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FDRE TECHNICAL & VOCATIONAL
TRAINING INSTITUTE

Federal Technical and Vocational Training Institute

**The Office of Deputy Director General for Research, and
Community Service**

**Community Engagement Guidelines
(Draft)**

**November 2025
Addis Ababa**

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PREAMBLE

WHEREAS, the FDRE Technical and Vocational Training Institute (FTVTI) is mandated to contribute to national socio-economic development by producing competent TVET trainers, leaders, and industry-ready technicians, while advancing problem-solving research and technology-driven solutions;

AND WHEREAS, the Institute recognizes that meaningful and mutually beneficial engagement with communities, industries, and public and private sectors is essential to ensuring the relevance, responsiveness, and impact of its academic, training, and research initiatives;

AND WHEREAS, the Institute aspires to become a Centre of Excellence by applying internationally accepted quality management principles, including those outlined in ISO 9001:2015, which require the standardization of all core institutional processes community engagement included;

AND WHEREAS, the establishment of a coherent, ethical, and standardized framework is necessary to guide all community engagement efforts, ensuring that such activities are sustainable, inclusive, respectful of local knowledge, and grounded in reciprocity, shared learning, and collective benefit;

NOW, THEREFORE, in accordance with the powers granted under the Institute's governing legislation and the Higher Education Proclamation No. 1152/2019, these Community Engagement Guidelines are hereby issued.

This guideline provides a unified and systematic structure for planning, implementing, monitoring, and sustaining community engagement initiatives. Its purpose is to reinforce FDRE role as a driver of positive community transformation and to strengthen its commitment to serving communities in alignment with their needs, priorities, and aspirations.

ABBREVIATIONS AND ACRONYMS

CE	Community Engagement
CEC	Community Engagement Coordinator
CED	Community Engagement Directorate
CEE	Centre of Excellence for Engineering
DDG-RCS	Deputy Director General for Research and Community Service
MEAL	Monitoring, Evaluation, Accountability, and Learning \
OP	Outreach Project
TVET	Technical and Vocational Education Training Institute
TVTI	Technical and Vocational Training Institute

OPERATIONAL DEFINITION OF KEY TERMS

Beneficiaries: Individuals, groups, or organizations whose conditions are expected to improve through community engagement interventions.

Certificate: An official recognition document awarded for participation in community service activities.

Community Engagement Grant: Financial support provided by industry, foundations, government bodies, NGOs, or the Institute for community engagement activities.

Community Engagement: Unpaid professional activities carried out by academic staff and students in collaboration with communities and stakeholders for mutual benefit under the recognition of the responsible office.

Community: Groups of people, institutions, or stakeholders in and outside the TVTI community.

Consultancy / Consultancy Service: Professional or technical advisory support provided by Institute staff or trainees to individuals, communities, organizations, or companies.

Effectiveness: The degree to which planned outputs, outcomes, and goals of a community engagement activity are achieved.

Efficiency: Optimal use of financial, human, technical, and material resources to produce intended outputs.

Evaluation: A structured and time-bound assessment of the relevance, performance, and success of proposed, ongoing, or completed projects.

Feasibility: The coherence and practicality of a project plan indicating the likelihood of successful implementation.

Industry: Private or public companies, enterprises, government institutions, and other organizations that deliver products and/or services.

Institute: FDRE Technical and Vocational Training Institute by the proclamation No 1263/2020, Higher Education Proclamation No. 1152/2019 and the Institute's own legislation.

Knowledge Transfer: Sharing knowledge with society through publications, training, student education, graduate employment, conferences, consultations, collaborations, and commercialization activities.

Long-Term Training: Training conducted for more than 45 days.

Mid-Term Training: Training conducted for 15 to 30 days.

Outcome: Short- or medium-term changes resulting from project outputs.

Outputs: Direct products or results generated from completed community engagement activities.

Outreach Project: An outreach project is a planned community engagement activity that delivers knowledge, skills, or services to address identified community needs.

Partnership: A formal collaboration between two or more parties to jointly manage or implement activities of common interest.

Project Scales: Classification of projects as small, medium, or large based on their scope, resource requirements, and expected results.

Project: A time-bound intervention composed of planned and interrelated activities designed to achieve defined outputs.

Technology: A process or know-how with proven benefit developed through research, invention, or adaptation, suitable for dissemination or commercialization.

Training: Delivery of knowledge, skills, and attitudes by Institute staff or trainees to the community.

Voluntary Service: Service freely provided by an individual, in their own time and without compensation, to support community-related efforts.

ARTICLE 1: PRELIMINARY PROVISIONS

1.1. Authority and Citation

1.1.1. The Guidelines are issued under the authority granted to the FDRE Technical and Vocational Training Institute by the proclamation No 1263/2020, Higher Education Proclamation No. 1152/2019 and the Institute's own legislation.

1.1.2. This document shall be officially cited as the "FDRE TVTI Community Engagement Guidelines, 2025.

ARTICLE 2: INTRODUCTION

2.1. Background and Rational

The FDRE TVTI, under the Ministry of Labour and Skills, serves as a national hub for strengthening the capacity of TVET trainers, technicians, and leaders, while also advancing research, community service, and technology transfer. Beyond its role as a capacity-building institution, the Institute functions as a strategic policy arm of the Ministry, supporting the modernization and alignment of the TVET sector with national development priorities. The recent revisions to the Education and Training Policy and the updated TVET strategies underscore the need for stronger governance systems, particularly in areas related to community service and outreach, which remain critical yet underdeveloped components of the sector.

