

PRE – CONFERENCE

ABSTRACTS

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GOVERNMENT RELATIONS IN**

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Challenges in Building Bridges with the Ethiopian Textile and Garment Industry

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ABSTRACT

Bahirdar University is the only university in Ethiopia offering a degree in textile engineering. Hence most of the key posts in the Ethiopian textile and garment sector are occupied by our graduates. In spite of this the university and the industry do not see eye-to-eye on development and progress matters. They are trying to achieve similar goals by vastly different methods. This paper attempts to bring the two together. In the process it identifies the broad areas of collaboration. Some of the prime areas are consultancy, capacity utilization, funded research and student attachments. The university has experienced staff whose technical knowledge can be applied by the industry to solve real-life problems. The modern laboratory facilities of the university should be used by the industry on a commercial basis to check and confirm product and raw material quality. Industry can encourage primary and applied research at the university by funding the projects. They can also contribute by taking responsibility for certain sections and providing and maintaining the necessary machines or equipment. Summer attachments and on site projects will enable students to get hands on experience and the industry to evaluate potential employees without any commitments.

The paper looks at the problems associated with implementing the above mentioned collaborations. The industry is reluctant to involve intellectuals in its day-to-day problems. A co-operative effort to enhance the industry as a whole is missing. The government has a vital role in revising this ideology. As most of the industries are owned or operated by the government, a strong directive from the government will pave the way for implementing the collaboration efforts. This directive should include both administrative and financial support. In conclusion we can foresee a future where the industry and university join hands for the betterment of the nation and the economy as a whole.

Belay Kassa

**Agricultural Research and Extension in Ethiopian
Institutions of Higher Education with Particular
Emphasis on Alemaya University**

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ABSTRACT

The Ethiopian economy is predominantly agricultural. Consistently, over 45% of the GDP and over 90% of exportable commodities are accounted for by the agricultural sector. Moreover, this sector provides employment for about 85% of the labour force. However, Ethiopian agriculture is characterized by very low productivity. The average grain yield for various crops is less than 1 tonne per hectare. The animal production sub-sector experiences decreasing productivity as a result of poor management systems, shortage of feed and inadequate health-care services. The low productivity of the agricultural sector has made it difficult to attain food self-sufficiency at the national level. One of the major obstacles to the rapid development of the agricultural sector in Ethiopia is the scarcity of skilled and experienced labour. It is also widely believed that the poor research-extension-education linkage is partly responsible for the current low level of agricultural productivity. The absence of effective linkage has been cited repeatedly as one of the major problems in the Ethiopian agricultural education, research and extension systems. There had been no fora where this linkage problem had not been raised as a result of which it has become a concern among policy makers, researchers, development workers and funding organizations.

Agricultural institutions of higher education have made contribution to the agricultural sector through training high level agricultural professionals, enhancement of indigenous research capability and generation and dissemination of technologies. Available evidence shows that the number of graduates from agricultural institutions of higher education is very small compared with the country's demand for qualified agricultural professionals. It is, however, public knowledge that these few graduates have been playing leading roles in the agricultural education, research and extension endeavours of the country.

This paper addresses issues of agricultural research and extension in Ethiopian institutions of higher education. At present, higher education in agriculture and related fields is offered in five of the nine Universities in the country. Even though the Agricultural Technical and Vocational Education and Training Centres (AgTVET) are involved in training future development agents, the fact that their training programmes are different from those offered by universities and that they are of recent origin with very limited research and outreach programs, were used as reasons to exclude them from the present study. Therefore, a deliberate choice was made to evaluate the achievements and weaknesses of agricultural institutions of higher education in terms of research and extension.

The objectives of the paper are to:

- review the historical development of high-level agricultural manpower training, agricultural research and extension in Ethiopia;
- examine the linkage of higher education in agriculture with research and extension;
- assess weaknesses of higher level agricultural education, research and extension systems;
- identify future challenges for higher level agricultural education, research and extension systems; and
- summarize the main empirical findings and draw appropriate conclusions.

