African Doctoral and Masters Academic Society

A Knowledge Exchange Model to Develop the Capacity of Universities

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CODESRIA

African Doctoral and Masters Academic Society

This is a Research Report from

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Ethiopian Doctoral and Masters Academy (EDMA) members

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African Doctoral and Masters Academic Society

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Foreword

In introducing the work of GKEN (Global Knowledge Exchange Network) to various stakeholder groups including the African knowledge Diaspora, our intention was discussing the future – not the past. It is not about mistakes; it is about corrections. It is not about who is wrong and who is right. It is about lessons learned. It is not about failed duties, it is about paying back to our own people in Africa. It is not about brain drain, it is about reversing it.

The long-term objective of GKEN is therefore, to coordinate and channel the resources, expertise and creativity of Africans in the Diaspora toward development efforts in the mother Africa via an innovative knowledge exchange model that can be used to develop the capacity of universities and, ultimately, an African Doctoral and Masters Academic Society (ADMAS).

GKEN was thus established to contribute towards development efforts in Africa by mobilising, coordinating and channelling the learned Africans and friends of Africa professionals. In addition to the programmes that it runs in support of this mandate, GKEN has been working hard to connect all the knowledge nodes (e.g. academics, researchers and practitioners and research candidates) of those who are outside Africa with those at home in order not to transfer knowledge but to exchange knowledge and share experiences with the aim of finding appropriate mechanisms that can contribute to the capacity building efforts of African universities.

To this end, it may be recalled that GKEN hosted its first conference under the title of "Unlocking the potential: The challenges of communicating and exchanging knowledge" at London South Bank University in September 2011. GKEN, therefore, sought for a mechanism to connect all the nodes by initially linking Africans and friends of Africa professional volunteers residing in the UK to help address the challenges of African higher education using Ethiopia as an example. As a result, GKEN has taken the first step and embarked on a unique initiative, namely, the Ethiopian Doctoral and Masters Academy (EDMA). This we have pilot tested by mobilising 75 professional volunteers to act as an external

co-supervisors and/or mentors to assist 150 post-graduate research candidates with their research project and thesis from Jimma University in Ethiopia.

Since then, the EDMA noble work has inspired many stakeholder groups by increasing awareness among the wider African knowledge and other development workers within and outside Africa about the positive contribution the African Diaspora communities can make to help increase research capacity, knowledge production and, ultimately, prepare future generations of African scholars by supporting post-graduate candidates from various academic disciplines. The work of EDMA was not only limited to external co-supervision and/or mentoring of post-graduate candidates but was also systematically and pragmatically extended for further collaborative partnerships with local universities to include:

- Short-term, summer / block teaching and research visits;
- Organising seminars, workshops and conferences and;
- Partnerships and collaborations on research projects (virtually and in-person) and;
- External examiners; course validation and curriculum reviews.

The knowledge exchange and experience sharing initial work of EDMA, which GKEN started in Ethiopia, could be summarised into two elements. That:

1. there was a clear role for the African knowledge Diasporas in the capacity building efforts of Africa; and,
2. the African Diasporas and friends of Africa are not just willing but ready to actively participate in capacity building efforts in Africa.
3. however, the work of GKEN also raised various more lingering questions, including:
4. what mechanisms are available – in both home and host countries – to facilitate Diaspora engagement?
5. how can the work of EDMA be scaled up to create an impact to the wider African continent?

In presenting this final report, it is our hope that CODESRIA and other concerned institutions will establish how the noble cause of knowledge exchange and experience sharing model can be used to develop the capacity of universities and ultimately develop an African Doctoral and Masters Academic Society (ADMAS). It is also our hope that this evidence-based research, which encompasses studies from a wide range of stakeholder groups that impact on Diaspora engagement in home countries (Ethiopia and Nigeria) capacity development, will find valuable information and evidence on how best to utilise the untapped African knowledge of the Diaspora to help address the pressing shortage of qualified academics in most African universities.

We do also hope that the governments of Ethiopia and Nigeria, as well as the host country, UK, will find the proposed ADMAS knowledge exchange and experience sharing model a valuable tool for facilitating the knowledge exchange and skills-transfer to help build the research capacity of African academic institutions and to ultimately assist in imbuing and shaping the younger African scholars. Moreover, we also hope that this study will open avenues of cooperation for the common good between Diaspora members, their host countries and their countries of origin, with the support of relevant Pan African organisations such as CODESRIA, the African Union and national governments and other international bodies in order to genuinely address the shortage of qualified academic staff in African universities, especially regarding postgraduate studies in both natural and social sciences.

Executive Summary

This final report reflects on research on the problems in selected African Universities in Ethiopia and Nigeria regarding postgraduate studies, research and the shortage of qualified academic staff. It also provides a critical review of the mechanisms established to facilitate Diaspora engagement in African development in general, and Ethiopia and Nigeria in particular.

There are various definitions of the term "Diaspora". They include: "any person who lives and works outside the shores of his home country". The International Organisation for Migration (IOM) defines Diaspora as members of ethnic and national communities who have left, but maintain links with their homeland. In the past 50 years, the number of people living outside their countries of origin has doubled from about 120 million to 200 million and constitutes an appreciable number of world populations.

Africans in the Diaspora have both the capacity and will to take part meaningfully in the economic, social and political revival of the African continent. An optimal realisation of the African Diaspora's potential as a full-fledged partner in the continent's development efforts requires, *inter alia*, that appropriate policies and programmes be devised and carried out. In this regard, the many recent initiatives seeking to facilitate Diaspora engagement in Africa prove a growing awareness of the considerable asset for development that Africa possesses in its Diaspora. However, there remain important gaps in current policies and practices that need to be addressed by all relevant stakeholders if the promise of the "Diaspora option" is to translate into a significant and sustainable engagement of the African Diaspora, with an appreciable impact on African development.

The AU (African Union) has been at the forefront of continental initiatives to formally involve Diaspora Africans in developments in Africa. This started with its historic recognition of the Diaspora as an integral part of the continent and led on to its official designation of the African Diaspora as the "Sixth Region" of the African Union, alongside North, South, East, West and Central Africa in

2003. Furthermore, considerations related to Diaspora engagement are woven throughout the African Union's various programmes, as the organisation seeks to translate its mission into effective operations. However, the time has come for the African Union to go beyond supportive declarations and statements and take the leadership – at a continental level – in terms of putting in place concrete mechanisms that will enable a larger and more fruitful Diaspora engagement in Africa. In this regard, the recent establishment of a Diaspora Division in the structure of the AU is a welcome development, provided it results in practical programmes that will allow for the application of African capital, knowledge and skills abroad to development efforts on the continent. Other Pan-African bodies such as the New Partnership for Africa's Development (NEPAD); the United Nations Economic Commission for Africa (UN-ECA) and Council for Development of Social Science Research in Africa (CODESRIA) also need to adopt a more systematic approach to enabling Diaspora engagement in Africa.

As evidenced by the work of Global Knowledge Exchange Network (GKEN) and its educational wing, EDMA (Ethiopian Doctoral and Masters Academy) initiatives, Africans in the Diaspora have both the capacity and the will to take part meaningfully in the economic, social and political revival of their continent of origin. An optimal realisation of the African Diaspora's potential as a full-fledged partner in the continent's development efforts, especially in the education sector, requires, *inter alia,* that the appropriate policies and programmes be devised and carried out.

In this regard, the many recent initiatives seeking to facilitate Diaspora engagement in Africa proved a growing awareness of the considerable asset for development that Africa possesses in its Diaspora. However, there remains important gaps in current policies and practices that need to be addressed by all relevant stakeholders if the promise of "tapping on the Diaspora intellectuals" is to translate into a significant and sustainable engagement of the African Diaspora – specially to support the teaching of higher education and to strengthen the linkages between African academics in the Diaspora and African universities with an appreciable impact on African development.

At a national level, African governments are greatly increasing incentives to attract their citizens abroad to contribute to capacity building in their homelands.

The case study of Ethiopia reveals a wide range of measures taken to facilitate participation by its Diaspora in national growth efforts. These include:

- The establishment, within two Ethiopian federal ministries, of departments dedicated to attracting, and cooperating with, the Diaspora;

- Activities seeking to bring into the mainstream Diaspora-related issues at various levels of government, including the creation of regional Diaspora offices;
- Efforts to establish direct communication links between the government and the Diaspora, notably through visits by officials to meet with Diaspora Ethiopians;
- A revamped role for Ethiopian missions abroad, now expressly charged with community outreach and constituency building responsibilities;
- The granting of the Person of Ethiopian Origin Identity Card, giving Ethiopians who hold foreign citizenship practically the same rights and privileges as an Ethiopian citizen;
- The right for permanent returnees to import personal belongings free of duty;
- The right for non-resident Ethiopians to open foreign currency accounts;
- The amendment of the Investment Code lowering barriers to investment for both Diaspora Ethiopians and other foreign investors, and providing particularly attractive incentives to those investing in priority sectors; and
- Reform of the banking/remittance transfer sector in order to improve the operations of the formal remittance transfer system in Ethiopia by reducing costs and increasing access to cost-effective, reliable, and fast services.

While the political will of the Government of Ethiopia to engage its Diaspora in national development efforts, as well as its initiatives in this respect, are highly laudable – especially considering financial limits – there remain important weaknesses. Suggestions to improve existing measures include:

- A clear policy, widely communicated, that will engage the Ethiopian Diaspora comprehensively, and will serve to focus the government's Diaspora related activities;
- Targeted strategies and programmes to attract different segments of the Diaspora, supported, inter alia, by expanded efforts at data collection;
- The establishment of a Diaspora office at a level higher than that of a department within a ministry, which would be instrumental in raising the profile accorded the Diaspora, as well as streamlining policies and programmes designed to channel Diaspora resources;
- Provision of clear, accurate and timely information on relevant mechanisms as well as on local conditions and opportunities. The lack of such information remains an important barrier to the engagement of Diaspora Ethiopians. This matter should be urgently addressed, giving special attention to the potential of the Internet for effective communication;
- Strengthened efforts in public relations, including moves to improve government Diaspora relations as well as to bring Diaspora issues to the forefront among local populations and institutions;

- Development of policies and instruments to improve the use of remittances for productive investments;
- Further efforts to alleviate the bureaucratic burden;
- Regular evaluation of Diaspora-related activities, to assess their effectiveness and to fine-tune policies and strategies to engage the Diaspora; and
- Full acknowledgement and support of Diaspora contributions.

While countries have adopted and applied specific definitions to guide their Diaspora policies, the Nigeria Government has adopted a broader understanding of Diaspora for its application. Government thus broadly conceives and recognises Diaspora on two levels: The first has to do with people of Nigerian descent who live and work abroad and have interest in contributing to the socio-economic, political, technological and industrial development of Nigeria. It is important to note that the relationship is not, however, one-sided. Just as the designated category of Nigerians stands to enhance development in the homeland, Nigeria also recognises the mutuality of the relationship and is also committed to a responsibility towards the well-being and development of its Diaspora. The second category designates members of Historic African Diaspora. These are people of African descent living in other continents in the Americas, Europe, Asia and Australia and whose History of migration antedates colonisation.

It is estimated that there are about 15 to 17 million Nigerians in the Diaspora (*Nigeria Diaspora.com*). It is also on record that the Nigerian communities abroad are among the best educated and relatively affluent of the immigrant population.

According to the Nigerian Policy document on Diaspora, "the Diasporas have continued to play a key role in the development of their home countries. With remittances, Nigerians in the Diaspora have shown their importance as a viable economic force. Nigeria receives the largest inflow of remittances in Sub-Saharan Africa with 65 per cent of its total and 2 per cent of global inflow. In 2012, Nigeria was ranked as the 5th largest remittance receiving developing country in the world with an estimate of US$21 Billion". The need to engage the Nigerian Diaspora was based on the recognition of the huge human capital and resources of the Diaspora as a major contributor to national development. There is also the realisation that some countries, notably India, China, Pakistan, Mexico and the Philippines, have successfully utilised their Diaspora for rapid development.

Government has come to recognise the importance of mobilising and engaging Nigerians in the Diaspora as strategic partners in the national development process. Under President Olusegun Obasanjo, Government encouraged the establishment of the Nigerians in the Diaspora Organisation (NIDO). NIDO was set up to serve

as an umbrella organisation of all Nigerians abroad and a vehicle through which Nigerians in the Diaspora could be mobilised to participate in the development process. As part of the effort to provide an institutional framework for involving the Diaspora in the affairs of the country, in 2016, the Government of President Muhammadu Buhari created the office of The Senior Special Adviser to the President on Foreign Affairs and Diaspora at the Office of the Special Assistant to the President on Foreign Affairs and Diaspora (OSSAPFAD). The office has now been upgraded to Nigeria Diaspora Commission (NiDCOM) with a CEO/Chief Executive as the Head. The office has the responsibility to directly coordinate Diaspora matters for the facilitation of engagement with Diaspora to actualise mutual development processes in the homeland and the Diaspora.

For Diaspora groups and individuals to take part effectively in home-country development activities, not only must factors related to their countries of origin be favourable, but the host countries' attitudes must also be supportive. An examination of United Kingdom (UK), as host to many African Diaspora communities, has uncovered an increasing awareness of the contribution that Diaspora communities in UK may make – and already are making – to capacity development in poorer countries of the world. However, measures by governmental and non-governmental organisations to support current Diaspora initiatives remain woefully inadequate and, in the case of Africa, practically non-existent.

The role of UK-based African Diasporas in the development efforts of their countries of origin deserves much larger consideration in the UK government's Department for International Development (DFID) international cooperation policy and practices than it has thus far received. If adequate mechanisms within UK's international aid structure were put in place, the benefits of Diaspora engagement could be immense, for UK as well as for African countries.

In this regard, suggestions for consideration by the UK Government – and, where applicable, other players in the UK international development sector – include:

- Increased promotion and financial support of Diaspora related research;
- Provision of financial and organisational support to development-oriented Diaspora organisations that would enable them to build their internal and external capacity;
- Measures to place Diaspora participation in the mainstream of international aid projects;
- Efforts to remove barriers to mobility faced by skilled and qualified British citizens of African origin who may be interested in assignments in their home countries on a short or long-term basis;

- Creation of programmes that would lead to such skill transfer assignments;
- Redoubled efforts to integrate members of Diaspora communities more functionally in British life, and especially in the professional market; and,
- Measures to simplify remittance transfers as well as increase their use in productive investments.

International organisations – notably the International Organisation for Migration – have instituted programmes to channel Diaspora resources to Africa and other developing areas. However, largely due to financial constraints, these programmes are not as extensive as they need to be in order to ensure significant engagement. These points to the need for bilateral and multilateral donors to go beyond the promises made at conferences and provide the means that would enable the translation of their stated goodwill into concrete actions.

While it is clearly the responsibility of home and host country institutions, in partnership with relevant international organisations, to design and implement appropriate mechanisms that would enable the African Diaspora to realise its potential as a full-fledged development partner on the African continent, Diaspora communities also have a crucial role to play.

They, therefore, need to increase their visibility so as to improve their standing in the mainstream of international development, as well as ensuring the relevance of their activities to local needs.

Diaspora engagement is not a cure-all for Africa's challenges. Nevertheless, if properly harnessed and effectively exploited, it offers an opportunity for innovative partnerships between Diaspora Africans and their local counterparts for a real and sustainable African development. This requires the genuine and full collaboration of all stakeholders. The African continent can ill afford to overlook its resources in the Diaspora as it seeks to turn its fortunes around. And, considering the dismal failure of traditional post-colonial development efforts in Africa, neither can international organisations and donor governments that purport to support African development.

Acknowledgements

This research project was made possible with support of the Council for the Development of Social Science Research in Africa (CODESRIA), currently the leading Pan African Social Science Council helping African universities to address problems regarding postgraduate studies, research and the shortage of qualified academic staff.

This final report details how the noble cause of knowledge exchange and experience sharing via an appropriate knowledge exchange model can be used to develop the capacity of universities and, ultimately, an African Doctoral and Masters Academic Society (ADMAS).

At a time when the contribution of African knowledge Diaspora's to their own continent of origin was almost unknown, we were lucky to have found Global Knowledge Exchange Network (GKEN) members with insight and full of challenging ideas. The role played by GKEN in bringing African and friends of Africa diaspora voice to CODESRIA, and beyond, can, therefore, not be overstated.

Also, through GKEN and its academic wing i.e. Ethiopian Doctoral & Masters Academy (EDMA) which was established in the UK in 2014 to help improve the quality of education in Africa using Ethiopia as a case in point, we were able to generate ideas and practices and initiate dialogue on the very concept of knowledge exchange (not knowledge transfer) at different local and global forums.

The key part of this CODESRIA sponsored research project was conducted in Ethiopia, Nigeria and in the host country United Kingdom, where we benefited enormously from the time, openness and help of many stakeholder groups. In this regard, we would especially like to thank the Senior Management and the University Board of Jimma University in Ethiopia and Tai Solarin University of Education in Nigeria. We are also very grateful for the university staff members at the aforementioned universities and other universities in UK such as London South Bank University and Queen Mary University of London for their

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Hailu Hagos (PhD, MSc, BA) Executive Director of WHEAT Mentor Support Trust [www.wheatmentorsupport.org.uk] and Member of Global Knowledge Exchange Network -GKEN in charge of training and mentorship [www.gken.uk] managed a Gold Star project of the Renewal RAMP Mentoring Service for over 6 years before he moved to his own charitable organisation – WHEAT Mentor Support Trust which he established in 1996. Before he came to the United Kingdom in September 1988 on a postgraduate programme he worked as a tutor, schoolteacher, management trainer and training coordinator for a total of 9 years of which the last 5 years were with the Ethiopian Management Institute. After receiving his Masters in Human Resources Development and PhD in Education both from the University of Manchester he worked in different managerial capacities for several organisations namely the UK Refugee Council, Birkbeck College, University of London, Workforce Academy, Time Bank, Haringey Refugee Consortium, Refugee and Migrant Project (RAMP) and now WHEAT Mentor Support Trust in research & development projects as well as setting up mentoring schemes.

Kaolat Oluwafemi Odunaike holds a Ph.D in Business Administration but before possesses NCE (Business Studies, double major), HND (Business Administration and Management, Bsc. Ed. Business Education, Masters in Business Administration. She retired as a Senior Lecturer at Tai Solarin University of Education (TASUED), Ijagun via Ijebu-Ode in Ogun in the Department of Business Education in 2019. While at TASUED, she served in different capacities among which are Sub-Dean College of Applied and Vocational Technology, Head of Department, Vocational and Technical Education, Business Education, Deputy Director, Center for Part-time and External Programmes, and Director, Distance Learning Programme. Dr Odunaike belongs to Professional Associations both locally and Internationally amongst which are Business Educators of Nigeria (ABEN), International Federation of University Women (IFUW) now Graduate Women International (GWI), Third World Organization for Women in Science (TWOWS), Nigerian Institute of Management (MNIM) Global Knowledge Exchange Network GKEN), and Volunteer member of Ethiopia Doctoral and Master Academy (EDMA) as well as many others. She was the Chairman Ogun State Chapter of ABEN between 2013 and 2016. Her areas of interest are Entrepreneurial Education, Economic Development, Poverty Alleviation, Leadership and Women Empowerment.

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Introduction

The African higher education sector faces major challenges that cannot be ignored. "The current state of graduate education in sub-Saharan Africa overall can rightly be described as in crisis, a consequence of the impact of past and present challenges that have faced higher education in the region since the 1970s. Graduate education in Sub-Saharan Africa was, for the most part, left out of the development of African higher education." (Hayward and Ncayiyana 2014:1). Selesho and Naile (2014:1) observe "The shortage of academic staff and the failure of Universities to retain quality academic staff continue to be crucial to the changing prospects and potentials of knowledge formation and learning."

There are stark anecdotal evidence and statistics that demonstrate the current crisis in African higher education. Sub-Saharan University enrolments increased from less than 200,000 in 1970 to the current estimate of 10 million and in the last few years, the demand for admission to graduate programmes has surged, and such programmes have proliferated in the region (Hayward and Ncayiyana, 2014). For example, it has been reported that the number of professors working in Kenya's seven older public universities has risen by 11 per cent over three years while student numbers have soared by 56 per cent, highlighting the challenge the country faces in matching enrolments with lecturers (Ng'ang'a 2013).

Many African countries face a major crisis as a result of brain drain. Around 80 per cent of Ethiopia's medical doctors leave the country every year. Consequently, more Ethiopian doctors work in the United States than in Ethiopia, and a third to a half of all graduating doctors in South Africa also move to the Western countries such as USA, the UK and Canada at a huge annual cost to the country of origin (USAID 2014). Besides addressing the causes of brain drain, as Kotecha (2011) rightly states, the urgent need for growth in doctoral graduates has been

well recognised, and Universities are investing in tackling the overall shortage of doctoral graduates amongst the ranks of academics. Increasing the pool of academics with doctoral qualifications is crucial to preparing the next generation of academic staff. One way of addressing the high education crisis in Africa is to encourage the so called "brain gain", enabling African migrant scholars to remain and contribute to the development of the continent.

Tessema, (2009) sums up the dilemmas caused by the expansion of Ethiopian Universities. He acknowledges that there have been significant increases in the number of universities and student enrolments in the last 15 years in the country. The numerical gains have brought forth improved access to higher education, diversified fields of study and opened opportunities to pursue higher degrees to a significant number of students. Moreover, the opportunities created for university staff include increased job security and positions in the university leadership and scholarships for PhD degrees. Nonetheless, massification has worsened working conditions for university teaching staff. Their work load has increased and a managerialist culture has developed that measures teaching against instrumental outcomes, resulting in a sense of de-professionalisation and deskilling among staff as they are disconnected from professional knowledge, skills and attitudes due to heavy teaching loads.

One solution to this could be that better conditions of service have to be put in place in Universities; these improved conditions will not only attract better staff but will also retain the best brain in the industry. Also, in order to combat brain-drain in universities, academic staff should be motivated through enhanced salary packages and better conditions of service, as Abiodun-Oyebanji (2012) correctly argues.

There is strong evidence suggesting that a large number of Africans all over the world attained hallmarks of excellence in their respective fields of specialisation and many have made significant contributions to scientific research and innovation in the country of their origin and also across many other countries. However, this valuable resource has not been organised and harnessed in a systematic way in order to make a meaningful contribution to their country of origin capacity development efforts.

It is in light of this consideration that we are proposing to undertake research and network development to facilitate the establishment of an African Doctoral and Masters Academic Society (ADMA) in relation to such concept as brain gain.

ADMAS will enhance Diaspora engagement in the wider African capacity development effort using Nigerian and Ethiopian knowledge exchange initiatives to connect the knowledge workers (i.e. academics, researchers and practitioners)

who are abroad to those who are at home. We define knowledge exchange as a process where skills and insights are jointly created and shared as opposed to knowledge and skills being transferred from one individual or group to the other. In the knowledge exchange, all stakeholders are equal and active participants rather than one side being a producer and the other party becoming a consumer.

We have planned to build on our achievement scored by our initiative called the Ethiopian Doctoral and Masters Academy (EDMA), a scheme we launched to tackle a shortage of academic staff in Ethiopian Universities. In short, EDMA will be expanded to ADMAS. Through ADMAS, we will carry out all the necessary research and present our findings that will encompass studies from a wide range of fields that impact on Diaspora engagement in both countries (Nigeria and Ethiopia) with their capacity development effort. It is, therefore, our hope that the Diaspora communities who are interested in contributing their knowledge and skills will find valuable evidence-based information that would help them to do so, as will the Governments of Nigeria and Ethiopia in their efforts to refine their Diaspora engagement strategies and plans.

It is also our wish that host countries such as the United Kingdom will also find valuable information to enable them facilitate the contribution of their Diaspora citizens towards the development of their countries of origin. This research will also open avenues of cooperation for the common good between Diaspora members, their host countries and their countries of origin, with the support of relevant African and international organisations. The project will also deliver relevant training both to masters and doctoral candidates as well as academic staff in African and overseas based universities on the principles of knowledge exchange, as opposite to knowledge and skills transfer from the political North to the South. Therefore, both Diaspora scholars and the Nigerian and Ethiopian academics will have the opportunities to share their knowledge through face-to-face meetings, computer conferences, joint research and publications, e-learning portals and various interactions with colleagues and audiences in the north and south.

The Need for this Research

A number of challenges such as staff shortage, quality of education and gender gaps in Africa's higher education need to be addressed. The universities and other tertiary institutions in Nigeria were in a state of advanced decay with most of the teaching staff leaving the country in droves in search of greener pastures abroad. Apart from the impact of inadequate funding on the quality of the teaching and learning process in our institute of higher education, students support is now

inadequate. The number of students from poor and disadvantaged background attending our higher institutions has become insignificant. The funding of higher education has been regressive over the years (Afolayan 2015).

A 2014 survey conducted by Mohamedbhai found that between 51 per cent and 63 per cent of Africa graduates were found to be 'half-baked', 'unfit for jobs' and 'lacking job market skills' (Mohamedbhai 2014). The worst records were in Uganda (63 per cent) and Tanzania (61 per cent). Similarly, in Nigeria, the accreditation of several academic departments in over 20 universities was withdrawn by the national regulatory body in 2010, the accreditation of several academic departments in over 20 universities was withdrawn by the national regulatory body, the National Universities Commission, on grounds of lack of infrastructure and suitably qualified academic staff. In 2011, this decree was later rescinded by the High Court in 2008 and the Board ordered to register the 3000 graduates.

The author rightly concludes that at a time when great efforts are being made to increase student enrolments in higher education in Africa and when the acute shortage of highly skilled human resources is proving to be a handicap to growth and development, there is need, therefore, for rigorous research to address these difficulties effectively and efficiently.

There is evidence that most African Universities plan to increase their staff numbers with PhDs with some governments setting clear directives. For example, The Nigerian National Universities Commission asserts that all academic staff members who are involved in teaching Masters and PhDs must hold a PhD themselves. Zimbabwe aims to achieve this by 2015 and Ethiopia's ambition is for 25 per cent of lecturers to hold a PhD and 75 per cent a Masters by the same year. (Hatle 2013). Partly being alarmed by the fact that the average age of academics at South African universities is about 55 years, which means if the government/ Universities do not do something drastic, the implications are that the country will run short of academics as is being experienced already. The lack of scholars with PhDs has implications for the quality of education at Universities and in response to the problem, the South African Government sets aside 169 million Rand to tackle academic staff shortages (SAPA 2014).

The acute shortages of qualified academic staff in Nigerian and Ethiopian Universities call for an integrated action by the Diaspora academics and the respective universities of the two countries. Higher education institutions in Nigeria, for example, are confronted with several complex challenges. It is a combination of limited access, increasing costs, dwindling funding, decreasing quality, and inflexibility in course selection (Oladipo, Adeosun, and Oni 2009). An

educated citizenry is crucial to the social, political, economic and cultural vitality of the communities and country as a whole. Struggling economies, outdated academic equipment and obsolete organisational structures are among the issues facing university education in Nigeria today. Perhaps the most formidable task confronting higher education in Nigeria is to articulate the triple relationship between the mission of the university and the specific needs of the university's political, social, economic and cultural environments, and the characteristics of a rapidly changing world (Ogu 2008). Nigeria's tertiary student numbers nearly doubled to 1.3 million during the six-year period (MacGregor 2008). After studying the situations among 10 Nigerian universities, Babatope (2010) and Ubogu (2011) conclude that the financial support to the universities was not adequate, the universities were not provided with adequate facilities.

The figures below indicate the dire situation of the academic staff in Nigerian universities in 2006.

Table 1: Academic staff inNigerian Universities in 2006

Academic Staff	Number
Professor/Reader	5483 (20%)
Senior Lecturer	6475 (23.6%)
Lecturer I and below	15436 (56.4%)
TOTAL	**27394**

The ratio of academic staff and non-academic staff = 1:2.6
Source: 2007 NUC System Wide Audit

More recently, Abiodun-Oyebanji (2012:5) reports that the situation of human resource in many Nigerian universities was appalling and unsatisfactory. The author attributes this to multiple problems facing the university system, including inadequate funding, over-enrolment and high degree of "brain-drain". All these have contributed in no small measure to a precipitous human resource situation in many Nigerian universities. The Committee on Needs Assessment of Public Universities in Nigeria has reached a similar conclusion; that universities are under resourced and deliver poor quality education that cannot help the country respond to the demands of the twenty first century.

The committee found that many lecturers, including Professors, shared offices that were dilapidated and poorly furnished. Lecture theatres were overcrowded and classrooms, laboratories and workshops were shared by many programmes

across different faculties (Fatunde 2013). More recently, Afolayan (2015:67) argues that the by-effects of dwindling finances in higher institutions (Nigeria University) is elucidated in many ways:

- Curtailment of laboratory/practical classes;
- Limited number of field trips;
- Curtailment in the attendance of academic conferences;
- Curtailment of the purchase of library books, chemicals and basic laboratory equipment;
- Freezing of new appointments;
- Virtual embargo on study fellowships and reduction in research grants, among others;
- Narrow strategic profiles and core areas;
- Loss of variety in research and teaching;
- Dangerous close down of expensive studies and those deemed not in demand at present;
- Loss of autonomy through increased dependence from external principals;
- Internal centralisation and expansion of administration;
- Increased administrative burdens at the expenses or research and teaching and;
- Reduced coordination (harmonisation) between universities because of increased competition.

Close to 60 per cent of the academic staff in the Nigerian University System is in the category of Lecturer I and below. These shortages are compounded by inter- and intra-sectoral brain drain and have implications on the quantity and quality of teaching and learning at that higher level of education.

