Bahir Dar University
Continuing and Distance Education

Five Years’ (2003-2007)
Strategic Plan

"Wisdom at the Source of Blue Nile"

Wisdom at the source of Blue Nile
I. Introduction

Continuing and distance education mainly organizes activities for the society in the fields that have gained importance on the improvement of individuals with a view of career building, improving professional knowledge and skills, achieving new skills and supplying individual development needs. For this purpose centers have been established within different universities through the principle of making continuing and distance education accessible to everyone as a starting point for a lifelong learning process. These centers which aim at providing continuing education, implement more flexible programs compared to those executed in regular programs at higher education institutions. Bahir Dar University is one of the higher institutions involved in continuing and distance education. Owing to this fact, continuing and distance education program of BDU needs to be made accessible further for those who cannot get regular education and be consolidated in such a way that quality education can take place. In light of this, its provision has to be properly investigated and recommendations forwarded so that timely measures can be taken that can assure quality education.

II. Analysis of Higher Education

Higher Education of Ethiopia is structured under the Ministry of Education. The new higher education proclamation no 650/2009 was proclaimed to lay down the legal system to enable institutions to effect institutional transformation to focus on critical issues of relevance and quality of education and research to contribute with efficacy to the Ethiopian peoples’ aspirations of peace, democracy and development. With this objective of the nation, higher institutions are entitled to offer education at Bachelor Degree, Medical Doctor Degree, Master’s Degree, PhD Degree and any other degree with the approval of university senates. This proclamation further states that, without the prejudice of other provisions of this proclamation and relevant regulations and directives, every institution shall have a reliable internal system for quality enhancement that shall be consistently improved. Moreover, the proclamation has made it clear that the focus on research in any institution shall be on promotion, the relevance and quality of education, and on the country’s development issues focusing on transfer of technology. As per the proclamation of higher education, many universities have been established in the country. Among these universities Bahir Dar University is one of the bigger universities established in the country earlier than many others.
III. Analysis of Bahir Dar University

Bahir Dar University was established by merging two former institutions known as Bahir Dar Teachers College (in Peda Campus) and Bahir Dar Polytechnic Institute (at Poly). Bahir Dar Teachers College was launched in 1972 and that of Polytechnic was established in 1963. The two institutions were merged and created Bahir Dar University following the proclamation of the Council of Ministers no. 60/1999. The inaugural ceremony of the University was made on May 6, 2000.

Bahir Dar University comprises more than 35,000 students in its 57 undergraduate and 39 graduate programs. Bahir Dar University has four colleges (College of Science, College of Business and Economics, College of Agriculture and Environmental Sciences and College of Medical and Health Sciences), four institutes (Institute of Technology, Institute of Textile, Garment and Fashion Design, Institute of Land Administration and Blue Nile Water Institute), three faculties (Faculty of Humanities, Faculty of Social Sciences, Faculty of Education and Behavioral Sciences) and One School, that of School of Law.

The vision of Bahir Dar University is to become one of the ten Premier Research Universities in Africa by 2025 recognized for its quality education, research and outreach activities. With this bold vision, it is entrusted to execute the following missions. Its mission is to contribute substantially, for social, cultural, economic, political, scientific and technological development of the nation; through the provision of high quality education, active engagement in research and outreach activities for the betterment of life, while offering our employees a conducive and rewarding working environment that values, recognizes and appreciates their contributions.

Bahir Dar University is expanding itself by launching different fields of studies and by increasing number of students according to the needs of the country and regions. Accordingly, to execute the tasks vested to it, Bahir Dar University has currently embarked aggressively on Business Process Re-engineering (BPR). The new structure has been implemented based on BPR. For the full implementation of BPR, the University has also prepared five years’ strategic plan as to where and how the university should proceed in five years to come. Hence, it has already approved and distributed the strategic plan to its respective organs so that they can act accordingly by developing their own sub strategy that can comply with the main strategic plan of the University. Moreover, the University has also developed new legislation that can fill the gaps identified from the previous legislation. Hence, with all these efforts the
new enthusiasm is needed in the University that can change dream into reality. Under these circumstances, all organs of the university shall act according to university’s needs and directions.

IV. Analysis of CDE of BDU

Continuing and Distance Education Program is one of the main divisions in learning and teaching process of Bahir Dar University. CDE has 19579 students, of which distance education account for 11380, continuing education (extension program) comprise 3685, summer education consists of 3847 and summer and extension post graduation program make up 667 students. Of the distance students, 6097 students are engrossed in Addis Abeba center. The remaining ones are occupied in different centers as follows. That is, 2140 in Bahir Dar, 1162, In Dessie, 605 in Woldia, 531 in Gonder, 453 in Debrebirhan and 393 in Debremarkos.

CDE program has three campus coordination offices which are found in Bahir Dar and the aforementioned seven branches elsewhere. The three campus coordination offices include main campus coordination office, College of Business and Economics coordination office and Poly coordination office. Off-campus branches include Bahir Dar branch, Debremarkos branch, Addis Abeba branch, Debrebirhan Branch, Dessie branch, Woldia branch and Gonder branch.

It has been long time since continuing education started in Bahir Dar University when it was Bahir Dar Teachers College. Since that period, it has undergone many developments and graduated many students. Currently, Bahir Dar University is providing post graduation programs both in extension and summer programs. On the other hand, distance education started in 2005 (1998E.C).

Although Bahir Dar University has long experience in providing continuing and distance education, it does not mean that it is free from problems. There are both academic and non-academic problems in CDE. Then, it is imperative that these problems need solutions. One of the means to properly identify problems and come up with workable solutions is undertaking strategic planning exercise. Hence, CDE program’s strategy shall be worked out considering strengths obtained and problems encountered so far. Both strengths and weakness of the CDE have been identified from the previous experiences, comments and suggestions forwarded by clients and the staff. Moreover, when the strategy was developed it has tried to make a footing on the following basic pillars of the University.

Accordingly, the basis for strategic plan analysis of CDE is BPR, Strategic Plan and Legislation of the University. Additionally, experiences’ of other countries and HERQA’s requirements forwarded are also
considered when the strategy is designed. Regarding the experience of other countries, Bahr Dar University’s Continuing and Distance Education lack some modern delivery systems, easy access and communication with learners. BDU does not have multimedia such as network, telecommunication, CD-ROMs, radio and television. Other counties are trying to provide continuing and distance education via internet, satellite communication, multimedia and other modern information technology, which adopt the learning format with the combination of online and offline, the network teaching and courseware, electronic materials and text materials, classroom learning and independent study to help students access to the latest knowledge and information free from the time and space constraints. Additionally, different forms of continuing education such as correspondence courses and evening classes are provided for people throughout their countries.

To foster their students’ information capabilities, communication skills, innovation and professional competitiveness, they, adhering to the principle of student-oriented, created a scientific service system of cultivating students, a student-supported service system, a career guidance service system, ideological education and psychological counseling systems and an emergency system. They insist that insuring quality, innovation and management makes them strong. They make efforts to create a domestic first-class brand of distance and continuing education by integrating the educational resources of the original three units, forming new advantages and through continuous exploration and innovation.

Carrying the anticipation of the society, bearing the trust of the enterprise, they, adhering to the aim to create a competitive educational training brand by being people with a broad mind of "think global, do local", being researchers with an attitude of "rigorous enterprising, seeking innovation", and being career men with a spirit of “honest and trustworthy, dedicated and professional ” they have renovated and enhanced continuing and distance education vigorously.

With all the above grounds in mind, BDU’s CDE has also tried to have its own five years’ strategy considering the three main components of strategic plan. These are plan development, plan execution and plan review as it is stated as under.
V. **Vision**

The vision of Continuing and Distance Education of BDU is to be one of the ten premiers and customers’ choice continuing and distance educations in Africa.

VI. **Mission**

The Mission of Bahir Dar University Continuing and Distance Education is to contribute substantially for social, cultural, economic, political, scientific and technological development of the nation by providing continuing (extension) education, summer education and distance education both at undergraduate and graduate levels.

VII. **Mandate**

Continuing and Distance Education Office has the mandate to provide registration service, logistic service, tutorial, exam administration, instructors contract administration & grade distribution and redressing complaints for distance education, and tutorial, program setting, and contract administration for continuing (extension) and summer education both at undergraduate and graduate levels while the other technical aspects of these programs are supposed to be handled by respective colleges, faculties, institutions or school.

VIII. **Values**

In line with the core values of BDU, values of continuing and distance education are:

**Quality Education for All:** High quality education should be provided irrespective of differences in programs, proximity, age, gender and physical fitness

**Education at Any Time:** Equal access to quality education without limitations of regularity, season and means of instructions.

**Education Anywhere:** Integrity to provide quality education regardless of differences in program, proximity, place, formalities, and tradition.
**Lifelong Learning and Lifelong Education:** CDE promote life long learning and lifelong education regardless of differences in gender, social status, ethnicity, religion or profession.

**Practical Education:** CDE should be strongly linked to practical aspect of knowledge in any field of study.

**Transparency:** Rules, regulations and decision makings of CDE be transparent to students irrespective of distance of students.

**Accountability:** CDE staff members have to be accountable to their duties and assignments.

**Full Responsibility:** CDE staff has to exert all the possible efforts to get the responsibilities discharged and take full responsibility for the failures, actions and decisions they take thereof.

**Rule of Law:** CDE staff should discharge duties and responsibilities according to the rule of law.

**Promote Diversity:** Advance and entertain human and intellectual diversity in CDE by promoting lifelong learning and by overcoming the barriers discriminating different programs, gender and age differences, professional bias and academic status.

**Community Service:** CDE staff strongly believes in that their knowledge makes full sense when they properly discharge community service through their profession.

**IX. SWOT Analysis**

BDU’s Continuing and Distance Education has the following strengths, weaknesses, opportunities and threats.

**A. Strengths**

The strengths of the Bahir Dar University Continuing and Distance Education are:

1. Relatively better organized tutorial and exam delivery systems
2. New reorganization of the university based on BPR
3. Design and Implementation of SIMS
4. Availability of modules and printing press
5. More or less organized centers
B. **Weakness**

The weaknesses of Bahir Dar University CDE are:

1. Absence of well established system for continuing and distance education
2. Inefficient service delivery system
3. No web-based distance and continuing education
4. No consultative forums with continuing and distance education learners
5. Getting work done by temporary workers brought inconsistence and loss of accountability
6. Modules lack clarity and consistence
7. Absence of audiovisual and internet services at centers
8. Loose monitoring and evaluation of Continuing and Distance Education income collection
9. Delays to declare results
10. Some customer relation case teams and chair persons less responsive to CDE issues

C. **Opportunities**

BDU’s Continuing and Distance Education has the following opportunities:

- Implementation of BPR
- The development and implementation of SIMS
- Development of new legislation
- Strong government support given to education
- Better experience in providing continuing, summer and distance education
- HERQA’s Evaluation results
- Decentralizing and/or streamlining academic matters of CDE to colleges and faculties

D. **Threats**

The following threats are likely to challenge the efforts of CDE.