Daniel Zergaw

Community Based Practical Education activities of Faculty of Health Sciences at Haromaya University

Daniel Zergaw

ABSTRACT

As key implementer of the Government's Rural centered social, economic and health development policy, the Faculty of Health Sciences established at Haromaya University has adopted and strictly follows community based, task oriented, problem solving and team approach which is implemented in three phases:

- In-campus training:- theoretical knowledge in classrooms, laboratories, demonstration rooms, sanitation workshops, etc.;
- Community Based Training Practice (CBTP):- application of the theoretical knowledge in problem solving and team approach activities in communities and health facilities; and internship (for health officers) and
- Team training program (TTP) for all categories of students for about 2 months.

This approach has twofold advantages.

- for the students, who get hands on practical training while they work and practice with in the community/ appreciating the problems and cultural values and norms of the society and
- benefiting the community in areas of health when the students provide basic and community based health care.

The faculty has graduated health professionals from its four programs, Public Health officers, Public Health Nurses, Medical Laboratory Technicians and Environmental health technicians.

The presentation describes how the different communities have benefited from the activities of the Faculty.

Haileleul Zeleke Abinet G. Kidan

Entrepreneurial University: Adama University in Focus

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ABSTRACT

This paper describes the qualities of an entrepreneurial university in the Ethiopian context where opportunities are immense and entrepreneurs are scarce. The paper takes Adama University as a working example. In this young University, there are opportunities both in side and out side. Outside the University, triple helix has not been formed with the companies nearby and the local government. Innovative ideas have not solved the problems facing the industries or the local government.

Inside the University, the management members are excessively busy with grooming and feeding the students. Some cannot even rent out the land, trucks or the hall to subsidize or generate income.

Traditional ways have helped us maintain the tradition. Innovative ways are rare! Conservative methods also helped us throne rules and guidelines ...Old Copied Curriculum. Traditional Lecturers! Conservative methods also helped us conserve conservatism. For years, we stood still amidst poverty and darkness. Creatively Stagnant! However, since we are exposed to changes, we need to face these challenging changes creatively.

Our old and traditional universities have produced both traditional and innovative graduates. That has been a rare combination: Innovative and conservative!! But, now both the new and the old have faced problems related to:

- Mushrooming student populations
- Critical shortage of facilities and innovative lecturers
- Stiff competition with the private higher education providers
- Demanding students
- Money-seeking and “entrepreneurial” staffs
- Quality of education vs. Massification.
- Globalization

Amidst these huge challenges, there are ample opportunities in Adama University of this virgin land. In this virgin and holy land, an entrepreneurial president of a University knows those opportunities creatively. The traditional and managerial president conserves the old curriculum, with out responding to the demands!! The demands of the crying and

hungry people! The entrepreneurial leader creates an entrepreneurial university. This is because “entrepreneurship is the search for change, responding to change, and exploiting it as an opportunity”. It is innovation. The president pursues opportunities regardless of the resources controlled. He is outside the office searching opportunities creatively.

In this case study, a descriptive analysis is made to justify that Adama University can be one of the future Entrepreneurial Universities.

Kasirim Nwuke

**PRIVATE PROVISION OF HIGHER
EDUCATION IN ETHIOPIA: Confronting the Twin
Challenges of
Quality Assurance and Improved Access**

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ABSTRACT

Since the overthrow of the Derg in 1991, the government of the Federal Democratic Republic of Ethiopia has embarked on a number of far-reaching reforms of the higher education sector. These reforms have been driven by the increasingly sophisticated demand of both the public and expanding private sector for high quality employees and the changing context of international competition. The years of civil war did not permit for focused attention on the sector.

The key elements of these reforms are: expansion in access; addressing the geographical distribution of access, improving quality, and encouraging competition in the provision of higher education by allowing private provision. Since these reforms were enacted, the private higher education sector has grown significantly, providing both enhanced access and diversification of higher education curricula. However, there has been little analysis of the growing private provision of higher education on access and quality.

This paper addresses that problem. The paper begins by characterizing the private higher education sector in Ethiopia, noting that the sector has grown in recent times driven by two important factors: pressures on the exchequer, the growing demand for higher education and a highly skilled workforce in the context of globalization. It then proposes a framework (a model) to assess the likely consequence of the growing private provision sector on quality. Based on the analysis, the paper shows that the increase in the number of private providers could result in the short-term, in a fall in the average quality of higher education graduates. It also shows that if participation in higher education is a function of household income, then expansion of the sector through private provision is unlikely to result in improved access for the poor. The paper concludes with a number of recommendations to improve access for the poor and to assure quality.