Staff and Student ratio at Tai Solarin University of Education (TASUED), for instance, is 1: 42 and this situation has ramifications on quality of education as Oladipo, Adeosun and Oni (2009:122) note: "In the last three decades, higher education in Nigeria has witnessed significant growth in terms of expansion of access through increase in enrolment and the establishment of additional higher educational institutions. However, it is saddening to note that many of the indices that can guarantee quality higher education are not taken into consideration in the country's quest to meet the quantitative target."

In view of available statistics about university education in Nigeria, there is need for human capacity development to meet the demands of prospective applicants to the universities. In addition, well qualified academic staff to handle

training and research at higher levels of masters and doctoral degrees are urgently required hence the need for a pilot study of ADMAS in Nigeria and Ethiopia to strategise on ways of addressing these problems.

The situation in Ethiopia is no different from that of Nigeria. According to ministry of Education (MoE) of Ethiopia, in 2012/2013, there were 20,051 academic staff members in all Public Universities of Ethiopia with the percentage of female staff accounting for less than 10 per cent (9.4 per cent). Likewise, among academic staff of public universities in Ethiopia, the percentage of PhD degree holders is only about 10 per cent which is below the target set by MoE's (25 per cent) Education Sector Development Plan IV to be achieved by the end of 2015. Besides, from a total of 2071 PhD holders found in all public universities, the percentage of women is only 7.1 per cent.

In Jimma University, on average, there is one adviser for two PhD students although this varies from college to college. For example, in College of Agriculture and Veterinary Medicine, there usually is one adviser for one student. However, in College of Health Sciences, there is one adviser for ten PhD students.

To overcome this challenge, Jimma University (JU), one of the largest Universities in Ethiopia, is working with the UK based Diaspora initiated programme known as the Ethiopian Doctoral and Masters Academy (EDMA).

The latter is helping JU through supervisions and mentorship for post-graduate research candidates. The EDMA advisers and mentors are mainly based in the UK. To date, nearly 30 research candidates in Jimma University receive academic guidance on their theses from UK-based scholars.

The noble idea of Global Knowledge Exchange Network (GKEN) particularly via its projects of EDMA has prompted about 19 university academics spread across seven universities in Nigeria to take part by publishing evidence-based research work during GKEN's 4th Conference which was held on Dec 6 and 7, 2014 in London. There is no doubt that EDMA ideas, which were successfully pilot tested in Ethiopia, will be well embraced in universities across Nigeria as evidenced by their responses to the call for research papers for the 4th GKEN Conference Tertiary institutions, particularly Universities in Nigeria, require abundant human resources to meet the needs of teaching, research and community engagements in all disciplines. It is also evident that there are shortfalls in these important requirements to enable universities meet their primary obligations to society. To achieve this, they improve the quality and capacity of their academics and be in tune with the characteristics of a rapidly changing globalised world.

The Federal Government of Nigeria is fully abreast of this through its supervisory National Universities Commission (NUC) which has a list of 127 approved government and private Universities. This is to enable Nigeria meet required human resources at all levels of development in line with national goals. The issue here is not just quantity, but quality of education as well. Nigeria needs a forum where academics, researchers and practitioners will get together for the noble cause of knowledge and experience exchange for capacity development. It is through the replication of the ideas of EDMA that this innovation can bloom and, in due course, become sustainable.

Yes, it is clearly recognised that most universities in Africa fall below average in terms of quantity and quality of academics who can facilitate cutting-edge research and capacity development for postgraduate students. The proposed establishment of ADMAS in Nigeria and Ethiopia as a pilot programme will improve knowledge exchange which will ultimately give a platform for qualitative education delivery in universities. In order to encourage the spiralling effects from the two countries, the 5th GKEN conference has been scheduled to be held in Ethiopia at the Hall of African Union, symbolising the unity of African intellectuals to be deployed through ADMAS for the renaissance of their continent regardless of where the scholars currently reside. To ensure that ADMAS is a genuinely Pan African initiative which strives to mobilise Africans and friends of the continent, there is already a plan to hold the 6th GKEN conference in Nigeria.

As a giant step forward, an all-embracing African initiative that is wider in scope with an in-depth approach is being planned by the members of GKEN as a knowledge exchange programme among African Universities. This is the African Doctoral and Masters Academic Society (ADMAS) which will bring together African academics, researchers and practitioners to help increase research capacity, knowledge production and, ultimately, to prepare future generations of African scholars by supporting doctoral and masters level candidates from various academic disciplines across Africa. It will be worthwhile for this research work to critically examine the challenges faced by most African Universities as well as share and exchange knowledge and experiences on Diaspora intervention, especially in countries like Zambia, South Africa, Ghana, Kenya, Tanzania and Liberia. Current situations with the two pilot countries (Nigeria and Ethiopia) were critically examined.

Problem Statement

The role of knowledge workers, especially academics, researchers and practitioners as a strong public voice for the promotion of both scientific excellence and science-based development cannot be underestimated. As a result, these workers shoulder the primary responsibility of demonstrating that a strong scientific base strengthens nations by enabling citizens to address critical economic, environmental, and social issues in systematic and effective ways, thereby improving the quality of life of its citizens.

It is evident that numerous challenges among which are problems of finding space to discuss science, technology and innovation related issues for African countries; developing institutional capacity and sustainability of academic ethics; increasing and improving the relevance of research findings to solving societal problems are common concerns in the educational sector in the continent. These challenges can be best tackled through in-depth scientific research studies in African Universities that lack cutting edge approaches and the available human capacity for such tasks. USAID (2014) identifies seven crucial challenges that have to be dealt with to transform African universities.

These comprise:

1. Access to higher education services
2. Broader governance issues
3. Institutional leadership and management
4. Finance of higher education
5. Limited research investment and output
6. Quality and relevance in learning, discovery and public engagement
7. Information and communication technology

The members of the noble Global Knowledge Exchange Network (GKEN) and African Doctoral and Masters Academic Society (ADMAS) initiatives as well as other members in African Diaspora will be encouraged to contribute their insights and influence toward developing an intellectually and ethically sound academic platform in African Universities to address the above-mentioned challenges. It is hoped that personnel and members both in the north and south will strive to ensure that all the programmes and activities are delivered at the highest possible quality standards.

The EDMA model which we are expanding from Ethiopia to Nigeria will address the challenges most African Universities face. The knowledge exchange between those who are abroad and those who are in Africa will help articulate what the Diaspora could do to help and fill knowledge gaps to increase research capacity in African universities using Nigeria and Ethiopia as a sample.

In view of the numerous challenges facing University level education, this research work and capacity development network seek to develop an intervention model of knowledge exchange between Diaspora and Africans for the capacity development of the universities.

Objectives of the Study

The research focussed on a knowledge exchange model to develop the capacity of universities through African Doctoral and Masters Academic Society (ADMAS).

Specifically, the study**:**

1. Examined the techniques to adopt in developing an appropriate intervention of a knowledge exchange through ADMAS by African academic researchers and practitioners in Diaspora.

2. Examined the roles of local academics in African universities as key actors in knowledge exchange and the development process and identified how they will link up with their fellow professionals abroad.

3. Critically examined the techniques using Diaspora's experience in harnessing the potentials of existing Ethiopian Doctoral and Masters Academy (EDMA) to enable ADMAS evolve appropriately.

4. Suggested the ways through which the strategies could be sustained on a regular basis among the Diaspora and African universities in sister countries.

5. Designed an appropriate and workable gradual succession plan of experts and African academics in Diaspora to sustain this intervention model on regular basis.

6. provided an overview of existing policies, programmes and initiatives by African continental bodies AND also by the Nigerian and the Ethiopian government bodies regarding African Diaspora engagement.

7. identified existing policies, programmes and initiatives regarding Diaspora engagement established by other bodies (NGOs, INGOs or civil societies).

8. identified gaps in the current policies and practices regarding Diaspora engagement – notably in Nigeria and Ethiopia as the home countries and the UK as the host country and suggested practical ways forward.

9.

Operationalising the Stakeholder Analysis in Ethiopia and Nigeria

The stakeholders involved in this research work can be grouped into the followings:

    I.   Academic Institutions
    II.   Local educators
    III.   Diaspora professionals
    IV.   Learners
    V.   The Government (relevant authorities)
    VI.   NGOs/INGO's /Development partners.

The characteristics of each of the above stakeholder groups encountered in the course of the research are indicated below:

I. Academic Institutions

The academic institutions engaged during this research work were Tai Solarin University of Education, Nigeria (TASUED) and Jimma University, Ethiopia (JU). The two institutions are qualified as stakeholders because they both run postgraduate courses as duly approved by the respective supervising bodies of universities in each country. TASUED became the premier University of Education and a specialised institution for the training of teachers in Nigeria in 2005. In addition to training highly qualified, competent, and disciplined teachers, it also exposes students to entrepreneurial and vocational skills, thus producing self-reliant teachers with professional expertise, practical experience and exciting career opportunities. The University has numerous Colleges, academic Centres and a Postgraduate school.

Jimma University (JU) is one of Ethiopia's leading universities. Its motto 'we are in the community' implies a strong connection with local communities in its applied research and community support programmes. In its teaching/learning process, JU is making progress in the postgraduate programme by collaborating with other agencies within and outside Ethiopia. Its link with GKEN is a case in point. With some of its postgraduate students currently involved in the EDMA programme, JU has been able to pragmatically assess its active involvement in EDMA's external supervisory and mentorship programme. Some students and their internal supervisors of JU are already on board.

By involving the two universities in this research, we believe present shortcomings in areas of knowledge gaps and academic linkages as well as other forms of collaborations among African universities would be better explained.

II. Local Educators

The local educators in this case refer to academic staff duly recognised by law in respective universities to teach courses, examine and supervise theses of postgraduate students. The justification for using local educators is borne out of the fact that they are the key actors through which we can build an appropriate knowledge exchange model in African universities through capacity training. This is because they are better positioned to point out the inherent weaknesses and areas to build upon in reducing the knowledge gap. At TASUED, only PhD holders not below the status of a Senior Lecturer in cognate departments performed these roles. Lecturers in this cadre and above can perform other important complex tasks of student counselling, material adaptation and development, learning assessment, leading curriculum as well as instructional and research teams at the various levels. In exceptional cases, a Lecturer 1 may be assigned these roles but may not supervise student theses.

The same can be said of Jimma University (JU). Teachers and curriculum officials across many faculties and departments occupy a centre stage and therefore are key players. It is also highly relevant that some academics who are postgraduate supervisors at JU are currently taking part in EDMA's supervisory and mentorship programmes. We were therefore convinced that local educators are best suited to be stakeholders and key actors in this research process because of their primary roles and experiences in their respective universities.

III. Diaspora Professionals

There is strong evidence suggesting that a large number of Africans all over the world attained hallmarks of excellence in their respective fields of specialization and that many have made significant contributions to scientific research and innovation across the globe. However, engaging the Diaspora group in African affairs is not a cure-all for Africa's challenges. Nevertheless, we believe that if such stakeholder group is properly harnessed and effectively exploited, it can offer an opportunity for innovative partnerships between Diaspora Africans and their local counterparts for a real and sustainable African development – especially so in the education sector. It is therefore paramount to include Diaspora groups and individuals in this research in order to understand the contributions this stakeholder group makes in their host countries (e.g. UK) and already are also involving in the wider capacity development efforts in their continents of origin. By researching this stakeholder group, we aim to specifically comprehend the role this specific group undertakes in order to contribute its share to the wider

national and international effort to improve the quality of education in higher learning institutions in Africa. To this end, we used Ethiopia and Nigeria as examples. We therefore researched and analysed the engagement and the impact such qualified professional volunteers make at the EDMA (Ethiopian Doctoral and Masters Academy) which is part of the wider G-KEN noble initiative. We also explored how this model can be scaled up because EDMA can be a forerunner to the proposed ADMAS (African Doctoral and Masters Academy).

IV. Learners

The learners are the students of the postgraduate schools of the two universities. In TASUED, all students at the PG school must have studied Education at the undergraduate level or must have undergone a postgraduate diploma or certificate course in Education to be eligible for admission. The justification for using the postgraduate students is borne out of the fact that they are the key end-users through which an appropriate knowledge exchange model in African Universities can be built as they are better positioned to explain to researchers the inherent weaknesses and areas to build upon to improve their learning skills. It is also highly appropriate that some postgraduate candidates at Jimma University are currently engaged in the EDMA project, making students key stakeholders in this particular research.

V. The Government (Relevant Authorities)

The government agencies involved as stakeholders in this research work from Ethiopia included the Federal Ministry of Education, the local education agencies at states, districts or provinces, Bureau of Statistics for relevant records, Ministry of National Planning for vital and classified documents, etc. The Ministry of Education (MoE) in Ethiopia played a central role in the research process owing to its status as the overseer of the functions of all public and private higher learning institutions. The top leadership at the MoE were aware of the GKEN and EDMA initiatives and were supportive throughout. Their involvement in hosting the 5th Conference in Ethiopia was indeed instrumental to facilitate this research in Ethiopia.

In Nigeria, not much was achieved through officials from various government agencies because bureaucratic networks hampered the research activities. Security challenges also hindered travel to the Nation's capital to meet government officials. More of these problems will be discussed under the challenges in further sections.

VI. NGOs/INGO's /Development Partners

This group of stakeholders watches events from the sidelines and will decide to be fully involved if projects of this nature meet their institutional goals. However, in this case, the NGOs have various limitations as they may not be directly involved in the fieldwork but can share and make good use of the results and reports at the end of the work. The use of the results or final reports unfortunately often addresses very limited areas interest of interest to them. Examples of stakeholders here are UNESCO, UNDP and the World Bank. Regional governments as well as continental governments can fall into this category as well. It is would be appropriate this group were incorporated at the outset because they use research results of this nature to justify future funding of similar or relevant projects.

Background of Global Knowledge Exchange Network (GKEN)

As concerned African citizens for the ever-expanding education sector with the zeal to improve the quality of education, we would like to contribute our share to the wider national and international effort to this end. We have taken practical steps to improve the quality of education in higher learning institutions. In Ethiopia, a few professionals residing in the UK took the first initiative and hosted a conference titled "*Unlocking the Potential: The Challenges of communicating & Exchanging Knowledge*" at London South Bank University in September 2011.

Since then, these individuals have embarked on the first step to connect the human and social capital of Ethiopians and friends of Ethiopia communities, taking into account what the massive potential their knowledge scattered across the world on one hand can achieve and the challenges of unlocking it on the other hand. We then continued to seek ways of strengthening communication by holding multidisciplinary conferences on a yearly basis where academics, researchers and practitioners from the UK and Africa get together for the noble cause of knowledge exchange and experience sharing.

GKEN, as a knowledge exchange initiative, has now been recognised and legally registered in the UK to connect those who are abroad with those at home to promote the culture of knowledge, good practice and valuable information sharing between the aforementioned knowledge workers and civil society in the host country (e.g. the UK) as well as the wider African continent in array of discipline and publishing evidence-based research papers via its knowledge exchange journal.

In addition to organising multidisciplinary conference series, GKEN also continued to translate its objectives into reality. One of these plans is to help increase research capacity, knowledge production and ultimately to prepare future generations of Ethiopian scholars by supporting doctoral and masters level candidates.

In 2014, GKEN took a big step and embarked on a unique initiative namely the Ethiopian Doctoral and Masters Academy (EDMA) which is designed to run on a voluntary basis. The EDMA initiative currently supervises over 250 research candidates at Jimma University alone.

To this end, GKEN with the support of London South Bank University, Queen Mary University of London and partial funding from Globelics (Global Network for Economics of Learning, Innovation, and Competence Development Systems) continued to host conferences and workshops where fellow knowledge workers meet to share experiences.

This unique initiative, which is the first of its kind, created an opportunity to assess the growing awareness among Africans and friends of Africa Diaspora communities of their role in the capacity development efforts in the wider Africa as evidenced by the following Diaspora led initiatives presented at the 4th GKEN conference.

Examples of initiatives in/for Africa presented on December 6, 2014

- Dr Elfneh Bariso (Ethiopian Doctoral and Masters Academy (EDMA)
- Dr Lisa Holmes (Framework Policy for SSA)
- Dr Sandia Naik (Running a medical camp-Malawi)
- Dr Oluyori Adegun (Supporting Education and Health at a distance - Nigeria)
- Dr Saeed Nagri (of a UK project supporting Education via Health initiatives in Zimbabwe
- Dr Julius Babayemi (Child Health and Education – Kenya)

Further examples presented on December 7, 2014

- Pamela D Jan (Medical and Dental issues – Ghana)
- Linda Greenwall (Empowering local communities - South Africa/Rwanda)
- Lamese Abraham (Entrepreneurship in South Africa)
- David Murana (Education and Healthcare work – Sierra Leone)
- Ronald Richards (Impact of Education on communities – Liberia)
- Negash Wondimu (Making sense of medical books - Ethiopia)
- Corwin Hine (Why we need to pay back - Diaspora)

The series of conferences and the discussions that followed can be summarised in two elements:

1. that there is a role for the Diaspora in the capacity development efforts in Africa; and
2. that the Diaspora are willing to play their role in this effort.

Therefore, we were able to involve various willing academic institutions in Ethiopia and in Nigeria to welcome the contribution of the Diaspora in initiatives geared towards capacity development in local universities. Although the outcomes of the GKEN conference series thus far are very encouraging, they raise lingering questions, including:

1. What mechanisms are available in both home and host countries to facilitate Diaspora engagement?
2. How can engagement by Diaspora produce a maximum impact? and
3. How can this effort can be extended to other African countries?

Participants of the continuous GKEN conference series, which included a number of notable scholars and university representatives from the UK, Ethiopia, Nigeria, South Africa and other practitioners specialising in Diaspora and development issues, were unanimous on the need for a follow-up study which would seek to answer these questions.

GKEN's Track Record

GKEN has thus far held the following NINE conferences /Workshops and Symposium and is planning to hold its 10th Milestone event by running 10 days long (i.e. 6th to 16th of April 2020) impactful conference and workshops in Ethiopia.

Table 2: Conferences /Workshops and Symposium organised by GKEN

Year	Date	Conference theme	Venue	Research papers submitted / presented Date
2011	17 – 18th of September	Unlocking the Potential: The Challenges of communicating and Exchanging Knowledge	London South Bank University	23
2012	8 – 9th of December	From indigenous knowledge to innovations and development in low-income countries: The case of Ethiopia and Sub-Saharan Africa	London South Bank University	35
2013	23 – 24th of November	Exploring the challenge and opportunities for inclusive innovation and sustainable development	London South Bank University	59
2014	6 – 7th of December	Exploring the role of Education or Health nodes in Creating a Sustainable Future	Queen Mary University of London	63
2015	14 - 18th of December	Connecting Knowledge and Innovation (K&I)	United Nations Economic Commission (UN-ECA)	95
2016	10th of December	Exploring opportunities for professional and personal development needs in Africa	Queen Mary University of London	7 varied CPD workshops
2017	11– 15th of December	Accelerating Educational Excellence & Public Health Provision in Africa	Jimma University, Ethiopia	110
2018	9th of December	Popularizing Science in Africa	London South Bank University	10 varied initiatives in/ with Africa presented
2019	15 – 25th of April	Giving Values for Education & Research for Nation Building	Addis Ababa + Jimma University, Ethiopia	121
2020	6 – 16th of April	Plans are under way to hold the 7th event under the title of: Indigenous Knowledge for valuing diversity, promoting equality, and sustaining development Event did not hold due to COVID 19 pandemic	Addis Ababa + Jimma University, Ethiopia	More expected

The GKEN and ADMAS members are now working together to help establish
a culture of creative thinking, problem solving and foresight in invention and
innovation and will try their utmost to support younger African researchers to
succeed in their chosen professional fields. GKEN and ADMAS hope to attain
greater sustainability through partnerships with like-minded institutions, as
well as through the following stakeholder groups with whom it has signed a
Memorandum of Understanding (MoU):

1.   Addis Ababa Science and Technology University (AASTU)
2.   African Centre for Technology Studies (ACTS), Nairobi, Kenya
3.   African Universities' Research Approaches programme (AURA) of UK
4.   Alliance for Brain-Gain and Innovative Development (ABIDE)
5.   Bahir Dar University, Ethiopia
6.   Bule Hora University, Ethiopia
7.   Computer Professionals United (CPU), Addis Ababa, Ethiopia
8.   Debre-Tabor University, Ethiopia
9.   Dire Dawa, University, Ethiopia
10. Ethiopian Academy of Science (EAS)
11. Gondar University, Ethiopia
12. Haremiya University, Ethiopia
13. Jimma University, Ethiopia
14. Mekelle University, Ethiopia
15. Satellite Connections in Education and Health (SCIEH) group of UK
16. University of Portsmouth, UK

GKEN will additionally encourage promotion of greater opportunities for sharing
good practice, leading by example and the cultivation of volunteerism among its
members as well as the wider Africans and friends of Africa communities.

2

Literature Review

There is a growing body of literature on African higher education in general and postgraduate studies in particular. The emergence of more studies in this field supports the view that demand for higher education is escalating and that the role of the sector in transforming Africa's development is increasingly recognised. A recent 139-page report produced by USAID on this subject says the study was "…based upon the premise that African higher education institutions are critical to sustainable human development on the continent, evidenced by numerous studies measuring higher education's contribution to economic growth and long-term benefits to society" (USAID 2014: i). Whilst the report acknowledges the challenges faced by Africa and its higher education sector, it is comforting that Sub-Saharan Africa (SSA) represents one of the fastest growing economies globally with an average annual growth rate in excess of 4 per cent, which has surpassed most regions of the world, including many parts of Asia. However, regardless of the rapid economic growth, the overwhelming majority of Africans remain poor with 46 SSA countries (out of 187) listed by the UNDP as low-human development countries in terms of the HDI. The bottom 36 are all SSA countries.

Africa is the youngest continent in the world but it has the fastest growing economy globally. About 70 per cent of her population is 30 years of age or younger. In 2011, youth, who are defined by the United Nations as those between 15 and 24 years of age, constituted 21 per cent of the more than 1 billion people in Africa, majority of them found in institutions of secondary & tertiary education. 18 per cent of the total world population falls under the youth category. In Sub-Saharan Africa, the term "youth" is associated with young persons from 15 to 30 or even 35 years of age (African Union, 2006). SSA has experienced relatively rapid population growth for many decades; hence the age cohorts of 17 – 20-year olds, the common age for enrolment in higher education institutions, are large

and will continue to grow in the next several years. In addition, with incomes rising, with increasing numbers of adults interested in continuing education, and with more employment positions requiring higher education degrees, the increase in demand for higher education services will increase even faster than the increases caused by 17 to 20-year-old cohorts entering higher education (USAID, 2014).

The potentially important role of youth in Africa's development cannot be overemphasised. Youth could be a source of labour inputs as well as human capital in production, which would improve total factor productivity in a region of the world where capital formation is limited. When employed, youth could be a reliable source of demand for the economy through their consumption activities. In addition, the youth of Africa could be critical for the development of a new class of entrepreneurs that African countries need to prosper.

There are various publications presenting a broad outline of the current situation and future challenges faced by higher education in sub-Saharan Africa (SSA). However, understanding the full scope of the current situation of PhD studies in the whole of SSA is of paramount importance when considering the diverse reality of the countries that make up sub-Saharan Africa. Each country has gone through historical periods and experiences that explain their specific contexts and territorial realities. Taking this reality of heterogeneity of higher education systems in the wider region into account, it appears necessary to identify those structural factors that, to a great extent, are shared by different countries and can better explain the situation of postgraduate studies in the SSA nations today.

Different institutions (e.g. ASSAF, 2010; IAU, 2010); and academics (Mouton, 2011) have all elaborated specific studies geared towards detecting difficulties and spaces for improvement in PhD studies in the SSA Region. The same authors also stated that current situation and future challenges of PhD studies in SSA nations could be summarised using three principal factors that explain the general difficulties affecting PhD studies and the training of researchers in the SSA region:

1. Insufficient number of quality, sustainable, competitive and international level PhD programmes that respond to the needs of SSA nations.
2. Limited production of doctors and scarce development of basic research that, in a vicious circle, hinders the proper training of PhD students who will make up the new generation of academics.
3. Difficulty in retaining senior university academics who can run the PhD programmes, research teams, improve the quality of scientific training, and guarantee the preparation of future generations of teachers and researchers.

In order to further elaborate the above assertions, the authors also classified the challenges into three categories: 1) University management 2) teaching and research and 3) the PhD candidates themselves. According to a 2008 UNESCO report however, there are a few strategic plans elaborated by the SSA Universities that define medium and long-term objectives for PhD studies and training for research that identify priority research areas. On the other hand (IAU, 2010) asserts that PhD studies, and their organisational structures and management, do not always hold strategic positions in university institutions. This makes it difficult to have an impact on research policies and priorities in each institution.

Furthermore, (IAU, 2010) states that despite PhD programmes being relatively young in SSA nations, and the fact that they are developing quickly, university environments that favour their (PhD study expansion and associated research) are still not competitive. With the exception of South Africa, infrastructure for research in universities in the SSA region remain weak, a good part of the equipment is out-of-date, and there are few resources such as research centres, laboratories, libraries, seminar and work spaces or access to ICT and Internet connection to guarantee quality conditions in work spaces (IAU, 2010).

According to (ASSAF, 2010) this is further compounded by the lack of active collaboration and cooperation processes between universities on the continent to encourage more competitive PhD programmes, training of researchers and to facilitate greater student mobility in the Region. The majority of PhD students in SSA who decide to study on the continent do so in South Africa.

Other authors (Tettey, 2006; Mihyo, 2007) also hold that in most SSA nations, academic positions are not attractive to young university students who opt for opportunities and professional careers in other economic sectors, such as industry or in companies, or in other cases choose to work outside the African continent. According to (Baschung, 2010), this consideration places another problem in the analysis, which is specific to PhD programmes and the training of researchers in the Region, related to the little capacity of higher education studies in facilitating pathways to employment integration in the academic field. Universities must, therefore, be able to attract and retain suitable qualified staff who have expertise in their fields demonstrated by their achievement of a PhD (Abiodun-Oyebanji, 2012).

Additionally, it must be pointed out that a scarcity of specific information and exposure on PhD studies complicates relevant knowledge for each country's overall system of science, technology and innovation. There is also a lack of understanding on the resources available to involve the Diaspora's expertise and talent in higher education training programmes that encourage the participation of African academics who reside outside their countries of origin.

This reality has generated need for new approaches in engaging the Diasporas and to build a model such as the African Doctoral and Masters Academic Society (ADMAS). ADMAS will critically examine various knowledge exchange techniques by using the Diaspora's experience in harnessing the potential of the existing Ethiopian Doctoral and Masters Academy (EDMA) so as to enable ADMAS to evolve appropriately. ADMAS will facilitate the supervision of PhD and Masters level students through joint supervision / mentorship, training, research and publications which will connect those who are at home with those who are abroad. The resulting synergy and positive results produced through the ADMAS knowledge exchange model would cascade across Africa.

ADMAS will strive to support and resource African higher education to contribute to social and economic development through four major ways as identified by USAID (2014):

- The formation of 'human capital' (primarily through teaching);
- The building of knowledge bases (primarily through research and knowledge development);
- The dissemination and use of knowledge (primarily through interactions with knowledge users); and
- The maintenance of knowledge (inter-generational storage and transmission of knowledge).

Ethiopia's Diaspora Engagement Policy and Relevance to ADMAS

The Government of the Federal Democratic Republic of Ethiopia has entrusted the mandate and responsibility of ensuring the protection of the rights and promoting benefits of the Ethiopian Diaspora to the Ministry of Foreign Affairs. Accordingly, the Ministry has been engaged in a wide range of activities to ensure improved Diaspora participation and protect their rights and promote benefits in collaboration with various stakeholders (Ethiopian Ministry of Foreign Affairs (MoFA), 2013).

In line with the above, a Diaspora Policy was formulated by the Government to appropriately guide the operations of diaspora engagements in the development of the country. The Ministry of Foreign Affairs is also mandated to ensure the implementation of the Diaspora policy and has been instrumental in facilitating many Ethiopians in the Diaspora to engage in investment, trade and tourism, remittance of foreign currency, knowledge and technology sharing, and image building (MoFA, 2013). Hence, and as various studies indicate, the contribution of Diaspora towards economic development in developing countries through raising additional finance, creating knowledge and technology transfer and

reducing poverty as well as filling employment gaps in destination countries if they are geared in a right policy direction cannot be overemphasised.

The African Union fully supports the diaspora initiative in Africa. The Union strongly believes and encourages "… people of African origin living outside the continent, irrespective of their citizenship and nationality and who are willing to contribute to the development of the continent and the building of the African Union." Its constitutive Act declares that it shall "invite and encourage the full participation of the African diaspora as an important part of our continent, in the building of the African Union." https://en.wikipedia.org/wiki/African_diaspora (Accessed 14, July 2017)

As a result, the Diaspora affair now receives special attention in the bilateral relations of different countries, and also in international cooperation forums. Hence, various countries, like Ethiopia, are establishing institutional structures and designing policies for their Diaspora community to participate in knowledge and technology transfer, trade, investment and tourism promotions, raising foreign currency, image building, and serving as a bridge for the country as well as participating in charity works while in destination countries or through travel to their countries of origin. Some countries which implemented such a system in advance are repeating bountiful rewards.

