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*CRDA Trainings/ Workshops, Conference, Seminars are Shading light through Knowledge and experience .*

Institutional Support Department (ISD)  
P. O. Box 5674  
E-mail [isd@crdaethiopia.org](mailto:isd@crdaethiopia.org)



## **CRDA** **Training Programmes** **for 2006**

Dedicated to  
Promote Organizational Change  
and Dynamism



*CRDA Institutional Support Department*  
*Tel. 011-439-34-23*  
*Fax:011-439-35-02*

## **COURSE CATALOGUE/ CALENDAR**

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1. Local Capacities for Peace and Conflict Resolution
2. Leadership Phase I & 2
3. Facilitation Skills
4. Constituency Building
5. ToT on Home Based Care Taking for HIV/AIDS Affected
6. Good Governance and Ethical Practices
7. Board Development and Governance
8. Project Cycle Management/ Development
9. Rights Based Approach to Development
10. Financial Management & Control for Non-Financial Managers
11. ToT on Gender and Development
12. Inbuilt Monitoring
13. Appreciative Inquiry
14. Action Oriented Research
15. Advocacy and Lobbying
16. Mainstreaming of Cross Cutting Issues in Development
17. NGO Resource Mobilization
18. Gender and Institution
19. Gender Mainstreaming
20. Gender and Organizational Development

**N.B All Courses are non-residential**

**Admirably Furnished & Comfortable Dormitory**



**Christian Relief and Development Association**  
**CRDA Institutional Support Department**  
**Course Application Form**

Name of the Church/Agency \_\_\_\_\_

Contact Person \_\_\_\_\_

Telephone No. \_\_\_\_\_ P. O. Box \_\_\_\_\_

We would like to attend the training on “ \_\_\_\_\_ ” to be held from \_\_\_\_\_ to \_\_\_\_\_ at the CRDA Training Centre, at Kaliti.

Name of Candidate \_\_\_\_\_

Sex \_\_\_\_\_ F \_\_\_\_\_ M \_\_\_\_\_

Educational Background \_\_\_\_\_

Present Position/Title \_\_\_\_\_

Major duties and responsibilities/Work Experience \_\_\_\_\_

Duty Station \_\_\_\_\_

Length of Service in this position \_\_\_\_\_ Years.

Signature \_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_

N.B. Please return this form to CRDA Institutional Support Department before the deadline. You may send your application form by e-mail (crda@ethionet.et or fax it at 011-439-3502. You may also hand deliver it.

## Welcome to CRDA's Training Programme!

Training is one of our main strategies towards the creation and development of a vibrant Civil Society in the Country. A belief in the value of Social justice, empowerment and participation of the poor and the marginalized in their own development is reflected in our approach to training and learning. The courses concentrate on issues around strengthening Civil Society, organizational capacity building and programme development. They are also participatory.

### CRDA Training Offers:

- Dynamic arena for reflection on issues
- A rich exchange of experiences
- An Introduction to models and practical tools for use in the workplace
- Advice from experienced team of trainers/ facilitators who have in-depth knowledge of the subjects covered
- Great location to attend trainings/Workshops
- Participatory approach with good balance of theory and practice
- Opportunity to Network and meet people

### Target Group:

*Participants comprise of staff from International and Local NGOs, Multilateral and Bi-lateral Organizations*

### Method of Learning

We use variety of methods such as case studies, group work role play and peer support. These complemented by presentations on relevant theoretical frameworks and emergent thinking and trends, will provide the participants with a reference point for their learning and an opportunity to locate their experiences within the wider body of thought.

## I. Local Capacities for Peace and Conflict Resolution

(Duration: 5 Days)

### Course Overview:

Development, humanitarian assistance and peace-building work have an impact on the dynamics of conflict and peace, which can be positive or negative. Well-planned interventions can indeed have the potential to create the conditions for sustainable peace. They can also exacerbate or create conflict, particularly when these are not carefully designed, planned or implemented in a conflict-sensitive manner, at both the project and sectoral levels. For instance, if not planned in a conflict-sensitive way, water irrigation schemes, as a development intervention, may cause conflicts between pastoralist groups living downstream over access to water.