As indicated in the revised Education and Training Policy and the newly approved TVET Strategy 2025, the sector continues to face gaps in community engagement, accountability, and public participation actors that significantly limit the effectiveness and responsiveness of TVET programs. In response to these challenges, the Federal TVTI has developed a comprehensive Research and Community Service Policy accompanied by detailed guidelines. This framework is designed to institutionalize community involvement, strengthen outreach services, and improve governance mechanisms, ultimately enhancing the relevance, impact, and public ownership of TVET services across the country.

2.2. Vision, Missions and Values of the Institute

Vision

- FDRE Technical and Vocational Training Institute aspires to be a world class institute in 2033 E.C by achieving delivery of quality training, problem-solving research, community service, and technology and enterprise development.

Mission

- Empowering TVTI trainers, industry technicians, and TVTI leaders by providing internationally standardized undergraduate and postgraduate courses as well as short-term training
- Enhancing the efficiency of the skill development sector by conducting problem solving studies and researches and community service activities
- Implementing technology and enterprise development activities supported by research and development that enhance the productivity and competitiveness of the industry

Values

- a) Initiative for change
- b) Commitment
- c) Innovativeness
- d) Competence
- e) Team spirit
- f) Social responsibility
- g) Accept diversity

2.3.Guiding principles of the community engagement

- 2.3.1. Community engagement activities shall align with the Institute's vision, mission, values, and national development priorities.
- 2.3.2. Activities shall focus on areas identified by the Institute, be demand-driven, or arise from research outputs, problem-solving initiatives, knowledge transfer, and community welfare.
- 2.3.3. All community engagement activities shall undergo the review process outlined in this guideline.
- 2.3.4. Resource allocation, including facilities and funding, shall prioritize selected thematic areas based on relevance and prevailing needs.
- 2.3.5. Community engagement initiatives shall adopt a multidisciplinary approach, fostering collaboration across departments and expertise areas.

2.4.Objectives of the guideline

- 2.4.1. General Objective
 - a) To provide a clear framework for the Institute to deliver effective community engagement with active involvement key actors
- 2.4.2. Specific Objectives
 - a) To establish governance, accountability, and coordination mechanisms that ensures sustainable and effective community engagement and service.
 - b) To ensure proper mobilization, allocation, and efficient use of human, financial, and material resources for community engagement initiatives.
 - c) To monitor, evaluate, and improve the quality and impact of community service, outreach, and training programs.
 - d) To foster collaboration, trust, and effective communication among staff, students, stakeholders, and partners while preventing conflicts of interest.

2.5.Scope of the Guideline

- 2.5.1. This guideline shall apply to all community engagement (CE) activities carried out by the Institute across all campuses, including the main campus, satellite campuses, the Centre of Excellence for Engineering (CEE), the Hawassa campus, and any newly established or integrated campuses.
- 2.5.2. This guideline shall cover all community service activities implemented within the Institute's priority thematic areas and aligned with national development priorities.
- 2.5.3. This guideline shall include all CE modalities, such as outreach projects, skill-based training, free consultancy services, voluntarism, and in-kind provisions.
- 2.5.4. This guideline shall apply to all beneficiaries and operational areas of CE activities, including youth, women, and persons with disabilities, staff, vulnerable groups, public institutions, industries, surrounding communities, and designated national development priority zones.

2.6.Community Engagement Calendar

- 2.1.1. The Community Engagement Directorate (CED) office, in consultation with the DDGRCS office, shall prepare the annual community engagement calendar at the end of each fiscal year.
- 2.1.2. The draft calendar shall be submitted to the Deputy Director General for Research and Community Service (DDGRCS) office for endorsement.
- 2.1.3. The approved calendar shall be incorporated into the Institute's annual academic calendar.
- 2.1.4. The calendar shall specify key dates for outreach project proposal calls, training invitations, monitoring and evaluation, evaluation workshops, and community consultative forums.
- 2.1.5. The CED office shall prepare action plans for all community engagement activities.
- 2.1.6. The CED office shall announce the annual call for proposals and dispatch training invitations to faculties, departments, and partner institutions.
- 2.1.7. Demand-driven training addressing urgent community or collaborative project needs outside the annual calendar may be scheduled as necessary.

ARTICLE 3: ROLES AND RESPONSIBILITIES

3.1. Deputy Director General for Research and Community Services (DDG-RCS)

3.1.1. Deputy Director General for Research and Community shall be responsible for:

- a) Provide strategic direction and supervise all CE activities from planning to impact assessment and future follow-up.
- b) Make final decisions, including plan and budget approvals.
- c) Endorse CE policies, guidelines, and priority areas for annual Senate submission

3.2. Community Engagement Directorate

3.2.1. Specific responsibilities shall include:

- a) Identify priority areas for all CE activities.
- b) Prepare annual and strategic plans in priority areas in collaboration with faculty associate deans, DDG-RCS, and facilities for approval.
- c) Facilitate multidisciplinary community activities based on identified needs.
- d) Coordinate different key actors
- e) Monitor and evaluate all CE activities effectively.
- f) Organize events to promote understanding of CE and share activities conducted in the CED.
- g) Identify criteria-based beneficiaries for CE in collaboration with other key actors.
- h) Facilitate all CE activities for wide outreach through media and support the establishment of community-based TVTI media in collaboration with DDG-RCS.
- i) In consultation with the Research Grant Coordination Unit, seek and secure community engagement grant projects.