Kwabia Boateng

**Accelerating Economic Growth: The Human
Resource Perspective**

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ABSTRACT

Growth theory has long established that investment in human capital provides not only the larger but also more stable and robust contribution to national growth and development, than, say, investment in physical capital. Unfortunately, development approaches in Africa, especially in the past two decades or so, have tended to minimize human capital issues, except in reference to basic education and access to basic health care. The presentation analyses the strategic weaknesses of PRSs; outlines the role of skills in growth, and the methodology for tracking changes in skills content of jobs, with the view to facilitating the adoption of a growth strategy based on skills enhancement in production, income distribution and consumption.

Mekonen Ayana

An Overview of Research Activities in Arba Minch University: Contributions to Effective Irrigation Water Management

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ABSTRACT

The present Arba Minch University was transformed from Water Technology Institute to full-fledged university on June 5, 2004. Since its establishment in 1986 up to the inauguration of the present university the then water technology Institute has contributed significantly to human resources capacity building and research in the water sector. The university has so far 57 completed, 35 ongoing and 5 new research and project studies. The majority of the researches are focusing on the soil erosion and sedimentation problems in Lake Abaya Chamo drainage basin in the southern Rift Valley of Ethiopia, irrigation water management and natural resources conservation, which are still the priority areas of the university's applied research program. The university uses annual symposia and proceedings, water journal, seminars and training programs to disseminate its research results.

There are low-cost irrigation water management technologies tested, demonstrated and disseminated to the users around the southern region. It is believed that these technologies can contribute to the food security and poverty reduction endeavors of the country and hence need to be further extended to the other parts of the country.

Yared Fekade

**The Triple Helix Paradigm for Development:
Strategies for Cooperation and Exchange of Good
Practice**

Contribution of the Engineering Capacity Building Programme (ECBP)
Presented by Yared Fekade, Programme Officer
ECBP, Private Sector and Business Development Component

ABSTRACT

The Triple Helix Model focuses on innovation through the establishment of new networks within a region, with universities, the private sector and the government as major players to be interwoven in order to contribute to the emergence or renewal of high-tech complexes and the creation and organization of new industrial sectors. Academic-industry-government cooperation is to be shaped in accordance with the demand and the challenges of the global knowledge economy.

With respect to international development cooperation and its overall goal to alleviate poverty, knowledge and its proper management – on the one hand – is the main key, which also has led to a new paradigm of cooperation. On the other hand, technology transfer can only be successful on the basis of respective capacity development. In this context, between the scope of the triple helix concept and the major challenge of sustainable development, particularly in the African continent, there still seems to be quite a gap that needs to be bridged.

The ECBP contribution aims to introduce the particular GTZ knowledge management approach, some best practices of the German Technical Cooperation Agency (GTZ) in the field of “Promotion of technology and innovation” in a developmental context, as well as the ongoing development cooperation “Engineering Capacity Building Program” (ECBP) in Ethiopia, which may be considered as a multi-sectoral approach combining university, the private sector and the Government of Ethiopia, and thus be an example of translating the spirit of Triple Helix into concrete efforts towards sustainable development.

Yohannes Woldetensae

**University-Industry Linkage for Promoting Quality
Higher Education in Ethiopia**

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ABSTRACT

According to the Education Sector Development Program, one of the main goals of higher education in Ethiopia is to develop responsible and competent citizens who meet the quantitative and qualitative demand for a high-level trained labor force based on the socio-economic development needs of the country. As the economic development of a country is correlated with the quality of higher education in that country, the concern for quality and the need to assure it is expected to be a major issue in the Ethiopian higher education system. In assuring quality, a key area is the employability of graduates and the quality of the learning that they bring to the workplace. This is one measure of the relevance of educational outcomes to the development needs of Ethiopia. A good relationship and cooperation between higher education institutions and the industry is essential to assure that students graduating from degree programs will possess relevant knowledge and skills to be successful in the work place and to meet the expectations of employers and other stakeholders. The paper discusses some aspects of University-Industry linkage that might help to promote the quality of higher education in Ethiopia.