



QUALITY MATTERS

Theme: CROSS CUTTING ISSUES

Quality Matters, Vol. 10, No. 38 & 39, June & September, 2016

A Quarterly Newsletter of the Center for Educational Improvement and Quality Assurance (CEIQA)

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If you have comments and suggestions on this issue of the newsletter or want to contribute to the next issue, please contact our office.

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QUOTE of THIS ISSUE

"We live in a completely interdependent world, which simply means we cannot escape each other. How we respond to AIDS depends, in part, on whether we understand this interdependence. It is not someone else's problem. This is everybody's problem".

Bill Clinton

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as business and industry, government and non-governmental stakeholders and others who might be interested to know about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

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FROM THE EDITORIAL DESK

Dear Readers,

This edition of Quality Matters focuses on cross cutting issues. It also covers institutional news on the 14th International Conference of SMU which was held on July 12-13, 2016. Besides, a reflection on Gender Based Violence, Drug Abuse and Reproductive Health of Students as Potential Challenges of Quality Education is also included. In this heading, risky behaviors during teenage years, and their impact on students at tertiary education with the possible intervention mechanisms and recommendations are presented.

Moreover, reflection on the Role of Higher Education Institutions in Tackling Climate Change is also incorporated. Universities in developing countries have to be models in building sustainable campuses; need to be partners with cities and local communities and be more flexible to the impacts of climate change that are already being felt. In addition, the writer also pointed out the importance of students' involvement in tackling climate change.

The other point stated in this newsletter is the Education Sector Response to HIV/AIDS mainstreaming in the curricula as stipulated by the Federal Ministry of Education in the Education Sector Policy Strategy on HIV and AIDS. In this regard, 16 main actions are forwarded in the strategy document. Furthermore, key facts on HIV AIDS stated by the World Health Organization (WHO) are also discussed.

Enjoy reading it.

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THE 14TH INTERNATIONAL CONFERENCE ON PRIVATE HIGHER EDUCATION IN AFRICA

The conference was held at the African Union Conference Center, Addis Ababa, Ethiopia from July 12-13, 2016. The theme of the conference was “The Role of Private Higher Education Institutions (PHEIs) in Sustainable Development”. St. Mary’s University (SMU) organized the conference in cooperation with the Federal Ministry of Education (FMOE), Ethiopia, Association of African Universities (AAU), African Union Commission (AUC), and International Institute for Capacity Building in Africa (IICBA)/UNESCO.

Welcome addresses and statements were made by Assoc. Professor Wondwosen Tamirat, Founder and President of SMU, Prof. Etienne E.Ehile, Secretary General of the AAU, representative of H.E Dr. Martial De-Paul Ikounga, Commissioner for Human Resource, Science and Technology (HRST) AUC, Dr. Yumiko Yokozeki, Director, IICBA/ UNESCO and finally, H.E Shiferaw Shigute(Guest of Honor), Minister, FMoE, Ethiopia delivered the opening speech.

Minister (FMOE), Ethiopia, Dr. Beatrice Njenga, (AUC), Prof. Etienne E.Ehile, (AAU), Mr. Keith Curtis, US mission to the African Union, Dr. Yumiko Yokozeki(IICBA), and Assoc. Professor Wondwosen Tamirat(SMU). Dr. Teshome Yizengaw from USA and Dr. Hirut Woldemariam from Addis Ababa University were plenary speakers on “Global Engagement of Universities in Addressing Sustainable Development Challenges” and “Women in Ethiopia Higher Education: Absences, Excuses, and What should be done” respectively.

In the two –day deliberations 5 plenary papers and 17 papers in breakout sessions were presented by scholars from Ethiopian institutions of higher learning and from other African countries namely: Uganda, Tanzania, and Kenya and from USA, Finland and Italy.

At the end the conference a Call for Action was presented and adopted with minor corrections from participants. The Vote of Thanks was made by the AAU and finally closing remarks were made by Ato Tedla Haile, Executive Vice President of SMU.