Basic Principles of the Ethiopian Diaspora Policy

This policy document has identified the main issues relating to the Diaspora. It is believed that the partnership of the Ethiopian Diaspora with their country of origin will be strengthened by implementing these activities. This partnership will be based on commonly shared national interests and uses the country's policy directions as the basis to make it more transparent. The following are the key elements of the policy:

- To give effect to the Diaspora policy, Diaspora affairs shall be carried out collaboratively with many stakeholders.
- It should be underlined that the Diaspora Policy should support poverty eradication activities; the alpha and omega of our endeavours.
- Assuring the implementation of the Diaspora Policy must be considered within the availability of our resources and capacity.
- The Diaspora policy shall be integrated with national development policies, strategies and programmes.
- The Diaspora Policy shall be implemented with the participation of government, non- governmental organisations and the Diaspora.

- The Diaspora Policy shall be implemented using in a transparent manner.
- Partnership will be based on enhancing Diaspora participation and ensuring the preservation of their rights and interests abroad.

Major Goals of the Ethiopian Diaspora policy

- Preserving the rights and interests of the Diaspora.
- Formulating a system of registration of members of the Ethiopian Diaspora
- Informing the Diaspora on services delivered in Ethiopian missions abroad, and on up-to- date local information and policies.
- Issuing consular identity cards for those with no resident permit abroad; in order to reach out to them in times of need and promote their participation in development activities.
- In cases of emergency and instability, effective follow up and support.
- The Ministries of Foreign Affairs and Labour and Social Affairs will work jointly to follow up agencies involved in employment and labour affairs to ensure the safety of employees.
- Encouraging efforts to conclude labour agreements with countries hosting large numbers of Ethiopian Diaspora.

Improving Diaspora Engagement in Investment, Trade and Tourism

- Ethiopia's missions abroad will gather and document up-to-date information on investment and execute promotion work focusing on the Diaspora.
- Any member of Ethiopian Diaspora residing abroad will be assisted to participate directly or through collaborations with domestic investors on appropriately identified and pertinent areas of investment.
- Members of Ethiopian Diaspora will be encouraged to utilise their skills and knowledge and trade with governmental institutions.
- The Ethiopian Diaspora shall be promoted to involve and share their experiences in import-export, tour organisations, market intelligence, brokerages and salesmanship.
- The Diaspora will be encouraged to benefit themselves and their country's exporters by facilitating and looking for suitable market for major export commodities.
- Special promotion and credit services package shall be prepared for members of the Diaspora who wish to participate in identifying, producing

and distributing commodities, especially traditional handcraft products that can be marketed in countries where large number of Diaspora reside.

- Members of the Diaspora and Ethiopians engaged in short time overseas training and education shall be encouraged to participate in tourism promotion.
- Package programmes shall be prepared to encourage visiting foreign families who adopt Ethiopian children and youngsters to visit Ethiopian historical and natural tourist sites and thereby promote the country's tourism resources.

Enhancing Knowledge and Technology Transfer

- Employment opportunities will be provided for professionals in the Diaspora based on their request to serve in governmental institutions, education and health sectors, etc. on temporary or permanent basis in accordance with government regulations.
- Members of Diaspora who are retired professionals will be given opportunities to serve in the country's higher educational institutions and technical and vocational colleges.
- Incentives will be given for professionals who want to serve their country.
- Professionals who have special skills and indicate interest to work in research and consultancy that the government gives special focus will be encouraged.
- Employment opportunities will be provided to better exploit the potentials of Diaspora who are back home and are engaged in areas that require specialised skills such as education, health and IT.
- On the job training programmes in governmental and non-governmental institutions for young Diaspora students attending their higher education overseas will be facilitated.
- Youth Diaspora who volunteer to come back home and share their knowledge and skills are encouraged.
- A mechanism will be put in place where Ethiopian Diaspora in the Middle East and neighbouring countries can access higher education through distance learning. Community schools will also be strengthened and expanded.
- Entry into Ethiopia of donated materials geared towards knowledge and technology transfer from the Diaspora shall be facilitated without delay to serve intended purpose.

Encouraging Foreign Currency Inflows and Strengthening Diaspora Participation

- A mechanism that will build confidence in returnee Diasporas to come home with their entire capital and property will be crafted and implemented.
- A rewarding system promoting the inflow of foreign currencies (for investment, or as remittance) through legal channels will be facilitated.
- Close relations with banks and other legal money-transfer service providers abroad will be established via all Ethiopian Missions abroad, and their reliable and speedy service provisions to Ethiopian Diaspora will be facilitated.
- An arrangement that will allow Ethiopian Diaspora to pay in foreign currencies for birr loans borrowed from domestic banks and for federal and regional bonds purchased to run domestically operated development projects will be put in place.

Promoting Cultural Values and Promoting Image Building

- Cultural centres will be established in foreign countries where many Ethiopian community associations exist to encourage Ethiopian Diaspora to develop skills and knowledge on their country's languages, cultures and history.
- Diasporas will be mobilised and provided with the necessary support to build cultural centres and museums back home.
- Support will be provided for Diasporas who plan to organise events such as Diaspora musical performances, sports, cultural events and other arts in destination countries.
- A programme to be named "Know Ethiopia Programme-KEP", learning Ethiopian languages and cultural participation will be designed to help youth Diaspora develop strong attachment towards their country of origin.

Advancing Diaspora Participation in Good Governance and Democracy

The National Electoral Board will facilitate the participation of Ethiopians who live abroad in elections in accordance with the Election Law, and joint responses for problems related to election logistics will be identified and applied together with the Diaspora. http://www.ethiopianembassy.org/PDF/diaspora%20policy.pdf (Accessed 14, March 2015)

Nigeria's Diaspora Engagement Policy and Relevance to ADMAS

According to IOM and KNBS, about 30 million Africans live outside their home countries. Such estimate is exclusive of the huge population of people of African descent whose migration narratives fall within the categorisation of Historic African Diaspora; their migration having preceded the colonisation of Africa beginning from mostly the second half of the 20th century. Diaspora consists of peoples of African origin living outside the continent, irrespective of their citizenship and nationality and who are willing to contribute to the development of the continent and the building of the African Union.

According to the Federal Government of Nigeria Draft Policy on Diaspora, the issues of capacity building, mobilisation, harnessing and deployment of human capital resources wherever they may be are of prime importance to nation building. The Nigerian Government recognises members of this Diaspora category that may elect to identify with the country to genuinely contribute to its socio-economic, political, technological and industrial development. Again, such genuine interest in Nigerian development shall place a responsibility of ensuring the wellbeing and development of this category of Diaspora in the Nigerian agenda as terms and conditions of relationship unfold. Reckoning that the African Union alone cannot be assigned the prerogative of relating with people of African descent living in diaspora, Nigeria welcomes and offers to be in partnership with willing members of this group. This is much more so because the African Union is spread across all the nations on the continent and Nigeria plays a leading role in the reconnection agenda with both contemporary and Historic African Diaspora.

While countries have adopted and applied specific definitions to guide their Diaspora policies, the Nigeria Government has adopted a broader understanding of Diaspora for its application. Government thus broadly conceives and recognises Diaspora on two levels:

This first has to do with people of Nigerian descent who live and work abroad and have interest in contributing to the socio-economic, political, technological and industrial development of Nigeria. It is important to note that the relationship is not, however, one-sided. Just as the designated category of Nigerians stands to enhance development in the homeland, Nigeria also recognises the mutuality of the relationship and is also committed to a responsibility towards the well-being and development of its Diaspora. The second category designates members of Historic African Diaspora. These are people of African descent living in other continents in the Americas, Europe, Asia and Australia and whose History of migration antedates colonisation.

It is estimated that there are about 15 to 17 million Nigerians in the Diaspora (*Nigeria Diaspora.com*). It is on record that the Nigerian communities abroad are among the best educated and relatively affluent of the immigrant population.

According to the Nigerian Policy document on Diaspora, "the Diasporas have continued to play a key role in the development of their home countries. With remittances, Nigerians in the Diaspora have shown their importance as a viable economic force. Nigeria receives the largest inflow of remittances in Sub-Saharan Africa with 65 per cent of its total and 2 per cent of global inflow. In 2012, Nigeria was ranked as the 5th largest remittance receiving developing country in the world with an estimate of US$21 billion". The need to engage the Nigerian Diaspora was based on the recognition of the huge human capital and resources of the Diaspora as a major contributor to national development. There is also the realisation that some countries, notably India, China, Pakistan, Mexico and the Philippines, have successfully utilised their Diaspora for rapid economic development.

Government has come to recognise the importance of mobilising and engaging Nigerians in the Diaspora as strategic partners to be involved in the national development process. Under President Olusegun Obasanjo, Government encouraged the establishment of the Nigerians in the Diaspora Organization (NIDO). NIDO was set up to serve as an umbrella organisation of all Nigerians abroad and a vehicle through which Nigerians in the Diaspora could be mobilised to participate in the development process. As part of the effort to provide an institutional framework for involving the Diaspora in the affairs of the country, in 2016, the Government of President Muhammadu Buhari created the Office of Senior Special Assistant on Foreign Affairs and Diaspora. The office has the responsibility to directly coordinate Diaspora matters for the facilitation of engagement with Diaspora to actualise mutual development processes in the homeland and the Diaspora.

The Vision, Mission and Goal of the policy document are as follows;

I.   Vision: Effectively promote and harness the capacity of Nigerians at home and abroad for the socio-political and economic development of the nation.

II.   Mission: To empower Nigerians in the Diaspora as change agents for the development of Nigeria through promoting a framework for the Diaspora to maximise their potential in capital, knowledge and networks.

III. Goal: Constructive engagement of the Diaspora for sustainable national development.

The main aim of this policy framework is to mobilise and harness the potential of Nigerian Diaspora for national development.

Specific Objectives

a. to develop robust and dynamic strategies targeted at harnessing Diaspora resources towards national development;

b. to respond to the challenges and needs of the Diaspora in their efforts to participate in national development;

c. to improve and sustain strong socio-cultural and economic relations with the Diaspora for national development;

d. to strengthen relevant institutions for the coordination and proper administration of Diaspora issues, particularly the Office of The Senior Special Adviser to the President on Foreign Affairs and Diaspora (OSSAPFAD) Now. Nigeria Dispoara Commission with a CEO/Chief Executive as the head;

e. to facilitate a congenial atmosphere for members of Historic African Diaspora wishing to collaborate and identify with Nigeria for socio-political and economic development;

f. to create favourable frameworks for programmes that will mutually contribute to Diaspora members' wellbeing and development and homeland development.

Challenges

Some of the challenges to the full realisation of Nigerian Diaspora potential for development are listed below:

- Lack of a reliable database;
- Lack of an enabling environment arising from inadequate infrastructure;
- Insecurity;
- High cost of remittances.
- Lack of bilateral agreements on avoidance of double taxation (ADT) with some countries with significant diaspora population;
- Inability to transfer diaspora skill and technology;
- Lack of an integration framework for returning Nigerians;
- Inability to exercise their Right as Nigerian citizens to vote and participate in the electoral process;
- Inadequate response to the emergency and distress situations of Nigerians in diaspora.

It should be noted, however, that the aspects of the policy document that underpin the importance of the ADMAS model and lend credence to the research work are further indicated through the strategies below.

Strategies

To achieve the objectives of this policy, Government will create the needed human and material infrastructure to engage, enable and empower the Diaspora towards national development. Government shall continue to provide the enabling environment to encourage the Diaspora to contribute their quota to national development and in the process facilitate processes of enhanced Diaspora experience for this category of Nigerians and the other category of Historic African Diaspora committed to Nigerian development.

The African Diaspora in the UK and their Engagement in Development Efforts

The term *diaspora* comes from an ancient Greek word meaning "to scatter about; i.e. to refer to the people who scatter from their homeland to places across the globe, spreading their culture along the way. Often the word diaspora refers particularly to historical mass dispersals of an involuntary circumstance. However, Safran (1991) identifies six criteria to distinguish Diasporas from migrant communities. The criteria includes a condition that the group retains a shared memory of their homeland; view their ancestral homeland as their real home, which they will ultimately return to; being dedicated to the renewal or preservation of that homeland; and they relate individually or vicariously to the homeland which forms their identity. Both Safran (1991) and Brubaker (2005) recognise that the meaning of diaspora has been expanding over time. For example, between 1900 through to 1960s, the word was predominantly used in relation to the Jewish diaspora. But now the term increasingly refers to essentially any and every nameable population grouping that is to some extent distributed in from their homeland.

Various types of phrases have been used to distinguish different kinds of Diasporas, e.g., science Diasporas are communities of scientists who conduct their research away from their homeland; and corporate diaspora, denoting mid-level, mid-career executives who have been pushed out to find new places during turmoil in a corporate setting resulting in migration, dislocation and transnational movement across the globe. One of the major diaspora of contemporary times is that of Sub-Saharan Africans, which began many centuries ago. This population is often known as the Africa diaspora. The African diaspora refers to the communities throughout the world who come from the movement in historic times of peoples from Africa, chiefly to the Americas and among other areas around the world. The word has been traditionally applied to the descendants of the West and Central

Africans who were subjugated to slavery and shipped to the Americas via the Atlantic slave trade from the 16th to the 19th centuries.

Their largest populations are now in Brazil, the United States and Haiti. During the Atlantic slave trade, between 9.4 and 12 million people from West Africa survived the hazardous shipping to arrive in the Americas as slaves (Encyclopaedia Britannica). These people and their descendants have key impacts on the culture of British, French, Portuguese and Spanish New World colonies. Earlier to the trans-Atlantic slave trade, millions of Africans had gone and settled as traders, seamen and slaves in various parts of Europe and Asia. Between the 8th and the 19th centuries, an Arab-controlled slave trade scattered millions of Africans to Asia and the islands of the Indian Ocean (Jayasuriya and Pankhurst R. eds. 2003).

The phrase "African diaspora" was coined during the 1990s and steadily came into common usage in the 2000s. The African Union refers to the Africa Diaspora as its "sixth region" of Africa, after North, South, East, West and Central regions of Africa. The African Union defines the African diaspora as:

> "[consisting] of people of African origin living outside the continent, irrespective of their citizenship and nationality and who are willing to contribute to the development of the continent and the building of the African Union." Its constitutive Act declares that it shall "invite and encourage the full participation of the African diaspora as an important part of our continent, in the building of the African Union (AU 2003: 1)."

The table below shows World Bank estimates of the distribution of the African diaspora across the globe.

Table 3: Estimates of African Diaspora across the globe

North America	39 million
Latin America	113 million
The Caribbean	13.6 million
Europe	3.5 million
Total	**169.1 million**

The population of African diaspora in Britain has grown to 1.87 million, having been a mere 28,000 at the end of the Second World War. One million of them live in London. In some boroughs, they make up more than 25 per cent of the population. Currently much more than in the past, Diasporas include complex

mixes of people who have arrived at different times, through different channels, through different means, and with varying legal statuses. The African Diaspora is not a monolithic group – some were born and reared outside of their home country; many migrated to Europe, the United States and other parts of the world at a young age; while others arrived to attend college. Among the Global African Diaspora (GAD) in Britain, there are four generations of British-born Africans. Thus, the old British labels such as 'coloured immigrants', 'newcomers' and 'integration' do not apply to them. Nonetheless, the GAD population is still marginalised and subject to widespread discrimination and social exclusion.

Regardless of these serious challenges the UK-based Africa diaspora generally engaged in improving their own status and life chances in the host country as well as their country of origin, both us individuals and through self-help organisations. The strengths of the diaspora lies in the fact that, "Each year, bright, optimistic Africans leave home to earn an education or seek a better economic life abroad for themselves and their families. With fewer opportunities in their home countries, many never return home" (Kajunju 2013:1). "Mounting evidence indicates that, leveraged by the right policies, these migrants and diaspora communities can significantly contribute to development in both origin and destination countries (Henry 2016:1). Similar observation is made by GIZ (2015:1): "Migrants themselves play an important role in building bridges between countries. Through their expertise, ideas, experience and contacts, they stimulate sustainable change. In a variety of ways, they help their countries of origin to remain competitive, while simultaneously shaping society in their host countries". They develop diverse networks encompassing movements and exchanges of people and resources between the homeland and the UK Centre on Migration, Policy and Society (COMPAS) (2004). These diasporic activities both in homeland and host can be summarised in Table 4.

By utilising the skills, ingenuity and resources that the African Diaspora possesses, they are uniquely placed to contribute to advancing economic growth and affluence in Africa. Kajunju (2013) points out key areas that this influence could be exerted. First of all, the African Diasporas can assist to dispel myths and stereotypes about Africa to change the narrative about the continent. All Diasporas can serve as "brand ambassadors" to introduce a new vision and inspiring ideas for Africa. Secondly, diasporans can help shape foreign policy. Since many in the African Diaspora still keep robust connections to the continent, diasporans can help influence foreign policy priorities by providing informative analysis of on-the-ground realities in African nations and sharing under-reported success stories of progress taking place, and means to development challenges.

Table 4: Categorisation of individual and community activities by type and geographical focus; Source: Al-Ali et al. (2001)

	Economic	Political	Social	Cultural
Home country focus	• Financial remittances Other remittances (for example, medicine, clothes) • Investments • Charitable donations • Taxes • Purchase of government bonds • Purchase of entry to government programmes	• Participation in elections • Membership of political parties	• Visits to friends and family • Social contacts • 'Social remittances' • Contributions to newspapers circulated in home country	• Cultural events, including visiting performers from the home country
Host country focus	• Charitable donations • Donations to community organisations	• Political rallies • Political demonstrations • Mobilisation of political contacts in host country	• Membership of social clubs • Attendance at social gathe-rings • Links with other organisa-tions (for example, religious and other refugee organisations) • Contributions to newspapers • Participation in discussion groups (e.g. internet bulletin boards)	• Events to promote culture (e.g. concerts, theatre, exhibitions) • Education

Finally, Diasporas can harness their talent, energy, skills and technological know-how to promote economic progress in Africa. Numerous Africans in the diaspora want to ultimately go back home after residing overseas. Nevertheless, one of their principal challenges is finding appropriate employment when they go home. Moreover, currently, migrant Africans can only enter 13 African countries without advanced visas. In pursuing a unified future, the African Union (AU) should allow people to move freely between the 54 countries of the AU under a visa-free passport and encourage migrants to return to Africa. The socio-economic and political factors that influence the extent to which the diasporic activities can be effective have been identified and could be summed up in Table 5.

According to the World Bank, diaspora remittances to sub-Saharan Africa totalled nearly $33 billion in 2014, compared with $25 billion in bilateral Official Development Assistance. The World Bank and other development partners have reported that in 2015, the aggregate money transfers by African migrants to their region or country of origin rose by 3.4 per cent to $35.2 billion. This figure which comprises intra-African transfers, represents 6 per cent of total transfers by migrants worldwide to their region or country of origin.

The demand for talent is high in Africa, yet the wide skills gap is a disturbing reality. A McKinsey Global Institute Report estimates that 122 million people will be added to Africa's labour force between 2010 and 2020, creating an expanding labour force of more than 500 million across the continent. Skilled professionals from the African Diaspora are recognising the huge opportunities that exist in Africa and are returning home in larger numbers to take top positions at multinational corporations and institutions. They are also investing in Africa's emerging markets and launching African-led businesses and enterprises to create well-needed jobs and incentivise economic development. African countries could increase the number of new wage-paying jobs from 54 million on current trends to 72 million by 2020 (McKinsey Global Institute Report 2012).

Mobilising the talents and expertise of the African Diaspora can help to bolster Africa's workforce development. Identifying this massive asset, both host counties and home countries should facilitate for effective diasporic activities to take place in both settings. The mobilisation of the full participation of Africans in the diaspora is a win-win for Africa and host country. It can foster stronger connections between continents to accelerate Africa's social and economic development efficiently. The more the Africa diaspora strengthens its socio-economic and political clout, the more countries of origin in Africa have sought to engage their citizens living abroad. Over the past decade, the role of diaspora in the homeland development has become a core tenet of national strategies and policies (Mangala 2017).

Table 5: Factors increasing individual capabilities to participate in reconstruction in the home country; Source: Al-Ali et al. (2001)

	Economic	Political	Social
Capacity	• Employment • Savings • Access to welfare and pensions from home country • Access to welfare and pensions from host country • Access to information • Access to banking facilities	• Secure legal status in host country • Positive attitude of host government and population towards ethnic-national diasporas • Political integration of diaspora by home government	• Freedom of movement within host country • Gender equality • Successful social integration in host country • Place of origin in home country
Desire	• Financial stability in host country • Economic incentives (or lack of disincentives) for remittances and investments in home country • Economic stability in home country	• Secure legal status in host country • 'Non-alienating' circumstances of flight • Positive attitude of home government towards diaspora • Political stability in home country • Lack of ethnic/religious discrimination in home country	• Links with family and friends in home country • Links with friends and family in other host countries • Integration within the diaspora in the host country • Positive attitudes towards home country • Desire to maintain 'national consciousness'

Diaspora organisations and individuals have been instrumental in advocating for human rights and sustainable development in their countries of origin, often fostering supportive, long-term relationships with local partners. Diaspora organisations offer unique links between countries of origin and host countries, providing valuable insights that can be tapped into for development initiatives aimed at bringing about social change. In the context of new United Nations Sustainable Development Goals, this is an ideal time for African diaspora women in the UK to strengthen their contribution to the empowerment of women and girls in Africa and their host countries. Diaspora remittances are critical to millions of African citizens, helping them to build their resilience and cope with poverty and many other challenges. However, the diaspora also represents a treasure of human capital, which, with the right incentives and support, could make a major contribution to the drive to create a new Africa (FORWARD 2016).

FORWARD, a UK-based diaspora organisation recommends the following points to encourage a more effective diaspora contribution to development in Africa:

- Share inspiring success stories that defy negative portrayals of African progress – for example, diaspora women investing in less traditional sectors, such as extractive industries or agribusiness.
- Highlight interventions drawing on diaspora expertise – for example, the Ebola outbreak in West Africa, in which the high number of diaspora health professionals could bolster the continent's weak health infrastructure.
- Illustrate the diaspora role in influencing host country foreign/ development policies and interventions, through strategic alliances with national parliaments and regional governance structures.
- Seize every opportunity to change the narrative about Africa and promote positive images of the continent (ibid 2016:6).

"Policy-making on integration is commonly regarded as primarily a matter of concern for the receiving state, with general disregard for the role of the sending state. However, migrants belong to two places: first, where they come from and second, where they now live. While integration takes place in the latter, migrants maintain a variety of links with the former. New means of communication facilitating contact between migrants and their homes, globalisation bringing greater cultural diversity to host countries, and nation-building in source countries seeing expatriate nationals as a strategic resource have all transformed the way migrants interact with their home country" (INTERACT Research Report 2013:4).

There are few or no recent UK government policy documents on promoting of diasporic activities. The latest document that is available is the speech delivered by the then International Development Secretary, Justine Greening, at Comic Relief's Africa in Action event celebrating the contribution of the Africa diaspora to international development. She outlined that the UK government was a proud supporter of Comic Relief and their work. Since 2011, the Department matched £52 million of public donations to Comic's Relief appeals, doubling the amount that some causes were receiving from the public. She reaffirmed that the UK stepped up its support for African countries, increasingly focusing on driving sustainable growth and jobs for men and women, as well as the core work of supporting education, health and sanitation with a view to help Africa realise its huge potential and eventually leave poverty and aid behind for ever (Greening 2014). The Secretary identified three key areas the Government was focusing on:

- Firstly, supporting the diaspora to improve lives and livelihoods, and ultimately build stronger, more sustainable economies too.
- Secondly, increasingly engaging with the diaspora to tackle the discriminatory attitudes and mind-sets that stops girls and women from realising their potential.
- And finally, advancing these efforts and working more closely with the diaspora, not just on individual projects but on wider development challenges and opportunities, and the future of international development.

The diaspora can also contribute significantly towards relief efforts. One of the principal motivations for fostering greater engagement and cooperation between diaspora communities and the traditional humanitarian system is certainly to develop more effective ways of meeting the needs of affected populations in times of crisis (Practical Learning for International Action 2016).

The United Nations has declared that the next decade (until 2024) will be the *Decade for People of African Descent*, with the overarching theme of "*Recognition, Justice and Development*". The African Diasporas in the UK and beyond are expected to craft an agenda for their own political and economic advancement during the coming decade. They have a significant responsibility to address the several structural issues that hinder the human liberation of Africans in the Diaspora and in the continent, acknowledging their strengths, overcoming our weaknesses and building partnerships with other progressive forces in the struggle against all types of oppression. They should not wantonly hand their power over to those who have traditionally marginalised them and who expect them to continue accepting their own subjugation.

Nonetheless, collaboration with appropriate partners and wider networks is essential. For example, internalisation could aid efforts to promote advancement of quality higher education in Africa and empower universities to contribute meaningfully to the development of their countries and the continent. Among the options that have great potential in this regard are regional collaboration, which is limited at present, partnerships with institutions in the newly-emerging economies and engaging the African academic diaspora. One of the eight priority areas of the Action Plan emanating from the Dakar 2015 African Higher Education Summit is to mobilise diaspora and engage them in transforming Africa's higher education sector. The Plan specifically proposes a programme that sponsors 1,000 scholars in the African diaspora every year, for 10 years, to African universities for collaboration in research, curriculum development and graduate student teaching and mentoring (Mohamedbhai 2016).

Finally, avenues for diaspora engagement in sub-Saharan African universities leveraging the human capital of the African diaspora with the skill-sets, connections, and commitment to develop their homelands can play an important role in facilitating knowledge exchange, increasing research, and helping to develop robust institutions. Universities, therefore, must begin by identifying their capacity-building priorities (e.g. research, training, curriculum development, as well as technical and infrastructure needs).

Members of the diaspora could participate and lend their expertise through:

- Short-term or summer teaching and research visitations.
- Organising seminars, workshops and conferences.
- Partnerships and collaborations on research projects (virtually and in-person).
- Resource sharing by providing access to funding, data, research and technology.
- Serving as mentors and advisors.
- Co-creating and reviewing teaching curricula and PhD training materials.
- Investing in institutional advancement initiatives (Ferede 2014).

Diaspora Engagements in Ethiopia and Nigeria in Improving Quality of Education

Human movement across countries and continents are not new to the development of the world. The history of mankind demonstrates that humans have been migrating all over the planet since time immemorial for various reasons. Historians define the human movement from East Africa to the rest of the world as the first migration. Many such migrations, manifested in different ways, have

continued since then. However, a massive outflow of people as we know it today is a recent worldwide phenomenon. Today, 3 per cent of the total world's population, that is, more than 200 million people, live outside their countries of origin, and studies suggest that the figure will rise by 2.9 per cent annually. The concept of African diaspora emerged in the 1950s and has since been part of scholarly debates and discussions across the globe. According to diverse literature, much of the discussions have centred on:

- The dispersal of people of African descent,
- Their roles in the transformation and creation of new cultures,
- The problems of building pan-African movements across the globe http://www.virgnia.edu/woodson/courses/aas102%20(spring%2001)/articles/pierre_lecture.pdf (Accessed 20, June 2017)

Beyond slavery, the slave trade and its multidimensional consequences, in contemporary times, the mass emigration of Africans to other parts of the world has been on since the early 1970s. This has been on account of persistent conflicts, political instability, bad governance, autocratic rule and dictatorial regimes that violently trampled upon human, social and political rights to mention a few. Just as there are no accurate statistics as regards the forced emigration of Africans, contemporary statistics on Africa's human capital loss to the rest of the world are scarce but obviously disturbing. The continent has already lost and is continuing to lose an appreciable percentage of its human resource and skilled personnel at an alarming rate (Babawale 2012)

The African Union fully supports the diaspora initiative in Africa. The Union strongly believes and encourages "– people of African origin living outside the continent, irrespective of their citizenship and nationality and who are willing to contribute to the development of the continent and the building of the African Union." Its constitutive Act declares that it shall "invite and encourage the full participation of the African diaspora as an important part of our continent, in the building of the African Union." https://en.wikipedia.org/wiki/African_diaspora (*Accessed 20, June 2017*).

In an effort to engage the Nigerian diaspora, the Government of Nigeria established a House Committee on Diaspora and launched several initiatives aimed at promoting partnership with Nigerian diaspora communities. Today, the Nigerians in the Diaspora Organisation (NIDO) is a vehicle for mobilising the Nigerian diaspora for development process at home while the Nigerian National Volunteer Service (NNVS) is an important platform that provides Nigerian diaspora professionals with volunteer opportunities. However, the unavailability of reliable data on the

number and distribution of the Nigerian diaspora pose a challenge specifically to NNVS making it difficult to effectively support the temporary return of qualified nationals. http://www.ces.uc.pt/myces/UserFiles/livros/1097_Feasibility_Study_ Labour_Attaches_Nigeria. pdf (Accessed 20, June 2017)

In a similar vein, following estimates of the Presidential Committee on Brain Drain set up in 1988 by the Federal Government of Nigeria under General Ibrahim Babangida, between 1986 and 1990 alone, Nigeria lost over 10,000 of her best and brightest from different higher institutions across the country. Total estimates, including those who left public, industrial and private organizations are put at over 30,000. It has been reported that not less than 64 per cent of Nigerians in the United States aged 25 years and above have at least a Bachelor's degree (Babawale 2008).

Encouraging steps taken by the government of the FDRE to tackle the bottlenecks of Diaspora include establishing a Diaspora Engagement Affairs Directorate General in the Ministry of Foreign Affairs and collaborative work at the Federal and Regional level, issuing a proclamation to provide foreign nationals of Ethiopians origin with certain rights to be exercised in their country of origin and allowing opening of bank accounts in foreign currencies.