- Wrong mentality of some people for distance education
- Unfair competition from other colleges and universities
- Absence of modern technologies for networking at centers
- Delay in HERQA’s decision to proceed distance education.
Shortage of finance to establish web-based distance education
Students improper attitude towards distance education

X. PEST Analysis

Political, economic, social and technological issues have their own role to play on the validity and implementation of continuing and distance education. On the side of political environment, the government encourages both continuing and distance learning to give an opportunity for those who do not have access to education. Indeed, the government is highly concerned about quality education. Accordingly, there must be some sort of mechanism that can bring quality education both in the country, in general, and in Bahir Dar University, in particular. One of the big quality concerns is associated to continuing and distance education at all levels including BDU.

Economically, there is a great economic importance of education in general. That is, whenever those who cannot get access to regular education are given chance to learn through continuing and distance education they can contribute to growth and development of the country both at their work places and elsewhere. Lifelong learning and lifelong education improve work efficiency and learners can get introduced to modern methods of production and new technologies. Hence, both continuing and distance education have their own role to play for betterment of life and transformation of developing countries such as ours to the next level of development. However, to execute both continuing and distance education at the required quality needs more resources and knowledge. Students cannot afford if tuition fee is raised to solve the above problems. Hence, it is one of the bigger challenges CDE faces.

Socially, education contributes a lot. That is labor is one of the four main economic resources. When we talk about labor, both skilled and unskilled labor plays a very great role in the economy. Educated persons can contribute for societal change through research and development. Educated people are much healthier than uneducated ones. Then, healthy manpower is one of the pre-requisites for the advancement of societies. That is, healthy people can be more effective than others. Hence, to improve
the health of people all types of education that can add additional knowledge and skills needs to be enhanced. Indeed, there are societal challenges for the expansion of continuing and distance education.

Technological transfer gets faster when people are educated. Technology is both the cause and effect of education. Then, people have to be educated at all places so that they can cope up with the modern technology and way of doing. On the other hand, modern education requires modern technologies such as internet, multi-media, satellite communication, etc. These are not easy to make them available at all centers. These technologies cost a lot of money. Thus, cost of different educational technologies is another challenge of CDE of BDU.

Sometimes PEST analysis extends to the extent of PESTE analysis including environmental issue. Regarding this no any notable environmental challenge is associated to CDE of BDU.

XI. Strategic Themes

Strategic themes, which indicate the general directions that CDE should focus on and exert all the necessary effort to realize the vision of the CDE by carrying out its mission successfully, are imperative to identify. Accordingly, the following strategic themes of the university are also major strategic themes of CDE.

1. Good Governance, Management
2. Teaching-Learning
3. Research
4. Community Services

XII. Goals And Strategic Objectives

1. Strategic Theme: Good Governance, Management

As per the Bahir Dar University renovation of management system to put in place democratic, honest, inspiring, transparent, and highly participatory, CDE also follows suit. CDE’s major focus of the management in terms of governance and management includes
improve efficiency on major administration areas such as module preparation, revenue collection, grade distribution, provision of facilities, and decision making system in a transparent manner. In line with BDU, IT supported decision making is one of the areas under governance and management which CDE will give special attention. Strategic objectives associated with governance and management issue for the coming five years are presented as follows.

The goals of Continuing and Distance Education of BDU under strategic theme 1 are:

**Goal 1.** Ensure that the governance and management system that enables CDE to systematize all its reforms and strategic development efforts, and to increase its revenue and to enhance its resource utilization by providing its mission successfully.

**Strategic Objective 1.1.** Develop clear policies, systems, procedures and operational manuals for CDE that ensures transparent, time-conscious, feasible, effective and clearly defined administrative and internal financial system.

**Strategic Objective 1.2.** Attain a 10% annual increase in income generated by distance and continuing education

**Strategic Objective 1.3.** Design revenue utilization arrangement of CDE that contribute for the use of internal revenue for research, enhancing continuing and distance education and staff motivation by the end of 2006.

**Strategic objective 1.4.** Set up a service delivery system that is responsive and sensitive to academic & administrative staff and students’ problems by strengthening consultative and participatory systems by 2004.

Strategic objective 1.5. Realize that most communications with distance students are made via internet by the end of the plan period.

**Strategic Objective 1.6.** All staff members trained in service delivery system to enable them to delivery efficient service.
Goal 2. CDE will get fulfilled all the necessary physical facilities (infrastructure and materials) required to carry out its mission in all campuses and centers of the CDE over the next five years.

**Strategic objective 2.1.** Ensure that at least 75% of the need for all educational tools and equipments for continuing and distance education (i.e. video projectors, computers, audiovisual equipment, library facilities, CDs, cassettes, tapes, soft wares, etc) in all centers are supplied over the next five years.

**Strategic objective 2.2.** Get that the registration and grading activities in all campuses and centers of CDE are made digital by the end of 2004.

**Strategic Objective 2.3.** Improve that education facilities are more accessible to students by opening satellite sites for distance and continuing education by 2005.

**Strategic objective 2.4.** Achieve that all the necessary modules will be ready by the time of registration by the end of 2004.

2. **Strategic Theme - Teaching-Learning**

In line with the University strategy, CDE also focuses on the delivery of quality and relevance education in continuing and distance education programs. To meet the increasing demand of the society for qualified professionals, CDE shall diversify and expand its programs of study. Targets are set to significantly improve on the various ratios that can be used to monitor the quality of education such as the staff-students ratio, class-students ratio, and student-reference book ratio and tutorial time. By conducting feasibility studies, CDE will encourage additional programs to be functional. Strategic objectives associated with teaching-learning issues in the coming five years are presented as follows. For more details refer to the main document.

**Goal 3.** CDE will attain all supports put in place which are necessary for quality undergraduate and graduate continuing and distance programs that are responsive to the nation’s quality education and coverage need of higher education.

**Strategic objective 3.1.** Ensure that educational support services that enhance teaching-learning quality at both continuing and distance education reached desired level by the end of 2007
Strategic objective 3.2 Accomplish provision of educational facilities for additional demand driven undergraduate and graduate study programs for continuing and distance education.

Strategic Objective 3.3. Undertake a study to develop a system that can enhance provision of 25% of graduate programs through distance and summer programs and 50% of graduate programs via extension programs.

Strategic objective 3.4. Design monitoring and evaluation system for CDE that can enhance provision of quality education.

Goals 4. Enhance the teaching-learning process and delivery of quality education for continuing and distance education at both undergraduate and graduate study programs over the next five years.


Strategic objective 4.2. Increase student enrollment by 10% in undergraduate continuing and distance education programs and 100 % in graduate study programs by the end of 2007.

Strategic objective 4.3. Achieve the fulfillment of student-book ratio of at least 1:10 in each center’s library of CDE by the end of 2007.

Strategic objective 4.4. Improve test developers’ and module preparation guidelines, exam administration manual and students hand books by the end of 2005.

Strategic objective 4.5. Develop proper tutorial systems and tutors’ guides for distance courses that can improve quality of education by the end of 2004

Strategic Objective 4.6. Ensure that all modules met module preparation standards and are easily understandable to students.

Strategic Objective 4.7. Galvanize that general education (continuous learning) center is established and operational by the end of 2004.

Goal 5: CDE will design and execute different strategies and programs to increase the participation and trust of staffs, tutors and customers in continuing and distance education and enhance tutors and customers’ retention.

Strategic objective 5.1. Accomplish the development and execution of best teachers’ and tutors’ award system of CDE by 2004.
**Strategic objective 6.2** Attain that all the necessary supports are discharged for undergraduate and graduate programs delivered in CDE to be accompanied by practice oriented education and/or field study over the next five years.

**Strategic objective 6.3** Set up and activate mechanisms for collecting and utilization of feedbacks on CDE graduates’ performance from employers by 2005.

**Strategic objective 6.4** Get modules for entrepreneurship courses developed for all undergraduate distance programs that would equip students with the idea and techniques of self-business and innovation over the next five years.

**Strategic objective 6.5.** Conduct at least one consultative meeting or panel discussion annually on ethics, practicality of education, delivery systems and other issues of CDE

**Strategic objective 6.6.** Set up students’ representation in every student related decision making body of the CDE so that students can contribute for quality education and timely solutions for problems.

**Strategic Objective 6.7.** Create collaborations with other universities for the provision of continuing and distance education

3. **Strategic theme- 3 Research**

**Goal 7.** CDE will strive to develop its standing and reputation as a premier research oriented continuing and distance education and enhance its research contributions for the nation’s socio-economic, technological, scientific and political development

**Strategic Objective 7.1.** Operational manual on research and community service provision for CDE students will be developed and activated to encourage continuing and distance students to undertake research by 2005.

**Strategic objective 7.2.** Conduct at least one annual CDE research seminar by 2006.

4. **Community Services and Technology Transfer**

By designing different projects and joint ventures in accordance with BDU legislation, CDE will ensure the provision of a range of outreach and technology transfer programmes that involve its staff, graduate
and undergraduate students. Strategic objectives associated with community services in the coming five years are presented as follows.

**Strategic Goal 8.** CDE will improve its current services and offers new ones so as to expand and strengthened the CDE’s outreach activities.

**Strategic Objective 8.1.** Establish a system that enables CDE students to provide free service to neighboring communities by 2005.

**Strategic Objective 8.2.** Strengthen community service through provision of education for those who are not able to afford it.

**Strategic Objective 8.3.** Create working relations with relevant stakeholders’ technological and industrial matters and identify their demands by end of 2004.

**Strategic Goal 9** Establish and maintain a long lasting professional (educational and research) collaboration with national and international institutions that support its rationale of establishment during the planning period.

**Strategic objective 9.1** Conduct discussions with at least 3 bureaus (organizations and/or associations) in Amhara National Regional State by the end of 2004 and create practical learning opportunities for students and provide professional services for these institutions during the planning period.

**Strategic objective 9.2.** Conduct consultative meetings with at least five industries/enterprises (government and/or private) with the primary intention of creating practical learning opportunities for our students and providing professional services up to the end of 2005 and activate at least half of them during the planning period.

**Strategic Goal 10** CDE will promote all its core activities, programs, achievements and contributions to increase its national and international recognition over the next five years.