3.3. Community Engagement Coordinator

3.3.1. The Community Engagement Coordinator (CEC) shall function:

- a) Planning, organizing, and following up CE outreach projects.
- b) Facilitating communication and coordination between CED, faculties, and project teams.
- c) Organizing logistical support for CE activities, including meetings, workshops, and community events.
- d) Conducting needs assessments for community outreach projects.
- e) Developing mechanisms to support and motivate the execution of major CEP
- f) Identifying potential stakeholders for partnerships, including individuals, governmental, and non-governmental organizations.
- g) Facilitating resources and meetings for technical project teams.
- h) Resolving project-related issues in consultation with the CED.
- i) Coordinating development project implementation with partners.
- j) Preparing performance and progress reports

3.4.Directors

3.4.1. Directors shall consider the following:

- a) Align and coordinate directorate level CE activities with the CED to ensure consistency and compliance.
- b) Plan and conduct CE activities according to institutional guidelines and procedures.
- c) Report all CE activities to CED for integration and institutional reporting.
- d) Facilitate collaboration with departments, units, and external partners to strengthen CE.
- e) Promote sharing of results, best practices, and lessons learned from CE across the Institute.

3.5.Faculty Deans

3.5.1. The faculty deans shall:

- a) Coordinate all CE activities at faculty level.
- b) Plan and direct faculty wide CE activities to ensure quality, relevance, and alignment with institutional priorities.

3.6.Faculty Associate Deans

3.6.1. The faculty associate deans shall:

- a) Support staff and trainees in CE projects
- b) Promote partnerships and collaborations with industries, communities, and public institutions.
- c) Monitor and support individuals and teams engaged in CE to improve performance and output quality.
- d) Ensure proper documentation and dissemination of CE activities
- e) Prepare and submit periodic reports to the CED.

3.7.Department Heads

3.7.1. The department head shall carry out the following responsibilities:

- a) Lead and chair the Departmental Committee (DC) on all CE matters.
- b) Create conducive environment that strengthens CE at a department level
- c) Facilitate the engagement of external experts to support departmental CE initiatives.
- d) Prepare and manage plans and budgets related to CE in collaboration with faculty associate dean
- e) Monitor the implementation of DC decisions regarding CE.
- f) Prepare and submit quarterly and annual reports on departmental CE activities to faculty associate dean
- g) Ensure efficient and accountable use of resources allocated for departmental CE activities.
- h) Oversee and support individuals and teams involved in CE to enhance their performance and the quality of their outputs.

3.8.Trainers

3.8.1. The individual trainer shall be responsible for the following:

- a) Identifying community problems, industry needs, and government priority areas.
- b) Providing voluntary services and free consultancy for community benefit.
- c) Delivering skill-based training to support employability, career development, and citizen capacity.
- d) Executing CEP addressing community and industry needs.
- e) Monitoring progress, evaluating outcomes, and reporting impact to stakeholders.
- f) Encouraging trainees to participate in community engagement.
- g) Finding grants and funding opportunities for community engagement projects.

3.9.Trainees

3.9.1. Trainees shall be responsible for the following:

- a) Contributing to identify and address societal problems.
- b) Participating in CE projects with trainers as needed.
- c) Assisting in developing CE projects in collaboration with trainers and CED.
- d) Providing voluntary services to the community.
- e) Learning from visits to areas benefiting from CE interventions.
- f) Supporting CE projects as assigned by the department.

ARTICLE 4: COMMUNITY ENGAGEMENT PROJECT LIFECYCLE

4.1. Community Engagement Priority Area and Beneficiaries

4.1.1. Priority area

- a) Institutes shall conduct CE need assessments to identify the priority every three years.
- b) In urgent cases, direct intervention may be approved by the institute's DDG-RCS without a prior need assessment.
- c) The institute shall delegate a multidisciplinary expert team to identify priority areas in close consultation with CED.

4.1.2. Beneficiaries

- a) Youth seeking skills and employment opportunities.
- b) Women in need of empowerment and livelihood support.
- c) Persons with disabilities lacking stable income.
- d) Staff members requesting additional skill development.
- e) Staff with low salaries struggling to support their families.
- f) Vulnerable community members benefiting from institute-led CE programs.
- g) Local communities targeted through outreach, training, and capacity-building initiatives.

4.1.3. Definition of Community Engagement Activities

- a) Participation in unpaid local, regional, or national professional services and development projects.
- b) Involvement in profession-enhancing activities, including need-based and demand-driven trainings (short, medium, long-term).
- c) Contribution to professional journals through writing, editing, or reviewing.
- d) Conducting profession-based media programs (press, radio, TV) to address public issues in health, education, law, science, and technology.
- e) Providing professional support to associations, including student-led associations, with verified project-based engagement.
- f) Engaging with industries, GOs, and NGOs through field-related professional consultancy for mutual benefit, in consultation with the DDG-RCS.

4.1.4. Modality of the community Engagement support

- a) Provision of employable, skill-based training for youth, women, and staff.
- b) Implementation of livelihood-enhancing projects that increase income and sustainability.
- c) Direct in-kind support, such as tools, materials, or resources, to vulnerable groups.
- d) Capacity-building workshops and mentorship programs to strengthen skills.
- e) Community awareness and educational programs through media and outreach.
- f) Partnership-based initiatives with local organizations for broader impact.
- g) Technical assistance and consultancy for small businesses or community projects.

