



STRENGTHENING HIGHER EDUCATION STAKEHOLDER RELATIONS IN AFRICA (SHESRA) PROJECT

UNIVERSITY-INDUSTRY LINKAGES (COMPONENT TWO)

WORKSHOP REPORT

## 

JULY, 2012



|  |
| --- |
| PROJECT SPONSOR |

# ACKNOWLEDGEMENTS

This document, which is the recordings of the proceedings of the joint AAU-AUCC workshop on university-industry linkages held in Accra on 29th and 30th June 2012, was put together by Prof. Faustin Kamuzora, with assistance from Mr. Godwin K. Awuah and Mrs. Victoria Duah, as Assistant Rapporteurs.

Special appreciation goes to H.E. Trudy K. Kernighan, Canadian High Commissioner to Ghana for opening the workshop as well as to Prof. Goolam Mohamedbhai, former Secretary-General of the AAU and also former President of the International Association of Universities (IAU) for facilitating the two-day event.

The success of the workshop was through the hard work of Professor John Ssebuwufu, AAU’s Director of Research and Programmes and Project Director of the Strengthening Higher Education Stakeholder Relations in Africa (SHESRA) project; Mr. Ransford Bekoe, AAU’s Project Officer of the SHESRA project and Mrs. Gabrielle Hansen, Assistant Project Officer of the AAU’s HIV & Quality Assurance Project.

Mr. Robert White, Assistant Director, Partnership Program Division of the AUCC; Mrs. Kethline Garoute, Program Manager, Partnership Program Division of the AUCC and Ms. Jennifer Bedore, Administrative and Information Officer, AUCC contributed immensely towards the human and logistic inputs to make the workshop a success.

Finally, profound gratitude goes to all participants at the workshop, whose useful comments and contributions are captured in this report.

# List of Abbreviations

|  |  |
| --- | --- |
| AAU | Association of African Universities |
| AUCC | Association of Universities and Colleges of Canada |
| CIDA | Canadian International Development Agency |
| HEIs | Higher Education Institutions |
| IAU | International Association of Universities |
| IT | Information Technology |
| KNUST | Kwame Nkrumah University of Science and Technology |
| SHESRA | Strengthening Higher Education Stakeholder Relations in Africa |

Table of Contents

[ACKNOWLEDGEMENTS i](#_Toc333584561)

[List of Abbreviations ii](#_Toc333584562)

[1. Background 1](#_Toc333584563)

[2. Structure of the Workshop 2](#_Toc333584564)

[3. Day One 2](#_Toc333584565)

[3.1. Opening Ceremony 2](#_Toc333584566)

[3.2. Speech by Guest of Honour 2](#_Toc333584567)

[4. Presentations 2](#_Toc333584568)

[4.1. Session II – Presentations 2](#_Toc333584569)

[4.1.1. Project Update 2](#_Toc333584570)

[4.1.2. Framework for the revised Case Studies/Procedures for Assessment 3](#_Toc333584571)

[4.1.3. Presentation from University of Botswana’s Centre for Scientific Research, Indigenous Knowledge and Innovation’s (CesrIKi’s) Partnership with the Indigenous Knowledge Systems (IKS) Community In Botswana 4](#_Toc333584573)

[4.1.4. Presentationfrom Kenyatta University, Kenya. 5](#_Toc333584574)

[4.1.5. Presentation from L’université Gaston Berger a St Louis, Sénégal on: Ferme Agricole Universitaire au Cœur du Développement Régional 5](#_Toc333584575)

[4.1.6. Presentation from Kwame Nkrumah University of Science and Technology (KNUST): Vodafone Internet Café Case Study 6](#_Toc333584576)

[4.2. Gender Concerns in University-Industry Linkages: Review of the Six Model Case Studies by Prof. Takyiwa Manu, Gender Specialist 7](#_Toc333584577)

[4.3. Session Wrap Up 8](#_Toc333584578)

[5. Day Two 8](#_Toc333584579)

[5.1. Presentation from Makerere University: Championing Industry-Academic Relationships at the Corporate Relations Office (CRO), College of Computing & Information Technology 8](#_Toc333584580)

[5.2. Modelling Environmental Sustainability into University Linkages with the Productive Sector by Prof. Owen Skae, Director of Rhodes University Business School*,* South Africa 10](#_Toc333584581)

[5.3. The Canadian Experience in Developing University-Industry Linkages by Prof. Dan Sinai, Associate Vice President, Research, Western University, Canada 13](#_Toc333584582)

[5.4. Presentation of the Scoping Study on University-Industry Linkages by Prof. John Ssebuwufu, Director of Research and Programmes, AAU 15](#_Toc333584583)

[6. Plenary Discussions on Working Group Reports 17](#_Toc333584584)

[7. Wrap up Session and Closing by Workshop Facilitator, Rapporteur, AAU & AUCC Program Directors 19](#_Toc333584585)

[8. Closing Ceremony 20](#_Toc333584586)

[9. Evaluation of the Workshop 20](#_Toc333584587)

[Appendix 1: LIST OF PARTICIPANTS 21](#_Toc333584588)

[Appendix 2: REMARKS BY Guest of Honour 23](#_Toc333584589)

[Appendix 3: Workshop Programme 24](#_Toc333584590)

[APPENDIX 4: SUMMARY OF PARTICIPANTS FEEDBACK 25](file:///C:\My%20Documents\AAU-AUCC\Component%202%20-%20Case%20Studies\ACCRA%20WORKSHOP\Consultancy\Case%20Study%20Workshop%20Report%20-%20August%202012_rb.docx#_Toc333584591)

# Background

Inadequate and inconsistent data on university-industry linkages and the actual forms and structures such interactions take is a major challenge facing many higher education institutions (HEIs) in Africa, particularly in Sub-Saharan Africa. Yet, with the revitalisation of higher education at the turn of the 21st century, African universities are increasingly voicing an interest in fostering linkages with industry to make them more relevant to their societies as agents of change and development. However, many industries are not effectively equipped or prepared to promote such collaborations with universities in Africa.

In April 2010, a three-year partnership agreement was reached between the Association of African Universities (AAU) and the Association of Universities and Colleges of Canada (AUCC) to strengthen African universities’ relationships with the productive sector through the *“Strengthening Higher Education Stakeholder Relations in Africa”* (SHESRA) project. The project is supported by the Canadian International Development Agency (CIDA) and is expected to create new university-industry partnerships in Africa with all 270 AAU member institutions benefiting from the experiences to be shared.

The SHESRA project has three components. The first component aims at developing strategic plans for improved outreach to external stakeholders in Africa universities. Component 2 will produce six successful African case studies of university-industry linkages to serve as models for member institutions of the AAU to adopt in their quest to improve their outreach with external stakeholders. The third component will provide avenue for developing the capacity of AAU and its member institutions.

In line with Component 2, six case studies produced by different African universities in collaboration with Canadian university partners were selected by a Panel for review and further development. Participants from the selected universities as well as their Canadian counterparts and selected resource persons were invited to a two-day review workshop at the Airport West Hotel in Accra, Ghana on 28th and 29th of June, 2012 to make presentations of their report for discussions with other participating universities and experts.

The six participating African institutions and their Canadian counterparts were:

| Institutions in Africa | Institutions in Canada |
| --- | --- |
| Kenyatta University, Kenya | University of Ottawa |
| Université Gaston Berger de Saint-Louis, Sénégal | Université du Québec à Trois-Rivières |
| Makerere University, Uganda | Concordia University |
| University of Botswana, Botswana | Carleton University |
| Kwame Nkrumah University of Science and Technology, Ghana | Consultancy with Prof. Jean Bernard Robichaud |
| Université Cheikh Anta Diop de Dakar, Sénégal | Consultancy with Prof. Jean Bernard Robichaud |
|  |  |

With the exception of Université Cheikh Anta Diop, all selected universities were present.

This report presents the proceedings of the workshop.

# Structure of the Workshop

The workshop spanned a two-day period with a total of 26 participants (See *Appendix 1*). There was simultaneous interpretation of presentations at plenary sessions during the two days.