Understanding the relationship between such interventions in the field of development, humanitarian assistance and peace-building and conflict dynamics is difficult for practitioners and it is essential that they are equipped with effective tools in order to make the right decisions. There is, thus, a need for a new initiative to systematically examine conflict sensitive approaches, to ensure that practitioners understand how they can pursue a development, humanitarian or peace-building approach that does promote peace. At the end of the course participants will be able to:

- ◆ Understand the importance of peace in development work
- ◆ Understand the different tools for building peace
- ◆ Include mediation skills in conflict resolution project management

### Course content:

- ◆ Understanding Peace and Conflict
- ◆ Facilitation and Mediation
- ◆ Conflict Analysis
- ◆ Conflict Sensitive Project Management
- ◆ Conflict Resolution and Negotiation Skills
- ◆ Incorporation of Local Capacities for Peace into the Different Phases of Project Development

**Date:**

**Application Deadline:**

**Target Group** -Advocacy Officers, Senior Managers, Project/Program Coordinators, Project Officers

## 20- Gender and Organization

(Duration: 5 Days)

### Course Overview:

Increasingly, development practitioners and organizations in the North and the South are challenging the separation of gender issues and organizational change into two distinct disciplines. Experience has shown that looking at organizations from a gender perspective immediately highlights issues that have traditionally been the prerogative of practitioners, for example mission, vision, and strategic planning. The difference has been that gender practitioners have looked at the various aspects of organizations in the context of unequal social relations between women and men, at the heart of which lie unequal power relations. In view of the difficulties of bringing a gender perspective into organizational change practices, it is clear that increasingly the challenge is to develop new and creative ways of working which expose the issues and get to what matters. Hence, the course is intended to give insight as to how organization leaders, project/programme managers and gender desk officers should make sure that they mainstream gender in their organizations' structure, programme and policies. At the end of the course, participants would be able to:

- Improve their knowledge, insight and skills with regard to gender analysis, planning, implementation, monitoring and evaluation of development programmes
- Better understand their organizations from a gender perspective and improve knowledge, insight and skills with regard to gender analysis and mainstreaming gender equity in development organizations
- Improve knowledge, insights and skills on how to identify and develop their own role in leadership and mainstreaming

### Course content:

- Women and Gender Dilemma
- Process of Planning and Gender Mainstreaming at the Organizational Level
- Organizational Analysis from a Gender Perspectives
- Gender and Organizational Change
- Gender Budgeting and Resource Allocation
- Skills Required to Guide Change Process within Organizations and

**Date:**

**Application Deadline:**

**Target Group:** Project Officers, Program Coordinator and Program Managers

## 19 - Gender Mainstreaming in Projects and Organization's Programmes

(Duration: 5 Days)

### Course Overview:

Mainstreaming a gender perspective is the process of assessing the implications of any planned action for both women and men. The strategy seeks to ensure that women and men benefit equally by integrating their experiences and concerns into the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres. The ultimate goal is to achieve gender equality. It has been recognized that inequality is not simply a women's issue but is, in fact, an organizational and societal issue. It is, therefore, necessary to direct efforts toward developing and building a process for the development, implementation and evaluation of gender-responsive programmes. This is intended to facilitate the development of a template for building the gender-responsive capacity of members, and for formulating gender re-distributive policies that allow for equal rights and opportunities leading to participation and empowerment of both women and men. The aims of the course are to help participants:

- Get acquainted with some basic analytical tools;
- Practice in developing gender sensitive projects;
- Develop tools on how to measure and evaluate development projects against gender specific and impact indicators; and
- Learn how to use gender mainstreamed projects for effective development endeavors
- Gender Impact Indicators

### Course content:

- ◆ The concept of Participatory
- ◆ Monitoring Principles
- ◆ The Learning Cycle
- ◆ Development of Qualitative and Quantitative Information
- ◆ Information Analysis
- ◆ Redesigning

**Date:**

**Application Deadline**

**Target Group:** Project Officers, Program Coordinator and Program Managers

## 2. Leadership

(Duration: 2 Weeks)

### Course Overview:

Effective leadership and creative management of Ethiopian NGO's are crucial to gain advantage in the competition for the limited resources available to the sector in executing their development interventions. Interventions related to NGOs are essential for advanced management topics which will bring together the concepts and practice of management of NGO's. This course is especially suitable for leaders of NGO's which will provide participants with a learning environment that will promote and encourage the exchange of ideas and experience to build links with and among leaders of NGOs both locally and internationally. At the end of the course participants will be able to:

- Present the role of Ethiopian NGOs in community development
- Increase the effectiveness of Ethiopian NGO leadership and management
- Improve the managerial functioning of NGOs in Ethiopia
- Enhance the relationship between NGOs and local communities, the Government and the private sector
- Provide opportunity for regional and international dialogue, networking and exchange of ideas among NGO leaders and professionals

### Course content:

#### Phase I: The NGO's Concept—Advanced Principles

- Development & Importance of the 3rd Sector in a Nation-Building Society
- Vision-Based Strategic Planning
- Leadership Skills: Coping with Changing Environment
- Management of Societal Project: Concept and Development
- Project Development and Evaluation
- Methods & Tools for Social Assessment
- Human Resources: Development & Management
- Staff Team-Building & Supervision
- Negotiation, confidence building, Mediation, Conflict Management
- Fund Raising Strategies