4.1. Community Engagement Project

4.1.2. Eligibility and Project Initiation

- a) Projects shall be initiated by staff, trainees, community partners, or beneficiaries.
- b) All projects shall address genuine community benefits, respond to priority needs, and align with TVTI's mission, vision, and development goals.
- c) Projects shall be feasible within available resources and timeframe.
- d) Outreach projects (OPs) shall actively involve community participation and priority CE themes.
- e) Staff can apply for a maximum of two CEPs concurrently and be principal leader in only one internally funded or co-funded project at a time.

4.1.3. Proposal Development and Submission

- a) Proposals shall focus on CE priority areas, include a financial plan, team composition, and address real community/industry problems.
- b) The Project shall involve relevant stakeholders and follow the standard CED template.
- c) Externally funded proposals must be submitted directly to CED. A team of experts shall be formed to evaluate and work on the proposals in coordination with CED.
- d) Requests for beneficiary shall be submitted to CED for further evaluation and approval
- e) After approval of beneficiary-requested projects, CED shall form a relevant expert team to develop detailed proposals and oversee implementation.
- f) Trainers and trainee project proposals shall be submitted to the department and approved by the associate dean and CED according to the calendar
- g) Project proposal shall include: Project Title, persons responsible, their discipline and contact addresses, Project summary, Background and rational of the project, Objective (General and Specific), Project beneficiaries, Expected outcomes, Strategy of Monitoring and evaluation, Action plan and Budget breakdown

4.1.4. Evaluator Selection and Agreement

- a) Evaluators shall be selected based on expertise and educational qualifications, serving voluntarily or remuneration
- b) Team size of the evaluators shall be 3 - 5
- c) Evaluators shall sign agreement specifying timeframe and deliverables.

4.1.5. Proposal Evaluation and Approval

- a) Proposals shall be presented in seminars/forums for feedback and revised accordingly.
- b) Blind review shall be conducted by ad-hoc committee (evaluator)
- c) Approval requires 100% of total evaluation points (80% reviewers and 20% presentation)
- d) Approved proposals require signing an Outreach Project Agreement (OPA).
- e) Evaluation criteria include: alignment with mission, measurable objectives, community involvement, efficient resource use, sustainability, innovation, stakeholder collaboration, ethics and mechanisms for measuring impact
- f) Proposal length: max 15 pages (excluding preliminaries and references).

4.1.6. Project implementation

- a) Periodic data collection, analysis, and interpretation.
- b) Reporting, dissemination, and follow-up to ensure impact and sustainability.
- c) Quarterly reports for initiated projects shall be submitted to the associate dean or CED.

4.1.7. Exit mechanism

- a) Planned exit strategy after impact assessment ensures community participation, proper handover, and post-project support.
- b) Managed by CED in consultation with relevant stakeholders.

4.1.8. Transfer, extension, and termination

- a) Projects shall be transferred to competent staff to ensure continuity.
- b) Extension requests submitted 3 months before end date; approved only once.
- c) Failure to meet plans, deadlines, or misuse of resources leads to termination.

4.1.9. Project scale and duration

- a) Project scale shall be categorized as small, medium, or large.
- b) Small-scale projects (<200,000 ETB) shall be completed within three months; medium-scale projects (<1,000,000 ETB) within one year; and large-scale projects (>1,000,000 ETB) shall be extend beyond one year.
- c) Large-scale projects may include up to ten team members, medium-scale up to five members, and small-scale up to two members.

4.2. Training

4.2.2. Eligibility and initiation

- a) Training shall focus on technical skills and support the goal of one skill for every citizen.
- b) Requests may come from staff, partners, the Institute, or beneficiaries.
- c) Training shall align with the Institute's mission.

4.2.3. Training proposal and development

- a) Proposals shall be submitted through Associate Deans to CED.
- b) Proposals shall include training needs assessment results, objectives, beneficiaries, session plan, expected outputs and outcomes, resources, evaluation, and budget.
- c) Externally funded training shall be submitted directly to CED.

4.2.4. Training approval

- a) Technical review shall be conducted by a CED committee.
- b) Approval requires a minimum score of 80%.
- c) Approval considers alignment, relevance, participation, cost, sustainability, and impact.
- d) Final training materials shall be prepared two weeks before delivery.

4.2.5. Training implementation

- a) Training shall use participatory and practical methods with pre and post assessment.
- b) Implementation shall include feedback and action plans.

4.2.6. Transfer and closure

- a) Successful curricula and training materials shall be archived.
- b) Extensions require positive evaluation.
- c) Ineffective training shall be terminated and reviewed.

4.2.7. Training project scale and duration

- a) Training refers to any skill-based program, including the “one skill for one citizen” initiative.
- b) The minimum training duration is 1 day, and the maximum is 45 days for the “one skill for one citizen” program.
- c) Trainers shall deliver three separate skill based trainings to qualify for certification for training less than one day
- d) Trainers who provide one skill for one citizen 15 - 45-day training are eligible to receive a certificate.

4.3. Free Consultancy Service

- a) Requests may come from staff, partners, beneficiaries, or the Institute; must align with the Institute’s mission.
- b) Submit through Associate Dean to CED with objectives, beneficiaries, scope, expected outcomes, resources, evaluation, and budget.
- c) Reviewed by CED committee for relevance, alignment, feasibility, cost, and impact.
- d) Conduct consultancy using participatory and professional methods; document results and feedback.
- e) Archive reports and recommendations; review effectiveness and make improvements if needed.

