



Strengthening Higher Education Stakeholder Relations in Africa (SHESRA)



Validation Report on the SHESRA Project Evaluation

Validation Workshop hosted by Addis Ababa University, Ethiopia

23-24 April 2013



Acknowledgements

This document reports the proceedings of a joint AAU-AUCC workshop held in Addis Ababa, Ethiopia on 23-24 April 2013 to update participating universities on the SHESRA Project's progress and to validate an ongoing evaluation of the Project. This document was prepared by Ms. Rebecca Ramsey (AAU-AUCC Field Liaison Officer) with the assistance of Mr. Ransford Bekoe (SHESRA Acting Project Officer, AAU) and Professor John Ssebuwufu (Director of Research and Programmes, AAU) who reviewed the proceeding report.

Special appreciation goes to Laureate Professor Tirussew Teferra Kidanemariam (Dean, College of Education and Behavioural Studies, Addis Ababa University); Dr. Abera Berhanu (Faculty Member & Assistant Managing Editor, Institute of Educational Research, Addis Ababa University); members of the Addis Ababa University Local Organising Committee; and all other representatives of our host institution Addis Ababa University. Special thanks also go to Mr. Corin Chater, Director and Senior Consultant of Plan:Net Ltd. for facilitating the two day event, as well as Mrs. Kethline Garoute (Program Manager, Partnership Program Division of the AUCC) and Ms. Jennifer Bedore (Administrative and Information Officer, AUCC) who contributed immensely towards the resource and logistical planning to make the workshop a success. Special appreciation is also extended to the Government of Canada (through the Canadian International Development Agency) as the principal project funder and the African Capacity Building Foundation (ACBF) for providing additional financial assistance to host the SHESRA Validation Workshop.

Lastly, our profound gratitude goes to all participants of the workshop, whose insights and contributions leading to and during the workshop are captured in this report.

Abbreviations

AAU	Association of African Universities
AUCC	Association of Universities and Colleges of Canada
CIDA	Canadian International Development Agency
HEIs	Higher Education Institutions
MNCs	Multinational corporations
NGOs	Non-Governmental Organisations
OHCHR	Office of the High Commissioner for Human Rights
SHESRA	Strengthening Higher Education Stakeholder Relations in Africa
U-I	University-Industry
UNDP	United Nations Development Programme
UNHCR	United Nations Human Rights Commission
UNICEF	United Nations Children's Fund

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Recognising our common ventures is important for changing the traditional ways of doing our business as educators.

SHESRA Workshop participant

I appreciate the opportunity, exposure, and skills acquired through the project. It will take me and my university somewhere.

SHESRA Workshop participant

Validation Report on the SHESRA Project Evaluation



SHESRA Workshop participant, Dr. Michael Niyitegeka, Makerere University



*SHESRA Workshop participant,
Dr. Tesfaye Abebe
Hawassa University*

Before the university was simply producing students and graduates with diplomas, but now the university is graduating the farmers for development.

English translation of an Ethiopian Farmer's comment on Hawassa University

1. Background, Purpose & Structure Of the Workshop

In 2010, the Association of African Universities (AAU) entered into a three-year partnership with the Association of Universities and Colleges of Canada (AUCC) to link African universities more closely with the productive sector and thereby position them to better develop skills and knowledge to meet their countries' needs and, in the process, enhance graduate employability and technology transfer. The project, *Strengthening Higher Education Stakeholder Relations in Africa* (SHESRA), was built around three components. The first component focussed on developing African-Canadian university partnerships for improved strategic planning capabilities of African universities; the second component focussed on documenting best practices of university-industry linkages in Africa through case study knowledge-sharing; and the third focussed on applied research and the subsequent development of advocacy tools to enhance university-community engagement strategies in Africa.

A major output of SHESRA's Component 3 was a scoping study (*Strengthening University-Industry Linkages in Africa: a Study on Institutional Capacities and Gaps*) on university-industry linkages in Africa to determine what interface structures, policies, positions, incentives, and funding avenues are currently in place (or lacking) and what services or interventions African institutions gauge to be most important for strengthening their efforts. Completed in 2012 and launched during the workshop, the study was followed by six applied policy research studies on the themes of business ethics, environmental sustainability, intellectual property rights, graduate employability, gender equity, and technology uptake in the development of university-industry linkages.

One of the purposes of the April 2013 Validation Workshop was to introduce this research conducted under Component 3 and to discuss the emerging findings. The other purposes were to discuss the preliminary findings of the external evaluation of the 3-year Project with university participants who were directly involved; provide a networking opportunity for all participants; showcase the topic of university-industry linkages in the context of Ethiopian higher education; and to deliver final messages of gratitude to SHESRA's numerous stakeholders as the Project prepares to wind up later in the year.

The workshop spanned a two-day period with a total of 32 participants. The agenda sought to strike a balance of discussions on project activities, the project evaluation, university case studies, and knowledge-sharing discussions with presentations from the AAU, the AUCC, the external evaluator, and university representatives.



Photographs #1 & #2: Images from the Case Study Partnership Workshop, SHESRA Component 2 Accra, Ghana 2012

2. Our Host, Participants, & Facilitator

Our Host: Addis Ababa University

Addis Ababa University was the gracious and welcoming host of the SHESRA Project's Evaluation Validation Workshop in April 2013. Located in Ethiopia's capital city of Addis Ababa, the long-standing AAU member university has a historic Canadian connection that casts their role as the workshop host as particularly appropriate given the African-Canadian university partnerships forged through SHESRA.

Originally named Addis Ababa University College, the University was established in 1950 at the request of Emperor Haile Selassie I by a Canadian Jesuit named Dr. Lucien Mat, who subsequently served as the President of the University College during its first 12 years. More than 60 years later, Addis Ababa University has become one of the lead public higher education institutions in Africa with 10 Colleges, 3 Institutes that are engaged in both teaching and research, and 6 research institutes that predominantly conduct research. The University has an enrolment of over 51,500 undergraduate and postgraduate students as of 2013 and runs 70 undergraduate and 225 graduate programs. Beyond assisting the staff of the Association of African Universities with local organization tasks for the workshop, the University also facilitated the delivery of the Keynote presentation by its Director of Change Management & Transformation Office, Dr. Firdissa Jebessa Aga, and participated in several research activities undertaken during Component 3 of the SHESRA Project.



Photograph #3: Entrance to the 6 Kilo Main Campus, Addis Ababa University



Photograph #4: Dr. Jeilu Omer, Academic Vice President, Addis Ababa University

Workshop Participants

The 32 participants of the workshop were made up of representatives of some of the universities in Africa and Canada that participated in the SHESRA Project, representatives of the AUCC and the AAU, and other strategic stakeholders. The following are the institutions and organisations that were represented at the workshop:

- Addis Ababa University, **Ethiopia**
- Hawassa University, **Ethiopia**
- University of Mines and Technology, Tarkwa, **Ghana**
- Jomo Kenyatta University of Agriculture and Technology, **Kenya**
- Masinde Muliro University of Science & Technology, **Kenya**
- Université de Bamako, **Mali**
- Ebonyi State University, **Nigeria**
- Université Gaston Berger de Saint-Louis du Sénégal, **Sénégal**
- Njala University, **Sierra Leone**
- Mzumbe University, **Tanzania**
- Makerere University, **Uganda**



Photograph #5: Participant group photograph, Day 1 of the Workshop.