**Date:** March 6—17, 2006

**Application Deadline:** January 15, 2005:

## 2. Leadership Phase II (Advanced Mgt. & Leadership)

(Duration: Two Weeks)

### Course content:

- Advanced Management Workshop
- Project Management: Timing and Budgeting
- Motivation in Non Profit Organizations
- Designing and Implementing Organizational Structure
- Marketing Tools to Promote Social Change
- Implementing Organizational Change
- Developing Effective Relations Between Volunteers and Professional Staff
- Challenges of Leadership in Democratic Society
- Empowering Future Leadership
- NGOs in Israel—Lesson From the Last 40 Years

**Date:** 4—July, 2006

**Application Deadline:** January 15, 2006

**Target Group** - NGO Leader, Programme Heads, Programme Managers, Senior Staff of NGOs

*A journey of a thousand miles  
begins with a single step*

## 18. Gender and Institution

(Duration: 5 Days)

### Course Overview:

Different approaches have been introduced to minimize the challenges women face in the field of development. The Women In Development (WID) approach tries to resolve the constant contradiction that exists between women's role in production and reproduction, labor and time-saving devices for the house work. The Gender and Development (GAD) analysis addresses unequal gender power by seeking to transform unequal relations. Unequal gender power is when one gender is in a dominant position and holds power over the other in all spheres of life. These unequal relations are targeted by the GAD and it also targets gender inequality. It is now GAD that is most often used by development workers, getting acquainted with the changing trends in poverty alleviation strategies require better understanding of Gender and Development approach. Hence, the course is designed to enhance participants' awareness about the GAD approach and to help them appreciate the need to gender mainstream projects for effective development endeavor and help participants to:

- Acquire knowledge on the basic concepts of gender and development.
- Get acquainted with the key components in gender relations.
- Appreciate the relationship between development efforts and gender relations.
- Get acquainted with some basic analytical tools.
- Practice in developing gender sensitive projects.
- Develop tools on how to measure and evaluate development projects against gender specific and impact indicators.

### Course content:

- Gender in Projects and Programs
- Gender Assessment and Planning at Program and Field Levels
- Gender-Sensitive Project Development
- Gender Analytical Planning and Methodology
- Mainstreaming Gender in Programs and Projects
- Design, Implementation and Monitoring of Gender-Sensitive Project/Programs

**Date:**

**Application Deadline**

**Target Group:** Project Officers, Program Coordinator and Program Managers

## 17. NGO Resource Mobilization

(Duration: 5 Days)

### Course Overview:

Resource Mobilization remains an area that is of major interest and concern to NGOs in Ethiopia. The major source of resource for NGOs in the country has mainly been donations from governments of developed countries as well as NGO's from the North. This still remains to be the major part of the response to the financial needs of NGOs in the country. As a result NGOs in the country continue to look to the North for resources without seriously exploiting the potential of local environment in this area. Thus, the training course is designed to offer the participants understand the role of domestic resource mobilization in ensuring sustainability and growth through strategic fundraising. The aims of the course are to help participants:

- ◆ Gain knowledge on the legal, social and cultural situations in Ethiopia in relation to resource mobilization
- ◆ Gain knowledge on alternative approaches to resource mobilization by focusing on conceptual as well as practical experiences in Ethiopia and other places
- ◆ Understand the role of domestic resource mobilization in ensuring sustainability & growth through strategic fundraising
- ◆ Develop skills in designing and programming alternative ways of generating resources as well as the pros and cons of the different alternatives
- ◆ Understand on the role of the organizational image and credibility of NGOs play in promoting a successful domestic resources mobilization programs

### Course content:

- ◆ Basic concepts & principles of Resource Mobilization
- ◆ The culture of philanthropy in Ethiopia
- ◆ How NGOs can demonstrate a better Organizational Image and Credibility
- ◆ Challenges & opportunities of Resource Mobilization in Ethiopia
- ◆ Practical experience in Resource Mobilization
- ◆ Ways and means of Mobilizing Resources
- ◆ Fundraising experience of other African Countries
- ◆ How to ensure sustainability growth from Strategic Fundraising

**Date:**

**Application Deadline:**

**Target Group** — Senior Management Staff and Fundraising Officers

## 3. Facilitation Skills

(Duration: 5 Days)

### Course Overview:

Facilitation is the art of dealing with the diversity and variety that exist in a group. Qualified facilitators have thorough command of a distinct set of group communication skills. Using these skills, participants are able to guide a group to focus on common issues. To promote mutual understanding and to create consensus on inclusive solutions.

At the end of the training participants will be able to:

- Be acquainted with the basic skills of facilitation;
- Broaden and improve group communication skills;
- Be acquainted with the basic tools for effective designing and planning meeting and workshops; and
- Plan training sessions and properly facilitate them.