4.4. Food-sharing / In-kind Provision

- a) Target vulnerable groups: youth, women, persons with disabilities, low-income staff; requests may come from staff, partners, or beneficiaries.
- b) Submit through Associate Dean to CED with needs assessment, objectives, type/quantity, beneficiaries, expected outcomes, resources, evaluation, and budget.
- c) Reviewed for need, alignment, equity, cost-effectiveness, and sustainability.
- d) Distribute equitably; monitor and document impact.
- e) Archive program records; evaluate effectiveness and frequency; adjust future plans accordingly.

4.5. Voluntary service

- a) All trainers shall provide voluntary service
- b) Open to staff and trainees willing to participate in CE activities; participation contributes to certification thresholds.
- c) Submit activity plan through Associate Dean to CED, including objectives, target groups, schedule, and expected outcomes.
- d) Evaluated by CED for alignment, impact, feasibility, and sustainability.
- e) Volunteers engage in activities with supervision; document hours and outcomes.
- f) Record participation, issue certificates if thresholds are met, and evaluate impact for future planning.

ARTICLE 5: FORMATTING OF THE PROJECT PROPOSAL

5.1. To maintain consistency and ensure proper organization, all proposals must follow the formatting standards outlined below prior to submission.

5.1.1. Font Style: Times New Roman

5.1.2. Font Size: 14 (bold) for Heading Title 1; 12 for sections and body text

5.1.3. Line Spacing: 1.5

5.1.4. Margins: Standard 1-inch on all sides (left, right, top, and bottom)

5.1.5. Heading Style: Major headings in bold and uppercase; subsections in bold with each word capitalized; sub-subsections in bold and sentence case

5.1.6. Paragraph Alignment: Justified (aligned to both left and right margins)

ARTICLE 6: REWARDS AND INCENTIVE

6.1. Staff and trainees participating in CEP shall receive formal recognition for their contributions.

6.2. Certificates of participation or achievement shall be awarded to individuals and teams involved in community service initiatives.

6.3. Staff contributions shall be valued and acknowledged, especially in competitive areas or performance evaluations.

6.4. Staff or trainees shall receive a certificate upon meeting the CE threshold: minimum 4 hours for staff and 30 hours for trainees per semester.

ARTICLE 7: SUPPORT AND FINANCIAL SERVICE

7.1. Support Service

7.1.1. The Institute provides essential infrastructure to support community engagement activities.

7.1.2. Community engagement teams have access to offices, meeting rooms, and training spaces.

7.1.3. Necessary tools, equipment, and materials are supplied for community outreach tasks.

7.1.4. ICT services, including internet, printing, and documentation support, are available for community service operations.

7.1.5. The Institute offers capacity-building training on community engagement skills and practices.

7.1.6. Staff and trainees receive workshops on project planning, implementation, and community-based service delivery.

7.1.7. Experience-sharing sessions are organized with partners to strengthen community engagement skills.

7.1.8. Transport services are provided to facilitate field visits and community outreach activities.

7.2. Financial service

- 7.2.1. Community engagement activities are financed through the Institute's internal budget and external donor contributions.
- 7.2.2. All staff members share responsibility for providing voluntary services due to financial limitations.
- 7.2.3. Voluntary contributions include in-kind support, free skill-based training, unpaid consultancy, and community-benefiting research outputs.
- 7.2.4. Staff and the Institute jointly mobilize additional resources through fundraising with development partners.
- 7.2.5. Trainee community service is voluntary and conducted with partner institutions.
- 7.2.6. All trainee activities follow corporate social responsibility principles to improve community well-being.
- 7.2.7. The budget shall be released in four phases based on the TVTI plan and periodic evaluation of each phase.

ARTICLE 8: INCLUSIVENESS IN THE COMMUNITY ENGAGEMENT

- 8.1. Inclusiveness in community engagement shall take the following aspects into account:
 - 8.1.1. The Institute shall practice CE based on inclusiveness, equity, and shared responsibility.
 - 8.1.2. All CE activities shall address the needs of surrounding communities, including vulnerable groups, women, and youth.
 - 8.1.3. The Institute shall encourage broad participation so that community members and partners can identify priorities and shape service activities.
 - 8.1.4. Community participation shall ensure that service projects remain relevant and sustainable.
 - 8.1.5. Staff, trainees, partners, and community actors shall actively participate in CE efforts.
 - 8.1.6. Voluntary service, skills training, knowledge sharing, and research outputs shall support inclusive CE.
 - 8.1.7. Collaborative partnerships shall help the Institute build long-term relationships with communities and stakeholders.
 - 8.1.8. Community engagement efforts shall contribute to both local and national development priorities.
 - 8.1.9. The Institute shall ensure that community service remains continuous, responsive, inclusive, and impactful.

ARTICLE 7: MONITORING, EVALUATION, ACCOUNTABILITY, AND LEARNING

7.1. Monitoring of Community Engagement

7.1.1. The monitoring of the CE shall consists of

- a) The progress of CEP shall be regularly tracked throughout the project cycle, including initiation, implementation, periodic reviews, completion, and post-project follow-up.
- b) Project teams shall submit progress reports at each phase to the relevant department, faculty, and the CED office.
- c) The CED office shall follow up rigorously to ensure proper implementation and timely resolution of emerging issues.