# Day One

# Opening Ceremony

The workshop officially commenced at 9:05 am with a warm welcoming message from Dr. Pascal Hoba, Head of Communication and Services at the AAU Secretariat. Prof. John Ssebuwufu, AAU’s Director of Research and Programmes and Project Director of SHESRA, on behalf of the Secretary-General of the AAU, welcomed participants to the workshop, and introduced H.E. Trudy K. Kernighan, Canadian High Commissioner to Ghana as the Guest of Honour for the Opening Ceremony. He also introduced Prof. Goolam Mohamedbhai, former Secretary-General of the AAU, as the facilitator of the workshop.

Prof. Ssebuwufu acknowledged the contributions of the Canadian Government through CIDA and the IDRC to higher education in Africa, and specifically mentioned staff of AUCC and AAU as well as consultants who had, through hard work, contributed to the success of the SHESRA project so far.

As part of the opening ceremony protocols, Mr. Robert White, Assistant Director of the Partnership Program Division at the AUCC, gave a brief speech in which he commended the processes leading to the selection of the final six case studies being presented at the workshop. He gave a brief background of the AUCC and expressed the Association’s delight to partner with the AAU for the prosperity and development of Africa.

# Speech by Guest of Honour

In her speech, H.E. Trudy K Kernighan, Canadian High Commissioner to Ghana, expressed her pleasure to be among the participants and listed some remarkable activities marking the centenary celebrations of the AUCC, as well as CIDA’s contribution to higher education in general. She commented on the opportunity presented by the SHESRA project for the development of Africa, wished participants a fruitful meeting and eventually declared the workshop officially opened (see *Appendix 2*).

A group photo was taken and a health break followed after the official opening of the workshop (a copy of the programme of the entire workshop is attached as *Appendix 3*).

# Presentations

# Session II – Presentations

# Project Update

The session commenced with updates on the SHESRA project by Prof. John Ssebuwufu, Director of Research and Programmes at the AAU and Mr. Robert White, Assistant Director, Partnership Program Division at the AUCC. They both presented their organizations and stressed on the importance of the University-Industry Linkages project to the development of Africa.

The two presentations highlighted the processes leading to the three-year funding of the project by CIDA, and the focus of each of the three components of the project. Specifically, component 1 was meant to, through a competitive process, select 15 African universities which have partnered with 12 Canadian universities to develop their Strategic Plans with a strong engagement with the productive sector embedded. Component 2 aimed to select six final case studies on university-industry linkages from African universities for development into models. Component 3 involved the development of a strategic plan for the AAU as well as strengthening the Secretariat’s capacity to assist members of the AAU in their mandate as agents of change in society. Furthermore, a survey the AAU commissioned to investigate the institutional capacity of African universities and higher education institutions to develop and strengthen linkages with industry and the productive sector is complete. The report has been peer-reviewed and is ready for publication.

The presenters noted that the workshop emanated from Component 2 in which 6 out of 12 case study reports were recommended by a Panel for further development. From the case studies received, it came out that gender and environmental sustainability issues were not adequately addressed, resulting in the engagement of the services of consultants to make recommendations for improvement of the cases.

The presenters noted with regret that one of the final 6 universities selected and funded to present a case study, l’Université Cheikh Anta Diopp (UCAD) de Dakar, in Senegal, was not present at the workshop due to some technical hitches.

Overall, the SHESRA project, which is of extreme importance to both the AAU and the AUCC, has generated great enthusiasm and both associations expect that best practices and models from the cases would be shared with other universities.

# Framework for the revised Case Studies/Procedures for Assessment

Prof. Mohamedbhai, the workshop facilitator, explained the procedures used in assessing the case studies and presented a framework for the revised case studies. He indicated that the workshop provided the 5 African beneficiary universities with opportunities to receive suggestions for fine-tuning and finalizing the case studies.

On how the six case studies were selected, Prof. Mohamedbhai stated that in February 2011, after a low response rate to an earlier call for interest, a second call was made alongside head-hunting to increase the number of proposals from African Universities to participate in the project. Twelve (12) universities were short-listed to partner with Canadian institutions to develop case studies.

These 12 institutions were given funds to help them in the preparation of their case studies, including embarking on a two-week case study mission to collaborating partner institutions in Canada to interact with and understudy them, and also share ideas on the development of their strategies. Ten out of the twelve expected case studies were submitted and reviewed by a Selection Committee, which chosethe final six case studies to be presented at the workshop.

Comments after his presentation were about:

1. Ownership of intellectual property of the publications submitted by the institutions. Prof. Ssebuwufu informed participants that authors should be able to re-publish their papers but with due acknowledgment of the sponsors of the project. He, however, indicated that the issue would be discussed further.
2. The need for the cases to indicate how the linkages contribute to employment creation for graduates.
3. Whether there was a need for a longer and shorter version of the papers, such as policy briefs, for different audiences.

### *Presentation of Case Studies*

The facilitator grouped the case studies into three, as follows:

|  |  |
| --- | --- |
| Group 1: | Case studies from   * Universite Gaston Berger de St Louis, Senegal * Universite Cheikh Anta Diop de Dakar, Senegal |
| Group 2: | Case studies from   * KNUST, Ghana * Makerere University, Uganda |
| Group 3: | Case studies from   * University of Botswana, Botswana * Kenyatta University, Kenya |

Four (4) case studies were presented in Day 1, while the fifth from Makerere University was deferred to Day 2. The presentations and comments received are listed below.

# Presentation from University of Botswana’s Centre for Scientific Research, Indigenous Knowledge and Innovation’s (CesrIKi’s) Partnership with the Indigenous Knowledge Systems (IKS) Community In Botswana

The University of Botswana’s Centre for Scientific Research, Indigenous Knowledge and Innovation was established in response to a statement in Botswana’s Vision 2016 which states that ... “*while much can be borrowed from other countries, we will need to look within our resources and culture to find the sources of innovation that will allow us to shape our own future*”.

The University acknowledges that Indigenous Knowledge Systems (IKS) is a major resource, and seeks to:

1. enhance the role of IKS in national development
2. interact with communities and to learn from each other
3. document IK and scientific research based on IKS

The University of Botswana (UB) has identified three thematic areas to engage in, namely:

1. treatment of infectious diseases (sexually transmitted diseases such as HIV/AIDS, malaria, TB, etc) using natural products and indigenous knowledge;
2. food security through the use of local products and indigenous knowledge, and
3. agronomic studies and domestication of non-cultivated, culturally and economically important plants.

CESRIKI received a grant from the UNDP Global Facility Small Grants Programme to conduct an ethno-survey (documenting Botswana’s IKS as an initial step towards harnessing IKS); promote IKS through seminars in Gaborone and hold workshops in other parts of the country.

The presentation concluded that:

1. CESRIKI has potential for fruitful and profitable collaboration between HEIs and IKS communities in Botswana
2. IKS communities are willing to share their knowledge in a trusting relationship
3. HEI researchers need to live the experience of IKS communities.

# Presentationfrom Kenyatta University, Kenya.

The presentation from Kenyatta University (KU) elaborated on the establishment of a Directorate of Community Outreach and Extension Programmes at the university in pursuance of its service to humanity. The Directorate aims at reaching out to communities to extend knowledge, skills, information and other resources, and to further help communities identify, mobilise and utilise resources available to them to improve quality of life.

KU partners with the Equity Bank of Kenya to sponsor its student community service programme and together the 2 partners sponsor about 3,000 Kenyatta University students to undertake voluntary community service in the eight provinces of Kenya for two weeks during the university vacations in April, July/August and December.

Benefits of this outreach programme are 4-fold, as follows:

* Benefits to the student include knowledge acquisition and networking.
* Benefits to the community include improved health and sanitation in the communities, acquisition of business skills and impact on the youth in the community.
* Benefits to KU include better relations between the university and the community and improved students’ clubs/organizations participation in voluntary community service projects.
* Benefits to the bank include awareness-creation of banking among the community thereby creating an avenue for the bank to sell its products and services to the community. As a result, the bank sees an increase in number of its customers.