### Course content:

- Value and Principles of Facilitation
- Group Communication Skills
- Stages in Group Decision Making Process
- Focused conversation Method
- Dealing with difficult Groups
- Facilitation Practice and Feedback Ordering Procedures

**Date:**

**Application Deadline:**

**Target Group** - Training/ Capacity Building officers, Programme Heads, Programme Managers

## 4. Constituency Building & Community Empowerment

Duration: 5 Days

### Course Overview:

The limited engagement that CSOs have with the Government has shown that without seriously taking the issue of constituency building, seeking space for CSOs in the national development process would be not only controversial but also challenging in its own right. In order to advocate for reform on specific issues, people must first be able to analyze their situation and identify constraints and opportunities to address the need, which is the process of constituency building.

Constituency building and community empowerment are natural extensions of political consciousness because they result when people compare their own lives with other around them through community participation and critical analysis processes. The identification of differences, realization of existing discrimination, and cause and effect analysis of the situation are the steps of building a critical constituency that helps to establish and maintain healthy organizational culture.

Constituency building has emerged in the process of participatory situation analysis which brought forward issues like gender based discriminations, rights of women and need for a social equity based development approach. Expanding education initiatives and promoting community participation have helped to empower the community and learn about their rights and potentials. By the end of the training participants will be able to:

- ◆ Understand concept of constituency building and community empowerment
- ◆ Learn new participatory approaches of constituency building and community empowerment
- ◆ Apply the tools and methods needed to empower community and build constituency

### Course content:

- ◆ Introduction
- ◆ Key concepts of constituency and empowerment
- ◆ Participatory community planning and constituency building
- ◆ Opportunities and Challenges of community empowerment and constituency building
- ◆ Evaluating the implementation of community empowerment and constituency building
- ◆ Linking community empowerment with constituency building
- ◆ Foundations of community empowerment and constituency building
- ◆ The importance of constituency in NGO activity
- ◆ Need for initiating a long-term Capacity Building Project for Ethiopian NGOs on Constituency Building
- ◆ Roles and responsibilities of NGOs in Constituency Building and Community Empowerment
- ◆ Voluntarism and Constituency
- ◆ NGOs perception in Constituency building and community empowerment

Date:

Application Deadline:

Target Group — Senior Staff of NGOs, Leaders, Programme/Project Directors

## 16. Mainstreaming Cross-cutting Issues in Project/Programmes

(Duration: 5 Days)

### Course Overview:

The course introduces the basic ideas behind mainstreaming of cross cutting issues mainly: HIV/AIDs, Gender, Environment and Population and provides participants with planning skills to help in the integration of cross cutting issues in all relevant sectors. It draws links between the theories of Gender, Population, HIV/AIDs and Environment with the contexts of the community in which the issue occurs and the organizations that are implementing development. The goal of mainstreaming into development work at a sectoral, institutional and community level is intended to ensure the impacts. Mainstreaming by its very nature is context specific. The topics and tools identified for the training have critical importance to produce optimum understanding, successful designing and future implementation of both internal (workplace interventions) and specific external mainstreaming.

The overall aim of the course is to introduce participants to the principles and key aspects of mainstreaming cross cutting issues in the development context. As it is clearly understood in our national and regional practices the major gap in mainstreaming effort is shortage of the how to do tools. By the end of the course, participants will be able to:

- ◆ Explain the concept of mainstreaming and its relevance to development
- ◆ Analyze critically the issues and cultures in Africa as well as in Ethiopian context
- ◆ Identify issues for mainstreaming in key development sectors (Agriculture, Food Security, etc.)
- ◆ Plan for integration of cross cutting issues in organizations and programmes
- ◆ Develop strategies for empowerment

### Course content:

- ◆ Rational, background, key aspects and strategies of mainstreaming
- ◆ The African as well as Ethiopian Context and the impact of culture on cross cutting issues and their relation to the community
- ◆ Mechanisms for dealing with resistance when working with cross cutting issues (Gender, HIV/AIDs, Environment, Population etc.)
- ◆ Ways of integrating cross cutting issues into existing planning frameworks used by NGOs, CSOs, CBOs, etc.)
- ◆ An Introduction to some of planning tools used by the community cross cutting issues planning tools (Rapid Assessment for Measuring AIDS Impacts, Gender Analysis Matrix, etc.)
- ◆ The barriers affecting participation in mainstreaming issues

Date:

Application Deadline:

Target Group— NGO Leaders, Programme/Project Directors and Project Officers

## 15. Advocacy and Policy Influencing

(Duration: 5 Days)

### Course Overview:

Advocacy is speaking up, drawing a community's attention to an important issue and directing decision-makers toward a solution. It is also working with other people and organizations to make a difference. Advocacy is all about starting your facts, arguing from them, appealing for action, showing something that is wrong and showing how to remedy it.