**Strategic objective 10.1** Install regular and updated information dissemination system about all the CDE activities, programs, contributions and profiles through the CDE website by the end of 2004.
3. BALANCED SCORE CARD (BSC)

3.1 Results Strategic themes

<table>
<thead>
<tr>
<th>Strategic theme</th>
<th>Strategic results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good Governance and Management</td>
<td>Democratic, free of corruption, transparent, high participatory and responsive institution</td>
</tr>
<tr>
<td>2. Teaching-Learning</td>
<td>Qualified and skilled manpower produced as per the demand of the nation in various field of studies</td>
</tr>
<tr>
<td>3. Research</td>
<td>Knowledge and skills created and disseminated</td>
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<tr>
<td>4. Community service</td>
<td>Remarkable support in knowledge transferring,</td>
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</tbody>
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CDE: Corporate Level Strategy Map

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Strategy map</th>
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<tbody>
<tr>
<td>Customer</td>
<td>Satisfaction Maximizing Stakeholder</td>
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</table>
| Finance/Cost | }
1.1 Good Governance and Management strategic theme

3.1.1.1 Strategic map of good governance and management strategic theme

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Strategic map</th>
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<tbody>
<tr>
<td>Customer</td>
<td>Client satisfaction</td>
</tr>
<tr>
<td>Finance</td>
<td>Design revenue utilization systems</td>
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</tbody>
</table>

- **Client satisfaction**
  - Increasing internal revenue
  - Increasing implementers, customers and stakeholders participation
  - Providing relevant professional services
  - Strengthening linkages with stakeholders
  - Securing continuous engagement in seminars, research conferences
  - Establishing accountability

- **Research strategic theme**
  - Conducting quality research
  - Advocacy: Image building and sense of belongingness
  - Increasing efficiency and effectiveness
  - Improving accessibility
  - Enhancing the quality of teaching-learning process
  - Improving relevancy of education
  - Improving conducive environment for research
  - Knowledge transfer & commercialization

- **t-Learning strategic theme**
  - Enhancing staff capacity
  - Enhancing staff and student research capacity
  - Improving Managerial capacity

- **Good governance strategic theme**
  - Establishing accountability
  - All decisions made at BDU would be based on rule, regulation, free of corruption & high transparency
  - Enhancing system for dissemination & application
  - Improving transparency
  - Conducting quality research
  - Advocacy: Image building and sense of belongingness
  - Increasing implementers, customers and stakeholders participation
  - Securing continuous engagement in seminars, research conferences

- **Knowledge transfer & commercialization**
  - Expanding and constructing new learning facilities
  - Improving Research Infrastructure
  - Enhancing networking facilities

- **Improving Managerial capacity**
  - Enhancing staff and manager capacity
  - Increasing staff and student research capacity

- **Improving accessibility**
  - Improving relevancy of education
  - Improving conducive environment for research
  - Knowledge transfer & commercialization

- **Improving efficiency and effectiveness**
  - Design revenue utilization systems
  - Improving transparency
  - Conducting quality research
  - Advocacy: Image building and sense of belongingness

- **Improving internal revenue**
  - Improving Managerial capacity
  - Establishing accountability
  - All decisions made at BDU would be based on rule, regulation, free of corruption & high transparency

- **Improving transparency**
  - Conducting quality research
  - Advocacy: Image building and sense of belongingness
  - Increasing implementers, customers and stakeholders participation
  - Securing continuous engagement in seminars, research conferences

- **Improving relevancy of education**
  - Improving Managerial capacity
  - Establishing accountability
  - All decisions made at BDU would be based on rule, regulation, free of corruption & high transparency

- **Improving conducive environment for research**
  - Conducting quality research
  - Advocacy: Image building and sense of belongingness
  - Increasing implementers, customers and stakeholders participation
  - Securing continuous engagement in seminars, research conferences

- **Improving knowledge transfer & commercialization**
  - Expanding and constructing new learning facilities
  - Improving Research Infrastructure
  - Enhancing networking facilities

- **Increasing implementers, customers and stakeholders participation**
  - Providing relevant professional services
  - Strengthening linkages with stakeholders
  - Securing continuous engagement in seminars, research conferences
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- **Knowledge transfer & commercialization**
  - Expanding and constructing new learning facilities
  - Improving Research Infrastructure
  - Enhancing networking facilities
1. **Strategic Options**

1. **For Strategic Issue 1**
   - Design proper tuition fee collection system for CDE
   - Revisit tuition and other payment rates for both continuing and distance students
   - Diversify continuing and distance education programs
   - Develop other income sources related to continuing and distance education

2. **For Strategic Issue 2**
   - Initiate demand driven fields of studies that can provide continuing and distance education at undergraduate and post graduate levels
   - Identify problems of CDE and provide solutions accordingly at undergraduate and graduate levels
   - Adapt experiences of other countries on postgraduate distance education

3. **For Strategic Issue 3**
   - Undertake a study to open satellite sites for CDE
   - Equip Satellite sites with facilities

4. **For Strategic Issue 4**
➢ Improve modules and education materials in accordance with modern developments
➢ Improve tutorial delivery systems for both distance and summer students
➢ Identify quality problems in continuing & distance education & take actions accordingly
➢ Introduce incentive mechanisms that bring quality in continuing & distance education
➢ Instate mechanisms that can reduce cheatings and other fraudulent actions in education
➢ Set up consultative forums for continuing and distance education students
➢ Derive mechanisms for practical attachments in distance and continuing education
➢ Collaborate for the establishment of continuous learning and graduates support center
➢ Establish award system for best students and teachers in continuing and distance education
➢ Establish guidance and counseling centers for continuing and distance education
➢ start mechanisms for free service delivery by continuing and distance students for the local community
➢ Invite renowned professors, scolars, successful people with rich experience in social practice on consultative forums and form an advisory board of knowledgeable and experienced persons for CDE

5. For Strategic Issue 5
   ➢ Establish internet services for both continuing and distance students
   ➢ Create mechanisms to start web-based distance education
   ➢ Design audiovisual facilities for continuing and distance education.
   ➢ Introduce CDE web site
   ➢ Avail library and audiovisual facilities at centers
   ➢ Get soft wares that are helpful for distance and continuing education

6. For Strategic Issue 6
   ➢ Identify problems of service delivery of continuing and distance education
   ➢ Set up technology supported service delivery
   ➢ Establish a system that defines accountability in continuing and distance education
   ➢ Introduce workable and efficient monitoring and evaluation strategy
   ➢ Strengthen continuing and distance students representation and participation in student related decision making
## 2. Activities Schedule of CDE

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Description</th>
<th>Responsible</th>
<th>Yearly Distribution</th>
<th>Remark</th>
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<tbody>
<tr>
<td></td>
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<td>2004</td>
<td>2005</td>
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<td>I</td>
<td>Strategic Issue I</td>
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<tr>
<td>1.1</td>
<td>Undertake a study to design tuition fee collection system</td>
<td>CDE</td>
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<td></td>
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<tr>
<td>1.2</td>
<td>Study Payment rates of distance education</td>
<td>CDE/V/Doctor</td>
<td>X</td>
<td></td>
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<tr>
<td>1.3</td>
<td>Undertake a study to diversify CDE</td>
<td>CDE/Colleges</td>
<td>X</td>
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</tr>
<tr>
<td>1.4</td>
<td>Find out other income sources of CDE</td>
<td>CDE/Program off.</td>
<td>X</td>
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<tr>
<td>II</td>
<td>Strategic Issue II</td>
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<tr>
<td>2.1</td>
<td>Identify problems of CDE</td>
<td>CDE/Program Off.</td>
<td>X</td>
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<tr>
<td>2.2</td>
<td>Study post graduation distance education experiences of countries</td>
<td>Colleges/CDE</td>
<td>X</td>
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<tr>
<td>2.3</td>
<td>Collaborate with other universities for post graduation distance ed.</td>
<td>Colleges/CDE</td>
<td>X</td>
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<tr>
<td>III</td>
<td>Strategic Issue III</td>
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<tr>
<td>3.1</td>
<td>Undertake a study to open satellite sites</td>
<td>CDE</td>
<td>X</td>
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<tr>
<td>3.2</td>
<td>Equip Satellite sites with Facilities</td>
<td>CDE/Logistics</td>
<td>X</td>
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<tr>
<td>IV</td>
<td>Strategy IV</td>
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<tr>
<td>4.1</td>
<td>Modify modules as per requirements of new proclamation</td>
<td>Colleges</td>
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<tr>
<td>4.2</td>
<td>Carry out a study to improve tutorial delivery system</td>
<td>CDE</td>
<td>X</td>
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<tr>
<td>4.3</td>
<td>Identify problems of quality in continuing &amp; distance education</td>
<td>CDE/Colleges</td>
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<tr>
<td>4.4</td>
<td>Design incentive &amp; award mechanism in Cont. &amp; Dist. Educ.</td>
<td>CDE/Colleges</td>
<td>X</td>
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<tr>
<td>4.5</td>
<td>Design mechanisms that reduce exam cheatings</td>
<td>CDE</td>
<td>X</td>
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<tr>
<td>4.6</td>
<td>Establish consultative forums with students</td>
<td>CDE</td>
<td>X</td>
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<tr>
<td>4.7</td>
<td>Study areas of practical attachments in continuing &amp; distance education</td>
<td>Colleges/CDE</td>
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<td>4.8</td>
<td>Establish of continuous learning and graduates support center</td>
<td>BDU/CDE</td>
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<tr>
<td>4.9</td>
<td>Establish guidance and counseling centers for CDE students</td>
<td>BDU/CDE</td>
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<tr>
<td>4.10</td>
<td>Start delivering entrepreneurship courses to cont &amp; dist students</td>
<td>Colleges/CDE</td>
<td>X</td>
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<td>4.11</td>
<td>Design systems for cont. &amp; dist. students to undertake research</td>
<td>CDE/Program Off.</td>
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<td>4.12</td>
<td>Design free service delivery by cont. &amp; dist. students for the local community</td>
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<td>4.13</td>
<td>Conduct consultative forums with renowned people</td>
<td>CDE</td>
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<tr>
<td>S. N.</td>
<td>Description</td>
<td>Responsible</td>
<td>Yearly Distribution</td>
<td>Remark</td>
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<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------</td>
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<td>--------</td>
</tr>
<tr>
<td>V.</td>
<td><strong>Strategy V</strong></td>
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<tr>
<td>5.1</td>
<td>Establish internet services at centers</td>
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<tr>
<td>5.2</td>
<td>Undertake a study to start web-based distance education</td>
<td>CDE</td>
<td></td>
<td>X</td>
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<tr>
<td>5.3</td>
<td>Avail library &amp; audiovisual facilities for cont. &amp; dist. Students</td>
<td>CDE/Logistics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>Get CDE web site outlined</td>
<td>CDE</td>
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<td></td>
</tr>
<tr>
<td>5.5</td>
<td>Search software for continuing and distance education</td>
<td>CDE</td>
<td></td>
<td>X</td>
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<tr>
<td>VI</td>
<td><strong>Strategic Issue VI</strong></td>
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<tr>
<td>6.1</td>
<td>Undertake a study to identify problems of service delivery</td>
<td>CDE/ Stud support</td>
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<tr>
<td>6.2</td>
<td>Design technology supported service delivery for CDE</td>
<td>CDE/ Stud support</td>
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<tr>
<td>6.3</td>
<td>Design a system that labels accountability in CDE</td>
<td>CDE</td>
<td>X</td>
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<tr>
<td>6.4</td>
<td>Develop workable and efficient monitoring and evaluation strategy</td>
<td>CDE/V/director</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>Start CDE students' representation and participation in decision making</td>
<td>CDE/Dean</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
3. **Manpower**

Manpower of CDE program includes permanent, contract employees and daily laborers. There are 56 employees in CDE program. Among these, permanent employees are only 16. Contract employees are 22. The remaining 23 employees are daily laborers that are more or less continuously employed throughout the year on daily basis since module and exam duplication, fastening, counting, distribution, etc. continuous to exist for most part of the year.