# Presentation from L’université Gaston Berger a St Louis, Sénégal on: Ferme Agricole Universitaire au Cœur du Développement Régional

The agricultural farm of Université Gaston Berger (UGB), an initiative of the university, comprises a 30 ha farm. It was established to:

1. offer students of UGB practical training in research,
2. develop agricultural entrepreneurship by strengthening technical and managerial capacities of farmers and young people, future farmers/farm managers
3. supply healthy and nutritious food to university restaurants
4. create jobs for the university community and surrounding communities
5. generate additional resources for the university

The benefits from the farm are manifold:

1. Benefits for farmers: Their training needs are met and there is also the supply of quality up-to-standard products; their capacities are strengthened; and they acquire new production methods and farm management.
2. Benefits for the community: This is through jobs creation, and. revenue acquisition and poverty reduction among young recruits. A total of 120 young people have been trained to become future agricultural employees or create employment in the agricultural sector.
3. Benefits for the economy of the St. Louis region: The project has led to investment attraction; the establishment of small businesses; job generation; the emergence of new districts - expanding the city; and the emergence of new schools.
4. Benefits for UGB: The university can boast of local, national and international influence; job stability; the opening of the SA2TA faculty; and the implementation of an agro-ecology programme.

*Challenges Encountered with the project:*

1. *Difficulties during incubation:* University’s resistance to the idea and viability of the project in light of limited resources yet the promotion team’s belief and perseverance in the project prevailed until the management support of the UGB was received.
2. *Difficulties during implementation:* Limited human and financial resources; the search for key partners and awareness creation continues; termination of contracts of volunteer workers; difficult negotiations to convince the UGB to recruit and pay salaries.
3. *Difficulties during development*: Limited capacity of volunteer workers to meet the qualification requirements for extension; continuous update of work rate; difficulty of disposing of products not absorbed by the university restaurant in the face of financial constraints due to late payment; exploration and negotiation of acceptable agreements; management of growth linked to enthusiasm of few less experienced partners.

*Critical factors to consider include:*

1. *External factors:* Acquisition of government support; Mobilization of partners for resources (land, real estate, human, material); Training and transfer of expertise; Production and marketing; Research and technology transfer.
2. *Internal factors:* Motivation of the promotion team; Moral support of management; Project integration in the strategic plan of the institution; Mobilization of other teachers.
3. *Other factors:* Availability of land resources; Capacity to build confidence in the quality and development of "University-Community” links; Time dimension; Constant communication through Campus Radio.

*Issues of Environment, Gender and Sustainability are being addressed as follows:*

*Environmentally-friendly farm:* Biophysical policy on the environment around the university area; protection of plant species, "Prosopis juliflora" to serve as a fence and windbreak; biodegradable organic waste recovery; research and transfer of best agricultural practices for the reduction of pesticide use.

*Gender equality conscious farm:* Consideration and support for women's participation – (30% of UGB students; 14 lecturers in 2010 as against 2 in 1990); group gender study and research; students on the farm recruited on the basis of gender equality; seasonal hiring of women for farm work; strengthening of capacity of women groups.

*Farm concerned about its sustainability:* Inclusion of the project in the strategic plan of the country and local partners; vision for integrated management of the agricultural chain; revision of the governance structure of the farm; continued strengthening of skills of stakeholders; deployment of resources; development of a strategic plan for the farm.

# Presentation from Kwame Nkrumah University of Science and Technology (KNUST): Vodafone Internet Café Case Study

The Kwame Nkrumah University of Science and Technology’s (KNUST) partnership with Vodafone came about as a result of major internet connectivity challenges the university was faced with prior to 2010. With an academic community of about 35,000 people, and only about 20% having access to reliable internet service, this major setback necessitated the university approaching Vodafone, an internet service provider for a possible public-private partnership arrangement towards internet service provision on campus.

Benefits from the partnership to KNUST include improved internet connectivity for improved teaching and learning. Vodafone benefits from a large ready market available, resulting in increased profits for this company.

# Gender Concerns in University-Industry Linkages: Review of the Six Model Case Studies by Prof. Takyiwa Manu, Gender Specialist

The review was necessitated by the SHESRA Project’s identification of inadequacies of the case studies in addressing gender issues. In summary, the resource person pointed out that the followings are critical reasons why it is important to conduct gender-sensitive research:

* Improve its relevance, coverage, because quality gendered research is superior to gender-blind research.
* Enhance competencies of researchers, their understanding of the populations that they serve, and their skills in the job market where they will have to service and interact with both females and males.
* Investing in gender research skills by managers in HEIs in order to develop policies in staffing, investment, promotion, and rewarding staff in ways that assure their institutions of stability, productivity and competitiveness in the higher education arena.
* Motivate donors and others who fund research to understand and incorporate gender issues in research, especially in science and technology.

Generally, Prof. Manu observed that for all cases, the institutional analysis from a gender perspective was unevenly conducted and the specification of contexts was equally unevenly presented. She observed that there was little integration of gender in the case studies and where attempts were done this was just conducted as just an add-on resulting into a situation where one case says that gender issues are present in most of the studies by their invisibility, silences- inferences.

The presentation pointed out the gender issues in each individual case as follows:

KNUST

Whereas science and technology are considered profoundly masculine and technical, there is little discussion of context-national and regional- in the case and institutional data are not disaggregated by gender. She pointed out that in KNUST Strategic Plan 2004-2014- some gender unfriendly terms such as ‘manpower training’ are still used and cautioned to be careful when stressing ‘working relationships with the *productive sector of society”* because in Ghana it is known that most of owners of the industries are male. Despite the fact that Section 1.3 is stressing Gender Equality, the information given does not show sufficient analysis how female students and staff issues are taken care of.

Makerere University

The professor pointed out that there is a growing literature on Gender and ICTs but the case is silent on this. Similarly, the data provided in the case is not disaggregated by gender and in a few instances the breakdown is given. A further analysis of levels of the positions held by women in the hierarchy of the unit is not provided. However, Makerere University was commended for the fact that in the Computing School 40% of scholarships are allocated to female applicants.

Kenyatta University

The professor acknowledged that at least figures presented on students distribution and supervisors were gendered. However, then gender analysis disappears. For example, there was no further disaggregation of community experience by gender and no information on the host supervisors. It is therefore likely that the poor and women might not be represented in hosting the students.

UGB

The case lacks gender analysis of the provided information. For example, who are the producers? Who are the farmers? The question to answer is as to where initiatives such as training of farmers break or reinforce existing gendered roles and relations. The professor advised that much stronger gender analysis is still needed in the document.

UB Case study

It was pointed out that despite the fact that the case presented a section titled Discussion of Gender Issues at UB, there was little integration in the case study in hand. Some of “ungendered” terminologies such as “common man” can be substituted with neutral terms. She pointed out that because the case study is keen on matters related to indigenous knowledge systems and climate change, there is a need of thorough analysis as to whether all knowledge, skills, etc are valued equally.

# Session Wrap Up

The workshop facilitator wrapped up the day with a reminder to participants on the pairing of the case-studies for purposes of critiquing at the 3 groups level.

# Day Two

The day started with a review of key points of the previous day’s sessions by the workshop facilitator. He spelt out the agenda of the day which included four main presentations. The day also witnessed presentations from three working groups reviewing the paired case studies.

# Presentation from Makerere University: Championing Industry-Academic Relationships at the Corporate Relations Office (CRO), College of Computing & Information Technology

In his introduction, the presenter indicated that for Industry-Academia linkages to be understood there is the need of placing the concept in the context of Ugandan society or any African society. He noted that a look at the education sector shows that one cannot just dive into industry-academia relations without appreciating some of the issues or concerns. In addition, he gave the under-listed as imperative questions that ought to be asked and answered for successful industry-academia relations:

* What is the focus of our training?
* What industries do we have in our country?
* How do we relate with these industries?
* How are these education institutions taken into these industries?
* Are we against them or vice versa?