Photograph #6: Dr. Happiness Oselebe, Associate Professor, Plant Breeding & Genetics, Ebonyi State University, Nigeria

- University of Alberta, **Alberta, Canada**
- University of Fraser Valley, **British Columbia, Canada**
- Memorial University of Newfoundland, **Newfoundland, Canada**
- Carleton University, **Ontario, Canada**
- University of Guelph, **Ontario, Canada**
- Université du Québec à Trois-Rivières, **Québec, Canada**
- University of Saskatchewan, **Saskatchewan, Canada**
- Association of Universities and Colleges of Canada, **Canada**
- PLAN:NET Ltd., **Canada**
- African Union Commission, **Ethiopia**
- Forum for African Women Educationalists (FAWE), **Ethiopia Chapter**
- Association of African Universities, **Ghana**



Photograph #7 (Left to right) : Dr. John Quaioco (Memorial University of Newfoundland, Canada), Prof. Newton Amegbey (University of Mines and Technology, Tarkwa, Ghana), Ms. Caroline Wekulo (Masinde Muliro University of Science and Technology, Kenya), and Mr. Brad Whittaker (University of Fraser Valley, Canada).



Photograph #8: Mr. Patrick Razakamanifidiny, Conseiller en Développement International, Université du Québec à Trois-Rivières. Photograph #9: Mrs. Roman Degefa, Executive Directress, Forum for African Women Educationalists Ethiopia.



Our Workshop Facilitator: Mr. Corin Chater

The Evaluation Validation Workshop was facilitated by Mr. Corin Chater (Photograph #10) who presented a summary of the preliminary evaluation work undertaken by his team at PLAN:NET Ltd. and who guided the participant discussions for each presentation. Mr. Chater is an independent analyst and evaluation specialist, trainer and policy researcher with over 13 years of expertise in managing and conducting large programme/project evaluations, strategic planning, and organizational assessments in a variety of sectors. His professional experience includes evaluating projects in East and West Africa, Asia, South America, the Caribbean, and the Middle East with a range of organizations including CIDA, UNDP, UNHCR, UNICEF, the World Bank, OHCHR, the Commonwealth Secretariat and other international NGOs. As the Director and Senior Consultant of PLAN:NET, Mr. Chater led an external 3-person team to undertake an evaluation of the SHESRA Project through site visits, interviews, and document analysis with SHESRA beneficiary institutions (both in Canada and in Africa). His preliminary report was the basis for organising the Validation Workshop. Sections 3(d) and 4(a) of this report provide a summary of the aspects of investigation, key findings, and participant feedback generated by presentations on the evaluation during the workshop.

Photograph #10: Mr. Corin Chater providing the workshop deliberation guidelines on Day 1 of the workshop. Photograph #11: Mr. Corin Chater and Ransford Bekoe (AAU Acting Project Officer, SHESRA) at Addis Ababa University (April 2013).



3. Day One

(a) Opening Ceremony

The workshop officially commenced at 9:30am on April 23, 2013 with a welcome to all participants, especially those who travelled from different countries, and a program introduction from Laureate Professor Tirussew Teferra (Dean of the College of Education and Behavioural Studies at Addis Ababa University). In his opening address, he noted that universities have long been recognized as sources of innovation and governments are increasingly acknowledging their importance for regional economic development in terms of labour force creation, technology transfer, and knowledge inputs to the frontiers of industry.

Official opening remarks were also delivered by Dr. Admassu Tsegaye (Photograph #12), President of Addis Ababa University as well as Professor John Ssebuwufu, Director of Research & Programmes at the Association of African Universities (AAU) and Project Director of SHESRA (Photograph #13). Professor Ssebuwufu extended a message of appreciation to participants on behalf of the AAU and AUCC, noting the regretful absence of Mr. Robert White (Assistant Director of the Partnerships Program Division of the AUCC) due to circumstances beyond his control. He also gave a historical background on the inception of the SHESRA Project from a realization of the need to strengthen linkages with the productive sector during the 2009 AAU General Conference in Abuja, Nigeria.



Opening remarks were also delivered by Dr. Yohannes Woldetensae of the African Union Commission who noted the need to improve historically weak university-industry linkages in Africa; to ensure strong linkages between state and higher education institutions; to promote relevant local research; to translate research results for the service of industry; to systematically ameliorate the skills mismatch in the job market; and to initiate discussions with a full diversity of policy makers and stakeholders, including employer/professional associations.

(b) Keynote Presentation: *Knowledge sharing culture among universities*

The keynote presentation titled “Knowledge Sharing Culture Among Universities” was delivered by Dr. Firdissa Jebessa Aga (Photograph #14), Director of the Change Management and Transformation Office of Addis Ababa University. The presentation covered the reflections of Dr. Aga on the knowledge-sharing cultures within universities and addressed the definition of knowledge-sharing as well as the origins, challenges, and determinants of the practice. Some of the implied questions included:

- *Do Ethiopian and African universities share knowledge among themselves and abroad?*
- *What are the determinants of knowledge sharing among universities?*
- *Do recipient universities recreate or internalize the knowledge they receive?*
- *What are the benefits of knowledge-sharing among universities (inside and outside of the country) and among universities and external stakeholders?*



Explicit knowledge refers to knowledge that is verbalized, written, drawn, or otherwise articulated and is transmittable in formal and systemic language.

Tacit knowledge is acquired through experience and is hard to communicate/articulate, to teach, to learn, and to transfer, and is deeply rooted in action, involvement and commitment within a specific context. Tacit knowledge is non-verbalized and intuitive, and challenges institutional staff to transform knowledge into explicit lessons.

These questions were contextualized in the knowledge-sharing tradition between African and Canadian universities facilitated by the SHESRA Project on best practices for developing university-industry linkages. In the context of university knowledge-sharing, Dr. Aga defined the concept as a necessary part of organizational learning and explained that knowledge exists in different degrees of explicitness and “tacitness”.

Pertinent to cross-cultural knowledge-sharing activities under SHESRA, Dr. Aga explained that a factor of knowledge *internalization* is that knowledge is often *meaning* and *value based*, and that the success of knowledge transfer is determined by the transferability of meaning and value. He also explained that organizational environments can be termed as “fertile” or “barren” depending on the extent to which they facilitate the development of transferred knowledge or hinder its evolution.

He continued that the story of knowledge sharing has emerged as a key research area from a broad and deep field of study on technology transfer, innovation, and strategic management. He emphasized that university staff need to take a proactive stance to share best-practice knowledge to prepare students for the future and to internationalize academic programmes to maintain their national responsiveness. Knowledge sharing is thus a strategy to respond to the many demands placed upon educators by globalization and a way for our universities to prepare individuals for engagement in the globalized world.