7.2. Evaluation

7.2.1. Community engagement activities shall be evaluated to assess achievements, challenges, and overall impact.

7.2.2. The Community Engagement Directorate and faculty associate deans shall regularly evaluate activities, focusing on:

- a) Achievement of project objectives and deliverables.
- b) Relevance of activities to community needs and project goals.
- c) Effectiveness in addressing operational challenges.
- d) Adherence to approved project strategies and plans.
- e) Efficient use of human, financial, and material resources.
- f) Quality and impact of outputs and outcomes.
- g) Participation, collaboration, and competence of stakeholders.
- h) Compliance with ethical standards.
- i) Lessons learned and recommendations for improvement.

7.2.3. Evaluations shall include both formative assessments of processes and summative assessments of overall outcomes and effectiveness.

7.3. Evaluation methods

7.3.1. Quantitative methods shall measure “how much” or “how many,” such as participant numbers or service reach.

7.3.2. Qualitative methods shall explore “who, what, how, and why,” using interviews, observations, and case studies to provide deeper insights into effectiveness and relevance.

7.4. Learning and accountability

7.4.1. Data collected from monitoring and evaluation shall be analyzed to assess performance, outcomes, and challenges.

7.4.2. Results shall be communicated to stakeholders, partners, and Institute members to inform improvements and guide future initiatives.

7.4.3. Lessons learned shall be incorporated into future planning to enhance adaptive management, knowledge sharing, and continuous improvement of CE programs.

7.4.4. All CE activities shall maintain accountability to beneficiaries, partners, and the Institute, ensuring transparency in resource use, decision-making, reporting, and ethical conduct.

ARTICLE 9: DOCUMENTATION AND ARCHIVING

9.1. The documentation and archiving of the CE shall include:

- 9.1.1. All CEP shall maintain both hard and soft copies of the approved project proposal.
- 9.1.2. Minutes, recommendations, and approvals from the faculty or CED shall be documented.
- 9.1.3. Official approval letters and contract agreements shall be filed.
- 9.1.4. Contact details of project team members and partners shall be recorded.
- 9.1.5. All written communications received during project implementation and follow-up shall be archived.
- 9.1.6. Periodic progress reports and any project modifications or adjustments shall be documented.
- 9.1.7. Notifications of project completion, suspension, or termination shall be retained.
- 9.1.8. Final project reports and impact assessment reports shall be compiled and archived for reference and institutional learning.

ARTICLE 10: CODE OF ETHICS IN COMMUNITY ENGAGEMENT

10.1. The code of ethics in CE shall consist:

- a) Project implementers shall respect and uphold the rights, values, and cultural norms of all beneficiaries.
- b) Community service activities shall be conducted with integrity, professionalism, and cultural sensitivity.
- c) Disclosure or dissemination of project outcomes shall occur only with the informed consent of beneficiaries and collaborating partners.
- d) All activities shall comply with ethical and legal standards of the institute
- e) Violations of this code of ethics, including breaches of confidentiality, respect, or professional conduct, shall be subject to penalties according to the Institute's code of conduct and disciplinary procedures.

ARTICLE 11: APPEAL PROCESS COMMUNITY ENGAGEMENT

11.1. The appeal process shall consider the following:

- 11.1.1. Any stakeholder, including beneficiaries, staff, or partners, who is dissatisfied with decisions or actions related to CE activities shall have the right to appeal.
- 11.1.2. Appeals shall be submitted in writing to the CED or the designated office.
- 11.1.3. The CED shall acknowledge receipt of the appeal within a specified timeframe and inform the appellant of the review process.
- 11.1.4. Appeals shall be reviewed impartially, and all relevant information, documents, and evidence shall be considered.
- 11.1.5. The outcome of the appeal shall be communicated in writing to the appellant, including any corrective actions or decisions taken.
- 11.1.6. All appeal processes shall be conducted in a transparent, timely, and fair manner, in line with the Institute's policies and ethical standards.

ARTICLE 12: VALUING COMMUNITY ENGAGEMENT

12.1. For staff promotion, participation in community engagement activities shall be weighted as follows

- 12.1.1. Three or more professional community engagement activities: **15%**
- 12.1.2. Two professional community engagement activities: **10%**
- 12.1.3. One professional community engagement activity: **5%**

ARTICLE 13: MISCONDUCT AND DISCIPLINARY MEASURES

13.1. Misconducts

13.1.1. The following constitute misconduct in community engagement:

- a) Late submission of project progress reports
- b) Misuse of project funds or materials
- c) Delays in project implementation without valid reason
- d) Failure to complete project tasks within the scheduled timeframe without valid reason
- e) Submission of final project documents in improper format or standard
- f) Failure to present findings to the community or institute
- g) Lack of collaboration with team members
- h) Refusal to accept assigned community engagement tasks

13.2.Disciplinary Measures

13.2.1. Disciplinary actions depend on the nature of the misconduct and may include oral or written warnings, or hearings by the disciplinary committee, in accordance with university legislation and staff code of conduct.