The Government of the Federal Democratic Republic of Ethiopia has entrusted the mandate and responsibility of ensuring the protection of the rights and promoting benefits of the Ethiopian Diaspora to the Ministry of Foreign Affairs. Accordingly, the Ministry has been engaged in a wide range of activities to ensure improved Diaspora participation and protect their rights and promote benefits in collaboration with various stakeholders (Ethiopian Ministry of Foreign Affairs (MoFA 2013)). In line with the above, a diaspora policy was formulated by the Ethiopian government to appropriately guide the operations of diaspora engagements in national development The Ministry of Foreign Affairs is also mandated by law to ensure the implementation of the Diaspora policy. In this regard, many among the Diaspora are registering concrete results by engaging in investment, trade and tourism back home, in remittance of foreign currency, knowledge and technology, and image building (MoFA 2013). Hence, various studies indicate that with proper policy direction, migration can contribute to increased economic development in developing countries through raising additional finance, creating knowledge and technology transfer and reducing poverty as well as filling employment gaps in destination countries.

According to the Migration Policy Institute, USA was the country of destination for approximately 59 per cent of Nigeria's highly skilled immigrants and like many other African immigrant groups in the United States, they are highly educated with proximately 62 per cent possessing Bachelors, Masters or Doctorate degrees. Approximately 78 per cent are employed, with a significant segment in skilled professions, such as Health or Education (Capps and McCabe 2012).

Today, the United States is the top destination country for skilled Nigerians followed by the United Kingdom. Nigerian immigrants comprise approximately 19 per cent of the black African immigrant population in the United States. It is estimated that there are roughly 3.4 million Nigerians living in the United States, making it one of the country's largest African immigrant groups. (Mberu and Pongou 2010).

According to Babawale (2008), the problem of exodus of African professionals has reached disturbing proportions in many African countries, with Ethiopia taking the lead in the continent in terms of rate of loss of human capital, followed by Nigeria, Kenya and Ghana. In many of these countries, the dearth of professionals arising from fleeing nationals is threatening the very survival of several sectors of their economies. In the last few decades, a significant percentage of Ethiopians who went abroad for studies did not return after the duration of their studies. Consequently, Ethiopia has recorded heavy losses in human capital across various sectors of national economy.

According to a report submitted to the International Organization for Migration in 2012, in Nigeria, universities produce high-level manpower in various fields. There are conventional universities which produce graduates in the pure and applied sciences and arts. There are also specialised universities which produce graduates in their areas of specialisation. In the latter category there are: universities of technology, universities of agriculture, and one military university. By the end of 2013, there were 129 universities in Nigeria, comprising 40 federal, 39 state and 50 private universities.

The report went further to indicate that polytechnics train middle-level technical manpower. They award national certificates and diplomas, namely: the National Diploma (ND) after two years of study following senior secondary school; and the Higher National Diploma (HND), awarded after a further two year's course. Students are expected to have at least one-year industrial attachment after obtaining the ND and before pursuing the HND course. As at the end of 2013, there were 81 polytechnics in Nigeria recognised by the National Board of Technical Education. The Federal Government owns 21 polytechnics, while 38 and 22 are owned by state governments and private individuals respectively.

Colleges of education produce midlevel manpower in teacher education. The Colleges, under the supervision of the National Commission for Colleges of Education, offer three-year programmes leading to the award of the Nigerian Certificate in Education (NCE), which is the minimum teaching qualification in Nigeria. As at 2013, there were 21 federal, 43 state-owned and 24 privately-owned colleges of education in the country. In addition, the National Teachers Institute and some polytechnics in the country offer NCE programmes of teacher education. Furthermore, all conventional universities offer teacher education programmes leading to the award of Bachelor of Education degrees in different teaching subjects. http://publications.iom.int/system/files/pdf/needs_assessment_ nigerianeducsector.pdf (*Accessed 20, Sept 2017*)

A number of challenges have been identified as clogs in the realisation of good access, equity and quality of education in Nigeria. One of these is the critical issue of teacher shortage at all levels of education. For instance, at the basic education level, UBEC (2012) National Personnel Audit reports revealed gross inadequacy in the quality and quantity of teaching personnel in the nation's primary and secondary schools. According to the reports, there were 564,569 teachers made up of 297,960 males and 266,609 females in the nation's 59,007 primary schools in 2012. Also, there were a total of 133,338 teachers comprising 68,085 males and 65,253 females in the nation's 11,295 junior secondary schools. Considering that pupil enrolment in primary and junior secondary subsectors during the period was put at 20,291,709 and 4,313,164 respectively, the pupil-teacher ratios of 1:60, and 1:37 were obtained for the nation's primary and secondary schools respectively (UBEC, 2012).

The UK Diasporas Engagement Policy: A Case of the African Diaspora

Since the turn of 21st century, there has been a growing interest in social research on the Diaspora mainly in the economically developed countries. In recent times, the burgeoning Diaspora narratives have dominated the academic discourse in a number of learning and research institutions. Many colleges and universities have set up migrant studies programmes where thousands of Law, Anthropology, Social Work, Economics, Geography and History academics, researchers, and students, some specialising in Migration, are engaged in lively discussions across the Globe. The Diaspora dialogue has also attracted the attention of policy makers of home and host counties and international development agencies. But very little is said or done about the engagement of the Diaspora themselves in development platforms. The recognition of the Diasporas' contribution towards the economic

prosperity and cultural diversity of the host society is often overlooked. In the eyes of policy makers and the general public, the Diaspora is perceived as a "burden" rather than an economic boon for the host society.

The contentious nature of the Diaspora was clearly illustrated in the United Kingdom during the heated public debate on immigration prior to the June 23, 2016 EU referendum that triggered Brexit. In response to Culture Secretary Karen Bradley, who hinted to ditch the previously held policy of reducing the net immigration to below 100,000 a year, one commentator reacted in the strongest possible terms:

> It is precisely 'numbers' that are putting too much pressure on housing, school places and the NHS (National Health Service), which is a key reason why many people voted to leave the EU. If politicians don't understand the basics, what hope is there? (Metro, April 24, 2017)

On the other hand, the well-known British columnist Simon Jenkins writes that "immigration is London's lifeblood." (Evening Standard, 3 May 2017)

Studies on the role of Diaspora and Diaspora organisations in the development agenda of home countries are negligible, and the few that exist focus merely on remittances. Other contributions of the Diaspora such as promoting education and research in the home country; encouraging businesses and investments; strengthening civil society; participating in the political debate and the like are 'less tangible than remittances but not necessarily less relevant' (Haas 2006).

This section aims to assess the UK Diaspora policy and the role of UK government and development agencies in the engagement of the African Diasporas in the development schemes of their home countries. It examines the degree of Diaspora involvement in the development process and the extent to which the UK Government Diaspora policy enables or hinders the Diasporas to engage. It will also identify the opportunities and possible challenges faced by the Diaspora in the process. Haas suggests that host countries can engage the Diaspora through:

- actively involving migrants and migrant organisations in policy formulation;
- supporting capacity building and network formation among migrant organisations so as to enhance their abilities to undertake development initiatives;
- directly sustaining development initiatives of migrant by providing financial and/or organisational support;
- involving migrants and migrant organisations as "experts" or "consultants" in development projects designed by development agencies; and, more controversially;
- involving migrant and migrant organisations in programmes of permanent or temporary return (Haas 2006).

In light of the above, we shall also look into the highly acclaimed solutions in mitigating Diaspora problems which include stemming the flow of new refugees and migrants that swells the population of the Diaspora; allowing refugees and migrants to integrate fully into the host society once they leave their home countries; promoting voluntary repatriation for those who opt to resettle and work in their home countries; and, most important, endorsing the transnational orientation of the Diasporas who want to contribute their share in the economic, social and political activities of their home and host counties simultaneously at individual and organisational levels.

This study will focus on the latter groups of the Diaspora. It will examine briefly the policy instruments in the UK that may or may not enable the Diaspora engagement in the development agenda of the home countries. Questions such as 'who is the Diaspora?'; 'What are the contributions of the Diaspora to both host and home countries?'; 'What are the UK policies that may help or hinder the contribution of the Diasporas from the perspective of the Diasporas themselves?' and 'What are the implications of those policies to the Global Knowledge Exchange Network (GKEN) initiatives?' will be briefly addressed in this section of the study.

Desk research using secondary resources as well as face-to-face and telephone interviews with AFFORD officials whose functions are intimately related to the affairs of the African Diaspora are the major sources of data and information for this section of the study. The other source of information and method of data collection is learning from the horse's mouth directly by attending various conferences and public events where prominent people speak about prospects of the African continent and the role of the Diaspora in its development agenda.

The layout of this section is as follow:

- A background statement on the volatility of the Diaspora: the pull and push factors that cause their movements and the problem around definitions, classifications and quantification of Diaspora groups.
- The transnational orientation of the Diasporas as a highly favourable indicator to engage the African Diaspora in home country development with some specific examples from a few successful countries
- The UK Diaspora policy and the role of the major stakeholders in the diaspora-development nexus.
- The implications of this policy for GKEN's initiatives and why and how the Diasporas should be encouraged to get involved in the development process of their home countries.
- Concluding remarks and suggestions.

Who is the Diaspora?

The Diaspora is highly volatile by its very nature. The initial challenge rests on problem of definition, categorisation and quantification of the diverse Diaspora groups. It is often hard to make a dichotomy between a migrant and a diaspora just the same as between a migrant and a refugee. Literally, migrants, unlike refugees, are motivated by economic and demographic push and pull factors (Haas, 2008). Though the movements may not be absolutely voluntary, migrants unlike refugees, have the freedom to choose their destinations as they often move to 'greener pastures' where they make money and lead better lives. They can go back to their home countries at will without fear of persecution. The movement of migrants is therefore not caused by repression of one kind or another but by people's desire to improve their livelihoods. Many people within the Diaspora groups who eventually settled in their countries of destination possess student or tourist visas. Other have moved on family reunion schemes and short-term visits.

The distinction between political and economic motivation for flight is too often murky or pretty blurred (Kunz 1973). There is an increasing emphasis on the notion that any categories established on the basis of voluntary/involuntary or political/ economic lines are not dichotomous but located along a continuum (Zolberg 1988).

Diasporas are defined as: "populations of migrant origin who are scattered among two or more destinations, between which there develop multifarious links involving flows and exchanges of people and resources: between the homeland and destination countries, and among destination countries (Haas 2006, P6). All Diasporas are not therefore necessarily migrants/refugees but all migrants/refugees are Diasporas.

Muwagiru (2012) argues that the term 'Diaspora' has sometimes run the risk of becoming meaningless because of a tendency to apply the term to a wide category of people who have been dispersed from their homeland and defines Diasporas as:

> people who have been dispersed beyond the territorial borders of their country, but who retain some loyalties for the country that they came from, and who, in their new habitat, retain also some social exclusiveness.

Similarly, there is a great difficulty of data collection and analysis that arises from such volatility of the Diaspora. Hence the number of the Diasporas remains inexact mainly due to lack of a comprehensive description and consistency in the definition and classification of the Diaspora. The problem is exacerbated by the continuous inflow and outflow of migrants/refugees and also due to the fact that some Diasporas try to conceal their identities and that of their family members for various reasons. It is difficult to estimate let alone come up with accurate figures

of those undocumented refugees/migrants who live in hiding in different refugee camps and who are roaming across cities and towns. While recipient countries most often tend to inflate the figures, refugee/migrant producing countries on the other hand try to lower the figures for their own respective purposes. In similar veins of the Diaspora definition, it is hard to establish the exact number of the Diaspora, therefore leaving it all to guess work.

Studies show that there are more African Diaspora medical doctors, engineers and university professors in the countries of destinations than home countries. According to International Organisation for Migration (IOM) figures, Africa has lost one third of its highly skilled professionals and counting at an alarming rate (Kamei 2011). Referring to the estimates by The United Nations Economic Commission for Africa (UNECA) and IOM Kamei stressed that since 1990, at least 20,000 professionals have left Africa annually.

The number of refugees fleeing Ethiopia reached two million in the mid-1980s, over half-a million of whom lived in the Sudan alone (Hagos 1995). There are about 80,000 Ethiopians and over 200,000 Nigerians in the UK, the overwhelming majority living in London. These figures are, however, just a tiny fraction of those who fled to neighbouring countries within the African continent. Apart from victims of human trafficking who cross the Mediterranean Sea perilously and pay the ultimate price, those who flee to the developed world are the best, brightest and relatively affluent who can pay air tickets and hotel accommodation.

The proportion of migrant population to the total population in some Western European counties was 19 per cent in Germany (2010); 8 per cent in France (2010); 20 per cent in the Netherlands (2010) and 11 per cent the United Kingdom (2011) of whom the largest majority were from Eastern Europe. In the UK, for instance, 67 per cent of the migrants were Polish. (Eunomad 2012). This was due to the biggest change in the migration situation that took place after the EU accession of the East and Central European countries on May 1st 2004.

From Brain Drain to Brain Circulation

The Diasporas possess enormous potential that can be harnessed for the benefit of all, provided that they are fully integrated into the host society's way of life. The ability of the Diaspora to respond to crisis in home countries is shaped by a number of factors that include the Diaspora's educational level, area of specialisation, employment status in the UK, immigration status, level of social and political consciousness, access to information in the UK, and the availability of reliable structures in hometowns to liaise with (Ndofor-Tah 2003).

Integrated Diasporas are more likely to support themselves, their families and their communities and contribute more to their country of residence and origin than those totally assimilated or marginalised. There are different pathways that enable the Diasporas (depending on their age, gender, level of qualification, the type of profession) to benefit from the education, training and employment opportunities without compromising their personal and professional identities (Hagos and Shiferaw 2002). This requires a continuous intervention by the government and other stakeholders of the receiving countries to enable the various Diaspora groups overcome the multi-faceted barriers that prevent them from fully participating in the economic and social life of the host society. Such intervention depends, however, on the political goodwill of policy makers in valuing the potential contribution of the Diasporas.

Young Diasporas can be supported through, volunteering, apprenticeships and mentoring programmes while those Diasporas who are highly qualified and experienced but who lack exposure to the working culture of their host countries should get additional training, including the English language, to enable them to re-qualify and adjust with the new work environment and take up jobs in their field of studies. Former teachers, lawyers, doctors, nurses, and engineers should get the necessary training and career development opportunities.

Diasporas with relevant skills need to get more flexible and customised training to enhance their skills. In this era of globalisation, Diasporas have a comparative advantage over nationals because they are bilingual and multilingual. These groups of the Diaspora have relatively high chances of obtaining gainful employment and self-employment. The Diaspora are exposed to different cultures and traditions which, if harnessed properly, could benefit both their host and home countries.

Fully integrated migrants contribute by engaging in wealth creation for host countries by filling up vacant jobs, paying taxes, mortgages and tuition fees for their children in schools, colleges and universities. The Diasporas also enrich the cultural and social diversity of the host society. Multilingualism and multiculturalism are the main tenets and a bonus for the Diaspora in the fast-globalised era. Well integrated Diasporas are more likely to play a greater role in the development process of their home and host countries compared to marginalised or totally assimilated Diasporas. Using specific examples from the Philippines, Mexico, Turkey and India, Haas asserts that in the longer term, the departure of the best and the brightest benefits sender countries in the form of remittances, investments, trade relations, new knowledge, innovations, attitudes and information (Haas 2005).

The contribution of the Diaspora to both home and host countries can be summarised as financial capital in the form of remittances; intellectual capital with their knowledge and skills; political capital by involving themselves in the political debate of home countries (e.g. the Senegalese Diasporas' involvement as MPs in their home land); cultural capital in the form of traditional food, costumes, music and dance; social capital in terms of weddings, funerals and other social events; and time capital in the form of volunteerism, etc. The level and intensity of engagement of African-British Diaspora in African Development ranges from individuals to groups, larger organisations and a consortium of organisations.

At individual level, there are a catalogue of Diaspora professionals such as Professor Victor Doku who responded to the acute shortages of mental health professionals in Ghana. Realising the shortage of mental health professionals in Ghana, Dr Doku, a Psychiatrist and Epidemiologist practicing in London after post-graduate education in the United Kingdom, developed (in collaboration with other Ghanaian mental health doctors in the UK) a strategy that will not only help to supplement mental health care in Ghana but to further ensure that mental health programmes become an integral part of the public health system in Ghana (Interview with Paul Asquith and Stella Opoku Owusu) of AFFORD.

At a group level, Ethiopian medics from the United States and other countries, in collaboration with friends of Ethiopia volunteers, performed eye and heart surgeries in Ethiopia on those who cannot afford to undertake expensive medication abroad. At organisational level, a variety of African organisations formed by Diaspora individuals or groups participate in African projects at different capacities largely on a voluntary basis. Diaspora organisations can be classified as formal and informal depending on their nature of establishment and functions ranging from associations, alumni groups, women, youth, and thematic organisations. Active African thematic organisations include AFFORD specialising on development issues; AFRUCA, and FORWARD which specialise on cultural and traditional issues e.g. FGM and other physical, mental and sexual abuses

There should be a favourable and enabling Diaspora policy at the African Union and at respective country levels in Africa to facilitate the effective contribution of the Diaspora for the African development. At 'The African Union Vision for Peace and Prosperity in Africa' event hosted by Chatham House on May 12, 2017, the current Chairperson of the AU Commission, His Excellency Mr Moussa Faki Mahamat, outlined his vision of Africa. This event was chaired by Jeremy Astill-Brown, Associate Fellow of Africa Programme of Chatham House, who also shared his vision. Mr Mahamat identified climate change, population

increase, bad governance, deep rooted poverty, conflict and violence, emigration and human trafficking, terrorism and restrained development as major challenges for the Continent. Mr Mahamat has also spelt out the AU vision of 2063 adopted during the 50th AU anniversary which includes integration, prosperity and peace in Africa. He stressed that there needs to be a link between peace, security and development. The Chairperson stressed that there also needs to be a balance between population growth and economic development. He specifically addressed the issue of African youth and said because they occupy the largest share in population growth, they should also share the population dividend.

According to Mr Mahamat, the brains of Africa have got to get together and set the Continent's road map for the next 50 years. Africa's 53 states are not united despite regional entities which, unfortunately, remain unintegrated, a challenge a "Vision 2063" would resolve, together with crafting the Continent's own development programme. As the AU chief succinctly put it, the sad irony is that the poorest people in the world live in Africa – the world's richest continent. The core of the problem, according to the Chairperson, is poverty which generates conflict and violence. Thus, finding instruments to contain poverty and adopting them to the African reality is Africa's priority. Mr Mahamat said all is not lost and that he is optimistic that intellectuals within the Continent and the Diaspora will arise and take Africa forward. The big question is how! Realising the importance of engaging the Diaspora in nation building, many African countries like Ethiopia have formulated enabling policy. However, the taste of the pudding is in the eating. Transferring policies into action is the hardest bit.

United Kingdom Diaspora Policy Perspective

The contribution of the Diaspora in the economic prosperity and cultural diversity of the recipient countries is not in doubt. However, this is often overlooked and under-reported. According to recent research by the New Economics Foundation, the UK economy would have lost £328 million (4 per cent of the nation's GDP) if the Diaspora stopped working for a day. Although London is dubbed as a world class multi-cultural metropolis with over 300 migrant community languages spoken in its streets, schools and community centres, much needs to be done to embrace diversity and celebrate cultural differences by the mainstream society. There are different policy instruments for asylum seekers, refugees and migrants which hinder rather than facilitate integration. As these policies got more and more stringent, more migrant groups have become marginalised or assimilated rather than integrated into the host society in the fullest sense of the term.

It can be said that The UK Diaspora policy has not gone beyond facilitating remittances. Despite DFID's growing involvement in facilitating remittances more than other development interventions, the cost of transferring remittances to the African continent is said to be l higher than that of other counties. According to the 2005 World Bank Report, between US$2bn and US$ 4bn worth of remittance flows to the African Continent from its Diaspora population. In the year 2008, African Diaspora sent remittance of some US$20 billion to sub-Saharan Africa alone (Kamei 2011).

In contrast to several other European countries, French NGOs, and British development NGOs such as Oxfam, Save the children, Action Aid, World Vision, CAFOD and Christian Aid have not developed specific policies towards migration and development or the involvement of Diaspora organisations in their activities. The focus of these agencies is on aid and relief work. They, therefore, have not engaged the Diaspora in the development agenda of their home countries. Some government organisations such as DFID and the British Council have, however, shown interest in the Diasporas' engagement in development and education respectively better than their European counterparts.

In recent times, the UK has indicated interest in the engagement of the African Diasporas in the development process of their home countries. On March 29, 2017, Chatham House organised an event entitled "Navigating the Nigerian Market: Diaspora Insights and UK Business Engagement" where some Nigerian Diasporas attended. One of the speakers, John Hawell, MP, and the UK Prime Minister's Trade Envoy to Nigeria, who just came back from Africa's most populous country with huge potential cited opportunities in Nigeria in areas of business, education and research that could inspire Diaspora participation. On another occasion, Priti Patel, DIFD's Secretary, told an audience that included African investors, entrepreneurs, businessmen and international government representatives at the City of London that under her leadership at DFID, she is "unequivocal" in her "quest to ensure that global Britain enables Africa to industrialise faster, trade more and create millions of jobs" (Evening Standard, Friday March 31, 2017).

In theory, DFID is committed to 'build on the skills and talents of migrants and other members of ethnic minorities within the UK to promote the development of their countries of origin'. However, in contrast to remittances, "it has proved much more difficult to put this policy objective into practice" (Haas, 2005, p). DFID claims to have allocated 90 per cent of its grants directly to government to government assistance and only 10 per cent to Diaspora organisations working for the development of home countries.

The African Foundation for Development (AFFORD) has been able to exert considerable influence on DFID and, in particular, in raising awareness on the relevance of diaspora organisations for development and their right to become engaged while retaining their independence. AFFORD proposes the following on the necessity to engage the Diaspora in policy issues of the United Kingdom:

- Acknowledge that the diaspora merit as serious an engagement as the private sector with DFID and other relevant government departments with a development brief;
- Draw UK-based diaspora groups into the formulation of Country Strategy or Assistance Plans, Poverty Reduction Strategy Planning, and other instruments of UK development policy;
- Make greater efforts to bridge the UK's two parallel development and relief efforts, one mainstream-led (DFID plus UK-based NGOs engaged in development and relief) and the other diaspora-led.

According to Chukwu-Emeka Philip CHIKEZIE, MEB, the Co-founder of AFFORD, it had a clear vision when it was set up in 1994: that the Diaspora of African descent needed to reconnect with the Continent. He says: "The presence of AFFORD means that we have to engage the Diaspora. AFFORD has connected the Diaspora with the continent, a recognition that the Diaspora is part of the development equation."

It is worth paying more specific attention to the African Foundation for Development (AFFORD, www.afford-uk.org) as an illustration of the potential strength and influence of spontaneously created diaspora organisations that are not necessarily government supported. AFFORD was founded as a UK-registered charity in 1994 by a group of Africans in the UK, in response to concerns that, despite the vast number of Africans in the UK who organise themselves and contribute to Africa's development, Africans were effectively marginalised from mainstream development activity directed towards Africa.

AFFORD intends to connect Africans and their organisations abroad working for the development of Africa and African people directly with organisations on the continent working toward the same goals. Its mission is to expand and enhance the contribution that Africans in the diaspora make to Africa's development. Its three work programmes are (1) to support UK-based African organisations in their quest to support development in their regions of origin, (2) to support African input into mainstream development policy and practice and (3) to facilitate direct developmental linkages between Africans in the UK and counterparts in Africa.

Implication of UK Diaspora Policy on GKEN Initiatives

One of the main aims of GKEN is to bring Africa's development nearer to the African scholars at home and those in Diaspora through knowledge sharing. As an offshoot of this major aim of GKEN, the Ethiopian Doctoral and Masters Academy (EDMA) came into existence. EDMA was created to particularly support postgraduate students in African Universities, specifically in Ethiopia, in the areas of capacity training and development in research initiatives.

As many Africans from the Diaspora showed deep interest in EDMA's functions, the African Doctoral and Masters Academic Society (ADMAS) is being developed to incorporate other sister countries such as Nigeria through a pilot programme that has just commenced. GKEN and other Diaspora organisations in the United Kingdom are engaged in several activities in a bid to stem the tide of migration by encouraging and enabling Higher Education Institutions to address quality of education throughout the country. This noble job is carried out through capacity development and supervision/mentorship initiatives for postgraduate students to reduce the urge to migrate in search of quality education.

GKEN is striving to change the 'brain drain' or 'brain waste' into ' brain gain and brain circulation through its Global Knowledge Exchange programmes. To date, GKEN has hosted NINE interdisciplinary international conferences in UK & Ethiopia (please see Page 25 for GKEN's track record) and the plan for the 10th Milestone event which will hosted by running 10 days long (i.e. 6th to 16th of April 2020) impactful conference and workshops in Ethiopia.

GKEN signed a memorandum of understanding with a dozen universities in Ethiopia to enable them work together for the common good. This is already yielding fruits. GKEN is also working in partnership with several Ethiopian Diaspora organisations known as EDS-UK (Ethiopian Diaspora Services in the UK) EASY-UK (Ethiopian Association of Students and the Youth in the UK), WHEAT Mentor Support Trust, IDEA, Brain Share Africa and many other emerging groups mobilising the knowledge, skills and experiences of the Ethiopian Diaspora for the benefits of their countries of origin and destination. This can only show that the Ethiopian Diaspora are already mobilised by their own. GKEN is currently engaged in capacity development and knowledge sharing with the above organisations and others that are expected to follow suit.

GKEN is well placed to work with UK Government and UK Development agencies as well as higher learning institutions. GKEN has already formed working relationships with Institute of Development Studies, Universities of East Anglia, Plymouth, South Bank University and Queen Mary of University of London just to mention a few.

The UK Diaspora policy has therefore a direct bearing on the work of GKEN. UK's favourable immigration policy will positively influence GKEN's work in terms of sustainability, capacity development, and effective engagement in Africa's development process.

3

Methodology:
Theoretical Background to the Research

In Dec 2010, we embarked on a knowledge exchange initiative commonly known as Global Knowledge Exchange Network (GKEN) in order to connect Africans in the homeland with those outside Africa via a noble cause of knowledge exchange across many disciplines. We, therefore, started to find ways to unlock the human and social capital of Ethiopians and friends of Ethiopia communities by bearing in mind the availability of massive potential of African scientific knowledge scattered across the globe on one hand and the challenges to unlock it on the other.

Since then, as part of the wider GKEN initiative, we established EDMA (Ethiopian Doctoral and Masters Academy) in order to help prepare future generations of scholars by supporting Doctoral and Masters level candidates across many disciplines. As educators and researchers, our team has a great interest in researching how people within our continent can share their knowledge and experiences and ultimately solve their own societal problems in a more sustainable manner. It is in this context that we undertook a research project in Ethiopia and Nigeria to identify *"A Knowledge Exchange Model to Develop the Capacity of African Universities"* that will ultimately help to establish an African Doctoral and Masters Academic Society (ADMAS).

Our experience showed that the *knowledge exchange* and related projects go beyond one specific discipline, hence need to take knowledge management and issues related to sustainable development into wider consideration. This led us to adopt the ethnographic research method for this particular project.

Ethnography

Ethnographic research comes from the discipline of social and cultural anthropology (Myers, 1999), which is usually recognised as one of the four 'branches' of anthropology (the other three are biological anthropology, linguistic anthropology and archaeology). According to Rajpramukh (2005), its two strands focus on:

- Culture in terms of objects, tools, techniques, ideas and values
- Social structure and social organisation, i.e., the network of relations between groups, classes and categories.

Ethnography has been the dominant research method in social and cultural anthropology for more than a century as it provides excellent holistic treatment and holism is one of the basic tenets of anthropology. In the 19th century, studies were largely directed at 'primitive' societies, which shifted in the 20th century to a study of 'different' societies, and more recently to the use of ethnography to provide a different perspective to research on modern Western society (Adler & Adler, 2008). Seminal ethnographies in social and cultural anthropology include the work of Malinowski (1932) in the islands of the Pacific Ocean and Radcliffe-Brown (1931) in the Andaman Islands. More recently, Bourgois (1995) produced ethnography of 'crack dens' in Harlem. Geertz (1973) pioneered the notion of 'thick description' within ethnography, where considerable attention is paid to the context as well as human behaviour.

One of the key features of ethnography is the 'depth' of study, where an ethnographer is required to spend a significant amount of time in the field. Ethnographers are expected to immerse themselves in the life of the people they study (Lewis, 1985) and seek to place the phenomena studied in their social and cultural context.

Ethnography provides a detailed exploration of group activity and may include literature about and/or by the group. It is an approach which employs multiple methodologies to arrive at a theoretically comprehensive understanding of a group or culture. The issue for the observer is how the particulars in a given situation are interrelated. In other words, ethnography attempts to explain the web of interdependence of group behaviours and interactions. Ethnography is the study of people in their own environment through the use of methods such as participant observation and face-to-face interviewing.

As Sidky (2004) suggests, ethnography documents cultural similarities and differences through empirical fieldwork and can help with generalisations about

human behaviour and the operation of social and cultural systems. Because anthropology is holistic (meaning it looks at the past, present and future of a community across time and space), ethnography as a first hand, detailed account of a given community attempts to build a comprehensive understanding of the circumstances of the people being studied. Ethnographers, then, look at and record a people's way of life, as seen by both the people and the anthropologist; they take an emic (folk or inside) and etic (analytic or outside) approach to describing communities and cultures.

Ethnographic research looks at what may be considered ordinary to those living within a community whether they are indigenous or new to the area. The researcher spends time with the people under study to get a sense of how they live, how they practice their beliefs and rituals, and their interactions with each other and with their neighbours.