The presenter gave two world scenarios, namely, one of academics and one of industry whereby academia claim the followings:

* Can’t find relevant job postings!
* Employers don’t understand our qualifications
* We can’t showcase our technical skills
* There’s plenty of qualified graduates

And the industry seems to say:

* Can’t find qualified graduates!
* Graduates lack the soft skills!
* We don’t want to waste time training fresh graduates!

It is largely a debate between function and form: industry is keen for functional knowledge with academia (in most cases) insisting on form.

The office was informally started in 2007 but the first appointment was in 2008 after a personal initiative. In 2009 the office was formally established under a revised structure of the Faculty of Computing & IT and its key role is to engage industry to support and be part of its activities. It has so far signed 15 MoUs of which 60% are active. The office is involved in skills transfer engagements with the following projects as their flagships:

* Software Incubation Lab
* Local Content Creation
* Mobile Applications Lab

***Software Incubation Lab*:** He stated that the lab, which started with a US$300,000 support from Rockefeller Foundation, is opened to the general public with a purpose to get students and alumni with software ideas that have business potential, to develop their ideas. He added that a software business development team assesses presented ideas, and if it proves to have a potential in terms of business, the person with the idea is taken on board. He also noted that there is a business review board which looks at the possibility of funding such projects based on available funds and the potential of such projects to generate revenue. The incubation period usually takes between six months and one year where one is taken through training, support and mentorship while contacts for funding are established. He noted that those who go through the incubation receive additional training in business plan writing. He indicated that members in incubation are also attached to a relevant industry partner.

When a person after incubation is able to set up a company, the mentor/industry partner during incubation receives 10% shares (possible review to 20%) while the University also get 10% because it does the administrative work and not the funding the incubation centre. Prof Niyitegeka indicated that about twenty of such companies have started operation.

***Local Content Creation*:** According to ProfNiyitegeka local content creation has taken the form of translation of browsers like Mozilla Firefox and the Google interface into local languages. He added that the purpose was to get more Ugandans online and generate content which they can use easily.

***Mobile applications lab*:** Prof Niyitegeka indicated they are working with Orange Uganda, Nokia, Google and *Who Are We Technologies*, a Chinese firm, to develop mobile phone applications. He indicated that, the Nokia partnership provided 40 mobile phones, while Google donated 500 phones. He also stated that, *i-phones* have also been procured for testing purposes. He spoke of a student who has been able to create 10 applications for the Nokia store and makes about $100 a day.

*Outcome*

Prof Niyitegeka indicated partnership has boosted the morale of staff members to do more research. He added that it has brought collaboration with other universities in Uganda. He further indicated that, they have also worked with the Human Resource and Management Information System Unit of the Ugandan Police Force and advised them on the Information Technology (IT) applications and infrastructure they need to buy.

*Challenges*

Prof. Niyitegekacited the followings as major challenges the partnership faces:

* Lack of awareness of corporate relation activities because there is no structure for direct linkages.
* Funding
* Inadequate Human Resource at the Cooperate Relations Unit.
* Lack of established R&D functions
* Infant ICT Industry

*Gender Analysis*

He admitted they did not pay much attention to gender but will look at it should the need be. He was however quick to add that there is now a fully fledged division in his university to take care of all gender related issues such as sexual harassment. He added that, there is also a committee on gender budgeting to enforce gender budgeting policies.

He pointed out that for the last five years female graduation had risen to approximately 30 to 48 percent. In addition more female students are graduating in ICT. He noted that 40% of a staff scholarship fund is dedicated to women while the remaining 60% is competed for by both males and females.

# Modelling Environmental Sustainability into University Linkages with the Productive Sector by Prof. Owen Skae, Director of Rhodes University Business School*,* South Africa

Prof. Owen Skae guided participants on the way forward in integrating environmental sustainability in their case studies. He averred that there is a strong correlation between human activities and environmental degradation and his university, Rhodes University, places premium on environmental sustainability as a means of sustaining life on earth.He cautioned that if the world does not change its way of doing things in the next five years, as far as environmental sustainability is concerned, the world will be on the verge of no return.

Prof. Skae demonstrated a direct correlation between human development and environmental sustainability by citing the US, for example, though the country has a high human development index, it is at a great cost to environmental sustainability. He added however, that Africa has the greatest potential to achieve development without harming the environment. He also informed that at the Rio +20 conference business/private sectors have been seen taking a lead in environmental sustainability efforts after politicians failing to agree. As far as higher education is concerned, foresighted university leaders had set out a vision through the Talloires Agreement in 1990. He called upon African universities to sign the Rio +20 University Charter.

*General Observation*

He discussed what ought to be in the case studies as against what is in the case studies. In other words, his analysis was done using what was in the reports rather than what ought to have been in them. He looked at partnership and institutional arrangement, which he indicated was present in the case studies he reviewed. Based on that he asserted there is enormous potential to inculcate sustainability in the case studies.

Another observation he made was about the chronology of the case studies. He suggested to participants that it is important they concentrate on issues vital to their case study. He indicated that the sequence of events could be collapsed into a single table rather than spread over six or seven pages.

He also stated that the case studies were too heavy on institutional background. He said the issue about case studies is the story, therefore, opening paragraphs, ideally, should not be more that 50 words. Finally, he indicated that, the issues of gender and environmental sustainability appear to be after-thoughts in the case studies.

*Suggestions*

He recommended participants to look at some resources he made available so they could strengthen their case studies. Specifically, for each case study he had the following to say:

*CESRIKI*

While the environmental issues are implicit in the case, there is a need for making them more explicit. Specifically, he recommended the followings:

* There is a need for taking advantage of the fact that this is a longitudinal study to document the effects of climate change on the communities being studied.
* Because the communities have lived off a harsh environment for thousands of years, there is a need for harnessing their indigenous knowledge (on biodiversity, micro-climate, soil erosion, crop rotation, mixed farming, hydroponics) to prepare for some future mitigation of climatic changes.
* Measures to protect intellectual property (IP) of communities must be included in the case study
* There is a need to being more proactive in proposing more use of renewable energy sources in the quest of protecting the environment
* Because the case promotes the use of organic materials in form of natural medicines, there is a need to pay attention to the use of chemical pesticides and insecticides. Natural pesticides, insecticides, organic fertilizers can be used instead.
* The case should state how the use of indigenous knowledge (renewable farming practices, water harvesting and recycling, irrigation methods) can enhance food security of respective communities.

*Kenyatta University*

* Students services can be/are multifaceted and can incorporate environmental issues, among other things, so there is a need of including environmental analysis in the case.
* Induction programme has a conservation element hence there is a need of mentioning it.
* There is a need of highlighting the holistic and integrated way that sustainability is viewed as a philosophy.
* Annual summer programme (exchange) has an environmental focus. Therefore, analyse what the Canadian students have learnt about the environment during the exchange.
* Use of recycled materials, organic cotton, natural dyes, what is the impact on environment?

*KNUST*

* There is a need of analysing and presenting an impact of ICT on ‘going green’ or ‘greening campus’ initiative of the university
* Specifically, analyse the impact of wireless and mobile network on the environment
* Ancillary facilities have impact on the environment as well, thus it should be pointed out as well, particularly on the green impact
* There is a need of pointing out what are the policies in place on the disposal of IT equipment and materials
* Online assignment submissions and online assessment result into paper usage reduction which is environment friendly
* Distance learning (which raises accessibility, uses e-resources) minimise movement hence has positive effects on the environment

*Makerere University*

* There is a need of having and enforcing strict standards and disposal of IT equipment
* Mobile communications (mobile apps) are considered to have positive impacts on the environment because they save time and reduce unnecessary traveling in order to access or deliver information.
* There is a need of factoring in environmental issues when developing software applications (Software incubation lab). For example, energy efficiency and use of renewable energy such as solar sources to power the developed equipment.
* There is a need of analysing the impact of indigenous languages promotion (local content creation) on the environment

*University of Gaston Berger*

* Remove institutional heaviness and bring out what is being asked for, gender and environmental sustainability.