H.E Shiferaw Shigute, Minister, FMoE



Assoc. Professor Wondwosen Tamirat Founder and President of SMU

Key note addresses were also delivered by Professor Olugbemiro Jegede, Former Secretary General, AAU, and by Professor Damtew Tefera, Founding Director, International Network for Higher Education in Africa, University of Kwa-Zulu-Natal, South Africa. Moreover, high level panel discussion was held by H.E Dr. Kaba Urgessa State



Conference participants



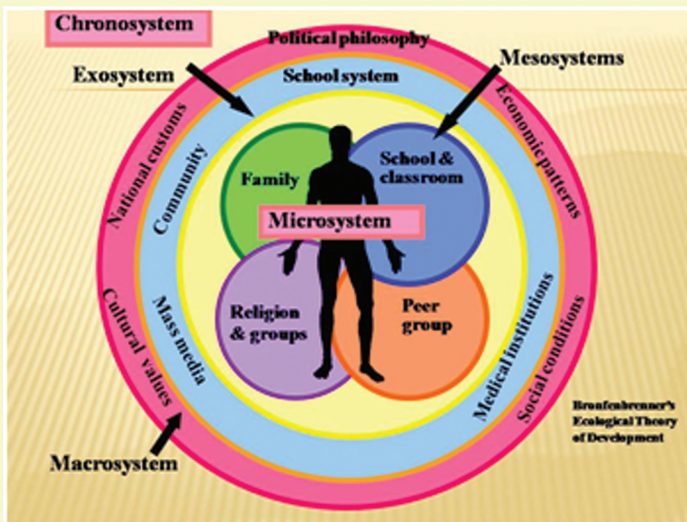
REFLECTION ON GENDER BASED VIOLENCE, DRUG ABUSE AND REPRODUCTIVE HEALTH OF STUDENTS AS POTENTIAL CHALLENGES OF QUALITY EDUCATION

Manaye Adela - Lecturer, (SMU)(manayeadela@gmail.com)

Introduction

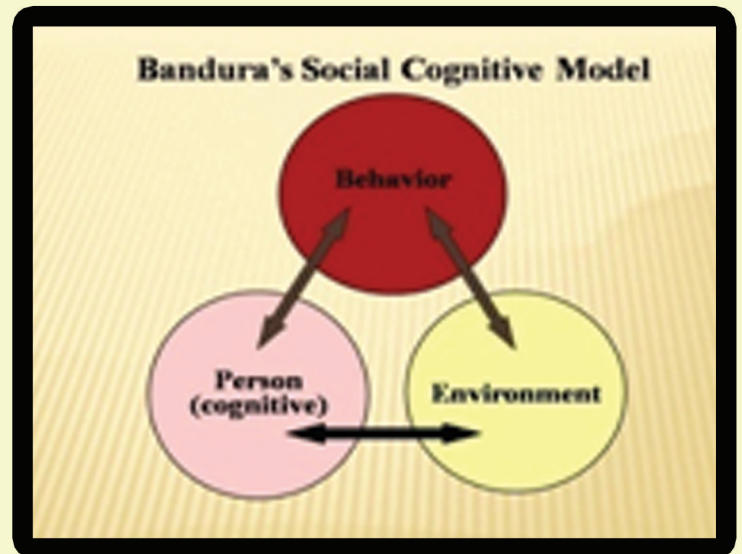
Thinking of quality education without firm activity strategy on students' wellbeing is as "one hand clap!" Psychological, emotional, social and other aspects of developmental tasks are crucial for learning and teaching (Johnson, 1994; Manaye Adela & Abreham Mengistu, 2012).

Human beings in general and university students in particular are influenced and affected by different internal as well as external factors. The ecological theory of human development gives ample credit for the environment in which the individual is situated (Keenan, 2006; Santrock, 2006).



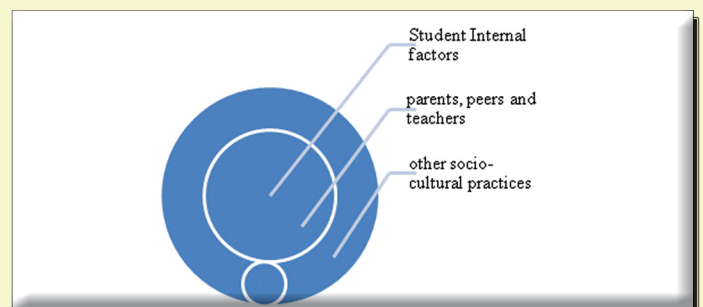
Bronfenbrenner's approach indicates that those who are in the short radius tend to become more influential than those who are at relative distance from the centre whereby the person is situated.