However, most of contract and daily based employees are less efficient these days than before because of salary increment made for permanent workers. Additionally, the action taken by HERQA to suspend distance education also put these workers in doubt as to whether they can continue in their job or not. Moreover, some of the contract workers especially those who serve as data encoders (degree graduates of computer science) though they have been heavily loaded by work and were efficient, they are only paid 1100 gross salary which is by far lower than their counterparts. To replace these workers it is not easy when their experience and efficiency is considered. Others who were efficient before salary increment was made are not as good as they were before. On the other hand, there is no incentive mechanism that can motivate efficient workers and penalize inefficient ones. This tradition has also had its own impact on the work performance of workers.

Therefore, we recommend that some efficient contract workers whose services are needed shall be motivated through salary increment so that we can keep and make them efficient. Others who are not efficient have to be fired out. Moreover, there are daily workers who have served for more than three or four years without interruption and who know the work properly. Regarding these, we recommend that these efficient daily workers shall be employed as contract workers as per the rules and regulations of the university. Other daily workers shall be laid off for the sake of efficiency and responsibility. By taking these actions we can make workers accountable to what they are vested to work.

As per the decision made, all academic matters of continuing and distance education programs are supposed to be streamlined within the respective colleges and faculties. Hence, some of the workers who have been serving on academic areas will be laid off.

On the other hand, currently available manpower is not sufficient according to the work load requirement and as per the comments made by HERQA. According to what is suggested by HERQA, CDE is supposed to have some additional personnel at campus and center levels and at satellite stations. The very reason why satellite stations are needed is that services for distance learners should go closer to
where they live so that they can learn without travelling long distances and without affecting their work. Accordingly, the types and number of employees needed are stated hereunder on the table. Satellite stations are identified with the objective of running both distance and continuing education programs at those stations. Satellite stations to be opened for continuing education program, by taking the experience of Haromaya and Adama universities, are identified and presented for decision on a separate report. The satellite stations needed for both continuing and distance programs include the following: From **Gonder** center *Debretabor, Debark, Metema and Nefas Mewcha*. From **Woldia** center, *Sekota, Mekele and Kobo* are proposed. From **Dese** center, *Kemisie, Borena, Assaita and Kombolcha* are suggested. From **Debrebirhan** center, *Shewarobit and Mehal Meda* are identified. From **AA** center, no satellite station rather consolidating the center sounds better. From **Debremarkos** center, *Dejen and Mota* are proposed. From **Bahir Dar** center, *Finoteselam, Dangila, Adet, Pawi and Wereta* are suggested.

Satellite stations are expected to carry out registration, information provision, module distribution, grade report provision, etc for undergraduate and graduate programs. Whereas satellite stations that are closer to Bahir Dar including *Wereta, Debertabor, Adet, Dangila, Mota* and *Finoteselam* are expected to coordinate continuing education program that is pending to be opened in these towns with the decision of higher officials of the University. Indeed, these satellite stations are subject to change depending on the forthcoming size of students from these towns. Any way, opening satellite stations, as we can learn from others experiences, motivates more student population to join BDU if CDE goes closer to our clients. This can better improve the Universities income and provide public service in better intensity and satisfaction than before.

Having considered reasons stated above, the aspired structure of the Continuing and Distance Education program is presented hereunder.
A. **Proposed Structure of CDE**

The structure of CDE program which is accountable to learning-teaching process is envisioned to have the following nature.
### B. Comparison of HERQA comments with the previous proposed structure of CDE

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Job Title</th>
<th>Currently Existing</th>
<th>HERQA’s recommended</th>
<th>Previous Proposal</th>
<th>Present Proposal</th>
<th>Remark</th>
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<tr>
<td>3</td>
<td>V/ Dean/V/Director</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>Informn is critical in dist. edn</td>
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<td>9</td>
<td>Duplicator</td>
<td>2</td>
<td>*</td>
<td>1</td>
<td>1</td>
<td>*HERQA recommended printing press</td>
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<td>Mod. Dist1, Libn 1, Audv 1 each</td>
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<td>6</td>
<td>3</td>
<td>3</td>
<td>Acct 1, Stat 1 for each campus</td>
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<td>Off-Campus Coordinators</td>
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<td>7</td>
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<td>Accountant + Statistician</td>
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<td>7</td>
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<td>Acct 1, Stat 1 for each campus</td>
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<td>23</td>
<td>Data encoders</td>
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<td>24</td>
<td>Daily laborers</td>
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<td>Satellite workers</td>
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<tr>
<td>Total</td>
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<td>61</td>
<td>118</td>
<td>54</td>
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</tbody>
</table>
A. Duties and Responsibilities of CDE staff

1. Dean/Director
   - Prepare long term plan and strategy for CDE
   - Prepare yearly and quarterly plans of the CDE
   - Ensure the proper implementation of plans by different organs of CDE
   - Report the quarterly and yearly performance of CDE to University
   - Prepare academic calendar for CDE in consultation with respective organs
   - Manage the overall activities of CDE

2. Executive Secretary
   - Provide secretarial service to director of CDE
   - Manage office of Director of CDE
   - Handle files that concern director of CDE
   - Conduct letter and minute writings related to director of CDE
   - Execute other tasks assigned to her by director of CDE

3. V/Dean/V/Director
   - Distribute the schedule for tuition fee payment dates for continuing and distance students
   - Collect financial report from campus and off-campus coordination offices.
   - Manage contract agreements between CDE and Teachers
   - Monitor the performance of campus and off-campus coordination offices.
   - Manage logistics in CDE
   - Coordinate examinations for distance education.
   - Execute other tasks assigned to him/her by director of CDE

4. Secretary
   - Provide secretarial service to v/director of CDE
   - Manage office of v/director of CDE
   - Handle files that concern v/director of CDE
   - Execute other tasks assigned to her by v/director of CDE

5. Program and Statistics Officer
   - Get exam and tutorial programs are set during convenient periods for all stack holders
   - Prepare exam programs for distance education
   - Monitor practical attachment courses and report accordingly
   - Prepare quarterly and annual statistics for continuing and distance education
   - Prepare quarterly and annual reports of CDE
   - Execute other activities assigned by the director
6. **Logistics Officer**
   - Collect module needs of centers by considering the number of registered students from the registrar and stock balance of centers
   - Properly handle both original and copies of modules
   - Identify the availability of originals and copies of modules
   - Get the required copies of modules printed or duplicated
   - Get duplicated modules arranged and stapled
   - Dispatch the modules to centers
   - Arrange all the necessary materials for exam dispatch to centers
   - Ensure marked exams properly stored
   - Execute other activities designated by director

7. **Exam Store Person**
   - Store previously corrected exams
   - Locate out marked exams when it is necessary and replace remarked exams into the store
   - Arrange utilized exams from exam bank and dispatch to students for reference
   - Execute other activities given by logistics officer

8. **Duplicator**
   - Undertake all duplication works related to distance and summer education
   - Undertake duplication of exams whenever a need arises
   - Duplicate forms and other necessary duplication activities
   - Execute other duties given by logistics officer

9. **Main store person**
   - Store modules of distance and continuing education of the university
   - Sort out modules for dispatch to centers
   - Get newly duplicated or printed modules stored properly
   - Report the availability and shortages of modules
   - Execute other tasks given by logistics officer

10. **Student Support Service Officer**
    - Manage dead files and issue temporary and actual diploma for graduated ones
    - Facilitate provision of internet, audiovisual and library facilities
    - Collect students’ records from centers and distribute them to customer relation case teams
    - Collect fresh students identification numbers from customer relations and distribute to centers
    - Disseminate grade reports to centers
    - Supervise and cross-check campus records
    - Get students records encoded into SIMS
    - Provide timely information for continuing and distance students at earliest convenience.
    - Execute other tasks assigned to him/her by director of CDE
11. **Information Worker**
- Design efficient and shortcut information dissemination channels for distance and continuing education
- Receive grievances and complaints of students by developing forms
- Appoint days for responses and seek information from relevant offices for response
- Provide responses for complaints on appointed time and day
- Execute other tasks assigned to him/her by program, statistics and information officer of CDE

12. **Student File Organizer**
- Encode students records into SIMS software
- Prepare temporary and actual diploma for previously graduated students
- Manage dead files
- Disseminate grade reports
- Get fresh students identification numbers provided and sent to centers
- Execute other tasks assigned to he/her by registrar of CDE

14. **Campus Coordinators**
- Facilitate course and tutorial assignments
- Compute students course fee payment for every semester
- Prepare programs for tuition payment and registration
- Control, check and sign contract agreement and payment sheet
- Coordinate tutorial, practicum and apparent ships
- Monitor all distance and continuing activities within campus
- Participate on matters concerning curriculum review, approval and student academic affairs
- Execute other tasks assigned to hi/her by director of CDE

15. **Secretary+ computer+ archives worker**
- Handle secretarial service to campus
- Manage office of coordinator
- Operate and manage computer lab of continuing and distance education
- Manage archives of campus of CDE
- Execute other tasks assigned to her by campus coordinator of CDE

16. **Module distributor + audiovisual**
- Distribute modules to students of the campus
- Request the modules needed from main office
- Manage audiovisual materials of the campus
- Execute other tasks assigned to him/her by campus coordinator of CDE
17. **Accountant + statistician**
   - Record all tuition fee and other payments at campus level
   - Collect all receipts of students and reconcile number of students and tuition fee payments
   - Reconcile bank statements and students payments
   - Prepare students, financial and module distribution statistics of the campus for CDE
   - Execute other tasks assigned to him/her by campus coordinator of CDE

18. **Off-campus coordinators**
   - Undertake registration of students
   - Facilitate course and tutorial assignments
   - Announce students course fee payment for every semester
   - Prepare tutorial programs and assign teachers for tutorial programs
   - Post programs for payment, tutorial and exams
   - Coordinate tutorial, practicum and apparent ships
   - Monitor and evaluate all distance activities within the center
   - Participate on matters concerning curriculum review, approval and student academic affairs
   - Execute other tasks assigned to him/her by director of CDE

19. **Assistant (AA)**
   - Assist registration of students
   - Assist tutorial assignments
   - Coordinate the collection of receipts of students
   - Prepare reports of tuition fee payments
   - Assist teachers assignment for tutorial programs
   - Post programs for payment, tutorial and exams
   - Monitor and report module distribution activities of the center
   - Execute other tasks assigned to him/her by off-campus coordinators of CDE

20. **Secretary+ computer+ archives worker**
   - Handle secretarial service to center
   - Manage office of coordinator
   - Operate and manage computer lab of continuing and distance education
   - Manage archives of the center
   - Execute other tasks assigned to her by off-campus coordinators of CDE

21. **Module distributor + audiovisual**
   - Distribute modules to students of the center
   - Request the modules needed from main office
   - Manage audiovisual materials of the center
   - Execute other tasks assigned to him/her by off-campus coordinators of CDE
22. **Accountant + statistician**
   - Record all tuition fee and other payments at center level
   - Reconcile number of students and tuition fee payments
   - Collect all receipts of students
   - Reconcile bank statements and students payments
   - Prepare students, financial and module distribution statistics of the center
   - Execute other tasks assigned to him/her by off-campus coordinators of CDE

23. **Satellite-stations /consultation**
   - Announce registration, payment, tutorial and exam schedules
   - Distribute grade reports
   - Distribute modules for remote areas
   - Show rosters to remote area students
   - Consult students in case of academic problems
   - Execute other tasks assigned to him/her by off-campus coordinators of CDE

4. **Financial Plan for CDE**

Finance is an important part of Strategic plan. It includes both income and expenditure aspects. The income side includes income from continuing education, summer education and distance education.
Income is about 9,540,000 from distance, 7,500,000 from continuing education per semester. Total semester income is 16,320,000. Its annual income is 32,640,000. It is estimated to increase by 10% per year.