# The Canadian Experience in Developing University-Industry Linkages by Prof. Dan Sinai, Associate Vice President, Research, Western University, Canada

Prof. Sinai started by providing an exposé of his university, Western University on the university-industry linkages. He indicated that Western University is industry focused and as a result, has chalked some remarkable achievements. Some include:

* Commercialising of the University as one single source so there is no multiple entry by industry which brings in over US$5m in licensing/royalty annually,
* Focus on key areas of commercialisation, such as imaging and medical devices, alternative energy, materials and biomaterials and creation of industry-focused centre and institutes.
* Gains of $22 million (10% of annual income) in annual research funding with industry
* 7 Industrial research chairs and over 100 collaborative research projects.
* 2 research parks and a new Advanced Manufacturing Park to house industry.
* Incubation parks with over 100 tenants and two of Canada’s largest incubator /commercialisation centres.
* Access to research facilities by industry exemplified by four wind tunnels including new WindEEE Dome ($30M) which industries come to use. He indicates famous skyscrapers were tested in this.
* Student internships which facilitate new relationships and serve as potential recruitment tool for new graduate students
* Embedded industry labs, which allow industry labs to be situated on campus. He referred to the only Industry R&D Centre for butyl-rubber in the world situated on the Campus of Western University.

Prof Sinai provided responses to the following:

*Why engage with industry?*

* Global Perspective
  + Shared expertise, training opportunities and equipment to provide competitive advantages, answer complex questions on a local or global scale
* Specialized training for students
  + Unique training opportunities providing practical, real-word experience
  + Job opportunities upon graduation
* Funding
  + Contract and sponsored research, industrial research chairs and matching programs with government

*Why Canada Does Well in U-I Linkages?*

He attributed Canada's success story in university-industry linkages to the existence of the followings:

* Student internships at the Undergrad, Masters, Ph.D., Post-PhD Levels
* Student Projects with industry. Example, 4th year “Capstone design” courses where fourth year students embark on projects of industrial relevance.
* Technical services contracts where companies call on the University to provide them with services
* Technology transfer where research discoveries are licensed to companies
* Spin-off Companies
* Generous Tax Incentives such as the Scientific Research & Experimental Development (SR&ED) which place tax exemption on money spent on research and development by companies
* Government matching grant programs

*Benefits for Professors*

He indicated that university-industry partnership is a potential area with enormous benefits for academic staff. Some of these benefits include.

* Technical collaboration through contract research;
* New ideas for Project-based funding to address specific industrial needs;
* Unique training opportunities;
* Longer term Collaborations;
* Industrial investment advancing specific areas of research;
* Technology transfer; and
* Economical benefit

*Benefits for Students*

* Practical, hands-on experience with unique industry expertise and equipment
* Extension of knowledge gained through academic experience
* Development of marketable skills, contacts and possible employment
* Refined, scaled-up entrepreneurial skills
* Networking

*Benefits for Industry*

* Cost saving through established university labs, infrastructure and workforce
* Generous tax incentives
* Ability to train workforce to its needs and to mine the talent pool produced by universities
* Long term research projects that are too cost prohibitive in an industry setting

*Proposed Model to Work with African Universities*

* Activate international partnership;
* Bring students from African universities to London, Ontario, Canada
* Work at local/provincial industry partners;
* Work at industry-focused research institutes and labs;
* Match with mentor/researcher within Western University’s Africa Institute;
* Support from Western International;
* Expand to other Universities in Canada; and
* Focus on primary areas of relevance.

*Focus on three primary areas of relevance:*

* Water
* Green energy & biofuels
* ICT – Cloud Computing

*Benefits*

* Hands-on training with unique infrastructure and advanced expertise – both at university and industry levels
* Address key issues related to water, renewable energy sources and healthcare
* Build entrepreneurial skills and knowledge related to industry
* Return to Africa with expanded skills and network of contacts

*Ivey Publishing – 39 Country Initiative*

Professor Sinai informed the audience of the Ivey Publishing initiative which aims at assisting African scholars. Specifically, he said:

* Richard Ivey School of Business is a leading and second largest producer and distributor of business cases in the world
* The initiative was announced in July 2010 and university faculty members in 39 countries with per capita GDP of less than $2,000 a year will now be able to use all cases from Ivey Publishing at no charge.
* Of the 39 countries eligible to participate, 32 are in Africa, namely, Benin, Burkina Faso, Burundi, Central African Republic, Chad, Comoros, Democratic Republic of the Congo, Cote d’Ivoire, Eritrea, Ethiopia, The Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Lesotho, Madagascar, Malawi, Mali, Mozambique, Niger, Rwanda, Sao Tome and Principe, Senegal, Sierra Leone, Somalia, Tanzania, Togo, Uganda, Zambia and Zimbabwe.
* To date, nearly 1,000 professors from Africa have already registered.

*The Leading Education and Development in Emerging Regions (LEADER) Project*

Professor Sinai ended his presentation with further information on the LEADER project which is:

* A non-profit organization founded by Ivey MBA students, Scott Heloffs and Paul Fitzgerald in 1991 (with oversight by the then Director of Ivey Centre for International Business, Paul Beamish).
* Has sent over 200 Ivey undergraduate, MBA and PhD students to various emerging markets to teach foundational business skills to university students and entrepreneurs.
* Courses run 2 – 5 weeks. Host institution provides accommodation and meals for the volunteer instructor.
* For details, see [www.leaderproject.com](http://www.leaderproject.com/)

# Presentation of the Scoping Study on University-Industry Linkages by Prof. John Ssebuwufu, Director of Research and Programmes, AAU

Professor John Ssebuwufu summarised the AAU/AUCC scoping study on the capacity of African universities to establish and entrench linkages with industry / productive sector with the aim of using the findings to develop programs and advocacy tools based on the capacity, gaps, and needs identified by African universities*.*

The survey had a 31% response rate, 135 out of 437 institutions from 36 African countries responding. About 75% of these were public institutions and the rest, private institutions.

*Survey Findings*

Interface structures and positions:

Supporting positions:

* 52% have a Deputy VC/Pro-VC/Vice-Rector/Vice-President in charge of industry linkages
* 53% have an Industry Liaison Officer
* 73% have representatives from the productive sector on governing board

Supporting offices:

* 74% have a dedicated U-I office/unit
* Office budget: 20% institutions: <US $5,000

20% institutions: >US $50,000

Intellectual Property:

* 31% of industry-liaison offices have IP/contract expert
* 50% (n=63) : additional expertise in IP needed
* 38% (n-63): additional expertise in marketing needed

Policies:

* 92 % - strategic plan with reference to industry linkages
* 35% - no policy on conflicts of interest/pecuniary issues
* 35% - no official policy regarding sharing and ownership of IP
  + - 36% ownership is shared;
    - 14% exclusive ownership by institution;
    - 6% academic staff retain exclusive ownership
    - 48% - no framework to determine costing and pricing for contract research and consultancy

Staff and Curricula

Staff:

* 23% have no resources specifically dedicated to supporting entrepreneurial activities by staff
* 64% engage guest speakers to provide business and entrepreneurial advice to staff
* 71% reported employing industry professionals as part-time or full-time lecturers

Curricula and Student Attachments:

* 59% engage industry professionals for curricula development
* 84% offer student attachments: 25% all faculties; 35% Faculty of Science; 27% Faculty of Business

Benefits of University-Industry Collaborations

* Network with industry partners
* Access laboratory and equipment
* Journal publications
* Spin-off / start up companies
* Licences or patents

Intangible Benefits:

* Increased institutional prestige
* Enhanced graduate employability
* Increased job satisfaction

Enablers

* Support by board of governors
* Staff with entrepreneurial experience
* Promotion of linkages in strategic plan
* Senior leadership positions dedicated to linkages

Inhibitors

* Lack of financial support
* Inadequate research infrastructure
* Lack of entrepreneurial skills/knowledge
* Lack of networks with productive sector

*Group Work*

Following all the presentations, participants were requested to register interest in which of the paired case studies groups they would like to join and critique. In two sessions, the three groups were requested to discuss two key issues, namely, the enabling and inhibiting factors for strengthening linkages with productive sector.