In the case of students in universities this is found to be sound for positive and/or maladaptive behavior.



Learning is a relatively permanent change of behavior through experience/practice/nurture. The change of behavior in learners' has three domains which show that knowing only is not a guarantee for living and doing healthy. The three behavioral outcomes in cognitive domain (knowledge and other categories...), affective domain (attitude, affection...), and psychomotor domain (e.g. skills) are expected to be the target of students' change in quality yardstick. This manuscript mainly focuses on the Emotional Quotient (EQ) basically targeting self management.

- ⌋ How well are the students in self management and self-development (life skills)?
- ⌋ Do students differentiate positive and negative peer pressures so as to have healthy life style?
- ⌋ Are they able to make wise decisions?





Education is a key input to development. Young people's experience of school is another important influence on their risk taking behavior. The type of educational institution attended and the place of residence of the student have influence in determining sexual behaviors suggesting that these behaviors are also influenced by the degree of freedom accorded to the young person (Acad Sci cited in Susanne et al, 2010).

Risky Behaviors during Adolescence

Adolescence and youth/early adulthood stages are full of potential towards speedy change and maximum performance wherein an individual can attain the at most (Santrock, 2006). This is true in education, work, social, emotional, physical and psychological facets. However, as the stage especially adolescence is "the period of storm and stress!" when adolescents are supposed to manage themselves in a cautious manner, the negative consequence may become so distracting that leads to lifelong regret. In higher education institutions, students' wellbeing matters most since they are highly exposed to several factors. Their welfare is input for academic performance, effectiveness and efficiency. When we think of quality of education, the first stakeholders and customers are students. So institutions should prioritize holistic and all rounded change in students. Few of the risky behavior of adolescents are:

- **Substance Abuse:** Habituation & Trauma
- **Sexual Activity:** STI's & Pregnancy
- **Injury Related Behavior:** Trauma & Disability

How well and competent enough are the students at tertiary Institutions?

According to Nicholson, (2012); Tinto, (1993); Susanne, et al, 2010, when university places are filled by students in order of the quality of the match between student and course, then an increase in attrition is likely to result from an expansion in the number of student places available, other things being equal. The expansion of higher education in Ethiopia over the last decade has been accompanied by an increase in the number of students in university. At this juncture it is pertinent to say

that university students are exposed to lots of factors leading to attrition and dropout since the year of admission.

The need to understand the determinants of student non-completion arises, first, because attrition rates are now an important component of the range of indicators being applied to measure university performance. In part, this reflects the fact that student attrition represents an inefficient use of resources if, having dropped out, students do not use whatever human capital is gained during their courses to advantage in the labour market. Understanding the determinants of why certain groups are more likely to drop out than others is also of some importance in underpinning government policy aimed at ensuring high completion rates. Despite the significance of non-completion for both government policy and economic efficiency, very little work has been undertaken in the private and government higher education institutions on student wastage (John & McNab, 2008).

One of the most wide-ranging studies of student attrition identifies eight causes of student wastage: intention (occupational and other aspirations), commitment (to the goal of completion and to the institution), adjustment (to student life), difficulty, congruence (erroneous expectations resulting in mistakes being made in choosing where or what to study), isolation (failure to adapt to college life), obligations (to family, for instance), and finances. While this is an impressive sociological contribution, empirical verification of Tinto's arguments is hindered by the difficulty of obtaining quantifiable measures of some of the personal characteristics which are key to his model. Nevertheless, this work highlights the importance of the quality of match between student and institution in determining whether a student drops out or persists and that the quality of the match is determined by the qualities of both the institution and the students (Nicholson, 2012; Tinto, 1993; Susanne, et al, 2010). Due to economic and other factors in the Ethiopian private higher education institutions, attrition and dropout of female students from university may be attributed to other more top urgent factors. Such as substance abuse and risky sexual behaviors which require close examination to develop preventive and remedial mechanisms



Substance abuse

Substance abuse/ drug abuse is a regular use of drug in which the user consumes the substance in amounts or with methods which are harmful and is a form of substance-related disorder. It is aided by high dependency for physiological and psychological functioning.