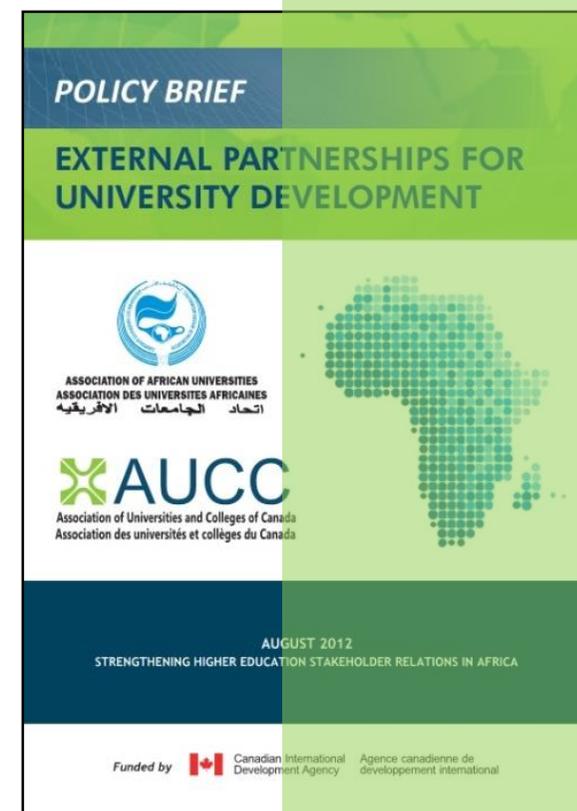
To review Dr. Aga’s full presentation discussing the way Ethiopian public universities share knowledge with universities abroad and within Ethiopia, and the inherent challenges of this process, please visit the AAU SHESRA Project webpage.

(c) SHESRA Project Update & Publication Launch

The SHESRA Project Update presentation delivered by Professor John Ssebuwufu (Director of Research & Programmes, AAU) was a summative review of the activities undertaken under Components 1 and 2, and an update on the most recent activities undertaken under Component 3. For Components 1 and 2, there were partnership activities undertaken between African and Canadian universities, a related workshop, and publication outputs as detailed in Table 1 below.

Table 1: Summary of SHESRA Project Components 1 & 2

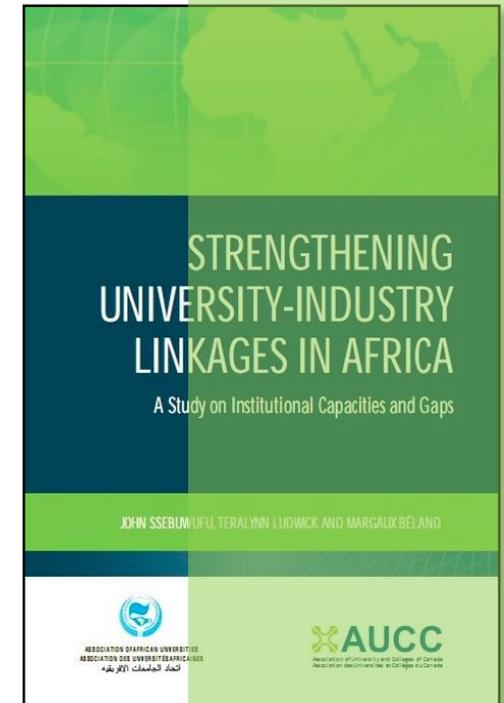
	COMPONENT 1: Strategic Planning Partnerships	COMPONENT 2: Case Study Partnerships
Activity/ partnership results	15 Partnerships between African & Canadian universities 13 revised strategic plans showing linkages with the productive sector	11 Case studies developed to help universities document U-I linkages in practice; 6 model case studies selected for future publication
Stakeholder workshop event	Strategic Plan Development Workshop in Nairobi, Kenya in November 2011	Case Study Review Workshop in Accra, Ghana in June 2012
Publication outputs for broader application	<ul style="list-style-type: none"> - Policy Brief on embedding U-I linkages in strategic planning: <i>“External Partnerships for University Development”</i> (2012) - Practical Guide to institutional strategic planning: <i>“Giving Your University a Strategic Focus”</i> (2012) - Training Module on strategic planning to be facilitated at leadership development (LEDEV) and management development(MADEV) workshops run by the AAU every year 	<ul style="list-style-type: none"> - Policy Brief: <i>“University-Industry Linkages in Africa”</i> (2012) - Practical Guide: <i>“Taking University-Industry Linkages to Higher Heights in Africa”</i> (2012) - Handbook of 6 University-Industry Case Studies in Africa (forthcoming)



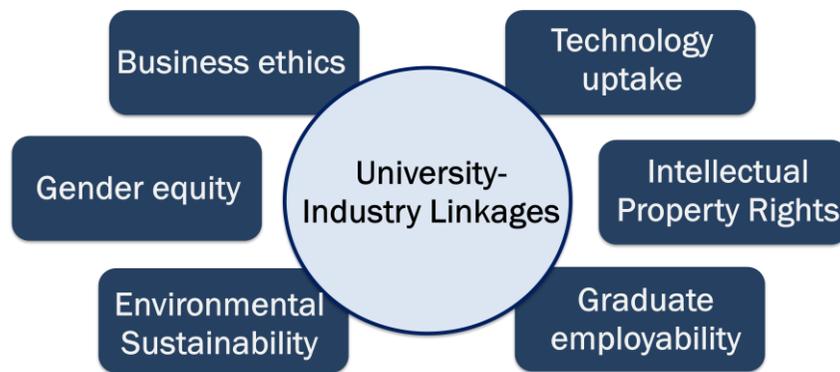
The focus of **COMPONENT 3** (Promoting Policy Change & Developing Advocacy Tools) was to identify and understand policy issues and the general policy environment affecting U-I linkages in Africa. This was done in two phases: an initial scoping study on the state of U-I linkages in Africa and a subsequent series of research consultancies on 6 themes that emerged from this initial study. As described by Professor Ssebuwufu in the Project Update, *The Strengthening University-Industry Linkages in Africa: A Study on Institutional Capacities & Gaps* (2012) publication presents the findings of this initial scoping study to determine what interface structures, policies, positions, incentives, and funding avenues are currently in place for universities (or lacking) to establish linkages with industry and external partners. It also determined what services and interventions African institutions themselves gauge to be most important for strengthening their efforts. The 4 main priority areas for support indicated by the respondent African institutions were:

- (1) Assistance in training academic staff in entrepreneurial skills;
- (2) Assistance in developing institutional strategic plans emphasizing engagement with the productive sector;
- (3) Support for establishing technology incubators &/or science parks; and
- (4) Providing opportunities for peer learning from other institutions having a history of successful engagement with the productive sector.

Based on responses from a total of 133 universities and other higher education institutions across Africa, the findings show that African universities are indeed taking initial steps to stimulate and deepen linkages with industry and the productive sector. Professor John Ssebuwufu officially launched this publication at the workshop and all participants were provided with hardcopies in English and French. Soft copies of the publication (English and French) are available on the AAU SHESRA Publications website (see link on next page).