When we see the expenditure aspect of the plan, expenditure on fixed asset is 6,032,000. Circulating capital for stationery includes 3,937,400 per year. Other costs include 4,320,000. Total cost less fixed cost is 8,257,400 per year. It is expected to increase by 8% per year.

5. Monitoring and Evaluation

Once any plan is designed logically its implementation follows. However, sometimes plans may fail to achieve its intended objectives for different reasons. In other times, plans may take long time to accomplish. Still, there can be another problem related to quality, cost, feasibility and the like. Hence, it becomes absolutely imperative to design monitoring and evaluation system so that problems related to economic efficiency, time efficiency, effectiveness and sustainability can be solved or, at least, minimized by taking timely action for the same. Accordingly, CDE has tried to design its own monitoring and evaluation system as stated below.

Monitoring

Monitoring is a continuous assessment of interventions and its environment. Monitoring happens at all levels of management and uses both formal reporting and informal communications. Monitoring identifies actual or potential success or failures as early as possible and facilitates timely adjustments. In this regard, there should be monitoring for every plan so that timely corrective actions can be made without delays. The question is what is to be monitored? For monitoring exercise it is recommended that logical framework matrix shall be developed so that what is to be monitored can be clearly stated and hence monitoring becomes easier. Some of issues that need be monitored can be sorted out as follows.

What is Monitored?

- Overall objectives (Goal or development objectives) – Impact or relevance of the plan is monitored.
- Specific objectives (purpose) - Achievement of the purpose of the plan or effectiveness of the plan need to be monitored
- Expected Results (outputs) - Extent of achievement of results, sustainability
- Activities - Carrying out of activities, efficiency of activities
- Means - Delivery of Means
- Assumptions - Changes in environment

How to monitor?
Monitoring can take place either through periodic reporting, management committee meeting, periodic supervision, midterm reviews, etc. For report monitoring to take place there should be clearly stated reporting procedures. First of all, a common format for progress and periodic reports shall be developed and distributed to all stakeholders. Using these formats, centers and campuses are required to report at the end of every semester. This report is expected to include problems encountered and actions taken by themselves. Besides this, both centers and campuses shall report fortnightly progress report that states only major achievements, problems encountered, actions taken and actions needed via email.

Indeed, centers and campus coordinators should not wait for the reporting time to come if any issue that needs immediate attention crops up.

Additionally, management of CDE meets every semester with the presence of respective sections and centers and undertakes discussions on the progress of the program. Further more, CDE’s Bahir Dar management (excluding centers) shall meet every two weeks. It looks logical if program managers and campus coordinators exchange information via email once every fortnight. After this, CDE’s management and program managers shall meet at the end of every semester.

CDE’s management should also monitor the performance of previous management decisions. The decisions made in management meetings shall have its own series of minutes and these minutes can be used as a reference for future actions. Moreover, CDE attaches more importance to supervision of activities every semester with the presence of stakeholders.

**Evaluation**

In addition to periodic monitoring, there should also be periodic evaluation of both continuing and distance programs. This evaluation exercise should be made at the end of every academic year with the presence of pool of experts. Still, the overall performances of the programs need to be evaluated both in the middle (on-going evaluation) and at the end of the plan period (ex-post evaluation).

Evaluation of both sorts should consider implementation of the plan based on economic & time efficiency (efficiency in handling activities), effectiveness (in achievement of objectives) and sustainability (in outputs). Each of these criterions has its own importance to consider separately. They convey different meanings and roles. To be specific, efficiency is doing things right, and effectiveness is doing the right things.

Efficiency is a measure of speed and cost. For example: Efficiency says "Getting any instructor in here right away is more important than getting the right instructor later." Effectiveness is a measure of quality. Effectiveness says the opposite: "Hiring the right instructor is more important than hiring any instructor right away."
All these issues need to be thoroughly considered while evaluation is made. This is because, for example, activities that are done with efficiency do not necessarily lead to effectiveness. Greater efficiency simply does not always lead to greater effectiveness. When an organization or programme meets its own goals, this is generally referred to as *internal effectiveness*. However, there are numerous examples of programmes that have high internal effectiveness yet fail to meet the broader needs of society as a whole. For example, education system may be internally effective by producing a very high pass rate in terminal examinations, but employers often complain that young people are not adequately prepared for the ‘world of work’.

When an education system produces ‘graduates’ who are well prepared for the multiple demands placed upon them outside of education institutions, then it is said to have high *external effectiveness*. This has to be proved through evaluation.

In popular usage, *efficiency* is linked with money and is used to express how expensive or inexpensive something is to produce per unit. This definition suggests that efficiency in education system is concerned not only with resources (materials, labor, equipment and the costs associated with them), but also with what is produced (courses, study materials or student enrolments). It also highlights two different ways of achieving greater efficiency. On the one hand, we can try to reduce the costs incurred to provide the same level of educational services for a given number of students; this is referred to as *economic efficiency*. On the other hand, the term *Technical (production) efficiency* is used to refer to producing more products or services without incurring additional costs (or, at least, without increasing costs at the same rate).
6. **Assumptions**

This strategic plan is expected to be effective if and only if the following are fulfilled.

- The required manpower for continuing and distance education is approved and put in place
- Distance and continuing education programs continue as expected
- Higher Education Relevance and Quality Agency responds positively to continue distance education at Bahir Dar University.
- Income Generating Office executes the duplication and printing tasks vested to it properly
- Procurement and transport service is promptly responsive.
- Colleges, faculties, institutions and school will properly take over major technical aspects of continuing and distance education.
- There is sufficient financial support for modernization of continuing and distance education
BDU has been offering continuing and distance education for long time. Since that period, BDU has graduated many students in these programs. In the mean time, BDU has been preparing BPR, Five Years Strategy Plan, Legislation, etc. on the other hand, in spite of the fact that CDE of BDU has learnt a lot from its own experience and all the aforementioned efforts have been made, there are still some weaknesses associated to both continuing and distance education delivery systems. In fact, problems can be either technical or administrative. While predominantly technical aspects of continuing and distance education including teaching, advising, practicum, exam setting & marking, and grading are supposed to be handled by the respective colleges and faculties, whereas partly administrative ones such as registration, logistics related to modules, tutorial program, and exam administration, grade distribution, tuition fee collection, and redressing complaints related to examination, grading, and the like are streamlined to CDE. However, there are problems related to tutorials, evaluation systems, logistics, collection of tuition fees, grading systems and overall management system. These problems are partly of strategic nature and partly procedural. The strategy of CDE is separately treated. Hence, under the momentum of BDUs efforts and five years strategy plan of CDE, it is imperative to overhaul the management system of CDE concentrating on procedural aspects.

I. Registration & Tuition Fee Collection System of CDE

A. Introduction

As it is clearly known registration of all students takes place every semester. When registration takes place extension, summer and distance students are supposed to pay tuition fee. Distance students are required to pay 40 Birr per credit (for individuals) and 50 Birr per credit (for sponsored students) tuition fee and 30 Birr registration fee in each semester. Extension students are required to pay 60 Birr per credit and summer students pay 75 Birr per credit. BDU’s CDE students are required to pay their tuition fees via Commercial Bank of Ethiopia.

However, the students’ payments, bank statement and bank advices are not usually reconciled. There is no clearly designed system that can properly check what is paid and what is not. This can lead to fraud and mischief.

B. Problem Analysis of CDE Registration & Tuition Fee Collection
Some documents of students get lost. In some cases students’ files are found incomplete. There are files which are short of registration slips, receipts, academic records, etc. This makes student recording deficient and document issuing becomes a challenge.

Non-fresh distance students’ registration takes place without determining status & producing grade report. Determining distance students’ status has proved to be lengthy. Because of this, in most cases, non-fresh distance students get registered without current status and semester grade report.

Some students fail to get registered in time and seek registration after registration time is over. There are cases when students for one reason or another fail to register. After some time having either justifiable or otherwise reasons they request for registration. But no clear cut guideline to entertain late registration

No clear system to check tuition fee payments. There is no any clearly stated system that can check students who paid and those who do not pay their tuition fees. At the time of payment students are supposed to bring receipts during registration time. This receipt is checked by center coordinators only. There is no any other cross-checking mechanism developed.

Receipts of students usually get lost. It is common practice that some students complain that their receipts have been lost. This created controversies that students argue they have given receipts during registration; while center coordinators complain they have handed over to main registrar. But the problem continues to exist without solution.

Centers do not send bank statements to BDU finance. This created inability to check whether all the money students paid have been registered by the bank or not. Moreover, it is not possible to know whether all students registered have really paid what is required of them.

Centers do not send bank advice. Centers do not send bank advice to BDU finance so that finance can check whether all payment of students stated on the bank statements are posted by the bank to BDU bank account or not.

The amount of money obtained by CDE is not clearly known. Because of absence in monitoring and the aforementioned problems, the amount of money CDE earns periodically is not clearly known. Moreover, absence of statistical analysis is also another reason for this problem.

No system that excludes students who do not pay tuition fee from examination. Other than the common understanding about the fact that those who do not pay tuition fee are not allowed to sit for exam, there is no any written evidence that excludes those failed to pay so far. There has not been any practice executed so far.

C. Solutions for Registration & Tuition Fee Collection Problems

Students’ files should be properly filled by copying or any other means so that files are complete for all forthcoming purposes of document issuance and the like.

Before any registration takes place students whose files are incomplete shall be requested to complete the same.