According to Abdulhakim (2008), adolescent students in universities are exposed to drug consumption due to various reasons including the gigantic leading factor that is negative peer pressure. Drug abuse is mainly manifested through the consumption or intake of depressants (such as alcohol...), stimulants (e.g. Khat, caffeine, nicotine...) and hallucinogens (e.g. hashish, marijuana ...).

The alarming increment in number of consumers/abusers and the easy availability of drugs are supposed to be targets for further action. In order to increase productivity, effectiveness, and efficiency of students, prevention and intervention techniques should be aided by boosting positive youth/adolescent development.

Reproductive Health and HIV

Whatever the magnitude gender based violence and harassment among students and teacher-student are tough enough for endangering students' performance and achievement in universities. If we think of this in terms of quality education, the attrition and withdrawal/drop out demonstrate warning sign. Merely having policy for protection does not guarantee the absence of such challenges. It is not the increase or decrease rate that matters; and hence institutions shall work to reduce gender based violence/harassment to zero level.

Students, on the other hand, must watch out of the tricky cheatings of being exposed via brokers and negative peer pressure. Due to unsafe sex individuals might encounter sexually transmitted disease/infection including HIV/AIDS. In addition, unplanned pregnancy and psychosocial effects as well as economic challenges might emanate (Abdulhakim, 2008).

Summary and Implications

Adolescents and young adults have an increased interest in the opposite sex, highly concerned with physical and sexual attractiveness, and are frequently changing relationships. Besides, they are risk takers who are more likely to make decisions about the future without adequately considering the consequences.

The related literature discloses that adolescents are at risk of being engaged in risky sexual behavior due to biological, psychological, social and economic reasons. It was affirmed that only less than half of all sexually active youth report using condoms, even where prevalence of human immune deficiency virus (HIV/AIDS) was high. Studying the sexual behavior of youth is important because when compared to older adults, youth are at risk of contracting sexually transmitted diseases (Abdulhakim, 2008). What makes adolescent female university students specifically vulnerable is found as gap to be studied in this research.

Recommendations

- ☐ Trainings on knowledge, attitude and skill as well as health education on the potential risk outcome of attending day-party and night club need to be given through extra-curricular and co-curricular activities, government and other concerned organizations.
- ☐ The university Gender and HIV/AIDS Prevention and Control Office (GHAPCO) should better work with Addis Ababa city administration of GHAPCO in order to take preventive and corrective measures on conditions that are convenient for the exposure of female students.
- ☐ Economic support, scholarship and creating job opportunity in campus for the "poor/needy" are recommended for students union, university administrators especially Gender and Student Support office.
- ☐ Peer education and peer counseling should be given.
- ☐ Youth Friendly Service mainly focusing on sexual and reproductive health (SRH) is so vital beyond clinical and physical presence in the campuses.
- ☐ Guidance and counseling office shall make indirect follow up in an ethical manner so as to have prior information.



- Scaling up the age wise positive development shall be the target in order to prevent unnecessary, misbehavior of students and negative impact of peer group.

- As part and parcel of the plan, the major focal areas of activities are: trainings and workshops on self-assertiveness, life-skill, reproductive health, academic skills, social skills, and psychological concerns.

The Ministry of Education via the Forum for Higher Education Institutions has come up with stand alone type of curriculum mainstreaming designing the course “Comprehensive HIV/AIDS, SRH & GBV Education” with three credit hours to new entry students (i.e. in first year) beginning from 2009 E.C academic year. This in fact shows the hand-and-glove coexistence of the concern of quality education and student wellbeing/positive development in every aspect.