Professor Ssebuwufu ended the Project Update by highlighting the final research activities undertaken in Component 3, namely: 6 applied research studies that investigated (1) business ethics, (2) gender equity, (3) intellectual property rights, (4) technology generation/uptake, (5) graduate employability, and (6) environmental sustainability within the context of promoting and sustaining university-industry relations. These studies focussed on the logistical and implementation issues inherent in situations wherein universities engage with external communities and groups. Each research study has been summarized in policy briefs that can be used by university staff to strategize and advocate for the most effective and ethical ways to build partnerships with external stakeholders. The policy briefs are available on the AAU SHESRA Project Publications website and a synthesis report of the full research studies will be available soon.



AAU SHESRA Publications website:
<http://www.aau.org/?q=shesra/policybrief>

(d) Evaluation Summary of Component 1: *Strengthening University Outreach & the Strategic Planning Process*

Aspects of Investigation	<p>Mr. Chater presented the preliminary findings of Component 1 under the areas listed below:</p> <ul style="list-style-type: none">• Relationship between African and Canadian university partners• Canadian university exposure visits• Nairobi Workshop• Challenges faced in developing Strategic Plans• Challenges faced forming Industry/Government/Community linkages• Challenges faced in implementing Strategic Plans• Outcomes of Strategic Plans
Key Findings	
<i>General</i>	<ul style="list-style-type: none">• Out of 15 Strategic Plans, 13 were completed and submitted• The component was considered a success by the majority of African and Canadian university partners• Strategic Plan development and content was holistic in nature (did not simply focus on strategic university partnership development)• Canadian university partners gained knowledge about African universities and the issues they face• Fostering of partnerships lead to other outcomes such as MOUs in other areas• Concerns about “one-off” nature of the project without support for Strategic Plan implementation
<i>Partnerships</i>	<ul style="list-style-type: none">• Generally a good working relationship was enjoyed between both partners in Africa and Canada; the level of expertise was appropriate with only a few exceptions• There were differing levels of interaction between African and Canadian universities throughout Strategic Plan development• Initial interaction at the commencement of SHESRA would have been beneficial

(d) Evaluation Summary of Component 1: Strengthening University Outreach & the Strategic Planning Process

Key Findings continued...

Exposure visit

- The exposure visit to Canada was of great value to African university partners
- Many Canadian universities went the “extra mile” in arranging suitable programs for African attendees
- Relationships were established and cemented for further future interaction (strategic and departmental)
- Differing perceptions of a Strategic Plan
- It would have been beneficial to have other individuals present during the trips (e.g. government stakeholders)

Strategic Planning Workshop Nairobi, 2011

- Workshop very well organized and useful for stakeholders
- Diversity of presentations both a strength and weakness
- Provided excellent opportunity for Inter-African networking, but perhaps additional time could have been devoted to this
- Timing of workshop within project cycle: was it appropriate?
- Additional attendees could have been recruited

Participant Feedback

The participant feedback on the findings of the evaluation of Component 1 ranged from specific insights on the challenges in developing strategic plans, challenges in implementing strategic plans, and the general challenges in forming industry/government/community linkages. Both positive and negative, the feedback and discussion points demonstrated the rich insight generated during the project.

(a) Challenges experienced during strategic plan development

- • **Could/should success be measured at different points in time?** (e.g. evaluation after strategic plans have been in effect/implemented for some time?)
- **African public universities have different measurement standards** when compared to Canadian and American universities that have to compete competitively for their own governments’ funding. The difference in measurement standards leads to different accountability expectations and different leadership styles, which affects implementation of Strategic Plans.

(d) Evaluation Summary of Component 1: Strengthening University Outreach & the Strategic Planning Process

(a) Challenges experienced during strategic plan development (continued...)

- **Successful partnerships required a common level of understanding to bring to the table**, as well as individuals who understood each other's partnership capacity, industry reality, and specific constraints of the other's' country. In some cases, this **contextual understanding was weak and could have been improved at the outset through a preliminary meeting/visit** (e.g. to the African university sites) during which industry representatives could have been involved to make a "triangular", university-industry-government experience. For instance, an African participant cited an initial workshop held by their partner university as very helpful in providing a good primer of activities to be undertaken together. Another Ethiopian university participant confirmed the value gained from having industry stakeholders present during their exposure visit: their university made contact with over 30 different offices during their visit to Canada.
 - **Success of bringing industry representatives into the fold of exposure visits and strategic planning exercises depends on the university's previous level of engagement.** When the idea of increasing industry involvement was raised, one participant asked which individuals they should turn to: unless you have someone who regularly interacts with you on a day to day basis, it is difficult to suddenly bring them into a strategic planning session.
 - **How can African universities create this fora of stakeholders and get governments to create a budget line to develop these strategic partnership spaces?** It can be done in African contexts as noted by the representative from the Memorial University of Newfoundland (MUN): during the oil industry boom in Newfoundland, the government passed legislation that required proportionate investment in the sector's R&D activities which greatly benefited research at MUN. As the only university in the province, MUN was naturally brought much closer with industry. However, there may be caveats to government involvement because the interests of governments can change, sometimes without fully implementing a previous strategy. **Universities must develop stable, strategic planning frameworks within the environment of government uncertainty.**
 - **A focus on the partner's knowledge management and mobilization activities** was cited by a Canadian participant as their partnership strategy for this component, vs. strictly focussing on U-I linkages through strategic plan development.
-

(d) Evaluation Summary of Component 1: *Strengthening University Outreach & the Strategic Planning Process*

a) *Challenges experienced during strategic plan development (continued...)*

- **Different perceptions of Strategic Plan development** existed between and among universities and countries. An African participant cited SWOT analysis as a method for strategic theme identification, but this may not be the most effective method at another university. Another participant questioned at what level strategic planning occurs: who are the planners and who are they accountable to? If the strategic planning exercises are going to move from just being a project task or a ritual to a systemic activity, this needs to be clear.
- **Although the Strategic Plan documents are significant tangible outputs of the partnerships, participants noted that the learning process and the knowledge gained beyond the document were an important outcome.**

b) *Challenges in implementing strategic plans*

- In response to the difficulties of Strategic Plan implementation noted by the evaluation, a participant noted that **university actors should offset any effect of momentum loss caused by staff and administration changes**, which is a significant issue in African environments. One participant suggested that university actors ask themselves: where is the Strategic Plan anchored? What happens when there is a change in office: is another Strategic Plan produced? How can Strategic Plans be institutionalized?
 - **The loss of partner contact was considered a factor in the loss of momentum for Strategic Plan implementation.** This could have been a result of the universities' collective inaction to diversify the partnership and projects flowing from the Strategic Plans developed. In this way, plan implementation can be supported during and through partnership diversification.
 - SHESRA was a project attached to one individual or a handful of individuals at each institution who may not be able to effectively scale activities up, down, or out. It was recommended that **participants strive to work directly with a strategic planning unit within the university** (if one exists) as they are the appropriate implementation actors and reporters.
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(d) Evaluation Summary of Component 1: *Strengthening University Outreach & the Strategic Planning Process*