Before registration takes place status of distance students should be determined and grade report be produced. This should be made effective in the second semester of 2004 E.C. Grades should be sent both in hard copies and soft copies (via SIMS) to centers.
Registration should be handled with the help of SIMS software. Just like it is taking place in regular program, SIMS software registration should be supported by hard copy of the same. That is SIMS software can produce registration slips as soon as registration is complete.

Where there is computer and internet service, registration can be effected in satellite stations. Otherwise, registration should continue to take place at center level up until internet facilities are put in place at satellite stations.

Students who do not deserve for registration for academic reasons such as dismissals shall be entertained to take re-exams only in the next semester upon the payment of 100 Birr per course. If there is no next batch, re-exams can be handled only in Bahir Dar provided that the number of students of all centers is ten or above; otherwise, these students are advised to take exams with other programs or pay additional money to administer these exams.

Those students who pass re-exams can get registered with the next batch.

Distance students who failed to get registered within the registration time can get registered before tutorial takes place upon the payment of the penalty of 100 Birr.

Students should be registered against the presentation of receipts of their tuition fee. These receipts should be transferred to master records of students that clearly indicate periodic payments for all semesters. Then, students can be registered using SIMS software. Having done these, receipts should be brought to the registrar of CDE and the copies of receipts should be handed over to respective registration offices of BDU. Transfer of these receipts should be done with formal handing over formats. Moreover, centers should deliver the bank statement and bank advice to BDU finance (original) and to CDE (copy) every semester upon getting signed on transfer format. Additionally, the list of students who are registered should be sent through e-mail to program office against their identification numbers and amount of money paid.

Receipts shall be properly fixed to students files before they got lost. Besides this, centers should produce semester reports which clearly indicate number of students registered in each field in each semester.

- For fear that the registrars find incomplete students’ files, they have to post and report to CDE immediately and CDE should send to respective centers to summon students to fulfill the incomplete documents.

Centers should report the amount of money earned every semester. Moreover, CDE should also produce reports of income earned every semester by reconciling with reports of centers. Additionally, internal auditing should be done at every center preferably every semester.

To identify those students who do not pay, a master list that indicates the list of all students should be developed with columns that indicate periodic payments of students. Whenever, students make payments receipts should be transferred to these master records. Then, it is easy to sort out those students who have not paid just by looking master list. From this, those who failed to pay should be posted not to sit for exam during exam period. Those who sit for exam violating this rule shall be penalized by disqualifying their exams.
Non-café summer students shall report to campus coordinators in writing by the time of registration so that coordinators can let the dean of students know the matter immediately and act accordingly.

II. Logistics System of CDE

A. Introduction

One of the main duties and responsibilities of CDE is distribution of modules to students. Moreover, CDE provides examinations every semester for distance learners. These two activities require the duplication, systematizing, stapling, storage, transportation to centers and distribution of modules and exams to students. This requires efficient, cost effective and accessible logistics service. However, the existing logistics service provision system has not been efficient and effective. It needs reviewing so that logistics service should be efficient, cost-effective and easily accessible.

B. Problem Analysis of Logistics Service

Some of the existing problems related to logistics service of CDE are:

- **Long delays in module duplication**: Module duplication takes excessively long time to duplicate for different reasons. One of the reasons is long delays in purchases of toners, papers, masters, etc. The other reason associated to this is inefficiencies among some workers. Still another problem is repeated failures in duplicating machines and inability to get these failures repaired b/s of repair and maintenance problem of OMEDAD.

- **Problem of module management**: Although the number of modules available is very large in BDU, modules are not properly managed. That is modules are not well registered, counted, arranged and sorted. Because of this problem, it is not that much easy to know as to what types of modules are available and in what quantities. Then, it takes long time to locate and make modules available for dispatch to centers.

- **Inaccurate request for modules by centers**: Usually modules requested by centers are not accurate and inline with the number of students. This creates surpluses in some centers and shortages in others. Because of this, CDE faces problems of fulfilling the required modules timely.

C. Solutions for Logistics System of CDE

- Before module duplication starts all the necessary materials should be bought and machines repaired. Toners, masters, duplication papers, etc should be pre-planed and settled in bulk purchase.
The available modules should be properly registered and stored in a safe place.
  - The number of copies of modules should be counted and separately arranged;
  - Whereas, non-existing modules shall be clearly sorted out three months before registration starts.
    - CDE should get non-existing modules prepared before registration starts.
- Centers should know the types and sizes of all the modules available and let CDE know them three months before registration starts both via letters and E-mail.
- Logistic office of CDE should distribute modules based on the number of registered students of each center found from the registrar.

III. Tutorial System of CDE

A. Introduction
One of the technical issues in distance and summer education is provision of tutorial programs for some specified period of time within every semester. CDE of BDU also undertakes tutorial programs for distance and summer education programs. However, tutorial programs that have been provided so far by BDU have been lacking clarity, consistency, uniformity, attractiveness, punctuality and depth. Hence, many distance students have been heard to have complained on the above aspects of tutorials.

Moreover, tutorial program of BDU, although is more or less standard by its very nature, is a bit unattractive and limited in its depth and length of time as compared to some countries experiences. Then, it is imperative that these issues need to be improved so that distance education can continue to be one of the options for learners especially those who do not have access to regular education.

B. Problem Analysis of Tutorial Program
Some of the problems associated to tutorial programs of distance and summer education are:
  - **Limited time given for tutorial programs.** Normally, the time provided for a 3 credit hour course is 4:30 hours tutorial time for distance students and 12 hours for summer students. In fact, the length of time increases with an increase in credit hours. For summer students tutorial time is reasonably acceptable. In deed, the schedule is very tight. However, for distance students this time is in most cases a condensed time for one semester course. Moreover, tutorials are provided only once in a semester. Still, even this time is not in most cases properly used. Many of the instructors provide tutorials only for about 3 hours. They usually feel tired and bored by long tutorial time. Students are usually forced to contract out additional tutors because of limited tutorials provided by BDU.
  - **Lack of uniformity in summer tutorial programs.** Although most of the summer students’ tutorials are scheduled to take place in July, there are still others whose curriculum requires tutorials of two distinct periods, one during winter and the other during summer.
Most of the students do not come for tutorial programs. Previously, to motivate students to come for tutorial programs, attendance was given some sort of credit; but, recently, there has not been any action taken on absentees. This further aggravated the problem of tutorial programs. Some of the reasons forwarded for absenteeism are shortage of tutorial time, inability to get permission from their heads to come to tutorial, inconvenience by the delivery system of tutorial classes, the problems of some instructors in handling tutorials, long distance to be travelled for tutorial, etc.

Problems of some tutors. In most cases tutors were not interested in delivering tutorials for distance students for many reasons. Others, especially in centers away from Bahir Dar, are not full time instructors in teaching. Still others, for one reason or another, are assigned with their minor qualifications and even for only reason that they took that course elsewhere. Because of this they cannot provide tutorial classes properly. This led students to complain and lose confidence on tutorial classes. Still, some other tutors do not come on time.

Delays in modules. Modules are sometimes delivered after long time delays in duplication. The reasons for these delays are inability to get modules duplicated and distributed in time. Both Income generating and CDE duplicators could not manage to accomplish the task within specified period of time partly due to delays in purchase and partly because of inefficiencies. This has caused students not to read modules before tutorial programs are conducted. Then, they usually get confused when tutorials are provided without reading modules in advance.

Wrong understanding about tutorials by the students. Tutorial classes are basically meant that students ask questions that they have not understood and instructors are supposed to give explanation for these. However, students usually either do not read modules before they come to tutorial and/or do not ask questions during tutorial sessions.

Students whose size is below 20 do not take tutorials. Usually there have not been tutorial classes when the size of students at the center is below 20. These problems highly affected distance learners whose size is small. This looks a bit questionable as to whether the university can avoid tutorials for these students since the university is responsible to provide tutorials for these students so far as it has admitted them.

Tutors are not given tutors’ guide during every program. There is no tutors’ guide that leads how tutorial should be delivered so that students can learn better.

C. Solutions to Problems of Tutorials

The time for tutorial class should be revisited. One way for tutorial class improvement is to make tutorial classes twice every semester. For this purpose, minor tuition fee revisions can be made not more than 30-50 Birr per student per semester with the consent of students. The other means of improving tutorials is rather than scheduling tutorials continuously for 4:30 hours at a time, it is better to divide this time into two
different periods. That is 2:30 and 2:00 hours in separate periods so that instructors cannot be bored by the length of tutorial time.

- Tutorials scheduled in winters and summers have to proceed as per the curriculum and CDE has to arrange tutors for the same.
- Payments to tutors should be effected immediately the next day after tutorials are completed so that good tutors are encouraged by the service of CDE.
- Instructors have to be evaluated by students at the end of every tutorial program.
  - Evaluation formats should be developed by program and statistics officer and handed over to tutorial coordinators when they go for tutorials.  
    - Evaluation formats should be collected back by tutorial coordinators and be submitted to program officer.
    - Program officer has to tally and rank evaluations and report to the dean for action.
  - Those instructors who scored below 50% of their evaluation should not be allowed to provide tutorials once again.
  - At centers’ tutors who have scored better evaluation results should be given priority to invigilate in all sessions. Additionally, CDE shall write letter appreciation for those tutors who excel in tutorial performance
  - Among BDU instructors those who stand first second and third by students’ evaluation should be given incentives of marking up to 20% of the total exams. That is, those who stand first in their field of study shall be given 10% of exams to be marked. The second ones 7% and the third ones 3% of marking exams. The remaining 80% of exam markings should consider all instructors equally including those who have been rated as good ones by students.

- Moreover, it is better to mobilize instructors from BDU to centers since it is assumed that our instructors because of experience or commitment are better than others. This was proved to be true when BDU instructors went for tutorial of COC examinees during summer, and responses collected from students have indicated that BDU instructors were better than the local ones
- Students should be motivated and advised by tutors and coordinators to read modules before they come for tutorials and ask questions.
- Students who do not attend tutorial classes without justifiable reasons shall not be allowed to sit for exams.
  - This has to be posted to students before action is taken.
- Students whose size is below 20 shall be handled as follows
  - CDE can pull students from different centers and provide tutorials, or
  - These students (if they are fresh) should not be admitted for the aforementioned reason, or
  - Another means, such as providing additional worksheets and written explanations have to be considered, or
  - These students have to be announced in advance that they will be asked additional money to handle tutorials.
There should be a clear guide for tutorial programs as to how tutorials should be delivered and a short guide book shall be prepared and handed to tutors.

IV. Evaluation & Exam Administration System of CDE

A. Introduction

Ones courses are delivered and tutorials are conducted exams are provided for continuing and distance students. Evaluations for continuing education, including summer classes, are, just like regular students, based on continuous evaluation. Whereas, for distance students, exams are in most cases provided ones in a semester. That is evaluation of students is done only based on one exam. This type of evaluation of students does not properly measure the performance of students and it does not bring quality in education. Hence, evaluation system is another system the university has to make an amendment.