13.3.Load Assignment for Community Engagement Activities

13.3.1. Year-based CE projects approved by the DDG-RCS: 2 credit hours for the principal, 1 credit hour for each co-implementer

13.3.2. Demand-driven training: no credit hour allocation

13.3.3. External grant CE projects: 2 credit hours for the principal, 1 credit hour for each co-implementer for the project duration

13.3.4. Staff engaged in multiple CE activities per semester: maximum of 2 credit hours

13.3.5. Staff may serve as PI in one project and co-implementer in up to two projects

13.3.6. Staff cannot serve as PI in both research and CE projects simultaneously

ARTICLE 14: REVISION DATE OF THE GUIDELINES

14.1.The revision date of the guideline consider

14.1.1. The guideline shall be revised every three years.

14.1.2. Revisions less than three years may be undertaken to benefit the Institute and all stakeholders involved in community engagement.

14.1.3. Any early revision shall follow the direction of the DDGRCS.

ARTICLE 15: EFFECTIVE DATE OF THE GUIDELINES

15.1.This guideline shall be effective since the date of approval by the Senate and signed by the Director General of the FDRE TVTI.

Dr. Biruk Kedir
Director General, FDRE TVT Institute

ANNEX

Annex 1: Outreach/Development Project Proposal Format

- Cover Page: Institute logo, project title, project developers' full names, contacts, department, faculty, campus.
- Submitted to: CED Office
- Date & Place
- Table of Contents
- Acronyms
- Executive Summary (250–300 words)
- Introduction (≤ 500 words)
- Project Justification (450–500 words)
- Goal & Objectives (general and specific)
- Beneficiaries (direct & indirect)
- Methods & Materials: Project area, duration, stakeholder analysis, CE plan
- Expected Results (output, outcome, impact)
- Project Log Frame (if any)
- Sustainability & M&E plan
- Risk Mitigation
- Work Plan & Budget
- References

Originality Declaration

Declaration of originality and compliance with intellectual property rights.

Title of the project:-----

Names-----

Roles-----

Signatures-----Date-----

Annex 2: Evaluator Selection Criteria Form

Name-----

Project/Activity Title: _____

Project Code: _____

Date: _____

S.No	Criteria	Weight	Score	Remark
1	Qualification			
2	Expertise or Experience Relevant to Project			
3	Familiarity with community engagement methodologies.			
4	Demonstrated ability to provide objective, impartial assessment.			
5	Availability within the project evaluation timeframe.			
	Willingness to serve voluntarily or with agreed remuneration.			

Evaluator recommended: yes ☐ no ☐

Prepared by (CED/Coordinator): _____ Date: _____

Approved by (DDG-RCS/Project Head): _____ Date: _____

Annex 3: CE Project Proposal Evaluation Form

Project Title: _____
 Project Code: _____
 Project Leader (PL): _____
 Date of Evaluation: _____
 Evaluator Name: _____

Evaluation Criteria and Scoring

S.No	Criteria	Weight (%)	Score (0-10)	Comments
1	Alignment with Institute Mission	10		
2	Measurable Objectives	10		
3	Community Involvement	15		
4	Efficient Use of Resources	10		
5	Sustainability	10		
6	Innovation	10		
7	Stakeholder Collaboration	10		
8	Ethics and Integrity	10		
9	Mechanisms for Measuring Impact	15		

Total Score: _____ / 100

Recommendation: ☐ Strongly Recommend ☐ Recommend with Minor Revisions ☐
 Recommend with Major Revisions ☐ Not Recommended

Evaluator Signature: _____ Date: _____

Remarks / Suggestions for Improvement:

Annex 4: Evaluation Criteria OPP Defense

Project Title: _____

Name of the presenter: _____

Date: _____

S.No	Criteria	Weight (%)	Score (0–100)	Remarks
1	Problem identification	10		
2	Methodology	15		
3	Innovation	10		
4	Understanding of local needs	10		
5	Presentation	5		
6	Time management	5		
7	Language & clarity	5		
8	Relevance to community & Institute mission	15		
9	Expected outcomes & impact	15		
10	Stakeholder engagement	10		
11	Sustainability	10		
Total		100		

Evaluator Signature: _____ Date: _____

Annex 5: Community Engagement Project Grant Agreement Form

- Parties involved: Institute & Partner/Beneficiary
- Name of beneficiary /partner
- Organization -----
- Purpose & Scope of CE Project -----
- Roles & Responsibilities -----
- Budget & Resources -----
- Duration & Termination: from----- to -----
- Signatures----- date -----

Annex 6: CE Project Monitoring & Evaluation (M&E) Format

- Project title -----
- Team members -----
- Project phase/status description -----
- M&E activities conducted -----
- Deliverables for current phase -----
- M&E team members' names ----- & signatures -----
- Date -----

Annex 7: Community Engagement (CE) Project Progress Report

1. Project Information

Project Title: _____

Reporting Period: From _____ / _____ / _____ to _____ / _____ / _____

2. Project Team

Team Member Name Role/Responsibility Contact Information

3. Partner Organizations

Organization Name Role in Project Contact Person

4. Funding Information

Source of Funds: _____

Fund Utilization (Brief summary): _____

5. Activities Summary

Activity Planned Output Actual Output Challenges Encountered Corrective Actions Taken

6. Work Plan for Next Reporting Period

Planned Activity	Expected Output	Responsible Person/Team	Timeline
------------------	-----------------	-------------------------	----------

7. Additional Notes / Remarks:

Prepared by: _____ Date: _____ / _____ / _____

Reviewed by: _____ Date: _____ / _____ / _____

Annex 8: Community Engagement (CE) Project Transfer Agreement Form

1. Transferor and Transferee Details

Name	Position/Role	Department/Organization	Contact Information
------	---------------	-------------------------	---------------------