- c) *Challenges in implementing strategic plans (continued...)* →
- One African participant noted that the **Strategic Plan implementation was initially overwhelming** and should have been decentralized to different units (e.g. finance).
 - A challenge of strategic planning in both the Canadian and African contexts is that there were **few rewards or incentives for this work**. The value placed on the activity depends on how budgets are constructed, but many engage in the work out of a sense that “it is a good thing to do”. **Building teams to lesson workloads and to provide continuity of activities was suggested**; this strategy would be helpful for activities including future workshop attendances.
 - **More can be done in the area of consultations**: the Directress of the Addis Ababa University Gender Office suggested that consultation exercises can help to exchange best practices between and among university units, like the Gender Office. Research findings can be shared on cross-cutting issues. This was related to the level where the Strategic Plan is sitting and developed, and whether a top-down/bottom-up approach is taken: Mr. Chater reported that some Strategic Plans were holistic, university-wide plans and that some were more oriented towards a particular industry. One participant noted that this would affect buy-in and resource mobilization.
 - **How do university actors conceptualize “industry”?** One African participant commented that their university is still at the conceptual level with respect to U-I linkages and identified well with the challenges noted in the evaluation of Component 1: what is the efficacy of involving community in this process? A Canadian participant noted that it has been beneficial at the University of Fraser Valley to talk in terms of “community” and there could be many opportunities in communities without the trappings of the rigid concept of “industry (e.g. student placements and internships with community organizations). **African participants responded by commenting that this would require a change in the mindset of leadership and teachers**, who would need to re-orient and “package” themselves to work regularly with community and industry stakeholders. For instance, the “in-and-out” or mechanical attitude to student attachments with industry partners needs to be revisited to make...
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(d) Evaluation Summary of Component 1: *Strengthening University Outreach & the Strategic Planning Process*

c) *Challenges in implementing strategic plans (continued...)*

...these experiences more realistic and effective – can attachments happen during more strategic times (e.g. certain academic periods) vs. during the currently prescribed academic periods?

- **“Industry” rarely makes time for universities unless something specific is needed**, as noted by one Canadian participant. Is it a true partnership in the eyes of the industry partner and are they getting any actual creative benefit? How can universities support outgoing individuals when they approach industry offices so that it is not just “Tom’s” voice, but the voice of the university talking?
- **“Industry” does not always have the same interests as universities**: their ideas of productivity, sense of timing, and business culture sometimes do not fit with the academic world. One Canadian participant who formerly worked in the private sector noted that at the time, working with universities was not considered ideal and it was more beneficial to work with professional associations who can “do what universities do and more” (they can talk to government and industry).
- **The evaluation finding that “universities [are] seen as pipelines for producing employees” is very true in African contexts**: there is less of a focus on research and innovation and much more focus on teaching. Research requires a lot of resources and perhaps given more research support, universities could build capacity and gain industry confidence.

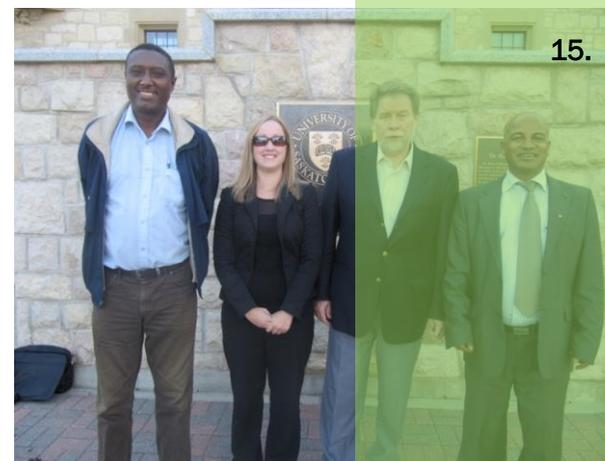
Professor Ssebuwufu closed the discussion by noting that institutionalizing Strategic Plans within and above Strategic Planning units (e.g. by anchoring the plan in an administrative level) would be an effective implementation strategy for university actors. Strategic Plans are meant to be sustainable and institutions – as well as their partnerships – are built on *continuity*. In this regard, the AAU can act as a catalyst to provoke ideas and policy change, and to help support ongoing development of university-to-university partnerships within Africa and with international institutions. The AAU’s future efforts to support strategic planning will likely focus on engaging industry stakeholders (e.g. during plan consultations) and prioritizing advancements in R&D.

(e) Presentation: Community Engagement at Hawassa University

Dr. Tesfaye Abebe, Director of Research and Development at Hawassa University (Ethiopia), ended the proceedings of Day One with a presentation on the community outreach model and accomplishments at Hawassa University (HU). He described the transition of the institution from its establishment in 1976, to its renaming in 2006, and its growth to 60 Undergraduate, 42 Graduate, and 6 PhD programs that support 31,000 students. With expansion, the University has also experienced growth in its research culture and has effectively responded to the traditional notion that universities are campus contained and are not responsive to societal needs.

In its response, the Research and Development Directorate (RDD) of HU has focussed on community-based research and development activities in the surrounding rural and urban districts, by concentrating on selected sites (“Technology Villages”) and scaling-up best practices. The purpose was to enhance the integration of graduate/undergraduate learning and research and to produce socially, environmentally, culturally, and economically responsive students.

Dr. Abebe also highlighted the establishment of the Office of University Community Linkage and the processes being undertaken to enhance the management capacity in the activities of community engagement. These processes included baseline studies (Participatory Rural Appraisal Report on HU Technology Villages) in selected districts and the development of modalities of engagement. During this time, the University Community Linkage Office (CLO) strengthened its capacity by employing 6 Technology Transfer Officers after their experience sharing visit to the Industry Liaison Office at the University of Saskatchewan in Canada.



15. The HU Research and Development Directorate's experience sharing visit at the Industry Liaison Office at the University of Saskatchewan (2011).



16. HU Workshop for the development of an Action Plan for Technology Villages (2010). Since then most faculty members have changed their mindsets and are more willing to work with communities.

17.



Due to the reality that more than 80% of Ethiopians work in agriculture, many of the CLO's interventions revolve around agriculture and natural resource management, including:

- Testing and validation of agricultural technologies (improved varieties, agronomic practices, etc.)
- Farmer training (e.g. planting techniques)
- Establishment of market linkages
- Integrated watershed management
- Environmental stewardship and advocacy
- Job creation for unemployed youth and women

Recent agronomic practices tested and validated include row planting patterns of *teff* grain. This grain is very small and difficult to manage using the traditional “broadcasting” planting pattern and is the main ingredient for the Ethiopian staple food *injera*. The community research conducted on row planting and the significant productivity increases have fed into farmer training and into the publication of a manual to scale up the intervention to a larger audience. **Photograph #17** (above) showcases a different agricultural intervention involving barley production. In this intervention, the University saw an opportunity to connect local barley farmers to a local Heineken beer brewery that was importing its malt barley at a high cost due to misinformation on the local grain product. University staff invited Heineken managers to a workshop and site visit, and encouraged the testing of the local crop. When the local barley was found suitable, the 40 farmers involved in the “pre-scaling” exercise were able to sell all of their seeds and a *market was created*. Hawassa University's Community Linkage Office staff not only improved the necessary technology, but improved the seeds and created a marketing strategy, which frequently represents a stumbling block for discouraged local farmers.