B. Problem Analysis of Exam Administration & Evaluation of Students

Some of the problems related to distance education include the following.

- **Problem of setting standard exams.** Although repeated comments are given to standardize exams, still exams vary from person to person. Even some instructors found setting exams carelessly
- **Problem of duplicating exams.** Previously, exams used to be duplicated by CDE itself. But recently, as per the requirements of BPR, exams are supposed to be duplicated at college and faculty levels. However, problems have been faced as to who should manage duplication, how much to be paid and where duplication should take place.
- **Utilized exams usually reach to others hands.** In some cases exams that were supposed to be burnt immediately after exams had been administred were found in the hands of students. This created serious inconvenience and distrust among students who did not get it.
- **Evaluation of distance students is based only on one final exam.** In distance program only one final exam is provided which does not properly measure the performance of students. This does not give chance for the students to improve their performances. Moreover, this system leads students to read only during final exam periods.
- **Tight exam schedule of summer students created inconveniences among students.** Because of shortage of time for summer program, students are forced to take tutorials
and face to face courses within two months time. This has put its own impact on the performance of students and quality of education.

- **Repeated assignments given to summer distance students.** Some instructors give more than one assignment during winter time and request payments. However, this has created problems of uniformity.

- **Persistence of fraud and cheating of students and carelessness of invigilators.** In most cases students are found cheating. However, invigilators, for one reason or another, do not dare to control, sign on or reprimand cheaters.

- **Unmanageable size of examinees.** In most cases exam rooms are found extremely crowded. Although standard size of students for exam is expected not to be more than 50 students per room, sometimes it goes up to 70 students in one room because of make ups and supplementary exams. This aggravated cheating and misbehavior of students.

- **Repeated make up and re-exams of distance students.** In distance education of BDU, there has not been a defined system as to how make ups and re-exams are to be administered. Students, for one reason or another they take make ups and re-exams upon the payment of 100 Birr per exam. This has created tedious and repetitive type of exam marking, result declaration and status determining. There is no limit make ups and re-exams.

- **Problem to manage phased-out exams.** Since HERQA suspended distance education, some courses continued to phase out. These created serious problems to handle students who want to take make up and supplementary exams.

- **Similar codes for different courses have created confusion.** Some subject area courses which are similar by their very nature but because of differences in application have same codes for different departments. This created some sort of confusion during exam administration.

- **Complications of center changes during exam.** Sometimes in the name of center change students are thought to have taken exams without paying the required payments.

C. **Solutions of Evaluation and Exam Administration Systems**
- Setting standard exams should be properly communicated to instructors either via meetings or in writing
- Distance exam duplication should be handled by program/department coordinators of distance education
  - For coordination work, in addition to the previous top up payment, 0.05 cents per exam should be paid
  - For duplication 0.25 cents should be paid for one exam so that carelessness should be avoided.
• Evaluation of distance students should consider some additional systems. This has to be studied and solutions forwarded.
  ➢ Even if assignments are assumed to be done by somebody else, still they can give chances to students to exercise themselves with limited weight.
• Tight exam schedule of summer students may be solved if time can be relaxed in two weeks; one week earlier admission and one more week later termination in September.
• Summer students who take courses via distance programs shall be given one comprehensive assignment when they go back home and other assignments and tests during tutorials.
• Those students found cheating should be posted where students can easily see and read.
• Students should be allowed to take used exams for themselves so that used exams can reach all students equally.
• Invigilators proved to be careless in exam control and taking action should not be allowed to invigilate once again.
  ➢ This should be properly communicated to invigilators during orientation.
• The size of examinees should be limited only to 40 students per room.
  ➢ The size of make up and supplementary exam takers should be known ahead and included in scheduling exam rooms.
    ᵖ Names of supplementary and make up examinees should be clearly posted against their exam rooms.
    ᵖ Examinees whose name is not found in list should not be allowed to sit for exam.
• Students who want to take either make up or supplementary exam should be registered before tutorial takes place.
  ➢ Centers should send the names and types of exams students going to take to CDE within five days after tutorial is conducted
• Students for whatever reasons should not be allowed to take more than two exams, either make up or supplementary exams per semester.
  ➢ A student should not be allowed to take more than one additional exam per session
  ➢ Students should not be allowed to take make ups and re-exams for the same course more than two times.
• Students who want to take exams for phased-out courses shall apply three months before the next exam starts.
  ➢ Exams for phased-out courses can be handled with the next exam schedule
• Course codes should be revisited and differences should be clearly defined.
• Those who take exams by changing their centers shall report to CDE before ten days
  ➢ If examinees that change centers cannot report within ten days for reasons beyond their control, they have to come with registration slips & receipts
    ᵖ Invigilators have to report these examinees separately to coordinators
• Finally, number of examinees and number of exams shall be reconciled with number of students and courses registered in the same semester.
V. Contract Agreement System of CDE

A. introduction

CDE enters into contract agreement whenever assignments such as module preparation, tutorials, teaching, setting and administering examinations, grading, assignment correction, advising, duplicating, coordinating, etc take place. However, these contracts have been full of inconsistencies and inconveniences. Hence, we need to develop a comprehensive contract agreement system of CDE

B. Problem Analysis of Contract Agreements

- **Contracts take long time to be effective.** In most cases for different reasons contract agreements take long time. This has created grievances among those who are assigned to accomplish some sorts of assignments.
- **Repeated change of instructors affected contracts to change repeatedly.** For different reasons instructors leave the university and in place of these others are assigned. This requires the previous agreement to be changed repeatedly.
- **No system to enforce contracts.** There is no clear cut system that empowers CDE to enforce those who do not comply with their agreements. Whenever those who enter into contract agreement fail to accomplish their duties, other than reporting to other bodies there is no system for an immediate action to be taken. For example, there is no system that can penalize instructors who do not enter to class on day one and those who fail to give make ups for their absence from class for some reason.
- **Problems to check the work done and produce contract as per the work accomplished.** In some cases CDE finds it difficult to check the work done (such as teaching) and produce contract agreement and assure the execution of the work by signing on the contract.
- **Assignment of instructors without specialization.** In most cases in the name of equitable distribution of extension, summer and distances classes instructors without specialization are assigned.

C. Solutions for contract agreements

- **Contracts for normal extension and summer classes including advisory services should be signed two weeks after classes have begun**
  - Program mangers should get contracts prepared and get them signed by instructors
Program managers should post to instructors to sign an agreement within a week.
Program managers have to send contract agreements to campus coordinators after three weeks.
Campus coordinators should evaluate contracts within three days and sign, and send to CDE (if everything is right) and send back to program managers in writing (if any clarity problem arises).
CDE program should evaluate contracts within three days and send to finance or back to Campus Coordinators (if any question of clarity arises).

- The first installment should be sent with the contract agreement to finance.
  - Finance should made payment ready within three days time when it find contract is right and send back to CDE otherwise.
- The second installment should be sent to finance at the end of the third month of the semester with the consent of program manger and campus coordinator either via letter writing or email.
- Third installment should be sent to finance after four months with the consent of the program manger and campus coordinators.
- The fourth installment should be paid only after grade is submitted.
  - Instructors of CDE should submit both continuing and distance grades within five days of exam dates or exam distribution dates to registrar and submit a copy of it to campus CDE.
  - Payment order of last installment should be sent five days after the final grade submission date.
- Whenever instructors change after contract agreement is made and some installments are paid the new instructors contract should be made for the remaining installments only.

- Contracts for exam duplication, module preparation and the like which are not handled by normal contract procedure have to be entertained by CDE program office.
  - Exam duplication contract can be prepared before duplication work begins.
    - Payment order shall be effective within three days upon the submission of exams and names and volumes of work of those who take part in exam duplication.
      - Incase, the work is not done as per the contract, payment should not be made effective up until corrections are made.
  - Module preparation contract shall be entertained when order for preparation is given.
    - Payment order for module preparation can take place three days after the right module with both hard and soft copy is submitted.
      - Incase, the module preparation is not as per the required level and standard, payment should not be made effective up until corrections are made.

- Without justifiable reasons instructors should not change their contracts after one week of their assignments.
- Program managers are supposed to supervise class management of instructors.
For this purpose program managers shall design a system how to supervise nonappearance of instructors

- Program managers shall arrange suggestion boxes for absence of instructors
- Program managers shall comment, reprimand and penalize in writing those who fail to accomplish their contracts.
  - Program Mangers shall report actions taken on those who fail to accomplish their duties to CDE

Practice has taught us that supervision of extension classes has been unsteady and overlooked for long time.

- Then, preferably there should be campus supervisors

Penalty of those instructors who fail to abide by the contract agreement with out justifiable reasons should be effective if the following conditions are met.

- Those instructors who failed to come to class have to give make ups and report to program manger for the accomplishment of the same
- Without prejudice of the university legislation and legal procedure, CDE can exclude those who fail to accomplish their assignments without justifiable reasons from privileges and benefits CDE provides to the staff when program mangers report that they have taken all administrative measures procedurally
  - Payments can be denied by the mangers and CDE for the days an instructor failed to deliver courses without valid reasons.
  - For every period missed program mangers can penalize absent instructors 2% of their extension payments.
    - This can continue up to 4 absence days.
  - If the problems created are considered to be excessive (from 5 to 8 days absence) up to 20% of the payment of the contract can be deducted by program mangers and CDE.
  - Whenever the problem is more serious than the aforementioned one, the matter should be reported to respective deans and learning-teaching process owner for action while the payment should be suspended.

- Those instructors who have provided make ups for all missed periods may be set free from penalties.

Instructors’ assignment should consider specialization legitimately. Instructors who have specialization in the subject should be given priority rather than considering different specializations equality.
VI. Grading System

A. Introduction

CDE grading system to some extent follows the regular students’ grading system. That is extension program grading is more or less inline with the regular students’ grading system. It is exclusively done by course instructor. Whereas, distance students grading system has special feature. It is not directly related to instructor. Hence, it has to undergo some time and process up until it comes from centers and then it is distributed to those who mark it. Accordingly, it is envisioned that all the aforementioned process has to be reduced and completed within 15 days time since exams are administered. The details are stated as under.

B. Problem analysis of Grading System

- **Long processes in exam administration.** Exam process of distance education is very long, sometimes it takes more than two or three months to complete it.
- **Long delays in grading.** It takes long time to produce grade reports /or rosters. Because of this students do not know their statuses and get registered without grade report.
- **Sometimes exams get lost.** It is common to notice exams lost in the long process of exam administration.
- **Long time to redress students’ complaints on grading and on lost exams.** Students find it difficult to get immediate response for their complaints due to complicated exam administration.
- **Incompatibility between number of exams and number of encoders.** Encoders are only three who handle exams of about 16000 students previously and about 12000 currently. This has been beyond the capacity of existing encoders.
- **Problem of grading of exams when more than two instructors mark them.** When marking is supposed to be done by more than one instructor grading faces a problem. Moreover, because instructors who mark exams are many grading also varies from person to person.

