. The work plan outlines what needs to be done and where it should go, and the performance report shows the work that has been done in comparison with the actual goals and objectives.

- A supervisory team will set up at the forum level
- Monitor the preparation of the forum's annual plan in line with the forum's strategic plan
- Monitors the progress and implementation of the plan
- Prepares feedback and delivers it to all concerned bodies
- Monitor employees' monthly and weekly plans

#### **8.2.2. Support system**

The main purpose of the support is to guide the forum on how to achieve the plan and to move towards the overall goal.

Support is focused on strategic plans, programs, and projects during preparation and implementation, during which time the forum follows a strategy to make inputs effective, cost-effective, and effective. To give adequate support inputs (manpower, materials, and budget) will be provided to all work unites for smooth operations of their activities.



### **8.3. Evaluation, Reporting and Feedback Systems**

#### **8.3.1. Evaluation system**

Evaluation is a system for collecting data, analyzing, and reporting on the basis of the plan to determine whether the institution is going according to plan or the expected output, outcome, and impact and to make the necessary decisions. Evaluate what the positive and/or negative effects will look like after the completion of the project, and if so, if the impact is positive, we will use it as a tool for further expansion or similar planning.

The evaluation has to be performed over a quarter of a year and one year, as well as half of the strategic period and the end of strategic period evaluation by the following concerned bodies:

#### **A. Performance evaluation at the Forum level**

At the forum level, it is conducted every six months by the board of the Council. The evaluation of the forum will be based on the forum's plan. It will be supported by a variety of methods including physical evaluation, document review, observation, and report.

#### **8.3.2. Reporting System**

The purpose of the report is to continuously improve the performance of the forum by addressing the strengths, problems encountered and alternative solutions identified during the preparation and implementation of the strategic plan.

#### **8.3.3. Feedback system**

Feedback is a process that helps to improve the effectiveness of institutions by formulating alternative solutions to the shortcomings that need to be addressed in order to maintain the strengths observed through the monitoring, support, and evaluation of the university staff at all levels.

The decision-making bodies shall give feedback to different work units based on supervision, observation, monthly, quarterly, and annual reports within 15 days of the submission of performance reports as well as observation.

The Forum governing board should give support, recognition, and take corrective measures based on the evaluation results.

## 9. Assumptions and Risk Managements

Assumptions are those critical factors, if invalid and/or not fulfilled would cause termination or significant change in the strategic initiatives. Hence, the success of the current five-year strategic plan of the Forum depends on the following assumptions and risk management strategies and tactics.

- When the working ability of the leaders and staff get enhanced
- When there is a team spirit among staff as well as leaders
- When the concerned actors of the forum get focused and stick with the strategic plan
- The resource required for the implementation of the strategic plan get secured
- When the Forum works with all major stakeholders in an all-inclusive manner
- Proves its utility to national planning and policy-making and hence wins the support of the government and its development partner
- When the political stability of the Country get secured
- When both human resource and institutional capacity get enhanced
- When there is no existence of natural and manmade disasters
- When there is no change in the current policies and strategic plans of the Country in the implementation period
- When the identified weakness is get solved
- When a good working relationship with the concerned customers and stakeholders of the Forum exists
- Update the strategic plan as may be necessary as the working environment and/or interests of the stakeholders' changes

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