Dr. Abebe also outlined several other community interventions and aspects of the community outreach process, including income generation poultry initiatives for unemployed youth, the National Symposium on Lake Hawassa (2010), and week-long campus events that bring in students and teachers from the technology village districts. The presentation ended with Dr. Abebe’s comments on the positive feedback they have received from local farmers and the following quote from one stakeholder in Amharic language (English translation below):

“የሀዋሃ ዩኒቨርሲቲ ተማሪዎችን በዲግሪ በማስመረቅ የምናውቀው ተቋም ነበር። አሁን አሁን አርሶ አደሩ በልማት እንዲያድግ፣ ማሳችን ድረስ እየመጣ ባለዲግሪና ደንብማ የሞዴል አርሶ አደር እንዲፈጠር እያደረገ ነው”

“Before the university was simply producing students and graduates with diplomas, but now the university is graduating the farmers for development.”

Participant Feedback and Discussion points from the presentation

- Dr. Happiness Oselebe noted that Ebonyi State University has learned and benefitted from the community outreach work done at Hawassa University and from the knowledge-sharing generated by the University of Saskatchewan. Ebonyi State University’s 2013 planting season has been very successful as a result of emulating the Hawassa model.
- With a relatively high teacher-student ratio of 1:30, how do professors balance teaching responsibilities with these big projects at Hawassa University? How are the monetary gains managed? Are faculty remunerated? Each faculty/academic staff member can choose to use 25% of their time for research and community service (e.g. teach 9 out of the maximum 12 credit courses) and payment is rewarded accordingly. The 10 individuals employed full-time in the Community Linkage Office (including 6 Officers) are self-sustained by the University.
- How are intellectual property rights managed? An Intellectual Property lawyer from the University of Saskatchewan came to HU for one month to help its staff develop IPR policies through a knowledge-sharing exercise.

4. Day Two

(a) Evaluation Summary of Component 2: Case Study Partnerships

Aspects of Investigation	<p>Mr. Chater presented the preliminary findings of the evaluation of Component 2 discussed in the context of the areas listed below:</p> <ul style="list-style-type: none">• Relationship between African and Canadian university partners• Training/exposure sessions in Canada• Accra Workshop• Challenges faced in developing Case Studies
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Key Findings

General

- 6 submitted Case Studies
- Considered successful in meeting goals by African and Canadian university partners
- Canadian universities also benefitted from the exercise: the exercise prompted them to review ways to advance their own engagement with Industry/Community and encouraged reciprocal knowledge transfer
- Concerns about “one-off” nature of project without support for retaining relationships with Industry
- More opportunities for knowledge sharing needed
- Lack of guidance at commencement of component

Relationship between African and Canadian university partners

- As with Component 1, there was a very good working relationship between both partners, whether their Case Study was selected or not
- Canadian Universities credited African partners with carrying out the majority of the work
- Differing levels of interaction between African and Canadian universities in Strategic Plan development
- Initial clarification and guidance on how to develop the case studies at the commencement of SHESRA would have been beneficial

(a) Evaluation Summary of Component 2: Case Study Partnerships

Training/exposure session in Canada

- Of great value to African university partners in development of Case Study
- African partners appreciated the experiences, programs, and support provided by Canadian partner universities
- It was a mutually beneficial experience

Accra Workshop (2012)

- Very useful in gaining an insight into what other universities were accomplishing in industry/community relations, allowing university staff to put their own progress in perspective
- Canadian and African partners commented that there was no standard format for presenting a Case Study
- Presentations varied in scope and did not *substantively* address challenges and issues with industry/community engagement but rather focused on activities
- Timing was tight. There was not enough opportunity for networking

Challenges faced in developing case studies

- 2 African universities noted that there was little up-front support in terms of providing templates or formats for the Case Study, which made its development difficult
- In some cases, there was a lack of support from university: “Ivory Tower” mentality
- Busy workloads of Case Study authors impeded timely progress at times
- Making contact with industry representatives proved difficult, for the same reasons as cited by participants in Component 1
- Multinational corporations (MNCs) tend to dominate industry in Africa, thus it proved difficult to access local initiatives.

Participant Feedback

(a) Relationship between African and Canadian university partners



- One Canadian university representative noted that when initially developing the case study, their **university partnered with the community instead of industry because of the nature of the partnership**. If there had been more interaction between participants at the outset, then it would have been easier to construct and structure the case study.

(a) Evaluation Summary of Component 2: Case Study Partnerships

Participant Feedback

(a) *Relationship between African and Canadian university partners (continued...)*

- African participants commented that a **case study format was needed**, as well as writing standards so that the submission could have been written for the appropriate scale and scope. Case studies are a particular writing format that certain disciplines are more predisposed to (e.g. business). **For many, this was a learning experience, and additional training/guidance would have been helpful as there were differences in resources, time, and expectations** between the African and Canadian contexts.
- **There was confusion as to what the case study was being written on:** “am I writing a case study for my university? Or is this a joint case study between my university and ABC University?”
- **The timing of the call for case study proposals was questioned:** perhaps the timing of the call was not ideal because it came on the heels of Component 1. Therefore, it was unclear whether the call required a pre-standing partnership.

(b) *Training/ exposure visit in Canada*



- One African participant expressed that having 1 or 2 other influential university representatives present on the trip outside the outreach unit would have been beneficial (e.g. a senior administrator).
- **The exposure visit allowed for valuable tacit knowledge-sharing.** For instance, Makerere University reported learning that at Concordia University, each faculty member has targets and staff dedicated to fostering U-I linkages, but that it is spearheaded at the centre of the institution.
- In reporting knowledge gained from the exposure visit, one African participant emphasized that they **needed someone at the management level to get the lessons learnt and message across to the strategic decision-makers.** In their case, an opportunity to deliver a presentation to the university governing board was crucial to their success.
- **Problem of context.** Likewise for the strategic planning exercises in Component 1, there was not enough time to elaborate all activities undertaken through the right research on both sides (Africa and Canada).

(a) Evaluation Summary of Component 2: Case Study Partnerships

Participant Feedback

- (c) Accra Workshop (2012) →
- It would have been beneficial to have industry stakeholders present to give industry perspectives.
 - In relation to the evaluation finding that presentations were varied and focused on activities rather than substantively addressing the challenges/issues of industry/community engagement, it was noted that **the topics of gender and environment were grazed, but not well documented.**
- (d) Challenges faced in developing case studies →
- **In general, the stereotype that industry stakeholders think universities are only coming for help is a challenge**, as surmised from their reaction upon greeting you: *“How can we help you?”*
 - **The different contexts for signing MOUs** makes external partnership development difficult to navigate (e.g. Ugandan university proposals for multinational companies have been subject to United States law in the past).
 - **How do you develop a relationship with extreme resource limitations?** For example, it was difficult to build a linkage between Njala University and the local poultry industry in Sierra Leone because the industry did not have the resources to work with. To combat this challenge, they required a good plan. Perhaps it could be effective to tap into the resources of Canadian poultry industry stakeholders for mutual industry benefit. There are a lot of resources to tap into at Canadian universities, but also many resources to be found in industry circles who may need a new “story” (e.g. through the creation of “Friends of the Sierra Leone Poultry Sector”, etc.).
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(b) Case Study Presentations

The following are summaries of two model case study presentations delivered to highlight the successes documented through Component 2 of SHESRA. Copies of both PowerPoint presentations are available on the AAU SHESRA webpage (visit www.aau.org).