# Plenary Discussions on Working Group Reports

*Presentations*

Each of the five beneficiary African universities took turns to present summaries of the outputs of the working group sessions. These are presented below as follows:

*Makerere University*

* Pledged to take care of suggestions made on gender and environment sustainability

1. *Enabling factor:*

* Agreed with list provided but added to mainstream linkages with the entire university system
* Need people with marketing skills
* Revenue – 15% of project goes to support administration and 5% goes to the unit which brought the project
* There is demand –need to link and show what is it for the industry
* Health, agriculture and education are key sectors in Ugandan economy hence mobile solutions are highly relevant because mobile telephony is the most prevalent technology owned by majority of people all over the country.

*Inhibiting factors:*

* Awareness

Lack of R&D culture in private and public sectors

* Supporting culture

*University of Botswana*

* Agreed to improve both gender and sustainability dimensions
* Biodiversity will be given more emphasis

*Enabling factors:*

* Institutional support at university level
* Succession planning

*Inhibiting factors:*

* Inability to acquire a strategic land to promote project activities due to change of Vice Chancellor
* Lack of financial support from the University for the project activities apart from the administrative support
* Staff constraint as most of the project leaders come from other departments
* Need for fully dedicated staff for the project

*Université Gaston Berger, Senegal:*

* On sustainability, the presenter promised to work more on environmental consideration which includes better use of energy
* Agreed with a suggestion to put in place an incubator
* Promised to have long term perspectives in writing up the case in which the ecology management will be given more weight
* Otherwise agreed with a checklist of enabling and inhibiting factors.

*Kenyatta University*

The presenter agreed with comments from the reviewers / experts on gender and environment. She contended that the information on gender and environmental issues would get easy buy-ins because the information is there.

*Enabling factors:*

* Support of the internal stakeholders: The VC set up a committee which selected the case out of many cases; Director of Industry linkage is passionate and luckily she is fully supported and only teaches one course per semester. As well, she is in charge of the Students’ organization

*Inhibiting factors:*

* Non-existence of a comprehensive succession plan for the head leadership of the directorate responsible for the project
* Insufficient funding for the activities under the programme
* Time constraints – 2 days of training of participants and 2 weeks for the actual project
* Project does not add to credit for students and this affects the interest and commitment of some participants
* Institutional bureaucracy sometimes causes delay in payment of stipends to students
* Inadequate staffing of the directorate. Most of those engaged are staff of other departments within the university who are not always available for the project
* Insufficient engagement with the partner university in Canada- University of Ottawa

*KNUST*

The presenter agreed to be more explicit on environmental sustainability and gender matters in the final write up of the case even though KNUST has its high environmental standards which must be passed by any project before it is accepted. The followings were also noted:

* Engineering is a gender biased faculty so there is the need to make room for women while avoiding the creation of an impression that women are unable to offer engineering with support;
* KNUST and Vodafone Ghana have environmental sustainability policies which were going to be incorporated in the case study;
* Partnership contract and more details will be added to the session on exit strategy to make it clearer; and
* Steps are going to be taken to reach out to more stakeholders instead of depending on Vodafone Ghana only.

*Enabling factors:*

* The current VC was pro-VC responsible with the case. With such smooth succession the case has the support at the highest level

*Inhibiting Factors:*

* Facebook addiction by many students
* Risk – buildings are not insured
* The current pro-VC is a medical doctor with little background of understanding of SMEs. It is taking time for him to develop passionate interest in the project.

# Wrap up Session and Closing by Workshop Facilitator, Rapporteur, AAU & AUCC Program Directors

***Submission of updated reports***

It was agreed that revised case studies would be submitted by the end of August 2012. After the reports are received, they will go through a peer review exercise and will be sent back to the institutions for correction. Upon receipt of the corrected case studies, they will be sent to a publisher for dissemination at the next AAU General Conference in May 2013. The AAU and AUCC will prepare the first chapter of the publication, which will be the introduction of the book. It was agreed that the authors of the various case studies will be cited so they could refer to them as their intellectual properties. However, they should ensure they indicate their names and positions in the respective unit as they would want them to appear in the published documents. The facilitator entreated all to submit their report on time so translation to French and vice versa could be done on time. Copies will be made available for circulation.

*Format of Case Studies*

* It was agreed that each case should not be less than 20 pages
* No photographs
* The font is Times New Roman points 11
* Line spacing of 1.5
* Margin 1.5 inches left – the rest 1 inch
* Text should be justified
* Deadline for submission is the end of August 2012

Each participating university affirmed to adhere to the above format. It was also agreed that it would be ideal if the universities with similar cases could agree to peer review each other’s case before submission.

# Closing Ceremony

Participants expressed appreciation for such an innovative project. They also suggested AAU makes an effort to bring an industry expert from Africa next time to share the African experience on university-industry linkages.

The Prof. Goolam Mohamedbhai, the workshop facilitator, encouraged the stakeholders, particularly AAU, to start seriously thinking on the need of preparing another project of this nature.

Prof. Faustin Kamuzora, the workshop rapporteur, requested for cooperation and asked each stakeholder to send inputs on time for incorporation into the report.

Mr. Robert White expressed his gratitude to the participants and informed the audience that the case studies are models in Africa showing innovation taking place on the continent for which the AUCC is proud of participating in this success. He thanked contributing authors and experts who reviewed the cases as well as his colleagues at AUCC, CIDA and AAU for ensuring the success of the workshop.

Prof. John Ssebuwufu wrapped up the closing ceremony on behalf of the AAU Secretary General and expressed the gratitude of the AAU to all participants. He also thanked CIDA and the Government of Canada, which provided funds for the project, Mrs. Janet Ferreira– CIDA’s representative, the consultants who reviewed the cases, namely, Prof. Owen and Prof. Takyiwaa Manuh and Professor Sinai from Western University for his rich presentation on university-industry linkages. Prof. Mohamedbhai was thanked for his friendship which started when they were both VCs. Her Excellency, the Canadian High Commissioner in Ghana was given a special recognition for being supportive of the project since its launch in November 2010 while the staffs of both AUCC and AAU on the SHESRA project were also specifically mentioned for commendation. Finally, he thanked the interpreters for a superb job during the two days and the hotel management and staff for quality services.

# Evaluation of the Workshop

Before leaving, the participants filled an evaluation form. The results of the evaluation are presented as *Appendix 4*.