The course aims to expose participants to the understanding of the policy formulation process, including ways in which individuals and organizations can influence it by becoming effective advocates for change. Participants will be exposed to the skills required to formulate advocacy strategies, implement appropriate work plans and incorporate monitoring and evaluation systems. Participants will also demonstrate an understanding of the relationship between concrete project activities and policy decision making ; By the end of the course, participants will have experience in:

- Identifying or framing the issue
- Defining core advocacy skills and approaches
- Understanding the policy-making and decision making process
- Working in the global advocacy environment and identifying levers of influence
- Designing a Lobbying Strategy
- Looking in to options for providing advocacy support and capacity building
- Planning for maximum impact using resources to optimum effect
- Identifying people-centered advocacy practices to facilitate sustained social transformation
- Using monitoring and evaluation systems to improve performance
- Looking at the organizational implications of integrating advocacy and policy influencing work

### Course content:

- Definition and Basic Concepts of Advocacy and Lobbying
- Problem Analysis
- Identifying Policy Issues
- Mapping of Marginalized People
- Three integrating principles of people-centered approaches: Participation, Communication and Legitimacy
- Advocacy Objectives and Targets
- Advocacy Techniques
- Building Coalitions
- Lobbying Techniques
- Media Relations
- Advocacy Strategies
- Obstacles in Advocacy

**Date:**

**Application Deadline:**

**Target Group—**Advocacy Officers, Fundraising Officers, Public Relations Officers, Programme Managers

## 5. ToT on HIV/AIDS Counseling

Duration: 20 Days

### Course Overview:

It has become over 21years since the first AIDS case has been reported by medical professionals here in Ethiopia. Since then, the epidemic has grown astronomically and many people died of the HIV/AIDS infection and other related opportunistic infections. Although all age groups are affected, the age group between 24—39, is disproportionately affected by the virus which entails that the most affected is the most productive sector of the population. HIV/AIDS directly and indirectly affects all humanity, and combating the disease is a challenge to all. The HIV/AIDS pandemic has become a serious health and development problem in the country and has threatened the social and economic life of our people and will continue to do so in the years ahead. As a result, it is now beyond the capacity of the health care providers to give hospital care for the AIDS patients. Therefore, it is believed that the involvement of trained counselors will have a significant contribution in the provision of the service, with this understanding the training organized to the CRDA member NGOs. At the end of the course participants will be able to:

- ◆ Develop caring, trusting and supportive relationship with their respective clients
- ◆ Acquire new and up-to-date knowledge and innovative skills in the area of HIV/AIDS counseling
- ◆ Explore relationship with others
- ◆ Develop counseling skills and knowledge

**Date:**

### Course content:

- ◆ Magnitude and Impact of HIV/AIDS
- ◆ Mode of Transmission and STIs and Relationship with HIV
- ◆ Biology, Immunology and Natural Course of HIV Disease
- ◆ Clinical Manifestation of HIV, Diagnosis and Treatment
- ◆ Diagnosis (AIDS case definition, WHO staging & Lab. Test)
- ◆ Treatment of HIV and OI
- ◆ ARV Drug classifications and Criteria to initiate ART
- ◆ Criteria for Drug Change
- ◆ ART for Children and Pregnant Women
- ◆ Behavioral Change Communication
- ◆ HIV Prevention Methods
- ◆ Prevention of Mother to Child Transmission
- ◆ Sex and Sexuality & Desensitization Exercise
- ◆ Counseling: Definition and Demonstration on how it differs from other type of help
- ◆ Principal components of the VCT Protocol
- ◆ Couple Counseling—Post Test
- ◆ Family and Adolescents Counseling
- ◆ Counseling Children
- ◆ Data Collection and Documentation (Data Utilization)

**Application Deadline:**

**Target Group—** Health Personnel, Social Workers, Counselors and Project Officers working in the area of HIV/AIDS etc.

## 6. Good Governance and Ethical Practice

(Duration: 5 Days)

### Course Overview:

Good Governance is a key to the growth and sustainability of non-governmental organizations. **Effective NGO Good Governance**, presents methods and techniques for planning and implementing actions to improve an organization's governance. An NGO's sustainability-its ability to serve its clients over a long term-depends largely on the quality of the organization's governance. A clear picture of effective governance makes it easier to plan actions that move an NGO in the direction of better governance. NGO Governance is the enhancement of NGO performance through the supervision of management and ensuring the accountability of the NGO to its constituency and its original goals. Therefore, the training is intended to enhance awareness among participating organizations about good governance as a strategy for strengthening organizational and institutional capacity.