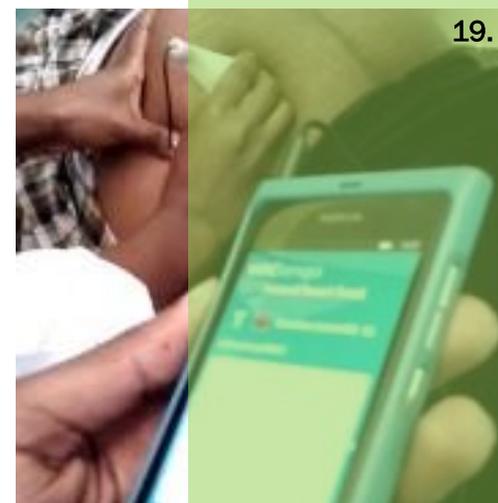
Makerere University's Corporate Relations Office (CRO)

Dr. Michael Niyitegeka, Former Head of the Corporate Relations Office (College of Computing and Information Sciences) of Makerere University presented the highlights of their successful model case study on the research outputs and external partnerships facilitated by the CRO since its establishment in 2008. He presented an overview of the CRO's activities as a self-sustaining unit including:

- The engagement model
- The National Incubation Lab that allowed students to spearhead local language content creation with Mozilla Firefox
- The Mobile Applications Lab which was successful in developing low-cost mobile ultrasound devices

For the benefit of student development and research advancement, Makerere University's CRO has strategically developed partnerships with over 25 organisations including Google, Microsoft, Dell, Cisco, and the Uganda Police Force (the latter for the development of the Human Resource Management Information System).

Photographs #18 & 19: mobile ultra-sound applications developed by Makerere University students and highlighted in the presentation



Participants' Discussions:

- **Universities are industries themselves** – we should be talking about *university-university* relationships as well as university-industry relationships. All disciplines can begin to innovate and become self-sustaining by creating their own entrepreneurial industries.
- **Having key alliances with media appears to be key:** the more good stories that are publicized, the more engagements a university can secure.
- **Issues of human resource identification and active problem identification.** Initiatives like those at Makerere University require a dedicated officer (such as Dr. Michael Niyitegeka) to encourage professors to participate because of time and teaching workloads. This individual can be instrumental in active problem identification whereby students and staff are motivated to go out and find “problems” for which they can design commercial solutions. There is a need to reorient students and faculty to refine problems for human development through problem identification. To achieve this, university leaders need to be familiar with internal staff capabilities – leadership is critical.
- **Integrating student involvement in U-I linkage projects into academic and administrative processes is a challenge.** For example, at Makerere University, some of the initiatives presented were *personal* initiatives, where students developed and submitted innovative work on their own. The role of a university U-I linkage office in this regard is to support students with supervision and special allowances where appropriate.

Université Gaston Berger de Saint-Louis du Sénégal: The University Agricultural Farm at the heart of regional development

This case study presentation by Dr. Mateugue Diack summarized the documentation by the Université du Québec à Trois-Rivières (UQTR) and the Université Gaston Berger de Saint-Louis du Sénégal (UGB) on its University Agricultural Farm in operation since 2004. The purpose of the 30 hectare farm has been to allow students of UGB to complete practical training and to conduct research; to develop agricultural entrepreneurship by strengthening technical capacities of future farmers/managers; to supply the university restaurants with affordable and nutritious, locally-grown food; to create jobs within the academic and surrounding communities; and to generate additional resources for the institution. The overall purpose was to improve food security and reduce poverty (even amongst university populations) in the Saint-Louis region by training agricultural entrepreneurs and managers who would be better

equipped to raise production levels. The presentation (available on the AAU SHESRA website) highlighted the incubation and implementation process, the multi-faceted benefits, as well as *transferrable lessons* for other universities including:

- The perseverance of the project team in overcoming resistance to the idea and the viability of the project given the limited resources available
- The ongoing practice of searching for key partners and supporting continued awareness
- Difficulties with the rhythm of workers, absorbing financial constraints due to late payments, negotiating acceptable agreements, and growth management related to partnership development

Photograph #20: Students on the Agricultural Farm.



20.

More information on the case study is available in the full workshop presentation (please visit the AAU SHESRA website) and in the AUCC's Fall 2012 edition of *UniWorld* (see article titled "Universities take on hunger" by Olivier Robichaud in the journal publication shown in Photograph #22).

Photograph #21: Representatives of l'Université Gaston Berger de Saint-Louis du Sénégal. Left to Right: Dr. Omar Sougou, Acting Dean, School of Education and Sports Sciences and Dr. Mateugue Diack, Professor and Director, Agro-Pedologue.



21.



22.

5. Closing Ceremony

The workshop was closed on April 24th 2013 with farewell speeches by Mr. Corin Chater, Laureate Professor Tirussew Teferra, Mrs. Kethline Garoute (AUCC), and Professor John Ssebuwufu (AAU). Mr Chater thanked all participants for their contributions to the discussions and the evaluation. Speaking on behalf of the AUCC, Mrs. Kethline Garoute acknowledged that due to the reality that CIDA is an institution in transition within the structure of the Government of Canada, no project extensions have been guaranteed. To continue the work started by the SHESRA Project, she suggested that this is an opportunity for beneficiary universities to become champions of U-I linkages within their respective environments. It was also noted that there are several opportunities and avenues through which Canadian and African universities can continue collaboration activities (including the Canada-Africa Research Exchange Grants program). Professor Ssebuwufu concluded the closing ceremony on behalf of the Secretary General of the AAU and expressed his gratitude to the workshop hosts, the interpreters, organising staff, and all participants.



(From left to right): Photograph #23: Mrs. Kethline Garoute (Program Manager, Partnership Program Division of the AUCC). Photograph #24: Dr. Suleman Okech (Jomo Kenyatta University of Agric. & Tech.), Dr. Kamara Oumar (Université de Bamako), Mr. Ransford Bekoe (Acting Project Officer, SHESRA, AAU). Photograph #25: Traditional Ethiopian dancers performing during the closing dinner hosted by Addis Ababa University.

6. Evaluation of the Workshop

Before leaving, the participants were asked to evaluate the different segments of the workshop. For the closed-ended questions on the content, methodology/facilitation, and participation and learning possible through the workshop, a scale of 1 to 5 was used (1=Low, 2=Less than satisfactory, 3=Medium, 4=Good, and 5=High). Twenty-four of the 32 participants in attendance completed the evaluation survey form (the difference partly owing to the non-completion by workshop organisers in attendance).

Content

Participants indicated that their expectations of the workshop were well met (over 60% indicated that their expectations were well met or *very well met*). Over 80% reported that the workshop was of *good* or *high* relevance to their work and that the themes were of importance to their university. They were also well satisfied with the content of the presentations on Components 1 and 2 of SHESRA, well satisfied with the Community Engagement presentation delivered by Hawassa University, and very well satisfied with the Case Study presentations (over 75% indicated the quality of the case study content to be *high*).