Generally, higher education institutions shall target on Generic Life Skills of students. These are:

1 COGNITIVE SKILLS – including search, selection, analysis of information; critical thinking; problem-solving; understanding consequences; decision-making; adaptability; creativity

2 EMOTIONAL COPING SKILLS – including motivation; sense of responsibility; commitment; managing stress; managing feelings; self-management, self-monitoring and self-adjustment

3 SOCIAL OR INTERPERSONAL SKILLS – including communication; assertiveness; negotiation/refusal skills; cooperation; empathy; teamwork

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REFLECTIONS ON THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN TACKLING CLIMATE CHANGE

Melaku Girma (PhD)

Climate change, also called global warming, refers to the rise in average surface temperatures on Earth. Climate change poses serious threats to human civilization. Climate change is the result of excess greenhouse gas emissions from centuries of accelerating industrial activity. An overwhelming scientific consensus maintains that climate change is due primarily to the human use of fossil fuels, which releases carbon dioxide and other greenhouse gases into the air. The gases trap heat within the atmosphere, which can have a range of effects on ecosystems, including rising sea levels, severe weather events, and droughts that render landscapes more susceptible to wildfires.

Rising sea levels due to the melting of the polar ice caps contribute to greater storm damage; ocean temperatures are associated with stronger and more frequent storms;



additional rainfall, particularly during severe weather events, leads to flooding and other damage; an increase in the incidence and severity of wildfires threatens habitats, homes, and lives; and heat waves contribute to human deaths and other consequences.

Reducing carbon emissions is a straightforward directive, and scientists, economists, and policymakers agree that the key to doing so boils down to a few simple commitments: Price carbon, end fossil fuel subsidies, transition to renewable, build sustainable communities, and conserve forests: And, of course, addressing climate change also has a host of other benefits such as reducing air pollution, mitigating poverty, and making our communities healthier, better places to live.

Africa has always had comparatively low carbon emissions. As it has been echoed in Paris UN Climate Change Conference, (2015) the world emitted around 30 billion tons of carbon dioxide in 2012. Of that amount, the fourth largest emitters were China, the United States, India, and Russia. Africa, by contrast, emitted very insignificant compared to other regions. Nevertheless, climate change is already affecting the security of Ethiopia's sustainable development. Rain-fed agricultural production, mushrooming population growth, and a decline in per capita environmental resource availability (including arable land, water, pasture, forest and biodiversity) render the livelihoods of the majority of the population sensitive to climate-related shocks including drought and flooding. Vulnerability analyses for Ethiopia suggest that climate change will present a serious threat to economic and social sectors.

Higher education institutions have a critical role to play in preparing society to adapt to the impacts of climate disruption by providing research on adaptation strategies and science. Need to increase their curricular offerings on climate adaptation, both through mainstreaming the information in core courses and offering electives that specialize in the topic and to work directly with their local communities in explaining the science and implementing solutions.

By providing advanced scientific and social scientific research, higher education in developing nations has already made fundamental contributions to climate adaptation efforts by identifying the most pressing climate impacts but there is still a large, and growing, need for additional research, especially related to (a) very localized questions regarding specific ecosystems and (b) specific communities, especially in relation to the most vulnerable populations in our society.

Universities are centers of learning, thinking, and social experimentation, and at least some of them prize truth for its own sake. They are also one of society's special tools for solving problems. Climate change is one such problem, and university researchers have advanced our understanding of climate greatly in the past few decades. But today, the task at hand is not just to learn about climate change but to address it making their role very immense.

The different higher education institutions, whether public or private, need to agree to work together for the development, strengthening and consolidation of projects related to climate change in order to train the educational community on the impact of climate change and adaptation and mitigation actions. Ethiopia is seeing fast progress in higher education. With the increase in student enrolment there is more reason, challenge and opportunity to integrate sound environmental practices and knowledge-sharing into the higher education system. With more than 150 public and private higher institutions in Ethiopia, there is great potential to promote sustainability both through education and practice. Universities in Ethiopia need to act on climate change through research that occurs across disciplines; through teaching and learning, by providing our students with the tools to confront this issue for generations to come; and on their campuses, by modeling an institutional pathway to a healthier, more sustainable community. The universities are expected to develop as many courses as possible focusing on aspects of energy, environment, and sustainability, prepare future leaders with the insight and foresight to safe-



-guard our environment and build a healthier, low carbon economy in the years and decades to come.