According to Yin (1994), the main differences between case study research and ethnographic research is the extent to which the researcher immerses himself in the life of the social group under study. In a case study, the primary source of data is interviews, supplemented by documentary evidence such as annual reports. In ethnography, these data sources are supplemented by data collected through participant observation. Ethnographies usually emphasise detailed, observational evidence.

The case study method was used by Walsham and Waema (1994), who studied a UK building society. Their principal method of data collection was in-depth interviews. They did not use participant observation. The ethnographic method was used by Orlikowski (1991) who studied a large, multinational software consulting firm over eight months. Data was collected via participant observation, interviews, documents, and informal social contact with the participants.

Specific examples of ethnographic research in knowledge management studies demonstrate the contexts studied and the time required in the field. Like Orlikowski (1991), Levina (2005) also spent eight months on her study, in her case examining a web-based application development project. Corbitt (2000) spent five months with a corporate finance institution, studying their development of an e-commerce strategy, Nandhakumar and Avison (1999) examined an executive information system project for six months, and Surendra (2008) spent 18 months in a finance company studying agile development practices. Stanley (2003) spent eight months in a classroom observing adult IT education in a poor community while Hampton (2003) spent two years living in a community in order to study the relationship between ICT and social networks.

In the context of information systems developing countries, Walsham and Sahay (1999) spent three years studying geographical information systems in India and, more recently, Kuriyan et al. (2008) conducted an ethnographic study of computer kiosks, also in India.

The different approaches to ethnography are also apparent within knowledge management research. Myers and Young (1997) explicitly adopt a critical ethnography for their ten-month study of a health sector project while McBride (2008) uses performance ethnography in terms of presenting the stories attached to the development of software quality procedures. In her eight-month study of knowledge workers, Schultze (2000) emphasises the confessional aspects of ethnography in her self-reflexive account of a Lotus Notes development in a US manufacturing company.

Ethnography is also discussed as a method whereby multiple perspectives can be incorporated in systems design (Holzblatt and Beyer, 1993). In the design and evaluation of information systems, some very interesting collaborative work involves ethnographers, designers, IS professionals, computer scientists and engineers (Star, 1995). For example, a project at Lancaster University used the ethnographic method to understand human cooperation in air traffic control (Bentley et al. 1992; Hughes et al. 1992).

Like any other research method, ethnography has its benefits and limitations. As argued by Myers (1999), one of the most valuable aspects of ethnographic research is its depth. Because the researcher is 'there' for an extended period of time, the ethnographer sees what people are doing as well as what they say they are doing. Over time the researcher is able to gain an in-depth understanding of the people, the organisation, and the broader context within which they work. As documented by Grills (1998a), by going to 'where the action is; the researcher develops an intimate familiarity with the dilemmas, frustrations, routines, relationships, and risks that are part of everyday life.

Myers (1999) further asserts that knowledge of what happens in the field can provide vital information to challenge our assumptions. Ethnography often leads the researcher to question what we take for granted. For example, Hughes (1992) shows how ethnographic studies led researchers to question widely held assumptions about systems design. They found that the information obtained by ethnography provided a deeper understanding of the problem domain and that conventional principles normally thought of as 'good' design may be inappropriate for cooperative systems. Likewise, Orlikowski's (1991) ethnographic research showed how the use of new IT led to the existing forms of control being intensified in one professional services organisation.

Justifying the Ethnographic Method for this Research

There are many methodologies that have been, and could be, used to explore knowledge exchange and experience sharing. Avison & Myers (1995) suggest: conceptual study, mathematical modelling, laboratory experiment, field experiment, surveys, case studies, futures research, phenomenological research/hermeneutics, ethnography, longitudinal study, and action research. Due to our interest in culture and society within African continent, we selected the ethnographic method.

This research, therefore, was conducted through ethnographic fieldwork at Jimma University in Ethiopia and at Tai Solarin University of Education (TASUED) in Nigeria, studying the learning and teaching process and the academics communities in their own social contexts, rather than, for example, as a purely statistical investigation without interaction between the students, educators and senior management.

On this basis, researchers conducted block teaching for three days and interacted with the diverse population of staff and postgraduate students from various disciplines. In addition to block teaching, the research team conducted interviews and focus group discussions with a wide range of university scholars and administrators across several universities in Ethiopia and partially in Nigeria. This opportunity enabled researchers to learn more about people and their cultures, thereby enabling them to get direct information from primary sources other than relying on secondary sources. Such institutions included Jimma University, Addis Ababa University, Ethiopian Civil Service University, Mekele University and Tai Solarin University of Education among others

It is through this fieldwork at Jimma University and TASUED University that we, in addition, gathered information about the people and their pedagogic activities at both universities in order to identify how African higher education institutions can contribute to social and economic development through:

- The formation of 'human capital' (primarily through teaching);
- The building of knowledge bases (primarily through research and knowledge development);
- The dissemination and use of knowledge (primarily through interactions with knowledge users); and
- The maintenance of knowledge (inter-generational storage and transmission of knowledge).

Our experiences as well as our readings also led us to the view that the central work of the ethnographer in fieldwork is to become immersed within the culture in such

a way as to develop an 'insider's perspective. This generally means taking on the role of participant observer, a role "instrumental to understanding and accurately describing situations and behaviours ... in contrast to a priori assumptions about how systems work from a simple, linear, logical perspective – which might be completely off target" (Fetterman 1989).

This role is not an easy one (Fetterman, 1989; Faithorn, 1992) and there are dangers of either becoming a 'blank slate' or 'sponge' for culture, or alternatively entering the fieldwork full of theories and hypotheses to test. The researcher needs to maintain a reflective distance from the culture in order to consider the ethnographer's own impact on the culture and 'situatedness'. Clearly, this makes its own particular demands on the researcher. Schultze (2000) argues that "ethnographic research is thus highly dependent on the individual [researcher's] unique knowledge and experience, and his/her actions as a thinking agent who brings his/her subjectivity to bear on the construction of information and knowledge" (pp. 7-8).

The work of Avison and Myers (1995) is invoked by Richards (2003), who argues for a reflexive anthropology "where it is recognised that the interpretation of culture(s) is in fact part of a process of construction" and says that anthropologists themselves "are similarly part of a broader socio-historical process." They go on to argue that ethnographers, in their attempt to 'go native' and understand other cultures 'in their own terms,' deny the interpretive act of the analyst. I acknowledge my situatedness in the assumptions of my 'home culture,' in the new cultural context, and (being an IT person trained in the UK) as part of a broader socio-historical process. How can I immerse myself in and learn about a specific indigenous culture while being subject to the assumptions and biases of my own (city oriented) culture? Harvey and Myers (1995) argue that the ethnographer should be aware of these biases and try to make them explicit in the process of learning about cultural differences (see also Spradley, 1980).

In this research, we are applying what Faithorn (1992) calls a 'transcultural perspective.' This approach recognises and celebrates the particularities of cultural diversity while also exploring shared aspects of the human experience. As Avison and Myers (1995) write: "culture is seen as contestable, temporal and emergent, it is constantly interpreted and reinterpreted, and is produced and reproduced in social relations".

This research work has been underpinned by the interactionist theoretical framework, as developed by American Sociologist Herbert Blumer, which recognises that 'social acts are constructed through a process. In such a process, the actors note, interpret and assess the situations confronting them'. It also recognises

that 'one's own action needs to be fitted with the actions of the other'. The research has involved the use of university academics and postgraduate students as the target population from which representative samples have been drawn from two countries of Nigeria and Ethiopia. The justification for using the target population is borne out of the fact that they are the key actors through which to help build an appropriate knowledge exchange model in African Universities as they are better positioned to point out the inherent weaknesses and areas to build upon.

Two universities, one from each of the two countries, were chosen and from each of the universities, accessible postgraduate students (doctoral and masters) as well as postgraduate lecturers selected, bring the number of people used for the research work to 141 (109 students and 32 lecturers). Information on how to develop a knowledge exchange model to build the capacity of universities through African Doctoral and Masters Academic Society (ADMAS) were elicited from them by use of a well-structured ADMAS needs support assessment questionnaire completed by respondents. This was the starting point to identify the knowledge gaps of both groups of respondents. Interviews and focus group discussions in the two countries were then conducted. Data collected from these sources (particularly the questionnaire) were analysed through Statistical Package for Social Science (SPSS).

The research team, therefore, adopted and embarked on stakeholder's analysis using the UNDP's Capacity Development (CD) process model that consists of the five steps presented below:

1. Engage stakeholders on capacity development;
2. Assess capacity assets and needs;
3. Formulate a capacity development response;
4. Implement the response;
5. Evaluate capacity development. (UNDP, 2009)

It is believed that the observations and reflections of the team members together with inputs from the stakeholders in both countries will help to identify gaps to make recommendations to the appropriate bodies at the national, regional, continental and international levels.

Because of time constraints and other logistics and associated challenges, outreach activities to disseminate results in each country could not be developed accordingly through conferences, seminars and relevant government agencies such as universities, supervising bodies of universities, ministries of Education, etc. to the target groups in working out a sustainable and SMART plan. (These will be highlighted under the challenges and constraints section later).

Stakeholder groups

Table 6: Summary of how we operationalised the six stakeholder groups

	Stakeholder Group(s)	Organisations / Institutions	Examples	Seeking Consent	Fact finding Method
1	Academic Institutions	Tai Solarin University of Educa-tion (TASUED) and Jimma University (JU)	E.g, Both (JU & TASUED) - Senor officials and HoD. Directorate of Academic Planning and Research in both Universities will be fully involved.	It was easy	Brain Storm and interview
2	The Local Educators	Lecturers and curriculum heads	e.g, At JU (EDMA primary/local supervisors) + colleagues at TASUED	It was easy	Brain storm and questionnaire
3	Diaspora professionals	African and friends of Africa academics, researchers & practitioners in UK (the host country)	e.g, EDMA Supervisors / Mentors (Professional Volunteers)	It was easy	Brain storm and questionnaire
4	The learners	Students at JU & TASUED	e.g, EDMA candidates at JU + Students being taught by colleagues at TASUED	It was easy	questionnaires and Interviews
5	The Government (Relevant Authorities)	Min. of Education (MoE) in Ethiopia & Nigeria. Universities supervisory bodies in both countries, Bureau of National Planning and statistics etc.	e.g, Official documents from Ministries (usually secondary sources are easy to access)	So much Problems	Secondary Sources (Official documents). Difficult to get.
6	NGOs / INGOs / Dev. Partners	WORLD BANK, UNESCO, CODESRIA, AURA	E.g, CODESRIA could be a good candidate + may be AURA (African Universities' Research Approaches) as they are now GKEN's partners	Not much success.	Very brief interview. With World Bank only.

4

Research Report

This chapter is intended to give the reader a sense of what we did during the entire research work in Ethiopia and Nigeria.

Ethiopia

Prior to the arrival of the full research team in Ethiopia, preliminary informal talks and formal interviews with various university officials were held by Prof Amare and Dr Hailu. Upon arrival in Ethiopia, the full research team was involved in some activities as part of the entire research processes to gather relevant exposures and experiences to make the research work successful. Such activities included on the spot assessment of some universities to carry out Key Informants Interview (KII), meetings and oral interviews with some key universities' management teams from Mekele University, Ethiopian Civil Service University, Jimma University among others, attendance at two separate International conferences, etc. The one held at the Host Institution at Jimma University was the 7th Annual Research Conference under the theme: Gender Equality in Development and Nation Building: Opportunities and constraints, and also; at Addis Ababa University of Science and Technology, Addis Ababa, Ethiopia organised by the Ethiopian Women's Scholars which had the theme of "The role of Women Scientists in promoting Science, Technology and Innovation" on April 5, 2016. Prof. Amare Desta, the Coordinator of the research team presented a paper titled "Gender divides in Technology and Science" at the conference in Jimma University.

In addition, a paper on GKEN Workshop series titled "Mentoring as a Tool for Mitigating Vulnerability in Higher Education: The UK Experience" was delivered by Hailu Hagos, (PhD) at the Ethiopian Civil Service University, Addis Ababa, Ethiopia, on April 6, 2016.

Block Teaching

The idea of block teaching at Jimma University, Ethiopia and TASUED, Nigeria (Diaspora initiatives and engagement towards capacity development) was meant to further sensitise students on the need to rub minds with the diaspora teaching professionals, particularly in areas of research techniques, which is the core of postgraduate studies. The summary of the block teaching is as presented below:

> **Dr Kaolat Oluwafemi Odunaike** was with the postgraduate students at the Department of Business Management and she covered "Research Problems in Management". Dr Odunaike also discussed these sub-topics in great detail during the 15-hour block teaching that lasted three days with an average of 45 students per session.

Types of Research

- **Exploratory research** and types which include literature survey, experience survey etc.
- **Conclusive research** – descriptive research and experimental research.
- **Modelling research** – types of models applied to business situations are symbolic, mathematical and simulation models.
- **Algorithmic research** – sequence of steps to solve a problem of interest in industry, business and government.

Research Processes in Management

The following sequence of steps was discussed in relation to the individual problems identified by each of the students:

- **Problem Definition** – Problematizing the research scenario the study intends to address
- **Objectives of the Research** – includes finalising the research questions, hypotheses and the boundary/scope of the study.
- **Research Design** – The research design provides a complete guideline for data collection. The essence of a research design includes selection of research approach, design of sampling plan, design of experiment and design of questionnaire.
- **Data Collection** – Data are the basic input to any decision-making process in a business. The processing of data gives statistics of importance of the study. Data can be classified as primary or secondary.

- **Data Analysis** – for classification and analysis of data.
- Interpretation of results – defining the real-world problem and relating to real life situations.
- **Validation of Results** – ensuring the credibility of the results.

Practical session she had with the students included:

- Formulation of research topics by individual students.
- Objectives of the study.
- Research questions.
- Formulation of research hypotheses.

Prof. Edwards Alademerin covered "Understanding Problems and Variables in the Research Processes" with postgraduate students of the Department of Educational Planning and Administration. Average attendance at each session was 13 students.

Efforts were made not to overstretch or overload teaching content. The following were covered during the block teaching that lasted 15 hours in three days:

A. Understanding Educational Research Processes

The characteristics and criteria of a good research were discussed as follows:

- Purpose clearly defined.
- Research process detailed.
- Research design thoroughly planned.
- High ethical standards applied.
- Limitations frankly revealed.
- Adequate analysis for decision maker's needs.
- Findings presented unambiguously.
- Conclusions justified.
- Researcher's experience reflected.

B. Nature and sources of knowledge that inspire research:
(1) Literature (2) Oral sources (3) Personal experience (4) Intuition (5) Theory (6) Divine

C. The Research Variables

- **Independent variables** – These are factors, inputs, causes and stimulus for a research process.

- **Dependent Variables** – These are reactants, outputs and effects response that are initiated under a research process.
- **Intervening Variables** – Darts in and out of a research process on regularly basis without a stable position. It is required to stabilise the research process.
- **Moderator Variables –** Ameliorates situations in a research Process thereby helping to stabilise the course of action.
- **Control Variables** – Act as checks and balances in the entire research process. It curbs excesses or increases supplies of a given phenomenon.

D. Hypothesis and its nature in the research process

E. Conducting meaningful literature search

F. References

G. Practical sessions and questions/answers

- Each student chose a researchable topic.
- Basic questions to be addressed by the Proposed Research were outlined.
- What is the problem to be investigated?
- Why is it socially and scientifically important to investigate this problem?
- What objectives will be achieved through the research?
- How will the research process be carried out?
- What types of results are expected from the research?
- Who are the potential beneficiaries of these results?
- Ensure there is at least a relationship.
- Identify all the variables.
- Operationalise the variables and make them relevant to your research and real life situations.

  Prof Amare Desta covered the wide area of research methods for Information Systems to post- graduate candidates at Jimma University in Ethiopia between the 28th and 30th of March 2016.

This intensive block teaching course were prepared for MSc candidates aimed at critical understanding of the main ethos of research and to develop abilities to use a variety of research sources within with Information Systems course of study.

On completion of the intensive three days course, students were expected to have a wider understanding of:

I. theoretical or applied research problem, set objectives related to its solution and design a logical structure for a research project related to the problem;

II. appropriate methods of research, techniques, and tools useful for the analysis and successful completion of a research focused dissertation;

III. realities and complexities of empirical research - particularly as to the sourcing, collection, analysis and interpretation of data;

IV. presenting research results;

V. producing dissertation proposal.

The 1st day of the course was therefore designed to enable students to understand how to:

1. Design and plan research projects;

2. Select suitable research methods for the master's dissertation;

3. Develop research questionnaires;

4. Consider sampling issues within a research context;

5. Differentiate between primary and secondary sources of data.

The 2nd day of the course was designed to help candidates understand the nature & dimensions of research by identifying;

1. The key tools of research;

2. The research process and formulating a research problem;

3. Critical analysis of academic literature and;

4. Writing a literature review.

The 3rd day of the course was designed to help candidates have a wider understanding of research philosophies that include:

1. Qualitative and quantitative research methods;

2. Research strategies;

3. Statistical analysis of research results;

4. Writing a research proposal and;

5. Writing and presenting a dissertation.

Dr. Elfneh Bariso covered various aspects of "How to write a Good Paper for Publication" during the block teaching. He examined various techniques of literature review in order to produce a publishable paper. A number of analysis and writing methods were discussed.

Practical sessions: The learners planned or reviewed their research projects and papers for publication. There was an average of 20 students in each session.

However, the tutor had to be flexible to address students' and staff members' requests to cover other topics such as types of research, planning fieldwork, designing instruments, data collection and analysis. Participants in these block teaching sessions came from various departments of social sciences – Public Relations, Afaan Oromo Studies, Oromo Folklore Studies and English as a foreign Language (EFL).

Main Contents

1. Why write a research paper
2. Where to publish
3. Steps in the process of scientific writing
4. The creation of a research paper
5. Procrastination and writer's block
6. The review process
7. How to maintain the publication flow
8. Author's instructions
9. Text editing
10. Checklist before submission
11. Manuscript submission
12. Fine-tuning writing

The feedback from the students was both positive and encouraging.

Dr Hailu Hagos had a unique assignment of setting up mentoring support at both universities aside from the main task of participating in the research process. He had training sessions with five focal persons from the various Colleges of the University for 2 days and also gathered relevant information from two prominent officers – the past and present Directors of Gender at the University and one former worker.

The summary is indicated below:

Dr Asknakech – Wednesday March 30, 2016 from 2pm - 5pm at the Senate Hall

- 21 female students helped by the Ministry of Social Affairs.
- 1001 by the ministry of Education.
- 800 throughout the eight colleges of the University (systematic).
- Money given to needy students.
- Tutorial classes.
- Students offered 12 additional credit hours.
- Life skills and leadership training for staff and students.
- More than 2,400 girls have been supported.
- Attrition rate dropped from 75 to 25 per cent.

Sr Asresash – Monday March 28, 2016

- Orientation – general about university – campus life, studying and relationship with male students.
- For those who are needy – advice, finance and material support.
- Up to 20 female students were registered from each college.
- Female students were too shy to tell their problems.
- Attrition rate was high among female students.
- Extra training/tutorial/ were given by the help from Irish Aid
- Irish Aid worked for 3 - 4 years.
- A Swedish woman donated a laptop, sanitary pads and soap.
- Success programme in Ethiopia composed of ministry of Education and NGOs.
- Jimma, Addis Ababa University, and Adama were selected for mentoring female students.
- 50 first year students were selected.
- Programme Co-ordinator was employed at Birr 12,000.
- Life skills training for male and female students for three years.

Mrs Feteh Demelash – 29.03.2016

- FHI 360 project under USAID known as University Success Programme.
- Empowering female students to reduce attrition rate which is high in first year students.
- Four components
  1. Life skills training, women's rights, HIV/AIDS prevention, leadership, role modelling and mentor training, 1-2 weekends.
  2. English as a second language – reading, writing, speaking and listening; Four modules – free writing and grammar.

3. Mentorship – 1-2 weekends (mentor training) enlightened senior students to mentor junior students.
4. 1:10 (one mentor:10 mentees)

Full interactive session with University Management team, academic staff and students

By the 3rd day and at the end of the block teaching, assessment questionnaire copies (appendix 5) were administered to the students at their respective sessions and also to the academic staff. Afterwards, there was an interactive session with University Management team, academic staff and students to review the whole exercise and to suggest ways forward in form of questions and answers sessions.

Administration of research questionnaire copies to academic staff and students

Two sets of the research questionnaire copies were administered to the staff and students of Jimma University who participated in the block teaching (see appendix). The questionnaire items on the copies were responded to and collected immediately. The data were collated and appropriate analysis was carried out qualitatively and quantitatively to interpret the results. The analysis and other reports on the interviews conducted in Ethiopia and Nigeria are presented in the subsequent section of this final report.

Nigeria

The research work had to be postponed twice in Nigeria due to serious security concerns and local labour crises within the University. Finally, the decision to proceed with the research work was reached with University management on the need to ensure adequate security for the other Ethiopians travelling from the UK. Since no funds were allocated for security, the idea was dropped and the consensus decision among the research team members was that the two local researchers should go ahead with the field work. There was a constant communication with the other research team members in the UK on daily basis during the period.

The variety and quality of the research work in Ethiopia was very impressive as compared to the experiences in Nigeria because of security problems and other associated local issues. The reason for such huge success in Ethiopia was the fact that GKEN enjoys maximum support from the Government, peoples and institutions in Ethiopia. In reality, not much is known about GKEN in Nigeria hence the poor cooperation and apathy. However, the research work was conducted with postgraduate students and staff. They expressed their willingness to be part of the research process in the future.

5

Presentation and Analysis of Data and Discussions of Results

This Chapter deals is divided in to two parts. Grammar issues Part A covers the research work carried out with the recipients and beneficiaries of knowledge exchange (i.e. students and lecturers) on capacity development at Jimma University in Ethiopia and Tai Solarin University of Education in Nigeria while Part B covers the entire research work carried out with the samples of the Diasporas in the United Kingdom who are responsible for the delivery of knowledge exchange on capacity development to the universities in Africa. The analysis of results is hereby presented as: Appendix 1: (in Page 127).

Presentation and Discussions of Empirical Evidence

Key informants' interview and comments on diaspora and capacity building in Ethiopian universities. Summary of Feedback/responses on the questionnaire of GKEN/EDMA on Block Teaching and Mentorship.

The GKEN/EDMA team would be grateful if you could provide your thoughts on the following three questions. This feedback questionnaire will help us to improve future block teaching and mentorship programmes. Thank you for your time and thoughts.

What are Three Things you Liked Most in the Session(s)?

- Knowing the subject matter better
- I like the proposal you showed us
- Entrepreneurship
- Research methodology

- Decreasing unemployment and poverty rate in Africa, especially in Ethiopia.
- It leads me to communicate with you freely
- I know how to identify the research topic from problems
- I like how the presenter delivered his talk
- The titles on concepts that we have been discussing was another thing I was very impressed with
- Research processing in our daily practice
- Making things more practical and relevant
- Experience sharing
- Ideas are discussed in a concise but detailed manner
- The presenter was so friendly and open. Therefore, it was so interactive and hot.

What are Three Things you did not Like at All?

- Three days is not enough
- Not find time
- Not using time effectively and efficiently.
- I completely dislike the migration of Ethiopian skilled manpower (especially doctors and masters' holders) to other countries.
- The low participation of Ethiopian women in national activities.

Please comment on how the session(s) could be improved?

The session was really good in terms of research, and how to write a research paper.

Please allocate more days for the programme as three days are not enough. I would like you to prepare another programme for one week or two weeks.

It is a very interesting session. Please continue it.

In research methodology – how to identify problem, writing research hypothesis system, research purpose, and the recommendation system is excellent. I am very happy! Thank you, and next time make it longer! Excellent!

I wish this programme could be expanded beyond this session to cover all universities in Ethiopia. Finally, it would be good if the programme incorporates other professions beyond Education e.g. business people to make them understand their customers.

Next time, the session should include all staff and students. It is the first time for me to attend such a conference. The world's problems cannot be solved by politics and talking but by equipping individuals through research. "Research is the gun through which the world's problems are solved".

I think EDMA is making progress and creating connections in universities through training which is good. But to increase participants, number of publications and improve quality of education, expand training to all universities in Ethiopia if you can.

Interview sessions held are summarised below:

Drs Abraha Asfaw Dean of Dept of Education of Addis Ababa University and Yekoyealem Dessie, Deputy Dean: March 22, 2016

We spoke with Yekoye regarding Diaspora policy which includes knowledge and labour investment And Associations of public and private universities with a keenness to facilitate contacts.

The Dean of the faculty, Dr Abraha also reiterated the importance of :

1. building a course prospectus especially for early childhood education programme in Ethiopia
2. the need to establish for an editorial team for "Education for Development" Journal with GKEN team members

Dr Nurelegn Tefera, President AASTU: 23.03.2016

1. Participated in STEM Programme in Canada
2. Planning to have 20 Centres of Excellence in Ethiopia.
3. Professor Teketel to follow up the GKEN Programme.
4. Four academic staff for solar energy. Payment and transport will be local based.
5. Contact person will be available at the Ministry of Science and Technology.

Professor Teketel, Vice President AASTU: March 23, 2016

1. Adama and AASTU (Addis Ababa Science and Technology University) for block teaching.
2. Journal – Editorial.
3. Plan 50/50 PhD/Masters.
4. Supervision and Mentorship.
5. Dr Solomon and others from Academic Departments.
6. Betty from Staff Development Centre – Focal Person especially interested in mentorship.

Mr Goitom Tegegne – External Relations MU: March 24, 2016

Exchanged information informally and Goitom agreed to become a focal person.

Dr Kindeya G.Hiwot, President MU: March 25, 2016

Issues

1. 6th GKEN Conference.
2. Supervision and mentorship.
3. Research.
4. Further publication.
5. Journals and books.
6. External Examiner.
7. Sabbatical.
8. Block teaching.

Dr Kindeya

1. 100 post graduate programme
2. Areas are relevant.
3. Publication very important.
4. Facilities available including video conferencing.
5. We will take the conference seriously.
6. Focus – partnership.
7. Work with Nino Technology in Gonder University.
8. Conference experience.
9. International partners needed for the rocket project initiative.

Workshop at Mekele University: 25.03.2015 Profile of MU by Goitom

1. Vision: MU to be one of top 25 universities in Africa
2. Set up in 2000 with a merger of Mekele Business College (1991) and Mekele University College (1993).
3. Started on the open air under an indigenous tree – locally known as
4. "*Memona* tree.
5. Now massive village with eight campuses including three new ones (under construction).
6. Employees 6,432 of whom 2,940 are academics.
7. Students 29,444 o male 9,193 Male 71 per cent, female 28 per cent.
8. 26,263 undergraduates 3,181 post graduates.
9. Seven colleges, nine institutes and 72 departments.

10. Publications for some depts./colleges/institutes.
11. Memona University-wide journal.
12. 40 registered clubs under student council.
13. ICT
   - Data centre.
   - Video conference.
   - Automatization of systems.
   - Smart classroom.
   - Digital Library for all colleges.
14. Internationalisation
   - Successful partners in 40 countries.
   - Programme quality.
   - International staff.
   - International students.
   - Publication in reputable journals.
   - Standard Compass Environment.
   - International language programmes.

Partners – international NGOs and Governments for capacity building and research Visits – Presidents and Ambassadors

DAAD in Germany

Prof Amare pledged to connect MU with other UK Universities Ongoing Projects including three stadiums

Questions
1. Where does the resource come from and how can we access it?
2. I wonder if you assist bridging the University with the Industry.
3. Email address of supervisors/mentors?
4. The modality of the involvement of the volunteers. To what extent?
5. Critic: You could do much more than this. We are suffering from lack of funding opportunities. It is one of my challenges. This platform can push forward funding opportunities. You have much stronger voice than ours. Push Ethiopia more into the picture – as it is excluded.
6. E-learning equipment.
7. Block teaching?

Dr Zenebe's Office (External Relation's Office of Addis Ababa University): March 4, 2016

1. We strongly believe in what you do as it is what we want to do.
2. As a pioneer you deserve credit.
3. It is not only local but a global issue.
4. Global problems can only be stopped through global teaching (education).
5. Plan for the 6th GKEN Conference
6. Link between GKEN and AAU, JU, MU etc. but we need to know the specifics and what can we do with it.
7. Responsibilities of the parties: of 600 Memorandum of Understanding documents only 60 are active.
8. 6th Conference in Addis Ababa and workshops in others.
9. December is not a bad month for the conference for us.
10. The management is a keen supporter of the GKEN scheme.

Ms Susan (World Bank), Mr Demeke Atnafu (Diaspora Desk) and Mr Tewlde Mulugata (Spokes Person) at the Foreign Office: 05.04.2016

Grants required to:

1. Organise 6th GKEN Conference and workshops in Dec 2016.
2. Set up desk offices in London and Ethiopia.
3. Facilitate external supervision and mentorship.
4. Pursue the current research programme in a sustainable way.
5. Run student exchange programme between UK and Ethiopia.

Susan

1. World Bank interested more in trainer competitiveness.
2. Working with Government in industrial programmes, e.g. Bole Lemi Industrial Park in innovations and small and medium enterprises…
3. Tapping in investment. E.g., Remittances and skills – increasing status and innovative programme in the Diaspora by bringing skills in manufacturing and other services.
4. Vice Presidents of African Universities spoke on capacity building in Universities' Initiative.
5. A pilot activity in Ethiopia and how to develop a mentoring programme in Ethiopia.
6. Climate Innovation Centre to encourage small businesses in clean businesses

I will propose between now and June to co-operate with you on how to develop mentoring Diaspora forum in Washington in May.