# Appendix 1: LIST OF PARTICIPANTS

| Name of Participant | Position | Institution | Country | Contact details |
| --- | --- | --- | --- | --- |
| 1. Prof. Otlogetswe TOTOLO |  | University of Botswana | Botswana | [totoloo@mopipi.ub.bw](mailto:totoloo@mopipi.ub.bw) |
| 1. Mr. Patrick RAZAKAMANANIFIDINY | Conseiller en Développement International | Université du Québec à Trois-Rivières | Canada | [Patrick.Razakamananifidiny@uqtr.ca](mailto:Patrick.Razakamananifidiny@uqtr.ca) |
| 1. Prof. Roch GLITHO | Associate Professor , Networking and Telecommunications  Canada Research Chair in End-user Service Engineering for Communication Networks  Concordia Institute of Information Systems Engineering (CIISE) | Concordia University | Canada | [glitho@ece.concordia.ca](mailto:glitho@ece.concordia.ca) |
| 1. Prof. Gerald GRANT | Associate Professor, Coordinator for the Information Systems Area, and Director of the Centre for IT, Organisations and Peoples, Sprott Schol of Business | Carleton University | Canada | [gerald\_grant@carleton.ca](mailto:gerald_grant@carleton.ca) |
| 1. Robert WHITE | Assistant Director, Partnership Program | Association of Universities and Colleges of Canada (AUCC) | Canada | [rwhite@aucc.ca](mailto:rwhite@aucc.ca) |
| 1. Kethline GAROUTE | Program Manager | Association of Universities and Colleges of Canada (AUCC) | Canada | [kgaroute@aucc.ca](mailto:kgaroute@aucc.ca) |
| 1. Mrs. Janet A. FERREIRA | International Development Project Advisor | Canadian International Development Agency, CIDA | Canada | [Janet.ferreira@acdi-cida.gc.ca](mailto:Janet.ferreira@acdi-cida.gc.ca) |
| 1. Dr. Dan SINAI | Associate Vice President, Research | Western University | Canada | [Dsinai2@uwo.ca](mailto:Dsinai2@uwo.ca) |
| 1. Mr. Samuel Yaw AKOMEA | Lecturer, Marketing and International Business, KNUST School of Business | Kwame Nkrumah University of Science and Technology (KNUST) | Ghana | [samakomea@yahoo.com](mailto:samakomea@yahoo.com) |
| 1. Prof. John SSEBUWUFU | Director of Research and Programmes | AAU | Ghana | [pjmsseb@aau.org](mailto:pjmsseb@aau.org) |
| 1. Prof. Alock ASAMOAH | Rector | Regional Maritime University | Ghana | [deputy.rector@rmu.edu.gh](mailto:deputy.rector@rmu.edu.gh) |
| 1. Dr. Gibril JAW | Deputy Rector | Regional Maritime University | Ghana | rector@rmu.edu.gh |
| 1. Prof. Samuel SACKEY | Ag. Director, Institute of Applied Science and Technology | University of Ghana | Ghana | [sams@ug.edu.gh](mailto:sams@ug.edu.gh) |
| 1. Prof. Takyiwaa MANUH | Gender Expert | Consultant | Ghana | [takyiwaa@gmail.com](mailto:takyiwaa@gmail.com) |
| 1. Mr. Ransford O. BEKOE | Acting Project Officer | AAU | Ghana | [ransford@aau.org](mailto:ransford@aau.org) |
| 1. Dr. Paschal HOBA | Director of Communications | AAU | Ghana | [phoba@aau.org](mailto:phoba@aau.org) |
| 1. Mr. Godwin AWUAH | Assistant Rapporteur | University of Ghana | Ghana | [Dwinz70@gmail.com](mailto:Dwinz70@gmail.com) |
| 1. Mrs. Gabrielle HANSEN | Project Associate | AAU | Ghana | [ghansen@aau.org](mailto:ghansen@aau.org) |
| 1. Mr. Phanuel WUNU | Senior Research Assistant, School of Business | University of Cape Coast | Ghana | [pwunu@ucc.edu.gh](mailto:pwunu@ucc.edu.gh) |
| 1. Simon AGBELI | Translator/Interpreter | Accra | Ghana | [agbelisimon@yahoo.fr](mailto:agbelisimon@yahoo.fr) |
| 1. Dr. Dinah W. TUMUTI | Director, Community Outreach and Extension Programmes | Kenyatta University | Kenya | [director-coep@ku.ac.ke](mailto:director-coep@ku.ac.ke) |
| 1. Prof. Goolam MOHAMEDBHAI | Former Secretary-General  Former President    Former Vice-Chancellor | Association of African Universities  International Association   of Universities  University of Mauritius | Mauritius | [g\_t\_mobhai@yahoo.co.uk](mailto:g_t_mobhai@yahoo.co.uk) |
| 1. Pr. Mateugue DIACK | Agro-Pedologue UFR Sci. Agro, Aqua et Techno Alim. | Université Gaston Berger | Senegal | [mateugue.diack@ugb.edu.sn](mailto:mateugue.diack@ugb.edu.sn) |
| 1. Prof. Frederick Owen SKAE | Director, Rhodes University Business School | Rhodes University | South Africa | [O.Skae@ru.ac.za](mailto:O.Skae@ru.ac.za) |
| 1. Prof Faustin KAMUZORA | Deputy Vice-Chancellor,  Admin & Finance | Mzumbe University | Tanzania | [frkamuzora@yahoo.co.uk](mailto:frkamuzora@yahoo.co.uk) |
| 1. Prof. Michael NIYITEGEKA | Head; Corporate Relations Office, College of Computing and Information Sciences | Makerere University | Uganda | [mniyitegeka@cit.mak.ac.ug](mailto:mniyitegeka@cit.mak.ac.ug) |

# Appendix 2: REMARKS BY Guest of Honour

Remarks by H.E. Trudy K. Kernighan, Canadian High Commissioner to Ghana

Secretary General, Professors, distinguished ladies and gentleman

Good Morning! It is a privilege and a pleasure to be here with you today, and it brings to mind one of my very first engagements after my arrival in the fall of 2010 when I was amongst you to launch the “Strengthening Higher Education Stakeholder Relations in Africa Project”.

First, I would like to take this opportunity to acknowledge the centennial celebrations of the Association of Universities and Colleges Canada. Happy Anniversary! This is a week of birthday celebrations as we celebrate Canada’s 145th birthday.

In a speech given by Professor Stephen Toope, the President of the University of British Columbia and Chair of AUCC, to mark the 100th anniversary of AUCC he underlined the renewed emphasis the university community is placing on accomplishing results – meaningful change. In a rapidly evolving world educational institutions need flexibility to respond to issues affecting individuals, communities, societies, and the world. This commitment, which seeks to take the creation and dissemination of knowledge to a new level, resonates deeply with the Canadian International Development Agency’s (CIDA) effectiveness agenda, pointing to the important role that universities and higher institutions around the world have, as vital development stakeholders.

In June 2011, CIDA launched a new call for proposals from universities and community colleges in Canada, for which CIDA will contribute more than $50 million to fund new projects. Many of these partnerships are with African higher education institutions. CIDA is impressed with the high quality and range of innovative proposals received, and we all look forward to seeing the results as this moves forward.

CIDA also co-financed the Canadian International Food Security Research Fund, whose calls are managed by Canada’s International Development Research Council (IDRC). Again the results were impressive and Prime Minister Stephen Harper recently announced the second phase of this fund which totals $62M over the next 5 years.

I understand that through this “Strengthening Higher Education Stakeholders Relations in Africa Project”, over the past year 11 strategic plans have been completed that will help strengthen our outreach to external stakeholders, including the private sector.

I also wish to note that this past February saw the launch of the survey report “Strengthening Linkages between Industry and the Productive Sector and Higher Education Institutions in Africa presented in Ouagadougou by the AAU at the triennial conference of the Association for the Development of Education in Africa.

As you take today and tomorrow to share information, I know you will learn from each other and identify best practices as you take this initiative forward. You have an opportunity to make a difference, as your work and as these synergies help create mechanisms within society that will translate into opportunities for youth, opportunities for business/development partnerships and opportunities for a better future.

Thank you!