Besides universities in Ethiopia, like their counter parts in developing countries, should be a model by building sustainable campuses pursuing direct cuts in campus emissions by increasing building energy efficiency and transitioning to a cleaner energy supply through improvements to its utilities and investments in renewable energy. The Universities also need to partner with cities and local communities to be more resilient to the impacts of climate change that are already being felt. Students and faculty ought to be encouraged to collaborate in using the campus as active laboratory to understand real-world energy and sustainability challenges, and then pilot new solutions that can be widely replicated.

The work of universities alone will not be sufficient; of course everybody (nations, local governments, industries, etc.) must increase efforts, to tackle climate change. But we in higher education must continue to intensify, as well. Universities have the opportunity and obligation to look toward the long term.

THE EDUCATION SECTOR POLICY AND STRATEGY ON HIV & AIDS

The Federal Ministry of Education, October, 2009

Mainstreaming the Education Sector Response

► HIV & AIDS prevention, mitigation, and care & support activities will be incorporated in to the regular planning progresses at all levels of the entire education system, and will be reflected in the multi-sectoral HIV & AIDS plans at the relevant levels.

► Well-defined financial, human, material, and intellectual resources will be allocated by the Federal Ministry of Education, Regional Education Bureaus (REBs), education development partners and the community for the planning and implementation of activities relating to HIV & AIDS at all levels of the education system.

► The education sector will establish a mechanism for coordinating the planning, implementing, monitoring and evaluation of HIV &

AIDS related activities in all the subsectors and at all levels of the education system, in conjunction with existing multi-sectoral HIV & AIDS plans.

► Planning will be carried out at the relevant levels of the education system in a highly participatory, efficient and effective manner.

► The Ministry of Education, the REBs and all institutions in the education sector, should review and strengthen both vertical and horizontal organizational structures. These should include classifying the roles and responsibilities of different departments, partners and levels of education delivery to mainstream HIV & AIDS objectives, inputs, activities and processes.

► Links between the civic society organizations, Regional, Zonal, Woreda and Kebele authorities, private sector institutions, and the relevant sector ministries, in particular the Ministries of Health and Social Affairs, should be strengthened in collaboration with HIV & AIDS Prevention & Control Office (HAPCO) to mitigate the impact of HIV & AIDS on learners, teachers and other education staff.

► In line with the National HIV & AIDS Policy and multi-sectoral response, the Ministry of Education will ensure functional coordination of stakeholders, in the prevention and mitigation of HIV & AIDS, at all levels of the sector.

► The education sector, in collaboration with other stakeholders within and outside the sector, will consolidate efforts to strengthen, manage, and support HIV & AIDS, and with the education partners Forum for the benefit of the education sector, ensure experience, information and knowledge sharing and resources mobilization.

► The Ministry of Education and REBs will closely work together to create an environment that enables the promotion of information sharing, joint planning, implementation and supervising sector-related HIV & AIDS interventions. This will include among others Teacher Associations (TAs), Parent Teachers Association (PTAs), Woreda Education Bureaus (WEBs), school management, and Community-Based Organizations (CBOs) at all levels.



- ▶ To ensure strong coordination and partnership among all stakeholders in the sector, the Ministry of Education will strengthen the workplace environment and working practices in order that they are transparent, accountable and efficient in the handling of partnership and cooperation agreements. Education partners' resources in support of the sectors' programs will be equitably distributed to ensure that HIV & AIDS related activities are adequately funded, and the most vulnerable children and youth are effectively reached.
- ▶ Continuous training and capacity building in the areas of HIV & AIDS Prevention, Care and Support will be implemented among all educational personnel, including teachers, facilitators, non-teaching staff within and outside the education institutions.
- ▶ All institutions and authorities in the education sector will ensure that their personnel are well-informed with up-to-date information about HIV & AIDS and methods of prevention and mitigation.
- ▶ The teacher education curriculum (pre-service and in-service) must prepare educators to respond to HIV & AIDS within their own lives, and as professionals to build positive attitudes and skills for HIV & AIDS prevention and control among all their learners.
- ▶ There will be capacity building and continuous professional development for the education personnel in the planning, monitoring and evaluation of HIV & AIDS activities.
- ▶ The existing Education Management Information System (EMIS) will incorporate data collection, summarizing tools for HIV & AIDS and include HIV & AIDS indicators in order to capture quantitative information on the status of HIV & AIDS and its impact on the education sector.
- ▶ Stakeholders' involvement in monitoring and evaluation activities will be encouraged and enhanced.