Funding: we do not have it yet. Go and design £70,000 project to launch in the Diaspora. We need from you a show case in the Diaspora.

From what we have, we can design a bigger one – Ethiopian Climate innovation Centre in Addis Ababa University (energy efficiency).

His Excellency Ato Regassa, Deputy Foreign Minister: April 5, 2016

1. We have the knowledge exchange as a policy direction when we talk about investment – it includes skills and technology.
2. You might face bureaucracy but you should not get discouraged.
3. Harmonisation is a great thing.

Ethiopian Civil Service University: April 6, 2016

Questions:
1. Who sponsor those who come for block teaching/conferences?
2. Can any person come here, or they must be sent by academic institutions?
3. Mentorship is good for students and teachers. What do you want from these institutions?
4. Have you thought of establishing yourself at nationwide level?
5. Have you got back-up from universities in the UK?
6. What are the protocols? Where are we heading collectively? What is the philosophy behind?
7. How does GKEN contribute in facilitating our electronic platforms?
8. Financial back up for the use of latest technology and video conferencing?

Major Findings of the Research Work from Ethiopia and Nigeria

The following major findings are from the research work:

1. The students appreciated the efforts of the academic supervisors and did not see them as being inadequate in content and practice deliveries as they did not see the need for more experienced academic supervisors for the postgraduate research works at Masters and Doctoral levels. The analysis of the responses on the need for experienced doctoral supervisors and teachers, the need for the supervisors and teachers to be ICT proficient and the need for them to relate well with supervisees were all found to be not significant. In addition, their expectations in terms of thorough exposure

to research ethics by the supervisors were found to be not significant at all. This points to the fact that the supervisors and teachers at postgraduate levels are of quality standard.

2. The emotional side in relation to consciousness of time and academic progression of the students as well as the willingness and the cooperation of the supervisors with the supervisees for assistance was found very significant and in high need by the students.

3. Attendance at seminars, conferences and workshops, an academic environment devoid of threat, a participatory environment that improves trust in teaching and learning and retraining of human power in the universities were strong expectations of all postgraduate students in the sampled universities.

4. Research facilities in areas of adequacy of computers, uninterrupted access to internet and virtual facilities, improvement of electricity supply and giving out scholarships for in-service training for teachers are appropriate measures for an efficient postgraduate research work in the universities.

5. Students did not see themselves as lacking in the various stages of research design, analysis and report writing at the postgraduate level. They were of the opinion that the number of supervisees to lecturers ratio should be reduced.

6. Teaching at the postgraduate level should be about making concepts relevant to learning and encouraging discovery of what is happening within in society. This will eliminate teaching in abstracts.

7. The capacity needs of university lecturers in terms of exposure to international journals in their areas of discipline, having updated materials to relate well with supervisees, adequate provision and unfettered access to facilities in offices – internet and electricity – attendance at International conferences and workshops, attendance and exposure to current trends in research at International conferences and workshops etc. were not significant from the responses of the respondentsFor postgraduate researches to be meaningful, a conducive environment for mentoring of students that is devoid of threats was found to be very significant and therefore a dire need.

8. Cooperation among staff and students as well as the training and use of mentoring to bridge gaps between classroom and real situations and a participatory academic environment that improves trust were all found not to be very significant as mentoring needs in academic environments.

9. The respondents agreed that their research supervision skills as university lecturers were appropriate as the responses to the items here were all not significant.

10. The item in improving the techniques for the capacity of universities on the adequacy of funds for support staff members for further training was found to be very significant among the respondents.

11. The other items in improving the techniques for the capacity of universities were all found not to be very significant. Such were in the areas of regular retraining of human capital in the university, improvement on erratic internet service in the university and particularly in the library, reducing the number of supervisees per supervisor, increase or adequate number of computers in the departments as well as utility services (electricity supply), encouragement of staff to attend academic conferences and workshops, the adequate stocking of the library with current and relevant information, and; staff getting study fellowships and research grants for research.

Presentation and Analysis of Data and Discusions of Results (Samples from Students in Ethiopia and Nigeria)

6

Discussion of Findings

This section discusses the major findings of the research in relation to previous researches and reviewed literature.

The research was carried out at Jimma University, Ethiopia and Tai Solarin University of Education, Nigeria. The respondents were the stakeholders who included the lecturers involved in postgraduate programmes, postgraduate students as well as the ministry of Education in Ethiopia. The research was also conducted with the Diasporas in London in order to know their challenges as regards knowledge exchange with African Institutions and their academics.

The respondents' reaction to the issue of supervisors being time conscious of academic progression of supervisees and willingness to assist was ($F = 7.775$; $p < .05$). This showed that the responses were significant at .05 level, which meant that there is a strong need for supervisors who are time conscious of academic progression of supervisees and willing and capable to assist. This finding is in line with Wisker (2012) who believed that a good supervisor is expected to create an atmosphere where the supervisee is not frightened of asking questions, and believes that the success of the supervisee is the supervisor' own success.

Responses on the encouragements of students on seminars, conferences and workshops reveals ($F = 7.661$; $p < .05$). This showed that the responses on this item were significant at .05 level. This meant that there is a strong need to encourage students to participate in seminars, conferences and workshops. Attending conferences and workshops exposes students to networking opportunities, presenting their work to a wider audience as well as learning new things within and outside their field.. These responses are in line with

West (2017) and Otero-Iglesias (2017) who opined that conferences present a unique opportunity for innovation and interest. Conferences are designed to make people think together. It is a skill that is important to have which helps you to get to know other scholars and to be known in academics circles. This encourages one to learn from others and improve the skills and knowledge in one's field. According to them, networking is fundamental in getting a job in academia.

The respondents in both universities agreed that experienced doctoral supervisors and teachers as well as the need for ICT proficiency were not significant. This is contrary to the view of Rastogi and Malhotra (2012) who said that ICT has great potential to transform the ways in which teachers teach and students learn. Rastogi *et al* confirmed that ICT provides an array of powerful tools that can help in transforming the present isolated, teacher-centred and text-bound classrooms into technology enriched, student-focused and interactive knowledge environments. As a learning tool, Rastogi *et al* said ICT provides good opportunities in terms of the learning efficiency and quality. Meiers (2009) supported Rastogi *et al* who believed that rapid and continuing advances in information and communication technologies (ICT) are changing the way people share, use, develop and process information and technology. He said that young people need to be highly skilled in the use of ICT and that there is a growing body of evidence that use of ICT in the classroom can enhance learning. The two universities, which are Jimma University, Ethiopia and Tai Solarin University of Education, Nigeria, are well developed as far as ICT is concerned.

The reaction of the respondents to the issue of a conducive academic environment devoid of any threat showed ($F = 6.370$; $p < .05$) which means that the responses were significant at .05 level. This consequently meant that there is a strong need for a conducive academic environment devoid of threat for postgraduate students. This is line with Hohmann and Weikart (1995) who pointed out that the physical environment has a strong impact on the behaviour of students. Thus, it is important to be orderly in creating this conducive environment since it should immerse learners into learning wherever they look within the confines of the classroom. The respondents also agreed that a participatory environment improves trust in teaching/learning ($F = 5.601$ $p < .05$). This showed that the responses were significant at .05 level. This meant that there is a strong need for a participatory environment that improves trust in teaching/learning. This is supported by Piaget (1951) who agreed that children develop an understanding of themselves through their interactions with events and materials that they are exposed to.

Responses to the issue of increasing the number of computers in the library showed that ($F = 7.731$; $p > .05$) which meant that the responses were not significant at .05 level. This invariably meant that there is a dire need to increase the number of computers in the library. This is in line with Ihuarlam 2008; Ifeakor, 2006; Udo 2006; Okafor 2000, who stated that there is a dearth in science facilities including computers in the laboratories and this contributes to students' poor academic performance.

The issue of Improvement in internet and virtual facilities showed that ($F = 4.414$; $p < .05$) which were found to be significant at .05 level. This meant that there is a strong need for Improvement of internet and virtual facilities in universities. This was echoed by Bamgboye and Agboola (2011) who believed that Internet connectivity is no longer a luxury, but a necessity. It allows tertiary institutions to leverage the teaching and learning process. This will ensure a brighter future for students by providing access to IT and helping close the global information gap.

Responses as regards to regular training and retraining of human capital in the universities showed ($F = 4.966$; $p < .05$) which meant that the responses were significant at .05 level. The implication of this is that there is a strong need for regular training and retraining of human capital in the two universities. This was supported by Arthur, Bennett, Edens, Bells, (2003) who stated that billions of dollars are spent annually by organisations on employee training and management development. According to Arthur *et al,* in the USA alone, this figure has been estimated to be from $55.8 billion to as much as $200 billion and this, they aver, is likely to increase. In the two countries where the research was carried out, lecturers are sponsored for training both nationally and internationally by the universities as well as the Government.

Reducing number of supervisees per supervisor showed that ($F = 25.544$; $p < .05$). This meant that the responses were significant at .05 level. This consequently meant that there is a strong need for reducing the large number of supervisees per supervisor. In both Nigeria and Ethiopia, the official ratio of supervisor-supervisee at the postgraduate level is 1:5. This makes supervision effective because of the limited number of supervisees to a supervisor. This ratio has, however, not been rigidly observed in most universities because of shortage of supervisors as well as PhD holders.

Cooperation among staff and students as well as the training and use of mentoring to bridge gaps between classroom and real situations and a participatory academic environment that improves trust were all found not

to be very significant as mentoring needs in academic environments. This is in line with the views of Wlodkowski (2008) who believed that problem-based learning is characterised by the use of real life problems as a means for people to learn critical thinking, collaboration, and the essential concepts and professional skills of a particular discipline. Greenwood and Abbot (2001), on the other hand claimed that the research-practice gap was largely caused by the following:

- The separateness of the research and practice communities, that is, often times, researchers fail to involve practitioners in the research process as meaningful and valued partners. Hence, they miss the opportunity to discover exemplary classroom practices that have the potential for formal validation and widespread applicability.
- The limited relevance of educational research as perceived by practitioners, that is, research is often conceptualised and conducted in settings that are different from the realities of schooling.
- The failure of researchers to produce usable interventions, that is with sufficient specificity and concreteness for use by practitioners.
- The limited opportunities for meaningful professional development, which is often a heavy reliance on traditional models of professional development that call for a top-down transmission of information to learners.

The respondents agreed that their research supervision skills as university lecturers were appropriate as the responses to the items here were all not significant. This is contrary to Alam, Alam and Rasul (2013) who held that postgraduate supervision is a process that is not fully understood. They mentioned that as globalisation opens up more doors, expectations of how postgraduate supervision should be conducted are also on the increase. This demand is further compounded by the diversity of culture, politics, economics, language and education as countries open doors to international staff and students.

Improving technical capacity of university staff and adequacy of funds for further training was found to be very significant among the respondents. The other items in improving the techniques for the capacity of universities were all found not to be very significant. Such were in the areas of regular retraining of human capital in the university, improvement of erratic internet service in the university and particularly in the library, reducing the number of supervisees per supervisor, increasing or providing adequate computers in the departments as well as utility services (electricity supply), encouragement of staff to attend academic conferences and workshops, adequate stocking of the library with

current and relevant information, and staff getting study fellowships and research grants for research. A wide range of approaches are available to build capacities according to United Nations Environment Programme (UNEP), Division of Technology, Industry and Economics (DTIE), and Economic and Trade Branch (ETB) 2006. These include training, formal education, capacity building projects, networking and many more. For the approach to be effective strongly depends on the specific objective to be achieved.

The researchers went further to investigate the challenges faced by Diasporas in knowledge exchange with African institutions and academics and found that lack of appropriate materials, lack of funding, and too much bureaucracy were the major challenges constraining the diaspora from participating fully in knowledge exchange activities with African universities and academics. Other noted constraints were government policy, lack of power and water supply, and lack of financial/material support,

However, the diaspora indicated preferences in the following areas for full participation in knowledge exchange activities with African universities and academics: sabbatical leave, postgraduate co-supervision and as external examiners. Least preferences shown by the Diasporas were block teaching, support with research grants and scholarships.

Discussion on Diaspora Engagements

Table 7 shows how ADMAS research objectives were achieved and the implications on Higher education capacity development.

Table 7: Summary of ADMAS achievements and the implications on Higher education

No	Objectives	Approaches utilised	Concerned stakeholders	Activities	Future improvements	Remarks
1	The techniques to adopt in developing an appropriate intervention of a knowledge exchange programme through ADMAS by Africans and friends of African academic researchers and practitioners in Diaspora	GKEN Continuous Professional Development (CPD) programme was held on 10th of December 2016 and followed by another GKEN sensitisation programme on the 19th of April 2017 respectively to get relevant information from the selected UK Diasporas on how best they can contribute to help develop African	Selected diverse Africans and friends of African Diasporas based in the UK comprising academics and professionals in the other fields.	Workshop, training, lectures and responses to questionnaire distributed by the GKEN team in London during the programme.	The need to continue with sensitisation programme of this nature to bring Africans and friends of African diaspora together. Such should be held regularly and yearly.	Already done successfully.
		Doctoral and Masters Academy (ADMAS) appropriately				

	Objective	Description	Participants	Data Sources	Recommendation	Status
2	Acknowledge the roles of local academics in African universities as key actors in knowledge exchange and the development process and identify how they will link up with their fellow professional s abroad	Selected academics based in two African Universities – Jimma University in Ethiopia and Tai Solarin University of Education, Ijagun, Nigeria were involved in these exercises for few days in their respective countries after which the questionnaire s were administered. In addition, focus group discussions and interviews were conducted with some University key officials.	Selected Univer-sity lecturers, Deans, Direc-tors and some other officials participated in the research process.	Block teaching, lectures and responses to the questionnaire distributed by the GKEN team in the respective Universities during the field work.	The need to continue with the programmes particularly block teaching was stressed by the lecturers as they expressed their appreciation and immense benefits to their students.	Already done successfully.
3	The techniques using Diaspora's experience in harnessing the potential of existing Ethiopian Doctoral and Masters Academy (EDMA) so as to enable ADMAS evolve appropriately	Selected students based in the two African Universities – Jimma University in Ethiopia and Tai Solarin University of Education, Ijagun, Nigeria were involved in these exercises for few days in their respective countries after which The questionnaires were Administered. In addition, focus group discussions And interviews were conducted with some of them.	Selected University students from various disciplines participated in the research process.	Block teaching, lectures and responses to the questionnaire distributed by the GKEN team in the respective Universities.	The need to continue with the programmes particularly the block teaching was stressed by the students as they expressed their appreciation and immense benefits to students. They indicated that the period should be extended further.	Successfully done. on the successes so far on EDMA has been disseminated among participants. A part of the ongoing research work on ADMAS was shared with the participants too during the GKEN sensitisation programme.

4	The ways through which the strategies could be sustained on a regular basis among the Diaspora and African universities in sister countries.	Academics from other sister African countries were involved in the various programmes held by GKEN in London. It is believed that They have learnt so much from experiences shared by the GKEN team.	African diasporas based in the UK like those from Ethiopia, Nigeria, Ghana, South Africa and Kenya was represented at the London programmes.	Workshop, training and lectures were given. Participants responded to the questionnaire distributed by the GKEN team in London.	The need to continue with the programmes particularly the CPD and academic conferences to bring African diasporas together to proffer solutions on ways forward were discussed and should be encouraged.	Nothing has been done in the area of extending the opportunities to sister African Universities in other countries. Immediate plans on this should commence so as to consolidate the gains of this research work. A part of the ongoing research work on ADMAS was shared with the participants too during the GKEN sensitisation programme
5	Appropriate and workable gradual succession plan of experts and African academics in Diaspora to sustain this intervention model on regular basis.	This requires a workable government policy which will be implemented at various national levels.	African diasporas based in the UK and other developed world.	Sensitisation and mobilisation by various national governments within the continent among Africans and friends of Africa in the developed world. GKEN is already doing this. Other NGOs can follow suit.	The need to continue with the programmes particularly the CPD and academic conferences to sensitise Africans and friends of Africa in diasporas together to proffer solutions on ways forward were discussed and as such should be encouraged.	Suggestions on this have been made in the report.

6	An overview of existing policies, programmes and initiatives by African continental bodies AND also by the Nigerian government and the Ethiopian government bodies regarding African Diaspora Engagement.	Extensive literature search and relevant policy papers from government offices and from the internet.	Various national governments in the African continent.	Sensitisation and mobilization by various national governments within the continent among Africans and friends of Africa in the developed world. GKEN is already doing this. Other NGOs can follow suit	The need for an African sponsored conference to be attended by Africans and friends of Africa in diaspora within the African continent. This will help address the problem in measurable terms and shape a course of action.	Suggestions on this have been made in the report.
7	Existing policies, programmes and initiatives regarding Diaspora engagement established by other bodies (NGOs, INGOs or civil societies)	Extensive literature search and relevant policy papers from government offices and from the internet.	Various national governments in the African continent.	Sensitisation and mobilization by various National governments within the continent among Africans and friends of Africa in the developed world. GKEN is already doing this. Other NGOs can follow suit.	The need for an African can sponsored confe-rence to be attended by Africans and frien-ds of Africa in diaspo-ra within the African conti-nent. This will help address the pro-blem in mea-surable terms and sha-pe a course of action. More NGOs should be involved in this.	Suggestions on this have been made in the report.

| 8 | The current policies and practices regarding Diaspora engagement – notably in Nigeria and Ethiopia as the home countries and the UK as the host country and suggested practical ways forward | Extensive literature search and relevant policy papers from government offices and from the internet. | Various national governments in the African continent. | Sensitization and mobilization by various National governments within the continent among Africans and friends of Africa in the developed world. GKEN is already doing this. Other NGOs can follow suit, | The diasporas should be fully involved in all future researches of this nature. As knowledge and capacity providers, they are in the best position to indicate the areas they can offer appropriate assistance. | Suggestions on this have been made in the report. The implementation lies with appropriate National agencies. |

SWOT (Strengths, Weaknesses, Opportunities and Threats) Anyalysis of the Research Work

Two universities were selected in Africa for our research. They are Jimma University in Ethiopia and Tai Solarin Universities of Education in Nigeria. The research was successful although not without challenges some of which are stated below.

Strengths

The team was able to establish a cordial academic cum research relationship with other colleagues in some of the Universities/Institutions in Ethiopia. These Institutions include:

- Jimma University, Jimma.
- Addis Ababa Science and Technology University (AASTU).
- Ethiopian Civil Service University, Addis Ababa
- Addis Ababa University (AAU).
- Alliance for Brain Gain and Innovative Development (ABIDE).
- Bahir Dar University (BDU).
- Bule Hora University (BHU).
- Dire Dawa University (DDU).

There was a formal visit to the institutions while the researchers were in Ethiopia to explain the idea of the proposed ADMAS KE model and how stakeholders could support in the realisation of the objectives. Government offices, particularly the ministry of Education, and the World Bank were also visited where discussions were held with high ranking officials. Much more would have been achieved in Ethiopia barring time constraints. Not all these events could be captured in this research report. Unfortunately, not much was achieved in other institutions in Nigeria due to serious security concerns at the time of the research. However, there were high expectations for Diaspora contribution in promoting quality education in both Ethiopia and Nigeria. Going forward, researchers were informed of the need to involve University Presidents and Vice Presidents and raise their awareness of the programmes beforehand.

Weaknesses

Ethiopia

The first challenge was the processing of visas to Ethiopia. The researchers from Nigeria live in the South-western part of Nigeria while the Ethiopian embassy is in the Central North of Nigeria. It was therefore not an easy task to get Ethiopian visas. During one of our visits to the embassy, we were almost denied visas but for the intervention of Principal researcher, Dr Amare Desta.

Nigeria

The security situation made the research in Nigeria challenging and restrictive. Security in this context can be said to imply safety from harm, it is the protection of individual, state or organisation against criminal activities such as terrorism, kidnapping, stealing, robbery, riots, killings among others, which were rampant at the time.

It is on record that during the research work, a member of the research team was attacked and dispossessed of all valuables including a laptop and an unspecified amount of cash by hoodlums while travelling within Lagos, after a trip to Nigeria's capital city, Abuja. The case was prompted reported to the police. The research team did not have free movement and were therefore restricted in their movement to avoid disaster. Political instability within several ethnic regions in Nigeria added to the unfriendly environment. During the programme in London, UK, Diasporas noted the inadequacy of infrastructural facilities as well as the government policies as challenges for the smooth knowledge exchange with African institutions and academics. They however gave preferences to direct academic relationship with African institutions whenever the situation arises.

The research group would have preferred Nigeria to host the next GKEN conference/workshop but this may not be possible due to the current insecurity. It is however envisaged that the political situation will stabilise in the next few years to make this a reality.

Above all, the major weakness of this study was the brief and grossly inadequate research period considering the number of stakeholders involved and the spread over three countries. We seem to have underestimated the enormity of the tasks involved in the research work, particularly fieldwork. However, because of our commitment to quality research work, we applied for an extension of project timeline, but this was still not enough as there was enormous information to

be analysed. By the estimation of our own internal and external evaluators, the research work for Africa and for the diasporas should have been done in separately and in two phases.

Despite the aforementioned challenges, the research team was well focussed and firm in the discharge of their tasks. This motivated respective members to put in their best such that the contributions to knowledge shall not only be excellent but among the significant solutions to the objectives of this research work.

Opportunities

In the course of this research work, a lot of opportunities were created as indicated in the strengths above. One was improvement of South-south partnerships with fellow African universities to share best practices that could be cascaded across the board. There was the proposal on mutual collaboration initiated by Jimma University to work with Tai Solarni University of Education Vocational Education and Entrepreneurship Studies. At Tai Solarin University of Education, Ijagun, Nigeria, students are equipped with vocational skills (for which they are given a certificate) in one chosen area for the duration of four years while in the University.

Threats

The number of qualified PhD lecturers in universities especially, in Sub-Sahara Africa, is limited. Therefore, universities are not able to strictly abide to the formal ratio of supervisor-supervisee of 1:5. In some cases, a lecturer supervises up to 20 students at the postgraduate level which does not give room for efficiency and effectiveness. New academicians who join a university as lecturers are also not specifically trained to supervise students. Poor communication, particularly in the use of the English Language, was noted. This is key for building bridges with people within and outside the lecturers' and students' fields in form of attendance of conferences.

Most projects were below international standards. Understanding the research processes in terms of defining the problem, formulating hypothesis, literature review, data collection and writing up essays and dissertations were grossly inadequate among the students as observed during the block teaching. These may pose serious challenges for the Diasporas and ADMAS KE.

In addition, too, research publications are at their infantile stage; almost non-existent in some universities. At Tai Solarin University of Education, Ijagun, Nigeria, no single journal in the university is online. Credit must,

however, be given to the Jimma University in Ethiopia as most of their journals are online complete with impressive websites. Notably, the department of Education in Addis Ababa University requested researchers to work together in the area of publication. In addition, application of ICT is by and large very low among students and this may pose problems for ADMAS KE.

The decision by CODESRIA to slash the initial budget posed a threat as it affected field work. Additional funding support from GKEN (UK) enabled the team to successfully conduct the diaspora part of the research in the UK.

7

The ADMAS Knowledge Exchange Model

The ADMAS KE model that we are proposing will bring together people who share an interest or passion for something they do and learn how to do it better as they interact regularly. In a KE community, people empower each other in their work by communicating about what they do, so that they can do it better. The ADMAS KE facilitators catalyse and maintain a productive and inclusive experience for all KE members that includes academics, researchers, practitioners, students and others.

As in any other community, the African Diaspora learned communities are typically cross – cultural and cross – functional as these professionals are dispersed around the world. When space is created and appropriate KE platform is laid down to connect these highly dispersed professionals, people trust each other and engage and work effectively with one another. An appropriate KE model will, therefore, enable people to quickly share and search for knowledge, inspire and empower one another, and maximise their potential contribution to programme results wherever they are in the world.

Successful communities of KE practice typically have a strong, vibrant culture where learned people are loyal to one another and their collective work, everyone feels part of something worthwhile, and their passion and accomplishments will make the African and friends of Africa community a magnet for talented people coming out of their usual places of work to exchange knowledge and share experiences.

The proposed ADMAS KE model will therefore be:

- Peer-to-peer collaborative networks between Africans and friends of Africa experts dispersed around the world;
- Engaged in asking and answering questions, exchanging knowledge, developing expertise, and solving problems;

- Driven by willing participation of members within and outside Africa;
- Focused on learning and creating 'actionable knowledge' for achievement of development objectives;
- Cooperative across geographical locations;
- Collaborative in their use of tools and ICT supported technologies and;
- Both formal and informal, allowing members to interact online or in person.

Why KE Model?

In today's hyper-connected world, public, governmental and non-governmental and private institutions are continually seeking cost effective ways to leverage know-how for problem solving and redressing the wider socio-economic issues. One of the most powerful things the KE model can do for African knowledge workers is to add value by providing a space to interact and engage with each other, ask and answer questions, share relevant content, and help to improve the quality of education within and outside Africa in real time.

The ADMAS knowledge exchange model, therefore, can be one of the most powerful assets to help improve the quality of education in Africa. This can be achieved by connecting African and friends of Africa professionals who are abroad with those at home. If purposefully designed, the ADMAS model has the potential to positively impact a range of strategic objectives – especially in the education – sector by fostering collaboration and sparking further innovation because we have many African professionals doing similar work but remain unaware of one another's skills, expertise, successes and even failures.

People who can contribute and also can benefit from each other's experiences are often isolated, as the formal structure that ensures accountability for the execution of the work often inhibits ad- hoc and informal / unstructured exchanges of knowledge and ideas with colleagues grappling with similar issues within and outside Africa. Most African Diasporas for example, have dozens of informal networks, in which people's shared focus or work areas leads them to naturally exchange ideas and collaborate. But what types of knowledge and ideas flow through these informal channels? What if we could invest in and foster the ongoing exchange of ideas, curate the quality of this knowledge and make it available and searchable for re-use within Africa in future? One of the ways to do this is by transforming these informal networks into productive ADMAS communities.

Well-purposed and skilfully led ADMAS knowledge exchange model can become venues for instantly sharing ideas and know-how. The immediacy of communication fosters the creation of an evolving pool of 'living knowledge'. The members of the community transform this living knowledge into 'living action', and in turn into 'living solutions'. Research also suggests that effective use of KE model reduces the time required both in searching for information and collaborating on tasks.

In recent years, the ICT led technology for building and engaging in these communities has become easier and more intuitive to use. Thanks to the widespread use of ICT enabled technologies (i.e. social media), the ADMAS knowledge exchange model could be introduced in an impactful manner across the globe. Key benefits of the ADMAS model include:

- Sustainable, cost-effective mobilisation of African and friends of African professionals around the world;
- Collaboration across different continents and countries in diverse academic disciplines;
- Quick access to evidence and experiences to help inform current and future academic   good practices in both social and natural sciences;
- Quick access to practical and innovative solutions in support of doctoral and Masters candidates;
- Appropriate and neutral forums for constructive critiques and testing of 'new and emerging' scientific practices.
- Environment for nourishing of individual and collective learning.
- Prevention of 'reinventing the wheel' through the sharing of knowledge and experiences.

We strongly believe that appropriate KE platforms break down communication barriers among knowledge workers who work in different levels, functions and geographical regions and even within the same institution. Shared stories and first-hand experiences make knowledge workers aware of successful approaches to try, or pitfalls to avoid. As KE members put new ideas into practice, they too share results, and eventually new collective knowledge is formed. This process has the potential to transform the African communities and ourselves as individuals, as we learn to deliver better and result oriented researches.

The Push and Pull Factors

The ADMAS KE model we are proposing is designed to access tacit knowledge and this can be a pull factor as opposed to explicit, documented knowledge which is kind of a push factor. The push factor refers to presenting knowledge in research, manuals, guidance and expert presentations, whereas the "pull factor" often begins with the asking of a crucial question and thrives on the demand for knowledge to achieve better results. With "pull factor", it is the needs and specific challenges faced in the moment that determine what knowledge gets shared, and thus it is the most practical knowledge available.

People, Focus and Practice

The ADMAS model can provide appropriate and relevant space for brainstorming that links idea generation and problem solving to out-of-the-box thinking, fuelling new and innovative approaches.

They rely on three key elements: people, focus and practice.

People

The ADMAS KE members can engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other.

Focus

The KE Members will be brought together by the commitment to shared development goals, and by a shared functional area or theme.

Practice

Members of a KE practitioners work together to jointly develop and strengthen the practice. They produce a shared repertoire of resources / experiences, insights, stories, and solutions. Through collaboration, they improve on the way work is done in their area of expertise.

ADMAS and Collaborative Production

The ADMAS KE model will be about collaborative production with the aim of helping to improve the quality of education and the life of people in Africa. Unlike sharing, where the group is an aggregate of participants, cooperating creates group

identity. This collaborative production where people should coordinate with one another is considerably harder than simple sharing, but the results are more profound. A culture of knowledge exchange and experience sharing needs to emerge in which the key ADMAS members take responsibility for helping their colleagues and exchanging ideas with partners wherever they are, whether face to face or across the globe.

One can certainly say that an online collaboration is not a second-best substitute for face-to-face work but it's a complement with its own perks and benefits. There is more than a verbal tie between the words community and communication, change and exchange. However, if the ADMAS platform can facilitate the communication of its members and their experiences fully and accurately, then the impact could be huge and all the KE members within and outside Africa will find their own attitude toward such experience changing as there is no better power for change greater than a community discovering what it cares about.