# Appendix 3: Workshop Programme



University- Industry Linkages Workshop

****Strengthening Higher Education Stakeholder Relations in Africa****

*Airport West Hotel, Accra, Ghana - June 28 – 29, 2012*

|  |  |
| --- | --- |
| **PROGRAMME** | |
| Wednesday, June 27 | |
| Arrivals and Registration – Airport West Hotel | |
| Thursday, June 28 | |
| 08.30 – 09.00 | Arrivals and Sign-in/Registration |
|  |  |
| 09.00 – 10.30 | OPENING CEREMONY |
| 09.00 – 09.30 | Welcome Remarks by AAU & AUCC- Prof. John Ssebuwufu, Director of Research and Programmes, AAU - Mr Robert White, Assistant Director, Partnership Programs, AUCC |
|  |
|  |  |
| 09.30 – 09.45 | Keynote Address & Official Opening- H.E. Trudy K Kernighan, Canadian High Commissioner to Ghana |
|  |  |
| 09.45 – 10.00 | Introduction of participants |
| 10.00 – 10.30 | Group Photographs and Tea/Coffee Break |
|  |  |
| 11.00 – 11.30 | PROJECT UPDATES  - Prof. John Ssebuwufu, Director of Research and Programmes, AAU  - Robert White, Assistant Director Partnership Program, AUCC |
|  |  |
| 11.30 – 12.00 | Guidelines for the Preparation of Workshop Proceedings  - Prof. Faustin Kamuzora, Workshop Rapporteur |
| 12.00 – 12.30 | Framework for the revised Case Studies/Procedures for the Assessment of the Case Studies  - Prof. Goolam Mohamedbhai, Member of Selection Committee and Workshop Facilitator |
| 12.30 – 12.45 | Q & A |
| 12.45 – 14.00 | Lunch |
| 14.00 – 18.00 | PRESENTATIONS & DISCUSSIONS |
| 14.00 – 15.00 | Presentations of Case Studies   1. University of Botswana 2. Université Gaston Berger, Senegal 3. Kenyatta University, Kenya |
| 15.00 – 15. 30 | 1. Université Cheikh Anta Diop (UCAD), Senegal 2. Kwame Nkrumah University of Science and Technology, Ghana |
|  |  |
| 15.30 – 16.00 | Gender Concerns in University-Industry Linkages: Review of the 6 Model Case Studies  - Prof. Takyiwaa Manuh, Gender Specialist, University of Ghana |
| 16.00 – 16.20 | Q & A |
| 16.20 – 16.40 | Tea/Coffee Break |
| 16.40 – 17.40 |  |
| 17.40 – 18.00 | Q & A |
| 18.00 – 18.15 | Wrap Up  -Prof. Goolam Mohamedbhai, Workshop Facilitator |
| 18.30 – 20.00 | Welcome Cocktail, Airport West Hotel |
|  |
| Friday, June 29 | |
| 08.30 – 09.00 | Summary of previous day’s activities  - Prof. Goolam Mohamedbhai, Workshop Facilitator |
| 09.00 – 12.30 | PRESENTATIONS & DISCUSSIONS |
| 09.00 – 09.30 | Case Study of Makerere University, Uganda |
| 09.30 – 10.00 | Modelling Environmental Sustainability into University Linkages with the Productive Sector  - Prof. Owen Skae, Director of Rhodes University Business School |
| 10.00 – 10.30 | The Canadian experience in developing University-industry linkages  - Prof. Dan Sinai, Associate Vice President, Research (A), Western University, Canada |
| 10.30 – 11.45 | Q & A |
|  |  |
| 10.45 – 11.15 | Tea/Coffee Break |
|  |  |
| 11.15 – 11.45 | AAU/AUCC Survey Report on University-Industry Linkages  - Prof. John Ssebuwufu, Director of Research and Programmes, AAU |
| 11.45 – 12.00 | Q & A |
|  |  |
| 12.00 – 13. 00 | WORKING GROUP MEETINGS  3 Working Groups, each to review 2 Case Studies based on presentations |
|  |  |
| 13.00 – 14.00 | Lunch |
|  |  |
| 14.00 – 17.45 | WORKING GROUP MEETINGS |
| 14.00 – 15.00 | Working Groups (*cont*) |
| 15.00 – 15.15 | Tea/Coffee Break |
| 15.15 – 16.15 | Reports from Working Groups by each Case Study team |
| 16.15 -17.30 | Evaluation by participants & Wrap Up  - Workshop Facilitator, Rapporteur, AAU & AUCC Program Directors |
| 19.00—22.00 | CLOSING DINNER, LA PALM ROYAL BEACH |

Appendix 4: Workshop Evaluation

# APPENDIX 4: SUMMARY OF PARTICIPANTS FEEDBACK

*Strengthening Higher Education Stakeholder Relations in Africa: University-Industry Linkages Workshop*

The following is a summary of participant feedback regarding the SHESRA University-Industry Linkages Workshop held in Accra from June 28-29th, 2012.

The results represent the feedback collected from 10 participants’ surveys. With the exception of Session 5 (Presentation of Case Study, Universite Cheikh Anta Diop - UCAD, Senegal), participants were able to provide complete feedback on all case study sessions. The response rate for all other feedback questions in workshop components 1-4 in Section A was 80% or higher. To simplify results, a standardized score (out of 100) was calculated for each workshop component in Section A: (1) workshop information dissemination, (2) contents of workshop, (3) overall workshop deliberations, and (4) services to participants. Commentary from Section B of the participant survey is summarized at the end.

SECTION A

(1) WORKSHOP INFORMATION DISSEMINATION

*Pre-workshop Announcements*

Participants indicated that they were well satisfied with the pre-workshop announcements. In all three aspects – timeliness, relevance, and accommodation – their responses ranged from “excellent” to “good”. As seen below in Figure 1, timeliness (90/100) and relevance (89/100) of pre-workshop announcements were regarded very well, with accommodation (88/100) indicated as an area for minimal improvement by two participants.

Figure 1: Satisfaction with Pre-workshop Announcements

*88*

*90*

*89*

*89*

*Background Documents*

Participants indicated that they were also well satisfied with the background documents. In relation to both the information bulletin and workshop agenda, their responses ranged from “excellent” to “good”. Participants indicated that the information bulletin (87/100) and the workshop agenda (87/100) were well prepared.

(2) CONTENTS OF WORKSHOP

Figure 2 below indicates that participants were very satisfied with the comprehensiveness of workshop contents, as demonstrated by the high scores.

Figure 2: Satisfaction with *comprehensiveness* of case study sessions

*84*

*88*

*91*

*94*

*92*

*84*

*90*

*91*

Figure 3 (below) indicates that the case study sessions were well presented, with both French and English presentations scoring very well in terms of clarity.

*89*

*90*

*86*

*90*

*80*

*82*

*91*

*94*

Figure 3: Satisfaction with *clarity of presentation* of case study sessions

As shown below in Figure 4, participants’ responses indicate that the two most relevant sessions were Session 8 (the Canadian experience in developing university-industry linkages), Session 6 (Makerere University in Uganda), and Session 1 (University of Botswana). However, the most successful case study in terms of relevance was Session 2 presented on Université Gaston Berger, Senegal.

*86*

*90*

*93*

*90*

*84*

Figure 4: Satisfaction with *relevance* of case study sessions

*87*

*89*

*90*

Participants reported positively when asked to rate their satisfaction with the AAU/AUCC Survey Report, with some noting the need for stronger recommendations for actions. The scores out of 100 for each area is show below in Figure 5.

*88*

*92*

*90*

*92*

Figure 5: Satisfaction with AAU/AUCC Survey Report

(3) OVERALL WORKSHOP DELIBERATIONS

Participants reported positively when asked to rate their satisfaction with the overall workshop deliberations, with some noting the need for more participation. The scores out of 100 for each area are shown below in Figure 6. One participant noted that it would have been preferred that workshop activities to have been spread over a 3 day period.

*92*

*88*

*90*

*91*

Figure 6: Overall Workshop Deliberations

(4) SERVICES TO PARTICIPANTS

Apart from one local participant, most participants were well satisfied with the services provided to them, with only two participants indicating there was room for improvement across every service category (see Figure 7 below).

*83*

*85*

*81*

*83*

*83*

*86*

Figure 7: Services to Participants

SECTION B

(5) WORKSHOP HIGHLIGHTS

1. *New knowledge gained & new linkages with the productive sector*

Although participants reported that they gained much knowledge from the workshop, none alluded to how or if they could use this new knowledge in the future. The following themes were highlighted in their responses:

1. Increased awareness and understanding of the contemporary issues involved in university-industry linkages.
2. Linkages and shared experiences with other universities.
3. *Additional issues participants wanted to discuss*

Participants reported the followings as issues they would have liked to discuss at the workshop:

1. A report from industry on their perspectives to inform university actions.
2. The way forward following project publications.
3. *Overall highlights*
4. Linkages are area specific; therefore, there is a need to contextualize linkages.
5. Greater potential for productive sector to benefit from university-industry linkages.
6. Potential to develop linkages with communities as demonstrated by the Kenyatta case.

A GROUP PICTURE OF PARTICIPANTS