#### Course content:

- ◆ NGOs Evolution and Characteristics
- ◆ The Concept and Principles of Good Governance
- ◆ Internal and External Context of NGO Governance
- ◆ Constituency Building
- ◆ NGO Board Formation Process
- ◆ Basic Roles and Responsibilities of NGO Board
- ◆ Fundraising and Financial Management Responsibilities of the Board
- ◆ Legal Responsibilities of the Board
- ◆ NGO Governance and Human Rights in the Context of Development

**Date:**

**Application Deadline:**

**Target Group**—Senior Management Staff, Programme Officer

## 14. Action Oriented Research

(Duration: 5 days)

### Course Overview:

There is a need for development organizations to systematically analyze development problems and corresponding policies in their work and developing feasible and creative solutions. In the face of pressing problems, such improvements are urgently needed. If, for example, a service offered by a certain NGO is not taken up by the beneficiaries, the reasons must be investigated and improvements made. Service delivery and capacity building activities in the NGO sector must become more practical and relevant. In addition, the existing NGO best practices in the development arena must be documented, promoted & disseminated and there by influence policies.

One of the major themes for undertaking Action Oriented Research, among others is to generate empirical data that would help for networking within the organization and outside with like-minded organizations, so as to proactively engage in advocacy and lobbying around issues related to development and other common concerns at national and global levels. By the end of the training participants will be able to:

- ◆ Recognize problems and help in finding effective solutions
- ◆ Conduct objective analysis of problems encountered in their day-to-day activities
- ◆ Resolve problems using few resources
- ◆ Develop their own initiatives
- ◆ Use their program intervention for documenting and disseminating of good practices
- ◆ Document the best practices for policy advocacy

#### Course Content:

- ◆ Introduction to Action Oriented Research
- ◆ The process & problems of Action Oriented Research
- ◆ Making Action Oriented Research Work; Connecting the Research to Action
- ◆ Evaluate the Implementation of Action Oriented Research
- ◆ Documentation, Reporting, Dissemination of the findings of Action Oriented Research
- ◆ Foundations of Learning and Training

**Date:**

**Application Deadline:**

**Target Group**— Leaders of Organization, Researchers, Advocacy & Policy Officers, PR Officers

## 13. Appreciative Inquiry (AI) for Organizational Change

(Duration: 5 days)

### Course Overview:

Appreciative Inquiry (AI) is a powerful process for energizing positive change in organizations, teams and communities. AI has been used successfully in as diverse settings such as grassroots communities and multi-national corporations. Rather than just another technique, AI is a radically innovative approach to the whole field of organizational capacity building and social change.

Through a carefully developed set of questions and a process of dialogue, we uncover stores of our "peak experiences" those moments in our lives when we felt most effective, most connected, most alive. The approach is based on the premise that organizations change in the direction in which they inquire. So an organization which inquires into problems will keep finding problems, but an organization which studies what it has accomplished and discovers its "Positive Core" will have an excellent base from which to build a future where the best becomes commonplace and allows for even greater innovation and positive change.

The aims of the course are to help participants:

- ◆ Gain knowledge on the theory and practice of appreciative inquiry
- ◆ Gain knowledge on 4 models of the AI approach
- ◆ Understand the principles of Appreciative inquiry
- ◆ Develop skills in methods for sustaining the positive changes and momentum AI creates
- ◆ Understand on the new paradigm thinking

### Course Contents:

- ◆ What is Appreciative Inquiry?
- ◆ The theory and origins of Appreciative Inquiry
- ◆ The Appreciative Inquiry 4-D Model: How it works
- ◆ How AI is being used throughout Africa and elsewhere
- ◆ How the AI concepts can be applied to your own workplace challenges
- ◆ Methods for sustaining the positive changes and momentum AI creates

**Date:**

**Application Deadline:**

**Target Group-**Senior Staff of Member NGOs and Interested Agencies

## 7. Board Governance

(Duration: 5 Days)

### Course Overview:

Board Members of NGOs/ CSOs have different background and also come from a variety of organizations: public service, private sector and civil society, and bring to the sector a wide range of skills and experiences. Fenders of NGOs and board members need to develop leadership potential within their organizations. In addition, board members need to acquire governance skills to be able to sustain strong credibility and develop strategic visions for their organizations.

This training offers an opportunity for board members to shape their skills on how best their role in policy making would effectively influence elements of good governance (transparency, accountability, ownership and subsidiary) to their organizations.

At the end of the course, the participants will be able to:

- Understand the critical components of an effective board and explore governance themes;
- Have a basic understanding of the roles and responsibilities of boards in CSOs;
- Know and share best practices of boards;
- Identify and appreciate different types of board management conflicts and mechanisms on how to handle them.