A Clear Purpose

For ADMAS to succeed, the KE model needs to be focused on solving specific current issues and associated challenges. Ensuring that they have the greatest chance to succeed is a process that begins when a pool of strong KE practitioners is formed. High quality content is what drives real engagement with such a KE communities. The best content largely stems from insights and ideas shared by the people within the KE group members, both online and face-to-face. It should be well curated and reflective of ADMAS members' experiences. It should be unique to the target groups. Also, as we learned from EDMA experience, the strength of the relationships between varying stakeholder groups – the trust that is built online and offline – creates strategic value. A meaningful result can only be created when people truly trust each other.

A productive KE community can only be created with a clear purpose that specifies its potential value and it is agreed on by all the group involved (i.e. facilitators and members) within and outside Africa. Setting a high bar at the outset – at the moment a KE community is created within and outside Africa – all new members and activities must have a strong and clear purpose, which signals to potential sponsors; policy makers and the wider stakeholder group that it can add demonstrable value and achieve real results. Proposals for ADMAS new KE activities must specify the kinds of deliverables (insights and new ideas) that will be produced and the kinds of activities/products (supervision, mentorship and examinership, etc.) that it will support.

How does ADMAS's KE Model Work?

Interactions between varying stakeholder groups can take place online or in person. The KE members can use tools like webinars, discussion forums, blogs, and other online social media spaces to engage with each other. Regardless of position or experience, each member can offer valuable contributions and learn from others. Sharing generates knowledge. While they should be well managed, communities are not meant to be hierarchical and rigid, but rather should be a forum for free-flowing interchange and creativity.

The flexibility of KE practices allows conversations and knowledge sharing to happen in a natural and impactful manner. Questions and exchanges of ideas and good practices should include both successes and failures, as both create opportunities for powerful learning and discussion. All communities also require consistent engagement. In regularly affirming their reasons to learn together, the KE members should be driven to help each other, follow up on ideas, develop shared resources and maintain a social space. While not everyone needs to have the same level of commitment, there needs to be sufficient quality exchange to keep the community energised and alive. The KE facilitators and practitioners should therefore take the lead in forging, directing, and maintaining the community of practice.

How can the ADMAS Model Create Knowledge?

Traditionally, knowledge has been viewed as something that experts' hand down to practitioners. But experience tell us that when practitioners become direct learning partners by forming a community, they bring insights from their engagement with practical challenges. The knowledge they share and create together builds on these insights and challenges, and they can apply this knowledge to their work because it reflects their experiences. Admittedly, the experience of practitioners cannot be the source of everything they need to know.

Specialised experts, academics and researchers have vital roles to play. However, their contributions can become even more meaningful and useful when they are integrated into an ongoing learning process that is driven by practitioners. Learning has a fundamentally social nature. Over time, members develop trust based on their ability to learn together – to care about the shared focus, to respect each other as practitioners, to expose their questions and challenges, and to provide responses that reflect practical experience.

The KE conversations evolve as trust grows and members recognise each other as learning partners. A joint history of learning becomes a resource in the form of a shared repertoire of ideas, cases, insights, stories, concepts and perspectives.

Keys to ADMAS Model Success

The KE practice and communities are complex social structures. The very nature of exchanging knowledge and sharing experiences on voluntary basis and self-governing nature of KE makes them quite sensitive to subtle power dynamics.

A host of factors can contribute to their success or failure, for example:

- Leadership and facilitation must be visible and active. People tend to respond positively when their leaders demonstrate that they place value on this type of KE practice and when they see genuine engagement and participation.
- The KE practice can only thrive on social energy, which both derives from and creates identification within the community. It is essential that members are committed and passionate about the area of focus.
- The dedication and skill of the people who facilitate and nurture the community drive its success. Many communities fail not because members have lost interest, but simply because nobody takes care of the regular management and facilitation of the community, taking care of logistics and support and maintaining an open space for inquiry.
- Time is a challenge for most KE activities, since members juggle competing priorities.
- Members need to ensure 'high value for time' for all those who invest their time and energy;
- Other factors influencing KE practice include the quality of self-governance, members' sense of ownership, the level of trust, recognition for contributions, expectations for value creation, the degree of organisational voice, connection to a broader field, and the strength of interactions with other communities.

The ADMAS Knowledge Exchange Community

Ideally, in every KE activities, all the suggested roles described below should be filled. However, to get an ADMAS up and running it is most essential to have a leader, a facilitator and a group of 'like-minded' members.

Leader / Coordinator

A KE community leader or coordinator sets the direction for the community, provides positive experiences for members and keeps the community on track in offering strategic value to the ADMAS community. The role of a KE leader is to engage, motivate and encourage other KE members. A leader practices active listening and participatory decision-making. The leader must be knowledgeable and passionate about the theme of the KE community, and able to share these qualities with other KE members. He or she should be imaginative in creating face-to-face and online spaces that bring members together. The leader also acts as a learner. The best leaders inspire leadership in others. Yes, the KE communities require leadership and governance from the start. The KE leaders and coordinators "reach out rather than down". They enable results, recognising that much of these must be driven by members.

The Roles of KE Champions Include:

- Articulating the ADMAS's vision and agenda, which evolves over time;
- Making insightful and relevant content easily accessible;
- Creating space for meaningful interaction, both online and in person;
- Working with the KE community to develop rules for participation;
- Rewarding and encouraging contributors;
- Promoting the community, internally and externally;
- Harnessing techniques to monitor and assess the health of the ADMAS activities and;
- Helping keep the KE members activity aligned with key areas of work.

The Qualities of Effective Ke Leaders Include:

- Being forward-thinking and able to think outside of the box, look to the future, and have set goals in mind;
- Strong people skills combined with knowledge and passion for the subject;
- The ability to empathise and imagine different viewpoints, to understand and validate what members feel and what motivates them;
- Collaborative skills and the ability to work well with different types of members and create a productive experience;
- The ability to act as an inspirational leader, technical leader and activity leader (this might include having a presence within local, national and global);
- Enthusiasm and energy that keeps others engaged, and a commitment to both planting seeds and cultivating them.

Knowledge Exchange Facilitator: For ADMAS Project

The KE facilitators are responsible for day-today management of the KE activities and making sure that it meets its strategic purpose. Building a KE community means understanding its membership, how people become members and what drives real engagement. Facilitators should be knowledgeable and passionate about the ADMAS's mission and goals. They help maintain focus and deepen discussions within the KE members, similar to party hosts who set the tone and help newcomers 'feel welcome'. They help members generate new ideas by setting up and running ideas generation process and methods, and internal and external crowdsourcing for the benefit of the ADMAS initiative.

They integrate ideas by selecting the most crucial contributions from the group and channelling them into productive interactions. They encourage members to participate by posing questions that prompt them to share their knowledge. They foster an environment of safety and trust, and act as role models for the KE community by listening, being respectful, and sharing relevant experiences and stories on key topics. A community should not be launched without a skilled facilitator in place.

The roles of KE facilitators include:

- Defining membership, and communicating the value that members will find in the community;
- Developing a short-term plan (e.g. 90 days plan), clarifying the community's purpose, and identifying what resources are required to make it a success. The plan should be relatively brief, but should specify strategic objectives, processes and activities;
- Giving the online community a "health check" every six months or once a year to ensure it is making progress on the chosen goals;
- Building trust with members and helping them forge deeper connections with the community and with each other;
- Stimulating online and face-to-face participation and contributions between members by seeding activity, posting messages, asking questions, and sharing insights and relevant content;
- Working 'behind the scenes' to engage members. This may include facilitating 'peer assistance' to connect a community member with a specific question to another member who may have the answer; and encouraging 'silent members' to become active;

- Providing members with a simple and intuitive user experience, and providing support to participants in making best use of the available technology platforms. The technology platform must present as few points of friction for users as possible, in order to facilitate adoption;
- Promoting the KE members internally and externally and keep recruiting new volunteer members;
- Collecting and analysing feedback from members, including improvement, good practice and transformation;
- Respond to people's real needs. Facilitators are flexible and do not need to promote any prescribed process or approach;
- Always keep members firmly at the centre of the ADMAS plan;
- Lead members to better express their insights and ideas by asking the right questions and helping them to sketch out and clarify their ideas;
- Engage early members face to face, if possible, and via email, Skype and telephone;
- Keep content up-to-date;
- Encourage the use of visual content, including info graphics relevant to the focus and content of the community;
- Encourage members to use community tools (conversations, posts, videos, etc.) to spark new ideas and insights;
- Communicate real information and ideas. If it is clear, insightful, thought-provoking and compelling – or any combination of these – members will engage and feel prompted to contribute. The best way to get people to join a community is by offering high quality content that inspires people to join, commit time and contribute. The content must be unique to the community – something members can't find anywhere else;
- Network, communicate and interact well with members;
- Empathise with members. To engage a community in a discussion, a community facilitator must know the type of people who make up the audience, and must be able to effectively converse with the audience.
- Be open and attuned to learning what the community needs are and find pragmatic solutions;
- Train and provide support to users to participate in the various KE activities.

Key Questions for KE Facilitators

- What kind of relationship are you trying to create with ADMAS members?
- What kinds of interactions might help move the members towards this new relationship? What will it take to create those types of interactions?

- How strongly do the ADMAS community's outcomes support the needs of members? Do community activities reflect the kinds of conversations you want to spark among the audience? Are they interactive enough?
- What will be the reward or benefit of being be a KE member; and how will their contribution will be recognised?

The KE Members

The KE practicing members are people who want to improve the results of their work and share insights, experiences, successes and failures with others on topics they truly care about. Levels of participation often vary, from a core group of very active members to more passive observers and even might differ by disciplines.

However, disparities in participation are usually not a problem as long as they reflect personal interest and not hindrances such as language fluency or the dominance of some individuals or groups over others.

The roles of engaged KE members are to:
- Share positive experiences in both supervision, mentorship and learning, etc…
- Answer other members' questions;
- Cross-post on other communities;
- Lead discussions, volunteer, and act as references;
- Foresee and propose future activities and;
- Keep advancing the requests and demands of local community as much as possible.

The ADMAS KE Model Sponsor

A sponsor's role is to make the KE activities and its collective knowledge more visible, thus further energising it and expanding its value. In this way, a sponsor plays an important part in sustaining the KE activities and helping it to thrive.

The roles of a sponsor include:
- Mobilising resources.
- Appearing in public and online events to speak about community results.
- Encouraging outreach through networking.
- Helping align the KE members' efforts to broader goals, both inside and outside the organisation.

ADMAS's KE Champions

The ADMAS's KE champions help to establish a thorough understanding of what knowledge exchange in practice is, its purpose and intended use. The champions should actively promote the value KE members bring, promote the ADMAS KE model's approach, including the ICT enabled and facilitated platform, and encourage people to actively make use of local realities. These champions serve as role models in using the platform effectively and promoting good practices. They should also raise the profile of the ADMAS members and their collective knowledge, thus further energising them and expanding their value. They also help people overcome any barriers by promoting their efforts and ideas.

The 90-days ADMAS Model Plan

Successful knowledge exchange model starts by developing a short-term plan (e.g. 90-days plan), which they adapt and modify as needed. This short-day plan helps to map out the key KE activities to ensure that they align with short and long-term strategic objectives. A plan might include member outreach tasks, core group participation expectations, methods for creating content, and topics for discussion, as well as the resources and actions required to build a vibrant community. Plans should be specific, yet flexible and lightweight, and should include contributions from knowledge exchange members where applicable.

Establishing KE Leadership Team

The KE members will need the support of a leader, a facilitator and members. The presence of a sponsor and/or a champion will give additional support. Ideally, sponsors, leaders and facilitators should all be engaged in the development and review of the short-term plans to ensure that they support specific goals, themes and strategies. This kind of light governance has a positive impact on KE activities, as it provides an opportunity for inter-community sharing and management recognition of community contributors. The facilitators will spend the most time managing the KE activities.

Know the KE Membership

It's critical to understand who the ADMAS knowledge exchange members are within and outside Africa. The current active colleagues and partners of EDMA (Ethiopian Doctoral and Masters Academy) are a great place to start. The

ADMAS facilitators should start to approach various knowledge worker Africans and friends of Africa via their network and likeminded institutions and find out more about all the interested parties and how they would like to get involved by explaining the best value of the KE practice. The short-term plan suggested above should reflect insights from this process. It may also be helpful to develop personas for the main types of people who will be part of the community, and think about how they are most likely to use it.

The ADMAS model might also consider developing a survey of potential members to find out their needs, level of interest and preferred ways of working.

The short-term ADMAS model should specify:

- The processes and activities members will engage in;
- Methods for building the community, identifying, recruiting, and incorporating new members;
- Methods for engaging members in the community (welcome messages, meeting in person, personalised emails, etc.);
- Key products of the local stakeholder's interest and how they will be created and;
- Community resources, including financial resources.
- Key steps to build an ADMAS community of practice:
- Identify and recruit a core group members) who will be active participants in the community. Some of them are likely to be not necessarily Africans and friends of Africa too who care about Africa and the African people;
- Seed activity in the community, drive participation and engagement with posts, questions, organised discussions, webinars and other forms of content every day;
- Engage early members. When possible, talk with them in person. Otherwise, use personalised emails, Skype, and phone calls to let people know of key discussions taking place within the ADMAS community and invite them to join;
- Encourage members to share feedback. (Constructive feedback from members can be very helpful, especially when focused on specific areas of KE work, like areas for innovation and improving shared practices;
- Review results after 90 days.

Key questions will include:

- Has knowledge exchange membership grown?
- Is there real participation and engagement?
- Is there enough and quality content being generated?

If the answer to these questions is yes, it is time to expand the membership and recruit more people. At this stage, it is important to promote the community to a wider audience.

Key steps to engage the ADMAS members

- Create an ADMAS calendar of all KE activities for all stakeholder groups to know;
- Organise specific KE activities and responsibilities to foster inclusive participation;
- If feasible, consider organising a face-to face event for ADMAS members within the short-term (i.e. 90-day plan) possibly combined with another existing face-to-face meeting. Online collaboration is often strengthened when member have had at least one prior opportunity to meet and collaborate in person;
- Always seed new and recent content (e.g. relevant posts, articles and further opportunities);
- Encourage participants to submit relevant content and questions. Work with them to help frame questions so that they are clearly defined but also thought provoking, to seed discussion and stimulate members to think;
- Keep a sharp focus on relevant KE activities and promote organic generation of content;
- Integrate visual content (i.e. photographs and evidences);
- Introduce ramification to encourage fresh and relevant content. Award points for new posts and new comments or create a "facilitator" or "member of the month" award;
- Orchestrate KE members competitions with awards to drive and increase engagement;
- Add positive comments to members' status updates or posts and acknowledge that their contributions are valued;
- Draw attention to interesting and noteworthy content;
- Simplify a process or help members solve a particular challenge;
- Provide useful resources and tools that will help members make use of the KE activities;
- Create a short newsletter to highlight content and updates in various KE activities.

It should, however, be noted that there is no one right way to keep all the stakeholders engaged. Ongoing engagement requires constant monitoring and adjusting to its ever-changing needs.

The EDMA Experience

The Ethiopian Doctoral and Masters Academy (EDMA) is part of the wider Global Knowledge Exchange Network (GKEN) noble initiative. It is conceived by well-meaning Ethiopian volunteers residing in the UK to contribute their share to address the challenges facing Ethiopian higher education. They have taken the first step to facilitate the knowledge exchange and skills-transfer to help build and strengthen the research and training capacity of Ethiopian academic institutions. The Academy therefore brought together Ethiopians and friends of Ethiopia academics, researchers and practitioners to help increase research capacity, knowledge production and ultimately to prepare future generations of Ethiopian scholars by supporting doctoral and masters level candidates from various academic disciplines.

Since it was established in 2014 EDMA continues to:

- Provide a supportive setting for feedback on doctoral / masters candidates' current research and guidance on future research directions;
- Offer each student comments and fresh perspectives on their work from researchers and fellow students outside their own institution;
- Promote the development of a supportive community of scholars and a spirit of collaborative research between academics, practitioners, researchers and students;
- Facilitate the delivery of seminars or workshops on the most recent developments in academia and research endeavours;
- Maintain complementary work ethics between primary and external supervisor/ mentors and research candidates and local academic institutions.
- Contribute to the wider national and international effort to improve the quality of education in higher learning institutions in Ethiopia.

8

Summary and Conclusion

The flight of millions of Ethiopian citizens including thousands of highly acclaimed scholars to the Western world in the 1970s and 1980s following the demise of the long-standing monarchical regime left a huge vacuum in the higher education sector in Ethiopia. The 17-year-long civil war that ensued left the country on the brink of collapse and brought its only two universities to a standstill. Migration of scholars continued unabated until recent times.

There are more Ethiopian engineers, lawyers, medical doctors, teachers and scientists working abroad than there are in Ethiopia today. In the last two decades, however, following the downfall of the military dictatorship that ruled Ethiopia for 17 years with an iron fist, Ethiopia has embarked on a steady political and economic transformation. The government paid due attention to education and training, earmarking 25 per cent of its GDP which triggered massive construction of schools, colleges and universities. The number of state universities increased from two before 1991 to 33. An additional 11 universities are in the process of construction. There are equal number of private universities and colleges dotted across Addis Ababa and few major regional cities. This brings to over 100 public and private universities and colleges in the country, many of which, with postgraduate programmes. Therefore, the need for a high calibre academics, researchers and practitioners has never been more crucial. Quality of education is top of the agenda in Ethiopia today than ever before.

In the same vein, Nigeria has lost its best and brightest at an alarming rate owning to years of political instability. The International Organisation of Migration (IOM) estimated that 20,000 doctors, university lecturers, engineers and other professionals have been leaving the continent annually since 1990. There are currently over 300,000 highly qualified Africans in the Diaspora, a large proportion of who have Doctorate degrees. Africa's share in the world's scientific

output is appalling as it continues to suffer the mass exit of scientists, engineers and technologists. The problem of exodus of African professionals has reached quite disturbing proportions in many African countries, with Ethiopia taking the lead in the continent in terms of the rate of loss of human capital, followed by Nigeria, Kenya and Ghana. An estimated 30,000 Nigerian doctors were practicing outside the country as at 1993. Some of them are in the United States, Saudi Arabia, the Gulf States, Europe, Australia and several African countries. In the face of projected shortfall in medical professionals, particularly nurses, developed countries have embarked on massive international recruitment drives, offering African nurses' irresistible opportunities that are incomparable to what is obtainable in their respective countries of origin.

Realising the long-term implications of such a colossal loss of educated manpower, both countries embarked on reversing the situation by formulating enabling Diaspora policies. With initiatives from the Global Knowledge Exchange Network (GKEN), the governments of Ethiopian and Nigeria have started to engage Diaspora professionals in a constructive dialogue. The reality of such a gruesome loss of knowledge, skills and experiences of Ethiopian and Nigerian academics and researchers at an unprecedented scale calls for the reversal of mass exodus both in Ethiopia and Nigeria. One cannot rule out the fact that all African countries suffer from the impacts of immigration although the degree may vary from one country to the other.

The dire manpower deficit in Ethiopian and Nigerian universities and the recent goodwill displayed by the governments of both countries to redress the problem have prompted us to conduct this research at Jimma University of Ethiopia and Tai Solarin University of Education of Nigeria respectively. This research aims to contribute in part to the collective efforts geared towards changing brain drain into brain gain and/or brain circulation.

Among other methods, this study utilised ethnographic approach and applied different techniques in which the researchers who are also natives of the respective countries (some of whom faculty members) immersed themselves into the day to day lives of the university communities in question. All the researchers were involved in block teaching; led workshops and conferences; volunteered as external advisors and mentors of senior students; conducted focus group discussions and one-to-one interviews with senior managers and heads of departments; attended university conferences and workshops and also engaged in public entertainments e.g. camp fires and dinner parties. Such exercises, which involved a great deal of observation and study tours, have helped researchers to settle well and acquaint themselves with students, academic staff and senior management. This approach helped researchers to gather first-hand information and qualitative data for the project.

Postgraduate supervision is a task assigned to lecturers who are also academics in various institutions. Supervision is a part of the duties of academics in addition to their normal duties as lecturers to teach in classrooms and embark on research.

The number of qualified lecturers with PhD in universities, especially in Sub-Sahara Africa, is limited. Therefore, universities are not able to strictly abide to the normal ratio of supervisor-supervisee of 1:5. In some cases, a lecturer supervises up to 20 students at the postgraduate level which does not give room for efficiency and effectiveness. New academicians who join a university as lecturers are trained in their individual expertise or disciplines but they are not specifically trained to supervise students. The relationship between supervisors and supervisees is very crucial and important as it involves interaction and relationship with human beings which may not be so easy in terms of communication between the two. While good communication enhances this relationship, poor communication is a drawback.

Communication is also important with people within and outside the lecturers and students' field in form of attendance of conferences and workshops. This will make other people to know one's work and assist in improving it.

The Diasporas noted the inadequacy of infrastructural facilities as well as the government policies as challenges for the smooth knowledge exchange with African institutions and academics. They, however, gave preferences to direct academic relationship with African institutions.

The research processes and outcomes obtained so far revealed that:

1. There was a great deal of high expectation for the Diaspora contribution in promoting quality education in both Ethiopia and Nigeria

2. Although research projects of graduate students are intrinsically linked with needs and indigenous knowledge of local communities and the national agenda, most projects were below international standard, which have become high in the agenda of academic discourse.

3. Student and staff alike agreed that they require additional help in research methodology and English language for academic purposes at different stages of their projects: defining the problem, formulating hypothesis, literature review, data collection and writing up essays and dissertations.

4. Research publications are at their infantile stage; almost non-existent in some universities. The department of education in Addis Ababa University, for instance, requested researchers to work together in the area of publication.

5. With the exception of very few universities who possess the state of art ICT facilities, application of ICT is by and large very low.

6. As universities have not designated a focal person or persons (with the exception of Jimma University) who liaise with the GKEN, two-way communication with the Diaspora has proved to be difficult.

7. More of these will be highlighted in the full report when the ongoing interviews and other aspects are completed in Nigeria.

Recommendations

The recommendations below are derived from the major findings of this research work in developing an ADMAS KE model carried out at Jimma University in Ethiopia, Tai Solarin University of Education, Ijagun, Nigeria and London in the United Kingdom. The recommendations will enable all stakeholders (that include administrators, academics, researchers, practitioners, students and others) who are brought together and who, by primary calling, share an interest or a passion for postgraduate research work to have a modified approach in learning how to do it better in the present circumstances or preferably in a conducive university environment.

The Ethiopian Doctoral and Masters Academy (EDMA) is part of the wider Global Knowledge Exchange Network (G-KEN) noble initiative which is now being scaled up to the African Doctoral and Masters Academic Society (ADMAS). The ADMAS KE model is about collaborative production with the aim of helping to improve the quality of Education and the lives of people in Africa in an impactful manner. The ADMAS KE model relies on three key elements: people – engagement in joint activities, discussions and sharing information that build relationships and enable them to learn from each other; focus – stakeholders are brought together by the commitment to shared development goals; and, practice – working and collaborating together to jointly develop and strengthen the practice.

For the current research work on ADMAS KE model to succeed within countries and the continent, the following are hereby recommended:

1. The governments of Ethiopia and Nigeria should redouble their support to Diaspora initiatives to mitigate problems of quality education in curriculum design, delivery, research and publications, maintaining appropriate staff/student ratio, promoting gender equality and employability of potential graduates.

2. For postgraduate research work to be effective in the universities, the government should provide adequate research facilities like computers, internet and virtual facilities, improvement in electricity supply and financial support among others.

3.   A good working relationship is expected between the supervisor, the department and the supervisee. To enhance this working relationship, the department should be able to provide necessary equipment, office accommodation, computer facilities, funding, photocopying, and secretarial or laboratory assistance. A good supervisor should be able to create an atmosphere that is conducive for the supervisee so that he/she can comfortably ask questions without fear.

4.   The supervisor should offer intellectual support to the supervisee. This means that the supervisor should be able to supervise and examine postgraduate students at all levels in his or her discipline. The supervisor should also possess the subject expertise; have the necessary skills and experience to monitor, support and direct students' work adequately so as to enable students to succeed in their studies. It is also important for the supervisor to provide feedbacks to their students on a regular basis.

5.   Regular training and retraining are important for supervisors so as to make their functions very clear. Consequently, all new lecturers joining the university should be given some form of training first before they are given the task of supervising research students.

6.   The emotional side in relation to consciousness of time and academic progression of the students as well as the willingness and the cooperation of the supervisors with the supervisees for assistance should be encouraged in the universities. The idea of students "overstaying" in academic circles caused either by the students or the supervisors should be discouraged by university managements within the continent. For postgraduate researches to be meaningful, there must be a conducive environment for mentoring of students that is devoid of threats.

7.   Supervisors' and students' attendance at seminars, conferences and workshops and an academic environment that is participatory, which improves trust in teaching and learning in universities, should be encouraged.

8.   Research facilities in form of adequate computers, uninterrupted access to internet and virtual facilities and improvement of electricity supply are required for efficient postgraduate research work in the universities.

9.   Teaching at the postgraduate level should be about making concepts relevant to learning and nurturing discoveries within society. This will eliminate teaching in abstracts and make the services of universities to the community meaningful and impactful.

10. The capacity needs of university lecturers in terms of exposure to international journals in their areas of disciplines, having updated materials to relate well with supervisees attendance at International conferences and workshops, attendance and exposure to current trends in researches at International conferences and workshops should be improved.

11. A lot of additional work should be exerted to bring all universities to the same level of interest and understanding of the contributions of the Diaspora in the academic and research endeavours. Some universities responded to GKEN initiatives on ADMAS more promptly than others.

12. The researchers appreciate the existing south-north bilateral relationships in which some universities have undertaken unilaterally. Such initiatives need to be encouraged based on equal and mutual benefits. Appropriate materials and funding must be in place to allow the diaspora to engage in full participation of knowledge exchange activities like Sabbatical leave, postgraduate co supervision and; as external examiners with African universities and academics.

13. South-south partnerships with fellow African universities are equally crucial to share best practices that could be cascaded across the board. The authors of this research were instrumental in the mutual collaboration initiated by Jimma University to work with Tai Solarni University of Education in areas of vocational education and entrepreneurship.

14. The researchers recommend universities to set up their own mentoring and PDP programmes in order to:

   a. address gender inequalities and bring female academics, researchers and practitioners to the level of their male counter parts at all levels of managerial echelons;

   b. reduce the rate of attrition of both male and female students;

   c. attract and generate the best and brightest students from secondary schools and colleges that feed into the universities;

   d. support graduate and postgraduate students in their research projects by assigning more experienced mentors and supervisors;

   e. prepare senior students for the labour market and make them employable by linking them with the industry.

15. Universities should set up office desks and capacity building centres in partnership with the Diaspora groups. In addition, there is the need to prepare skills audit to identify gaps that could be filled by Diaspora professionals.

16. The governments of Ethiopia and Nigeria should redouble their support to Diaspora initiatives to mitigate problems of quality education in curriculum design, delivery, research and publications, maintaining appropriate staff/student ratio, promoting gender equality and employability of potential graduates.

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Appendices

Presentation and Analysis of Data and Discussions of Results (Samples From Students in Ethiopia And Nigeria)

This section covers the entire research work carried out and detailed analysis of the data with the empirical evidence samples of students from Ethiopia and Nigeria and the Diasporas in the United Kingdom who are responsible for the delivery of knowledge exchange on capacity development to the Universities in Africa. The analysis of results is presented below:

Part A (Students: Ethiopia and Nigeria)

Gender

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Male	79	72.5	72.5	72.5
Valid	female	30	27.5	27.5	100.0
	Total	109	100.0	100.0	

Gender in respect of the respondents as shown above indicated that the males were 79 representing 72.5 per cent while the females were 30 representing 27.5 per cent of the entire population of students.
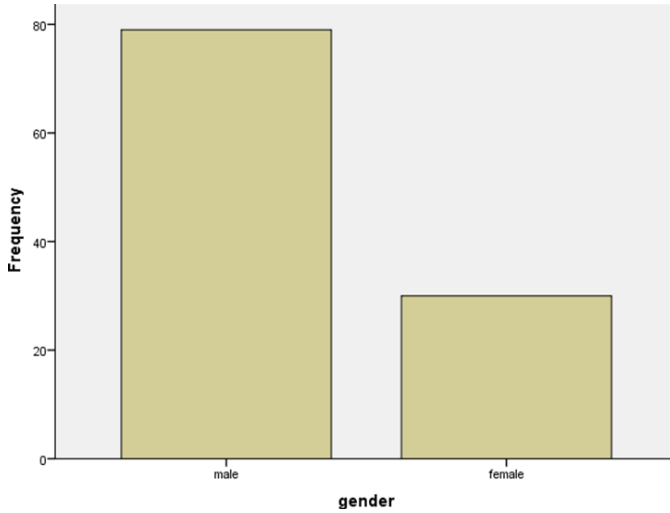
Age

Statistics		
Age		
N	Valid	109
	Missing	0
Mode		2.00
Sum		273.0

Age
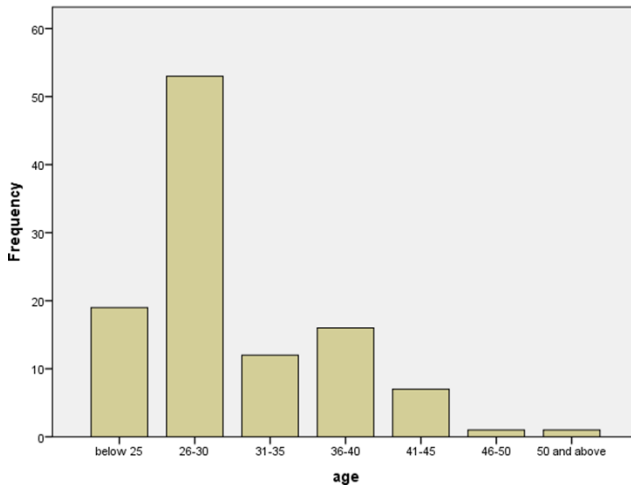
	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Below 25	19	17.4	17.4	17.4
26-30	53	48.6	48.6	66.1
31-35	12	11.0	11.0	77.1
36-40	16	14.7	14.7	91.7
Valid				
41-45	7	6.4	6.4	98.2
46-50	1	.9	.9	99.1
50 and above	1	.9	.9	100.0
Total	**109**	**100.0**	**100.0**	

The age distribution of the respondents from the entire samples of students indicated that 19 were below 25 years of age, 53 were between 26 and 30 years of age and 12 were between 31 and 35 years of age. 16 were between 36 and 40, seven were between 41 and 45 and one each were between 46 and 50 as well as 50 years and above. .