C. Solutions for problems of grading system

- **Ones exams are administered, exam papers shall be handed over to the department/program coordinators upon fulfilling proper transfer procedure.** That is center exam coordinators are supposed to count answer sheets of each course of departments /programs and hand over to
Department coordinators upon filling transfer formats as soon as they have come to BDU. It takes roughly **two days**.

- Department/program coordinator has to distribute answer sheets to instructors within **three days** time indicating the date on which distribution has taken place and the date on which grade should be submitted.
- Instructors are supposed to submit grades into SIMS software within **five days** after they have examined and/or received distance students answer sheets from coordinators.
  - Instructors who failed to submit within the stated time without justifiable reasons have to be commented, reprimanded and penalized respectively by coordinators with proper recording and report to CDE about actions taken.
    - Those who fail to submit for the first time shall be commented orally
    - For the second time,
- Respective recorders of registrars of campuses have to produce status and grade reports within **three days** after grades are completely submitted and hand over to CDEs student support service for dispatch.
- CDE student support service is supposed to dispatch grade reports and semester statuses to centers within **two days**.
- Complaints on grading and lost exams shall be entertained by student support service
  - Complaints should be properly recorded including as to when responses should be given
    - Responses for complaints should be given within five days of the first application
      - Program office can forward grade complaints to registrar and registrar has to respond within three days
    - Solutions provided for complaints have to be recorded
      - If need be responses to students stating justifiable reasons can be made in writing either via letter or email
- When more than one instructor make marking grading should be done jointly.
  - To avoid variation among instructors grading, it is recommended that fixed scale grading shall be made practical in distance education.
VII. **CDE Management System**

CDE, as per the mandates given by the university, has to serve both continuing and distance students in registration, provision of modules, exam and contract administration related to CDE and Disseminating grades. For this purpose there should be clearly defined procedure that can serve clients efficiently and effectively. Hence, CDE management system shall take the following form.

A. **General Management Procedure**

- **CDE management has the aforementioned structure**
- **Participatory management.** CDE has different bodies that take place in management decision making. Among these the following are important ones.
  - There shall be management committee meetings consisting of director, v/director, logistics officer, program officer, registrar, campus coordinators and two student representatives (one from extension and one from distance, if possible).
    - Management committee shall meet every week on convenient day and evaluate weekly activities.
    - Management decisions shall be properly recorded in minutes numbered properly.
    - Management committee shall first evaluate decisions previously made as to whether they have been executed or not so that decisions can take place effectively.
  - In addition to this, before new registration begins, there shall be a meeting with the presence of management committee and center coordinators every semester.
    - This meeting shall have its own minute and minute number
    - Decisions made earlier have to be evaluated before going to the new agendas
  - CDE has to have another meeting with its staff every quarter of the year.

- **Interaction with Others:** Interaction with colleges, faculties, institutions and school should take place as follows.
  - Colleges, faculties, institutions and school believe in the common goal of the university and the country and act accordingly so that problems be solved by coordinated effort.
    - The aforementioned bodies should exert the maximum possible effort to get the work done without ascribing the matters to others.
For better understanding and emphasis technical aspects of all programs, including distance education, such as teaching, advising, registration (excepting distance registration which needs to be handed jointly), practicum, exam setting and duplication, grading, status determination, preparing grade reports and administering re-exams shall be basically handled by colleges, faculties, institutions and school.

- Lab and practicum courses should be reported to colleges, faculties, institutions or school.
- Class and exam schedules should be administered by program managers.
- Class and exam schedules should be administered by program mangers.

Classroom distribution of summer students to each program manager should be handled by campus coordinators.

- **Working procedure**: the work flow of CDE shall consider the following issues
  - Every campus, section, center and worker is required to develop action plan for the year, quarter and month.
    - Action plan has to indicate as to who is going to be responsible for the work planned
    - Every campus, section and worker is required to exert utmost effort to get work done even if problems happen.
    - If the problem is beyond the respective campus, section or worker, one has to report to the immediate responsible body.
    - Even if one has reported to ones head he/she has to keep on trying and following relentlessly to get the problem solved.
    - The work executed is evaluated against the action plan
      - Success have to be praised and rewarded (if possible)
      - Failures shall be properly justified; otherwise those who fail have to be commented, reprimanded and penalized respectively with the proper recording of minutes of evaluations.

- There should be monitoring and evaluation system of CDE

**B. Client service procedure**

The main duties and responsibilities of CDE is registration of distance students, collecting receipts for tuition fee, getting modules prepared, getting modules duplicated, dispatching modules to centers, distributing modules to students, preparing contract payments, assigning instructors for tutorials, administering tutorials, getting exams prepared, administering exams and the like. However, client service provision of CDE is not modern and highly responsive. One of the problems CDE faces is delays in disseminating grades to distance students. While the continuing education grading system follows the regular students grading system including SIMS procedure, distance students grading procedure takes long time to declare grades. As a result, it requires to be in tuned with the above information management system so that students can know their grades immediately. In this case, it looks imperative to reconsider distance education grading system. Additionally, other administrative services of CDE are also a bit lengthy and insensitive. Hence, to execute the aforementioned tasks properly, the following procedure has to be maintained.
**General**
- All clients complaints shall be recorded with comprehensive complaints form and solutions sought with predefined procedures
  - Complaints shall be addressed at all levels with predefined procedures starting from satellite stations
- All the necessary procedures and requirements have to be clearly posted on a notice board where students can see whenever it pleases them to see it.

**Client Registration Service Procedure**
- During registration time, all the necessary information, including what the students are supposed to come with, has to be posted ten days before registration starts.
- Once registration starts, a student who has paid tuition fee has to be served within 15 minutes.
- After registration is completed, center coordinators have to send list of registered students accompanied by the receipts and necessary documents within 10 days.
- Those who failed to be registered within the specified registration period can be registered with penalty of 100 Birr before tutorial starts and be added on list of students entitled for tutorials. After tutorial, no any type of registration is entertained.

**Module distribution procedure**
- Main warehouse store person have to submit the quantity of available modules, shortages of modules needed and modules that are not available three months before registration starts.
- Three months before registration starts request for the preparation of new modules have to be written to respective departments/ programs
- Logistics officer has to submit list of modules to be duplicated to CDE dean three months before registration starts.
- CDE has to send list of modules to be duplicated to income generating office within two days after list of modules are submitted by logistics officer indicating the time when the duplicated module is required to be back.
- CDE logistics officer has to submit modules to income generating office within two days after the letter is written upon receiving transfer forms.
- Modules that are supposed to be duplicated have to be given to CDE duplicator three months before registration with filling the time of provision and when the modules is needed back.
  - Logistics officer has to get modules stapled immediately after duplication has taken place.
    - During stapling modules daily laborers are to be employed
- Logistics officer has to dispatch modules to centers 10 days before registration starts.
- Centers have to communicate about the receipt of modules with in 2 days time in writing.
- CDE logistics officer have to send remaining modules to centers within three days of centers’ response.
- Centers have to distribute modules at the time of registration of students.
- Students have to submit any complaints regarding modules at the time of registration by filling module complaint redressing form.

**Tutorial program Procedure**
- Tutorial program has to be clearly indicated on academic calendar
- Ten days before tutorials take place, tutors have to be selected and properly informed
  - Tutors selection should be given due consideration
    - Tutors should have a minimum of Bachelors degree, directly relevant to the course, experienced, efficient, etc
    - Tutors who are not efficient and not rated good by students shall not be selected
- Ten days before tutorial takes place tutorial program has to be posted where students can see it
- Ten days before tutorials, class rooms have to be secured
  - As soon as coordinators have arrived to centers contracts of class rooms have to be settled with schools.
  - One day before tutorial, class rooms need to be properly cleaned and chairs arranged
    - Before getting classes cleaned, it is better to have contract agreement with those who will clean the room.
- For every tutorial, attendances should be circulated to students and to tutors
- At the end of every tutorial, coordinators have to undertake tutors’ evaluation by students.
  - Tutors evaluations shall be done with the absence of tutors.
- The next day after tutorial is completed tutors payments have to be made effective.

**Result declaration procedure**
- Results should be declared via SIMS
  - Grade reports should be handed ten days after results were declared via internet.
  - Grade reports can be dispatched to students at satellite stations
- All complaints related to exams shall be registered with the help of the form that has columns stating date of complain, types of complaints, date of appointments, date of response and responses given at all levels.
  - Satellite stations shall respond to complaints within ten days time.
✓ Upon receiving complaints, satellite offices shall report to centers immediately. Centers have to report to CDE for action immediately.
  o CDE program and information office has to respond the complaint to centers within five days.
✓ If grievances cannot be redressed at satellite level within five days time, a student can complain to the center and then to CDE via email or telephone whichever is convenient to one.

Whenever the responses to complaints are against students expectations, centers shall announce them in writing as to what these students should do.
### Monitoring and Evaluation of CDE

Performance Indicators (Logical Framework Matrix)

<table>
<thead>
<tr>
<th>Summary</th>
<th>Intervention Logic</th>
<th>Objectively Verifiable indicators (OVI’s)</th>
<th>Means of Verifications (MOVs)</th>
<th>External Factors (Assumptions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Development Objectives (Overall objectives)</td>
<td></td>
<td></td>
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<tr>
<td>2. Immediate Objectives (Specific Objectives)</td>
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<tr>
<td>3. Outputs (Expected Results)</td>
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<tr>
<td>4. Activities</td>
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</tbody>
</table>
Tutors’ Evaluation Check List

Center __________________ Department __________________ Course Title __________________
Course Code _______________ Name of the Tutor ___________________ Tutorial Date _______________

As per the tutors’ evaluation check list you read hereunder, choose one of the check lists stated on the table.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Description</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tutor comes with necessary tutoring materials</td>
<td></td>
<td></td>
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<td>2</td>
<td>Tutor concentrates on contents of the module</td>
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<td>3</td>
<td>Tutor relates the theory to the real world examples</td>
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<td>4</td>
<td>Positively responds to students questions &amp; suggestions</td>
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<tr>
<td>5</td>
<td>Tutor comes to class on time</td>
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<td>6</td>
<td>Teaching method is easy and understandable</td>
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<td>7</td>
<td>Tries to make up the lost tutorial time</td>
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<td>8</td>
<td>Tutor properly utilizes the given tutorial time</td>
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<td>9</td>
<td>Gives due respect to students</td>
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<tr>
<td>10</td>
<td>Tutor capable to deliver the course properly</td>
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</tbody>
</table>

Remarks

1. What are the strengths and weaknesses of tutorial class for this course
   Strengths
   ________________________________________________________________
   ________________________________________________________________
   Weaknesses
   ________________________________________________________________
   ________________________________________________________________

2. How do you evaluate instructor’s professional competence and characters
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Do you think this tutor should be assigned once again
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________