Methodology / Facilitation

Participants also reported that they were provided with significant opportunities to participate: approximately 57% of participants indicated a high degree of opportunity to participate in discussions and 43% indicated a good level of participation opportunities. Opportunities for networking during the workshop were also positively reported: approximately 90% of participants reported a good or high degree of networking opportunities. Participants were satisfied with the workshop venue (50% thought it was good or were highly satisfied) and with the quality of the interpretation (77% indicated that the quality of interpretation was good).

Participation & Learning

All but 2 participants that completed the survey indicated that they had a good or high level of commitment to apply what they learned at the workshop (34% good; 66% high). In total, approximately 90% of participants indicated that they had a good or high level of confidence in how to develop future strategic plans and case studies. Furthermore, 65% of participants reported that they have a good degree of confidence on how to integrate SHESRA policy/advocacy tools at their university and 27% reported a *high* degree of confidence. One of the most positive indicators of the success of the validation workshop and related activities was the report by participants that 75% had a high level of confidence that they would continue the relationship with their partner university (22% reported a good degree of confidence for this as well).

The following are the *summarized comments* provided by participants in the open-ended comment sections of the evaluation:

Significant learning points

- There are many nuggets of innovation in many of our African universities that need to be explored further
- The creativity and innovation inherent in a number of our university students needs to be nurtured and supported through industry-university partnerships to foster economic activities
- The importance of a commitment to promoting alternatives to the conventional way of working at universities
- The importance of leadership in strengthening stakeholder relations in African universities should not be overlooked
- Ideas and possibilities for future work with existing partners

Participants' strategies to apply the learning

- Pursue other relationships with universities to continue the story
- I had been playing down the knowledge translation aspect in my office. I will raise its importance in the work my office does going forward
- Bring knowledge gained from the various examples of practical issues/solutions in the African context to the Canadian university context to enhance global education in my field
- Provide an update report to university management with recommendations to adopt and improve strategic plan implementation
- Improve the development of proposals for future projects
- Develop better connections with our African graduate students studying in Canada
- Improve recognition of service work and international engagement
- Continue the framework of strengthening relationships between Canadian and African universities. Sharing the lessons learnt with our colleagues
- The presentation of the case studies were excellent learning opportunities for me and could be implemented in my university
- Make a summary presentation to my department and the whole university on what has been presented (case studies). Follow-up on issues related to strategic planning in our university and engage all the stakeholders

Suggestions to improve the workshop

- More presentations on social entrepreneurial issues
- Small group discussions on focussed topics would have been useful
- Exploring other donors besides AAU and AUCC so that we can increase the number of participants, including some partners from the industry
- Invite representatives from the private sector

- Require a discussion of how to change the culture at universities to encourage industry relationships – policy changes, incentive mechanisms, etc.
- Involve the participation of institution heads who have authority/finance to push projects forward
- Distribute hard copies of the materials presented (e.g. in condensed form at least)

Additional comments to move forward

- This project needs more time to develop. It is just starting. Maybe opportunities exist for universities in Africa to engage further to develop relevant relationships with industry and communities
- Recognising our common ventures is important for changing the traditional ways of doing our business as educators. We should also put pressure on our political leaders to let universities invest in knowledge creation, preservation, dissemination and application on their own without close scrutiny by government organs.
- AAU should work hard to promote regional cooperation
- The project has been instrumental in creating relations between African academicians and Canadian academicians
- There is a need to work towards a sustainable network
- I appreciate the opportunity, exposure, and skills acquired through the project. It will take me and my university somewhere

7. APPENDIX

List of Participants

Name of Institution	Contact Person(s)	Position
1. Addis Ababa University	Dr. Firdissa Jebessa AGA	Director, Change Management and Transformation Office
2. Addis Ababa University	Prof. Tirussew KIDANEMARIAM	Dean, College of Education and Behavioural Studies
3. Addis Ababa University	Dr. Jeilu OMER	Academic Vice President
4. Addis Ababa University	Dr. Workneh NEGATU	Officer, University-Community Connections
5. Addis Ababa University	Dr. Abera BERHANU	Asst. Managing Editor, IER, AAU
6. Addis Ababa University	Dr. Almaz TAFFESSE	Directress, Gender Office
7. Ebonyi State University	Dr. Happiness OSELEBE	Assoc. Professor, Plant Breeding & Genetics
8. Hawassa University	Dr. Tesfaye ABEBE	Director, Research and Development
9. Jomo Kenyatta University of Agriculture and Technology	Dr. Suleman OKECH	Registrar, Academic Affairs
10. Makerere University	Dr. Michael NIYITEGEKA	Former Head, Corporate Relations, College of Computing and Information Sciences
11. Masinde Muliro University of Science & Technology	Ms. Caroline WEKULO	Acting University Planning Officer
12. Mzumbe University	Prof. Faustin KAMUZORA	Deputy Vice-Chancellor, Admin & Finance

Name of Institution	Contact Person(s)	Position
13. Njala University	Rev. Dr. Edwin MOMOH	Director, Directorate of Planning, Research and Development
14. Université de Bamako	Dr. Kamara OUMAR	Director, University Institute of Technology
15. Université Gaston Berger de Saint-Louis	Dr. Omar SOUGOU	Acting Dean , School of Education and Sports Sciences
16. Université Gaston Berger de Saint-Louis	Dr. Mateugue DIACK	Director, Agro-Pedologue
17. University of Mines , Tarkwa, Ghana	Prof. Newton AMEGBEY	Dean
18. FAWE, Ethiopia	Mrs. Roman DEGEFA	Executive Directress
19. African Union Commission	Dr. Yohannes WOLDETENSAE	Quality Assurance Expert
20. Université du Québec à Trois-Rivières	Mr. Patrick RAZAKAMANANIFIDINY	Conseiller en Développement International
21. Université du Québec à Trois-Rivières	Mr. Pape Jean FALL	International Development Advisor
22. University of Fraser Valley	Mr. Brad WHITTAKER	Director, Research Services & Industry Liaison
23. University of Alberta	Dr. Randolph WIMMER	Ass. Dean, Undergraduate Teacher Education
24. Carleton University	Dr. Gerald GRANT	Associate Professor, Coordinator for the Information Systems Area, and Director of the Centre for IT,

Name of Institution	Contact Person(s)	Position
		Organisations and Peoples, Sprott School of Business
25. Memorial University of Newfoundland	Dr. John QUAICOE	Faculty of Engineering & Applied Sciences
26. University of Guelph	Prof. Bill Deen	Ass. Professor, Dept. of Plant Agriculture
27. University of Saskatchewan	Dr. Glen SCHULER	Managing Director, Industry Liaison Office
28. Association of African Univ.	Prof. John SSEBUWUFU	Project Director, SHESRA Director of Research & Programmes, AAU
29. Association of African Univ.	Mr. Ransford BEKOE	Acting Project Officer, SHESRA
30. Association of African Univ.	Ms. Rebecca RAMSEY	Field Liaison Officer, SHESRA
31. Association of Universities and Colleges of Canada	Mrs. Kethline GAROUTE	Program Manager
32. PLAN:NET Ltd	Mr. Corin CHATER	Consultant and Workshop Facilitator