Key facts on HIV/AIDS (WHO, 2015)

- HIV continues to be a major global public health issue, having claimed more than 34 million lives so far. In 2014, 1.2 [980 000–1.6 million] million people died from HIV-related causes globally.

- There were approximately 36.9 [34.3–41.4] million people living with HIV at the end of 2014 with 2.0 [1.9–2.2] million people becoming newly infected with HIV in 2014 globally.
- Sub-Saharan Africa is the most affected region, with 25.8 [24.0–28.7] million people living with HIV in 2014. Also sub-Saharan Africa accounts for almost 70% of the global total of new HIV infections.
- HIV infection is often diagnosed through rapid diagnostic tests (RDTs), which detect the presence or absence of HIV antibodies. Most often these tests provide same day test results; essential for same day diagnosis and early treatment and care.
- There is no cure for HIV infection. However, effective antiretroviral (ARV) drugs can control the virus and help prevent transmission so that people with HIV, and those at substantial risk, can enjoy healthy and productive lives.
- It is estimated that currently only 54% of people with HIV know their status. In 2014, approximately 150 million children and adults in 129 low- and middle-income countries received HIV testing services.
- By mid-2015, 15.8 million people living with HIV were receiving antiretroviral therapy (ART) globally.
- Between 2000 and 2015, new HIV infections have fallen by 35%, AIDS-related deaths have fallen by 24% with some 7.8 million lives saved as a result of international efforts that led the global achievement of the HIV targets of the Millennium Development Goals.
- Expanding ART to all people living with HIV and expanding prevention choices can help avert 21 million AIDS-related deaths and 28 million new infections by 2030.

NEWS SECOND QUARTER MONITORING REPORT

CEIQA has conducted the second quarter monitoring of institutional performance from April 8 to April 20, 2016. The monitoring report covered activities done from January to March, 2016. The report was delivered on 15th June, 2016 at main campus syndicate room. Twenty two functional unit representatives of SMU participated in the evaluation.



The monitoring report embraced the planned activities of each unit in 2008 E.C, on the basis of which Ato Shegaw G/Medhin presented planned activities completed, going as planned, delayed, not yet started, and not done within the given time frame of each unit.

After the presentation, the floor was given to each head of unit to reflect their views about the activities that were not completed and not yet started activities. Finally, Associate Professor Wondwossen Tamirat gave his remarks that each unit should plan activities that can be implemented within the given time frame. The planned activities approved by the concerned body must be implemented. Furthermore, he stated that we should have to think twice in terms of budget, time and human power resources before deciding to plan the activities.



CEIQA PRODUCES SATISFACTION SURVEY REPORT

The main purpose of the survey was to assess to what extent the present CEIQA's activities satisfy the University's community, because a satisfaction survey tells us what we are doing right and where we can improve. The objectives of the survey were to identify strengths, to detect weaknesses and based on the findings to recommend some alternative approaches to mitigate the problems.

In this satisfaction survey respondents were requested to respond to 16 items on a five point scale: strongly agree, agree,

disagree, strongly disagree and I don't know.

The survey targeted heads of functional units under President, Executive Vice President, Academic Vice President, Business and Administration, and CODL Offices. The total number of respondents was 34.

The findings items listed below are arranged in rank order according to respondents' percentage that hinted that they are highly or moderately or simply satisfied.