### Course content:

- Governing Principles in an organizational contest
- Basic responsibilities of the board
- Board structures
- Board Building cycle
- Board and staff
- Board and external relations (donors, networks, partners)

**Date:**

**Application Deadline:**

**Target Group:** The course is intended for board members and managers of NGOs, CBOs, and other development organizations.

## 8. Participatory Project/Programme Development.

**Duration:** 10 Days

### Course Overview:

Blueprint planning has become unworkable. Instead, more flexible, adaptive and process-orientated approaches are required. M&E needs to be more learning focused, to assist managers and other stakeholders to increase impact in a complex and rapidly changing world. Participatory approaches for planning and create tools and systems necessary for measuring the impact of the work is critical in order to focus a project or programme towards client needs, to develop ownership, to facilitate learning amongst stakeholder groups. The course focuses on how to design and institutionalize participatory planning and M&E systems in projects and programmes for continuous learning and enhanced performance. At the end of the course, the participants would be able to:

- Have skills in the execution of surveys and in collecting, processing and analyzing data;
- Apply basic skills in the project cycle management;
- Understand the conceptual distinctions between monitoring, supervision, review, assessment and evaluation;
- Develop types and purpose of monitoring;
- Acquire critical thinking and communication skills in project identification, preparation, appraisal, implementation, M &E; and
- Develop an attitude which helps them to communicate better with local communities and other stakeholders

**Date:**

**Application Deadline:**

### Phase One

#### Course content:

- Overview of Development
- Baseline Survey and Participatory Needs Assessment
- The Concept of Participation
- Programme Mainstreaming
- Stakeholders Analysis
- Project Design and Planning
- Project Appraisal: Basic Criteria
- Action Plan Development

**Target Group:** Project Officers, Programme Coordinators, Programme Managers

## 12. Monitoring and learning/ in-build Monitoring

**(Duration: 5 days)**

### Course Overview:

Good development practice is a process. It gets better as people reflect and learn from their experiences. It is necessary to take Monitoring as one of the means for learning and reflection. If monitoring is designed as a learning process it can help to work towards winning people's confidence by being open, honest and transparent. It can make every interaction with stakeholders a conscious learning opportunity and also contribute to build a culture of accountability. Therefore, to assist development practitioners, managers and other stakeholders to increase impact in the complex and rapidly changing world, monitoring has to be designed as a learning opportunity and mechanism. This course is organized to support participants in designing and implementing a monitoring system that can help to learn, reflect and build up on good practices for better intervention.

At the end of the course, the participants will be able to:

- Have skills in the execution and the purpose of participatory monitoring ;
- Apply basic skills in the stakeholder perspectives of monitoring programmes; impact and empowerment
- Understand the conceptual distinctions between monitoring and learning cycle;
- Develop types and purpose of learning cycle;
- Acquire critical thinking and communication skills in gathering and developing qualitative and quantitative information and its analysis; and
- Develop an attitude which helps them to redesign the programme/ project

### Course Contents:

- ◆ The concept of Participatory Monitoring
- ◆ Monitoring Principles
- ◆ The Learning Cycle
- ◆ Development of Qualitative and Quantitative Information
- ◆ Information Analysis
- ◆ Redesigning of programmes/ projects

**Date:**

**Application Deadline:**

**Target Group – Senior and Middle Level Development Workers**

## 11. ToT on Gender and Development

(Duration: 5 Days)

### Course Overview:

Development Programs for communities must benefit all community members equally. Inequalities arising from gender differences within both society and the family make it difficult to bring positive change in the lives of families and communities. Hence, there is a need for special focus on how to mainstream gender in projects/programs and also on how to bring about change in organizations. As most development works have mission to alleviate poverty and deprivation from our nation, gender sensitivity to enhance the aims of development aid, its effectiveness, relevance and sustainability could possibly be addressed if the development workers focus on the approach that recognizes both the practical and strategic gender needs. The basics of gender and development as well as issues of gender with information on how to bring about organizational change from a gender perspective will make the training program more holistic and complete.