Transferor:

Transferee:

2. Project Information

Project Title: _____

Remaining Budget: _____

3. Duties and Responsibilities

Transferor:

Transferee:

4. Professional Qualifications Requirement

The transferee shall possess the following qualifications and experience:

5. Effective Date and Duration

Effective Date: ____ / ____ / ____

Duration of Transfer: From ____ / ____ / ____ to ____ / ____ / ____

6. Signatures

Name & Signature	Role	Date
------------------	------	------

Transferor:

Transferee:

CED Representative:

Annex 9: Confirmation Letter Request Form (Community Engagement)

1. Applicant Details

Field	Information
Name	_____
Email	_____
Phone	_____
Institute/Campus	_____
Department	_____

2. Type of CE Delivered

| ☐ Outreach Project | ☐ Skill-Based Training | ☐ Voluntary Service | ☐ Consultancy |

3. CE Activity Details

Field	Information
Title of CE Activity	_____
Duration (Start Date – End Date)	_____

4. Project Coordinator & Team

Name	Role/Responsibility	Contact Information
------	---------------------	---------------------

5. Applicant Confirmation

- Signature: _____
- Date: _____ / _____ / _____

6. Collection Confirmation (Office Use Only)

- Received by: _____
- Position: _____
- Date: _____ / _____ / _____

Annex 10: CE Project Exit Form

1. Project Information

Field	Information
Project Title	_____
Project Code	_____
Location	_____
Budget	_____
Objectives	_____
Duration (Start – End)	_____
Exit Duration	_____

2. Beneficiaries

3. Project Team Members

Name Role/Responsibility Contact

4. Reason for Exit

5. Description of Goods & Properties

6. Stakeholders' Responsibilities Post-Exit

7. Signatures

Name & Signature

Role

Date

Project Leader

CED Representative

Annex 11: Training Proposal Development Format

1. Cover Page

Institute Logo

Training Topic

Initiator / Submission Details

Date & Place

2. Acronyms / Abbreviations

3. Table of Contents

4. Summary / Introduction / Background / Justification

5. Goals & Objectives

6. Methodology

7. Target Group / Training Scale & Modality

8. Output / Outcome / Evaluation

9. Work Plan & Budget

10. References

11. Annex

Trainer Profile(s)

Annex 12: Training Module Preparation Format

1. Module Content & Lesson Objectives

2. Training Methods
 3. Materials / Tools
 4. Session Summaries
 5. Self-Assessment Questions
 6. Post-Training Activities
 7. References
 8. Evaluation Criteria
- Content: 85%
- Language & Structure: 15%

Annex 13: Evaluation Criteria

1. Supply-Driven Training Proposal Evaluation
Include scoring system, checklist, and comment space
 2. Training Module Evaluation
Clear scoring system for content, methodology, presentation, and relevance
 3. Reviewer Details
- | Reviewer Name | Signature | Date | Comments |
|---------------|-----------|------|----------|
|---------------|-----------|------|----------|

Annex 14: Community Engagement Appeal Form

To: -----

Date: -----

1. Appellant Information

- Name: _____
- Role / Position: _____
- Department / Organization: _____
- Email / Phone: _____

2. Appeal Details

- CE Activity / Project: _____
- Decision / Action Being Appealed: _____
- Date of Decision: _____

3. Reason for Appeal:-----

4. Desired Outcome:-----

5. Attachments (if any)

☐ Documents ☐ Emails ☐ Reports ☐ Other: _____

Declaration

I declare that the information provided is accurate to the best of my knowledge.

Signature: _____ **Date:** _____

CED Use Only

- Date Received: _____
- Reviewed by: _____
- Decision / Action Taken: _____
- CED Officer: _____ Date: _____

Project/CE Activity: _____

Date: _____

Ethical Commitments

1. Respect and uphold the rights, values, and cultural norms of all beneficiaries.
2. Conduct activities with integrity, professionalism, and cultural sensitivity.
3. Share project outcomes only with informed consent of beneficiaries and partners.
4. Comply with the Institute's ethical and legal standards.
5. Violations of this code (e.g., breaches of confidentiality or professionalism) will face disciplinary action.

Acknowledgment

I, the undersigned, agree to abide by this Code of Ethics.

Name: _____

Role: _____

Signature: _____

Date: _____

Annex 16: Community Engagement Beneficiary Selection Form

Project/Activity Title: _____

Project Code: _____

Date: _____

Applicant/Beneficiary Information

S.No	Name of Beneficiary	Age	Gender	Contact	Category (Youth, Women, PWD, Staff, Vulnerable, Community)	Notes/Remarks
1						
2						
3						
...						

Beneficiary Selection Criteria for Community Engagement Projects

Project Title: _____

Evaluator Name: _____

Date: _____

S.No	Selection Criteria	Weight (%)	Score (0–100)	Remarks
1	Youth seeking skills and employment opportunities	15		
2	Women requiring empowerment and livelihood support	15		
3	Persons with disabilities without stable income	15		
4	Staff requesting additional skill development	10		
5	Staff with low salaries struggling to support their families	10		
6	Vulnerable community members targeted by CE programs	15		
7	Local communities engaged through outreach, training, and capacity-building	20		
Total		100		

Evaluator Signature: _____ Date: _____

CED only for approval

Name of CED/coordinator

signature

Date

DDG-R/CS

signature

Date

Annex 17: Certificate and Recognition templates