- CEIQA's overseeing the formulation of action plans and their implementation (100%);
 - Conducting quarterly monitoring and evaluation by CEIQA is useful (100%);
 - CEIQA engagement in reviewing annual plan preparation by functional units is a good experience (100%);
 - Conducting discussion with major planning units on the prepared annual action plan and performance report is important (100%);
 - Quality Matters, news letter, has a good contribution for quality enhancement (94.1%);
 - Providing report based on monitoring visit is helping to improve implement the plan as scheduled (94.1%);
 - Overall CEIQA's works have been satisfactory (91.2%);
 - Conducting consultative meeting with quality enhancement committees needs to continue regularly (88.3%) and
 - CEIQA's mission and duties is clear and well-communicated (85.4%).
 - CEIQA works cooperatively with other offices and units (82.3%)
 - People in CEIQA have considerable expertise in dealing with quality and planning issues (82.3%)and
 - Processing instructors' evaluation by students has been of a consistently and timely practice (52.9%).
- In the contrary, the following activities described beneath did not satisfy the respondents.
- CEIQA's provision of trainings on quality assurance and enhancement practices to the university staff seem sufficient (47%);
 - Academic Development and Resource Unit (ADRU) is well equipped with resources and internet services (38.2%);



- The Academic Development Resource Unit (ADRU) services (spot reading, internet service, Laptops, etc) have been to the standard (23.5%) and
- CEIQA provides sufficient training on pedagogy (17.6%)

Based on the findings some recommendations were forwarded in regard to what needs to be done in the near future.

QUALITY AND CUSTOMER SATISFACTION TRAINING HELD

CEIQA conducted a half day training on the concept of Quality and customer satisfaction targeting SMU registrar staff on Friday 20 May, 2016. The training was given by Ato Adugnaw Alamneh. The purpose of the training was to create awareness and understanding on what quality and customer satisfaction meant. During the training program seventeen participants were in attendance and the training contents were: The Concept of Quality, Principles of Quality Assurance, Quality Dimensions, Record Keeping and Accountability, Quality Service of Registrar Office and, Contribution of Different Stakeholders.

After the presentation, participants discussed on the presented issues and raised relevant questions to which the presenter responded.

Furthermore, the participants reached a consensus to provide quality services such as, to treat every individual with good behavior and respect, to support the research mission of the University, to effectively communicate and to inform students of their rights, responsibilities, and procedures, to provide efficient and immediate access to information, facilitating and coordinating activities of students, to ensure the most efficient and accurate service, to provide a welcoming and encouraging environment, in person and using other modes of contact, and to provide an environment in which diversity of individuals is encouraged and appreciated.



BASIC TROUBLESHOOTING SKILLS TRAINING HELD

ICT Development and Support Unit provided a half-day training on June 30, 2016 to 30 secretaries on Basic Troubleshooting Skills pertaining to hardware and software. Areas covered include sharing printers and folders on a network, cleaning disc space as well as troubleshooting problems related to frozen computer, network, printer, monitor, keyboard and mouse. The training ended up with gathering feedback and identifying future training needs.





MULTI-DISCIPLINARY SEMINAR HELD

The 8th Multi-disciplinary Seminar, organized by the Research and Knowledge Management Office, (RaKMO), SMU, was held at multi-disciplinary hall on August 18, 2016. The Seminar, which witnessed 17 scholarly papers from diverse disciplines and cross-cutting themes, had paper presenters drawn from universities, a private bank and a civil service entity. The papers covered issues related to Health, Education, Banking & Finance, Marketing and Gender.



Among the topics that generated heated debate were the magnitude of sexual harassment cases in higher education institutions; trends and impacts of begging; indigenizing the education system; and the attitudinal challenges of using local languages as medium of instruction in schools.

At the Seminar, paper presenters came from Addis Ababa University, Ambo University, Assosa University, Debre Markos University, Haramaya University, Mekelle University and Mettu University. Of course, St. Mary's too had several paper presenters. Opening remarks at the Seminar were given by Ato Tedla Haile, SMU's Executive V/President and closing statements were made by Dr. Misganaw Solomon, the Academic V/President.

St. Mary's University organizes four annual research events. The ones recently held were the 14th International Conference on Private Higher Education in Africa and the 10th Student Annual Research Forum. In the coming September the University will have the 5th Annual Seminar on Open and Distance Learning.



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