The Course equips participants with enough skills, tools, and creative techniques to plan, deliver and evaluate a training event in a way that makes learning enjoyable and effective. Participants will be able to run an interactive training session receiving useful feedback. By the end of the training participants will have:

- Developed knowledge, skills, attitudes and motivation to facilitate gender trainings
- Developed approach to trainings based on adult learning requirement
- Recognized the importance of assessing participants learning needs and devised methods for doing it.
- Understood the principles behind planning training, planned training programmes and individual sessions.
- Discussed and practiced a range of training methods
- Shared experiences on the uses and limitations of gender training, and on ways to enhance its effectiveness

### Course Contents:

- ◆ Creation of learning environment; learning styles; learning and training cycle.
- ◆ Training needs assessment; design training sessions; presentation, facilitation of trainings, designing training strategies, evaluation of training events
- ◆ Historical overview; empowerment; gender; equality; equity

**Date:**

**Application Deadline:**

**Target groups:** Officers, Senior Managers, Project/Program Coordinators, Project Officers

## 8. Participatory Monitoring and Evaluation

Duration: 5 Days

### Phase Two

#### Course Overview:

Participatory Monitoring and Evaluation (M&E) is a must to provide greater accountability, together with our own need to learn from and build on our experiences. There are limits to the more traditional monitoring and evaluation methods, based on linear, cause and effect interpretations of social development. These can be enriched by contributions of other perceptions and realities. This will understand the purposes, the stakeholders, perspectives, expected outcomes, build skills to manage and use different mentors and become a successful implementer of M&E systems.

### Phase Two

#### Course content:

- Project Implementation and Management
- Monitoring: Principles, Concepts and Application
- Evaluation: Principles, Concepts and Application
- M & E Framework
- Developing Qualitative and Quantitative M & E Indicators
- Data Analysis, Report writing and presentation of Evaluation Reports
- Phasing out strategy and Project Sustainability

**Block 1 Date**

**Block 2 Date**

The training is offered in two related blocks of three weeks. Block one covers Participatory Project Development. Between the first and second Block, participants will design their own project. Block II focuses on techniques for how to design their own evaluation or monitoring system and analyzing evaluation data, writing reports and presentation skills. Participants should attend the two Blocks

**Date:**

**Application Deadline:**

**Target Group:** Project Officers, Programme Coordinators, Programme Managers

## 9. Rights Based Approach to Development

(Duration: 6 Days)

### Course Overview:

The shift to rights based approaches implies that people's full rights set out in international law are universally upheld and respected. It is still open to question how far this move represents an important step, which will significantly change the lives of the poorest of the poor, or is simply a change of rhetoric. Whatever the conclusions, it is becoming impossible for NGOs to avoid taking a position on rights-based approaches. Therefore, it is timely to organize a course that aims at Rights based approach promoting rights issue. By the end of the course, participants will have knowledge of:

- ◆ The different meanings of a rights-based approach to development
- ◆ The key legal instruments underpinning the rights-based approach
- ◆ The major debates around using a rights-based approach
- ◆ Different ways that NGOs have used to incorporate rights-based approaches into their strategy and programming
- ◆ The implications for NGOs moving towards a rights-based approach
- ◆ How to analyze the appropriate position for NGOs towards the rights-based approach

### Course content:

- ◆ General Introduction
- ◆ Development—Defined in Relation to Human Rights
- ◆ Notions of development from different theoretical perspectives
- ◆ The concept of human rights
- ◆ The Normative framework governing the promotion and protection of human rights at the national and international level
- ◆ Human Rights approach to Development
- ◆ Tools that make the human rights approach to development operational
- ◆ Implications of embracing human rights approach to development in Ethiopia and specifically by the NGO sector
- ◆ Monitoring and Evaluation mechanisms that use the human rights frame work

**Date:**

**Application Deadline:**

**Target Group**— Programme/Project Officers, Managers, Programme Directors or Project Directors etc.

## 10. —finance for Non-financial Managers

(Duration: 5 Days)

### Course Overview:

The success of any organization depends on how effectively and efficiently its resources are managed by those entrusted with that responsibility. Accountability and responsibility are important for NGOs' existence. NGOs are increasingly accessing grants that have stringent financial regulations from accounting to reporting. They face challenges from stakeholders to be transparent in how they manage their resources. NGOs need sound financial systems that show accountability and transparency. This course aims at building the knowledge and skills to be efficient and effective in managing the resources available to achieve organizational objectives. By the end of the course, participants will be able to:

- ◆ Identify the guiding principles and tools of financial management, the concepts of financial accounting, management accounting and financial planning and control
- ◆ Develop relevant systems for safeguarding organization's assets
- ◆ Appreciate the role of auditing and how it contributes to management information systems, control and decision-making
- ◆ Apply the skills required to prepare and interpret different types of financial reports

### Course content:

- ◆ Financial Management Basics
- ◆ Financial System Design
- ◆ Strategic Planning
- ◆ Internal Control Systems
- ◆ Financial Planning and Budgeting
- ◆ Reporting to Stakeholders and Development partner;
- ◆ Financing Strategies
- ◆ Procurement Procedures and VA

**Date:**

**Application Deadline:**

**Target Group** — Upper and Middle Level Administrators, Senior Level Development Workers, Board Members working with NGOs and CBOs and Senior Management Staff involved in Financial management with no Accounting Background