Marital Status

Statistics		
Marital status		
N	Valid	109
	Missing	0
Mode		2.00
Sum		169.00

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Single	49	45.0	45.0	45.0
Valid	Married	60	55.0	55.0	100.0
	Total	109	100.0	100.0	

Marital status in respect of the respondents as shown above indicated that the singles were 49 representing 45 per cent while the married were 60 representing 55 per cent of the entire population of students.
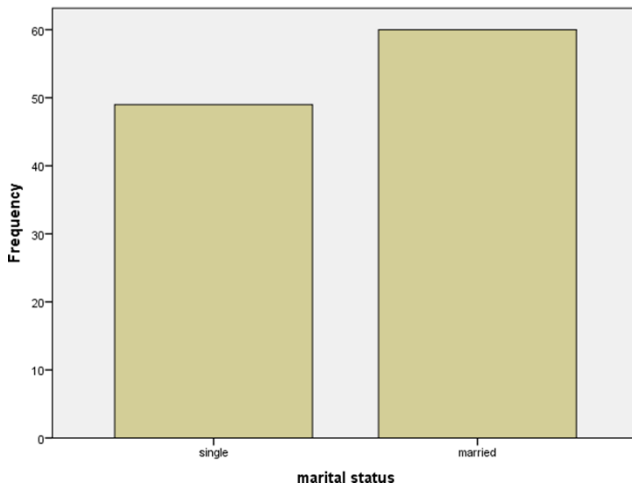
Nature of Studentship

Statistics		
Nature of studentship		
N	Valid	109
	Missing	0
Mode		1.00
Sum		120.00

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Full time	102	93.6	93.6	93.6
	Part time	4	3.7	3.7	97.2
	Sandwich / distance learning	2	1.8	1.8	99.1
	Not given	1	.9	.9	100.0
	Total	109	100.0	100.0	

The distribution of the respondents from the entire samples of students in relation to nature of student1ship indicated that 102 representing 93.6 per cent were full time students, four representing 3.7 per cent were part time students, two representing 1.8 per cent were sandwich/distance learning students, and one representing 0.9 per cent had no information on this aspect.
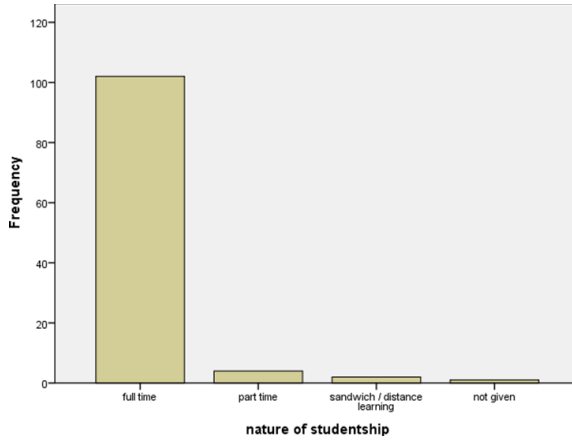
Residential Status

Statistics		
N	**Valid**	**109**
	Missing	0

Statistics		
Mode		2.00
Sum		246.00
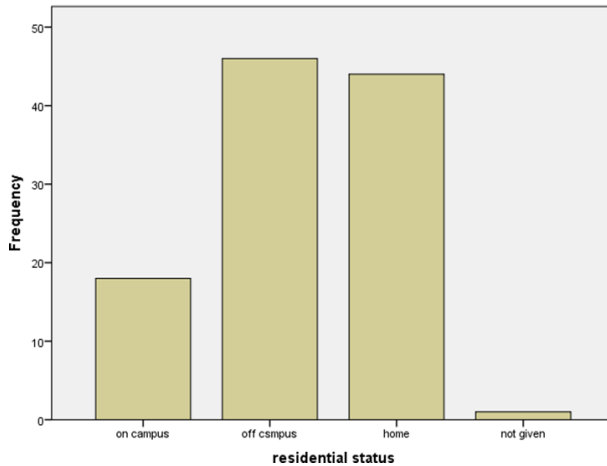
The distribution of the respondents from the entire samples of students in relation to residential status indicated that 18 representing 16.5 per cent were on-campus, 46 representing 42.2 per cent were off- campus, 44 representing 40.4 per cent were resident in their homes and one did not give information in this respect.

Disciplines

Statistics		
N	Valid	109
	Missing	0

Statistics		
Mode		2.00
Sum		252.00

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Humanities	27	24.8	24.8	24.8
	Social sciences	42	38.5	38.5	63.3
	Education	19	17.4	17.4	80.7
	Natural sciences	21	19.3	19.3	100.0
	Total	109	100.0	100.0	
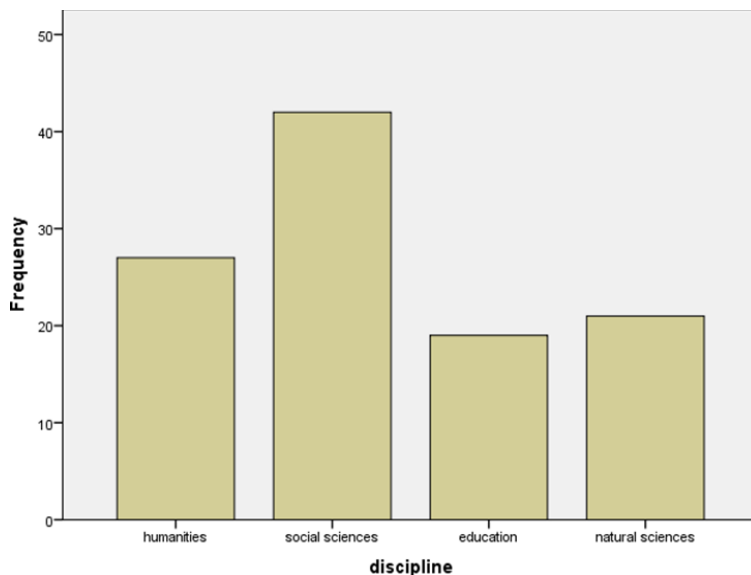
The distribution of the respondents from all the student samples in relation to the disciplines in the two universities indicated that 27 representing 24.8 per cent were in the Humanities, 42 representing 38.5 per cent were in the Social Sciences, 19 representing 17.4 per cent were in Education while 21 representing 19.3 per cent were in the Natural Sciences.

ICT Background

Statistics		
N	Valid	109
	Missing	0

Statistics		
Mode		2.00
Sum		179.00

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Very conversant	48	44.0	44.0	44.0
	Slightly conversant	54	49.5	49.5	93.6
	Poorly conversant	5	4.6	4.6	98.2
	Not conversant	2	1.8	1.8	100.0
	Total	109	100.0	100.0	
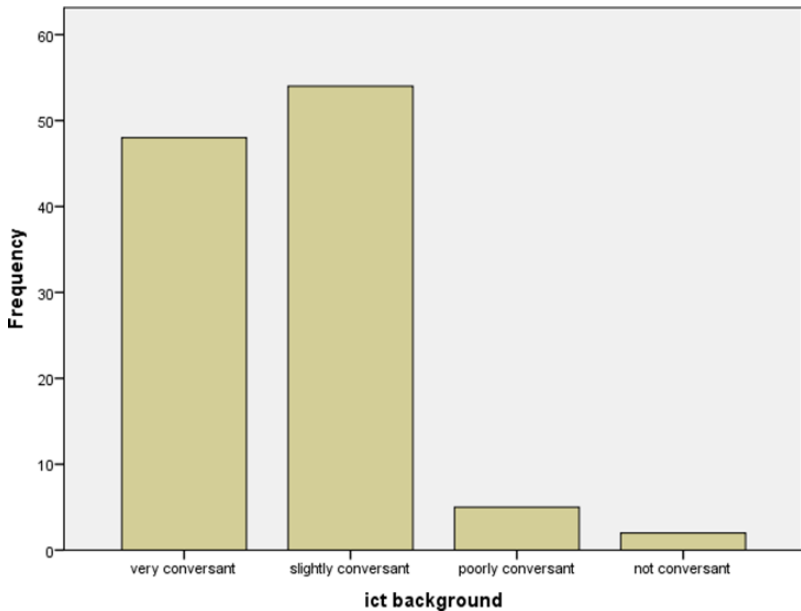
The distribution of the respondents from all the student samples in relation to ICT background indicated that 48 representing 44.0 per cent were very conversant, 54 representing 49.5 per cent were slightly conversant, five representing 4.6 per cent were poorly conversant, while two representing 1.8 per cent were not conversant with ICT.

ICT Utilisation

Statistics		
N	Valid	109
	Missing	0

Statistics		
Mode		1.00
Sum		190.00

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Regularly	52	47.7	47.7	47.7
	Occasionally	41	37.6	37.6	85.3
Valid	Rarely	8	7.3	7.3	92.7
	Not at all	8	7.3	7.3	100.0
	Total	**109**	**100.0**	**100.0**	
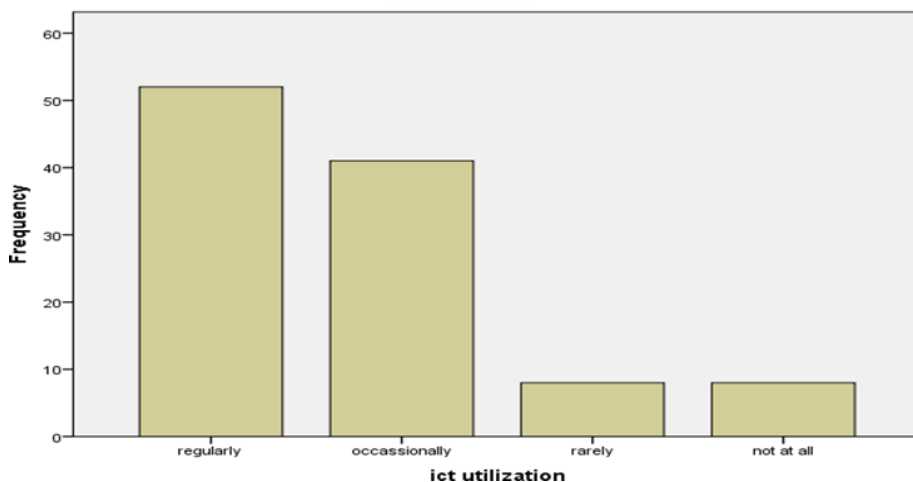
The distribution of the respondents from the entire student samples in relation to ICT utilisation indicated that 52 representing 47.7 per cent utilised ICT regularly, 41 representing 37.6 per cent utilised ICT occasionally, eight representing 7.3 per cent rarely used ICT while eight representing 7.3 per cent did not utilise ICT at all.

Crosstab

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia.	
On campus	Count	7	11	18
	Expected Count	8.4	9.6	18.0
Off campus	Count	14	32	46
Residential status	Expected Count	21.5	24.5	46.0
	Count	30	14	44
Home	Expected Count	20.6	23.4	44.0
Not given	Count	0	1	1
	Expected Count	.5	.5	1.0
Total	**Count**	**51**	**58**	**109**
	Expected Count	**51.0**	**58.0**	**109.0**

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	14.360[a]	3	.002
Likelihood Ratio	15.022	3	.002
Linear-by-Linear Association	6.631	1	.010
N of Valid Cases	109		

a. Two cells (25.0 per cent) have an expected count of less than five. The minimum expected count is .47.

Disciplines * universities / *Crosstab*

| | | Universities | | Total |
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Humanities	Count	20	7	27
	Expected Count	12.6	14.4	27.0
Social sciences	Count	21	21	42
Discipline	Expected Count	19.7	22.3	42.0
Education	Count	8	11	19
	Expected Count	8.9	10.1	19.0
Natural sciences	Count	2	19	21
	Expected Count	9.8	11.2	21.0
Total	**Count**	**51**	**58**	**109**
	Expected Count	**51.0**	**58.0**	**109.0**

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	20.128[a]	3	.000
Likelihood Ratio	22.456	3	.000
Linear-by-Linear Association	19.053	1	.000
No of Valid Cases	109		

a. Zero cells (.0 per cent) have an expected count of less than five. The minimum expected count is 8.89.

Gender * universities / *Crosstab*

Count				
	Tai Solarin University of Education, Nigeria	Universities		Total
		Jimma University, Ethiopia		
Gender	Male	28	51	79
	Female	23	7	30
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	14.841[a]	1	.000		
Continuity Correction[b]	13.232	1	.000		
Likelihood Ratio	15.337	1	.000	.000	.000
Fisher's Exact Test					
Linear-by-Linear Association	14.705	1	.000		
N of Valid Cases	109				

Zero cells (.0 per cent) have an expected count of less than five. The minimum expected count is 14.04. Computed only for a 2x2 table.

***Age * universities* / *Crosstab* / Count**

	Universities		Total	
	Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia		
	Below 25	3	16	19
	26-30	19	34	53
	31-35	9	3	12
Age	36-40	14	2	16
	41-45	4	3	7
	46-50	1	0	1
	50 and above	1	0	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	26.944[a]	6	.000
Likelihood Ratio	29.799	6	.000
Linear-by-Linear Association	19.905	1	.000
N of Valid Cases	109		

a. Six cells (42.9 per cent) have an expected count of less than five. The minimum expected count is .47.

*Marital status * universities / Crosstab*

Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	**Jimma University, Ethiopia**	
Marital status	Single	12	37	49
	Married	39	21	60
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	17.779[a]	1	.000		
Continuity Correction[b]	16.189	1	.000		
Likelihood Ratio	18.410	1	.000	.000	.000
Fisher's Exact Test					
Linear-by-Linear Association	17.616	1	.000		
N of Valid Cases	109				

Zero cells (.0 per cent) have an expected count of less than five. The minimum expected count is 22.93. Computed only for a 2x2 table.

*Nature of studentship * universities /* *Crosstab*

Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Nature of studentship	Full time	46	56	102
	Part time	3	1	4
	Sandwich / distance learning	2	0	2
	Not given	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.550[a]	3	.208
Likelihood Ratio	5.737	3	.125
Linear-by-Linear Association	.687	1	.407
N of Valid Cases	109		

a. Six cells (75.0 per cent) have an expected count of less than five. The minimum expected count is .47.

Residential status * universities / *Crosstab*

Count				
Universities				
	Tai Solarin University of Education, Nigeria	**Jimma University, Ethiopia**	**Total**	
Residential status	On campus	7	11	18
	Off campus	14	32	46
	Home	30	14	44
	Not given	0	1	1
Total		**51**	**58**	**109**

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	14.360[a]	3	.002
Likelihood Ratio	15.022	3	.002
Linear-by-Linear Association	6.631	1	.010
N of Valid Cases	109		

a. Two cells (25.0 per cent) have an expected count of less than five. The minimum expected count is .47.

Disciplines *universities / Crosstab

Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Discipline	Humanities	20	7	27
	Social sciences	21	21	42
	Education	8	11	19
	Natural sciences	2	19	21
Total		1	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	20.128[a]	3	.000
Likelihood Ratio	22.456	3	.000
Linear-by-Linear Association	19.053	1	.000
N of Valid Cases	109		

a. Zero cells (.0 per cent) have an expected count of less than five. The minimum expected count is 8.89. ICT background * universities

Crosstab

Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
ICT background	Very conversant	27	21	48
	Slightly conversant	20	34	54
	Poorly conversant	3	2	5
	Not conversant	1	1	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.147[a]	3	.246
Likelihood Ratio	4.175	3	.243
Linear-by-Linear Association	1.191	1	.275
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .94.

*ICT utilisation * universities*

Count				
		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Regularly	31	21	52
ICT utilisation	Occasionally	14	27	41
	Rarely	0	8	8
	Not at all	6	2	8
Total		**51**	**58**	**109**

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	15.660a	3	.001
Likelihood Ratio	18.863	3	.000
Linear-by-Linear Association	1.633	1	.201
N of Valid Cases	109		

Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is 3.74.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95 per cent Confidence Interval for Mean		Minimum
						Lower Bound	Upper Bound	
Experienced Doctoral supervisors and teachers	Tai Solarin University of Education, Nigeria	51	1.5294	.73083	.10234	1.3239	1.7350	
	Jimma University, Ethiopia.	58	1.3966	.69936	.09183	1.2127	1.5804	
	Total	109	1.4587	.71404	.06839	1.3231	1.5943	
ICT proficient supervisors and teachers	Tai Solarin University of Education, Nigeria	51	1.6863	.58276	.08160	1.5224	1.8502	
	Jimma University, Ethiopia.	58	1.6379	.87255	.11457	1.4085	1.8674	
	Total	109	1.6606	.74809	.07165	1.5185	1.8026	
Supervisors and teachers that can relate well with supervisees	Tai Solarin University of Education, Nigeria	51	1.4902	.64413	.09020	1.3090	1.6714	
	Jimma University, Ethiopia.	58	1.6034	.72402	.09507	1.4131	1.7938	
	Total	109	1.5505	.68700	.06580	1.4200	1.6809	
Supervisors that are time conscious of academic progression of supervisees and willing to assist	Tai Solarin University of Education, Nigeria	51	1.2745	.45071	.06311	1.1477	1.4013	
	Jimma University, Ethiopia.	58	1.5690	.62442	.08199	1.4048	1.7331	
	Total	109	1.4312	.56711	.05432	1.3235	1.5389	
Thorough exposure to research and research ethics by staff	Tai Solarin University of Education, Nigeria	51	1.2353	.58611	.08207	1.0704	1.4001	
	Jimma University, Ethiopia.	58	1.5000	.84293	.11068	1.2784	1.7216	
	Total	109	1.3761	.74273	.07114	1.2351	1.5172	
Encouragement of students on seminars, conferences and workshops	Tai Solarin University of Education, Nigeria	51	1.1569	.36729	.05143	1.0536	1.2602	
	Jimma University, Ethiopia.	58	1.5172	.86331	.11336	1.2902	1.7442	
	Total	109	1.3486	.69889	.06694	1.2159	1.4813	

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Experienced Doctoral supervisors and teachers	Between Groups	.479	1	.479	.939	.335
	Within Groups	54.585	107	.510		
	Total	55.064	108			
ICT proficient supervisors and teachers	Between Groups	.063	1	.063	.112	.738
	Within Groups	60.377	107	.564		
	Total	60.440	108			
Supervisors and teachers that can relate well with supervisees	Between Groups	.348	1	.348	.736	.393
	Within Groups	50.624	107	.473		
	Total	50.972	108			
Supervisors that are time conscious of academic progression of supervisees and willing to assist	Between Groups	2.353	1	2.353	7.775	.006
	Within Groups	32.381	107	.303		
	Total	34.734	108			
Thorough exposure to research and research ethics by staff	Between Groups	1.902	1	1.902	3.528	.063
	Within Groups	57.676	107	.539		
	Total	59.578	108			
Encouragement of students on seminars, conferences and workshops	Between Groups	3.524	1	3.524	7.661	.007
	Within Groups	49.228	107	.460		
	Total	52.752	108			

Interpretation of Students Data Collected

An investigation of the responses to each of the items on the instrument showed that the needs of the respondents on the items varied;

1. Encouragement of students on seminars, conferences and workshops (F = 7.661; $p < .05$). This showed that the responses on this item were significant at .05 level. This meant that there is a strong need for encouragement of students on seminars, conferences and workshops.

2. Supervisors that are time conscious of academic progression of supervisees and willing to assist (F = 7.775; $p < .05$). This showed that the responses were significant at .05 level. This meant that there is a strong need for supervisors that are time conscious of academic progression of supervisees and willing to assist.

3. For all the other items indicated in the table like thorough exposure to research and research ethics by staff, having experienced doctoral supervisors and teachers and others, the respondents had low need for these items indicated therein.

Mean Plots

Descriptive

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Mini-mum	Maxim
						Lower Bound	Upper Bound		
A conducive academic environment devoid of threats	Tai Solarin University of Education, Nigeria	51	1.3922	.75042	.10508	1.1811	1.6032	1.00	
	Jimma University, Ethiopia.	58	1.8276	1.01113	.13277	1.5617	2.0934	1.00	
	Total	109	1.6239	.92084	.08820	1.4490	1.7987	1.00	
Creating a synergy between classroom and real situations	Tai Solarin University of Education, Nigeria	51	1.3529	.52244	.07316	1.2060	1.4999	1.00	
	Jimma University, Ethiopia.	58	1.4828	.77779	.10213	1.2782	1.6873	1.00	
	Total	109	1.4220	.67073	.06424	1.2947	1.5494	1.00	
Ethics that greatly improve in-depth research works	Tai Solarin University of Education, Nigeria	51	1.2549	.48345	.06770	1.1189	1.3909	1.00	
	Jimma University, Ethiopia.	58	1.4828	.90304	.11858	1.2453	1.7202	1.00	
	Total	109	1.3761	.74273	.07114	1.2351	1.5172	1.00	
A participatory environment that improves trust in teaching/learning	Tai Solarin University of Education, Nigeria	51	1.1569	.36729	.05143	1.0536	1.2602	1.00	
	Jimma University, Ethiopia.	58	1.4310	.75189	.09873	1.2333	1.6287	1.00	
	Total	109	1.3028	.61621	.05902	1.1858	1.4197	1.00	

Item	Institution	N						
Equipping libraries with current books and other sources of information to improve research Work	Tai Solarin University of Education, Nigeria	51	1.1765	.43386	.06075	1.0544	1.2985	1.00
	Jimma University, Ethiopia.	58	1.3448	.86960	.11418	1.1162	1.5735	1.00
	Total	109	1.2661	.70241	.06728	1.1327	1.3994	1.00
Increasing the number of computers in the library	Tai Solarin University of Education, Nigeria	51	1.1373	.40098	.05615	1.0245	1.2500	1.00
	Jimma University, Ethiopia.	58	1.4655	.75430	.09904	1.2672	1.6638	1.00
	Total	109	1.3119	.63388	.06071	1.1916	1.4323	1.00
Improving internet and virtual facilities	Tai Solarin University of Education, Nigeria	51	1.1176	.38195	.05348	1.0102	1.2251	1.00
	Jimma University, Ethiopia.	58	1.3966	.87739	.11521	1.1659	1.6272	1.00
	Total	109	1.2661	.70241	.06728	1.1327	1.3994	1.00
Improving electricity supply for power	Tai Solarin University of Education, Nigeria	51	1.2353	.42840	.05999	1.1148	1.3558	1.00
	Jimma University, Ethiopia.	58	1.5517	.97643	.12821	1.2950	1.8085	1.00
	Total	109	1.4037	.78315	.07501	1.2550	1.5524	1.00
Introducing study fellowships and research grants	Tai Solarin University of Education, Nigeria	51	1.2745	.63493	.08891	1.0959	1.4531	1.00
	Jimma University, Ethiopia.	58	1.3621	.71814	.09430	1.1732	1.5509	1.00
	Total	109	1.3211	.67879	.06502	1.1922	1.4500	1.00
Providing scholarships for in-service teachers and other workers	Tai Solarin University of Education, Nigeria	51	1.0784	.27152	.03802	1.0021	1.1548	1.00
	Jimma University, Ethiopia.	58	1.4828	.86331	.11336	1.2558	1.7098	1.00
	Total	109	1.2936	.68452	.06557	1.1636	1.4235	1.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
A conducive academic environment devoid of threats	Between Groups	5.145	1	5.145	6.370	.013
	Within Groups	86.433	107	.808		
	Total	91.578	108			
Creating a synergy between classroom and real situations	Between Groups	.457	1	.457	1.017	.316
	Within Groups	48.130	107	.450		
	Total	48.587	108			
Ethics that greatly improve in-depth research works	Between Groups	1.409	1	1.409	2.592	.110
	Within Groups	58.169	107	.544		
	Total	59.578	108			
A participatory environment that improves trust in teaching/learning	Between Groups	2.040	1	2.040	5.601	.020
	Within Groups	38.969	107	.364		
	Total	41.009	108			
Equipping libraries with current books and other sources of information to improve research Work	Between Groups	.769	1	.769	1.567	.213
	Within Groups	52.515	107	.491		
	Total	53.284	108			
Increasing the number of computers in the library	Between Groups	2.924	1	2.924	7.731	.006
	Within Groups	40.470	107	.378		
	Total	43.394	108			

Improving internet and virtual facilities	Between Groups	2.111	1	2.111	4.414	.038
	Within Groups	51.173	107	.478		
	Total	53.284	108			
Improving electricity supply for power	Between Groups	2.717	1	2.717	4.577	.035
	Within Groups	63.521	107	.594		
	Total	66.239	108			
Introducing study fellowships and research grants	Between Groups	.208	1	.208	.449	.504
	Within Groups	49.553	107	.463		
	Total	49.761	108			
Providing scholarships for in-service teachers and other workers	Between Groups	4.436	1	4.436	10.282	.002
	Within Groups	46.169	107	.431		
	Total	50.606	108			
Appropriate knowledge and use of relevant research design	Between Groups	.183	1	.183	.483	.488
	Within Groups	40.532	107	.379		
	Total	40.716	108			
Appropriate knowledge and use of relevant statistical analysis	Between Groups	.098	1	.098	.307	.580
	Within Groups	34.214	107	.320		
	Total	34.312	108			

Interpretation of the Above Data Collected

An investigation of the responses to each of the items on the instrument showed that the needs for the respondents on the items varied;

1. A conducive academic environment devoid of threats ($F = 6.370$; $p < .05$). This showed that the responses were significant at .05 level. This meat that there is a strong need for a conducive academic environment devoid of threats for postgraduate students.

2. A participatory environment that improves trust in teaching/learning ($F = 5.601$ $p < .05$). This showed that the responses were significant at .05 level. This meant that there is a strong need for a participatory environment that improves trust in teaching/learning.

3. Increasing the number of computers in the library ($F = 7.731$; $p > .05$). This showed that the responses were not significant at .05 level. This meant that there is a dire need to Increase the number of computers in the library.

4. Improving internet and virtual facilities ($F = 4.414$; $p < .05$). This showed that the responses were significant at .05 level. This meant that there is a strong need for improvement of internet and virtual facilities in Universities.

5. Improving electricity supply for power ($F = 4.577$; $p < .05$). This showed that the responses were significant at .05 level. This meant that there is a strong need for improving electricity supply in the universities.

6. Giving scholarships for in-service teachers and other workers ($F = 10.282$; $p < .05$). This showed that the responses were significant at .05 level. This meant that there is a strong need for scholarships for in-service teachers and other workers in the universities.

Descriptive

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum
Mastery of computers for statistical analysis	Tai Solarin University of Education, Nigeria	51	1.1961	.44809	.06275	1.0701	1.3221	1.00
	Jimma University, Ethiopia.	58	1.3966	.81520	.10704	1.1822	1.6109	1.00
	Total	109	1.3028	.67364	.06452	1.1749	1.4306	1.00
Be knowledgeable on writing all aspects of research reports	Tai Solarin University of Education, Nigeria	51	1.1765	.43386	.06075	1.0544	1.2985	1.00
	Jimma University, Ethiopia.	58	1.3966	.81520	.10704	1.1822	1.6109	1.00
	Total	109	1.2936	.67086	.06426	1.1662	1.4209	1.00
Be knowledgeable on orderly presentation of research reports	Tai Solarin University of Education, Nigeria	51	1.1569	.41821	.05856	1.0392	1.2745	1.00
	Jimma University, Ethiopia.	58	1.3621	.80999	.10636	1.1491	1.5750	1.00
	Total	109	1.2661	.66168	.06338	1.1404	1.3917	1.00
Making research qualitative and relevant in learning and discovery	Tai Solarin University of Education, Nigeria	51	1.0392	.28006	.03922	.9604	1.1180	1.00
	Jimma University, Ethiopia.	58	1.3621	.78803	.10347	1.1549	1.5693	1.00
	Total	109	1.2110	.62470	.05984	1.0924	1.3296	1.00
Regular retraining of manpower in the Universities	Tai Solarin University of Education, Nigeria	51	1.0980	.30033	.04205	1.0136	1.1825	1.00
	Jimma University, Ethiopia.	58	1.3448	.73870	.09700	1.1506	1.5391	1.00
	Total	109	1.2294	.58741	.05626	1.1178	1.3409	1.00
Improvement of internet service in the universities	Tai Solarin University of Education, Nigeria	51	1.2941	.54015	.07564	1.1422	1.4460	1.00
	Jimma University, Ethiopia.	58	1.3621	.71814	.09430	1.1732	1.5509	1.00
	Total	109	1.3303	.63908	.06121	1.2089	1.4516	1.00

ANOVA

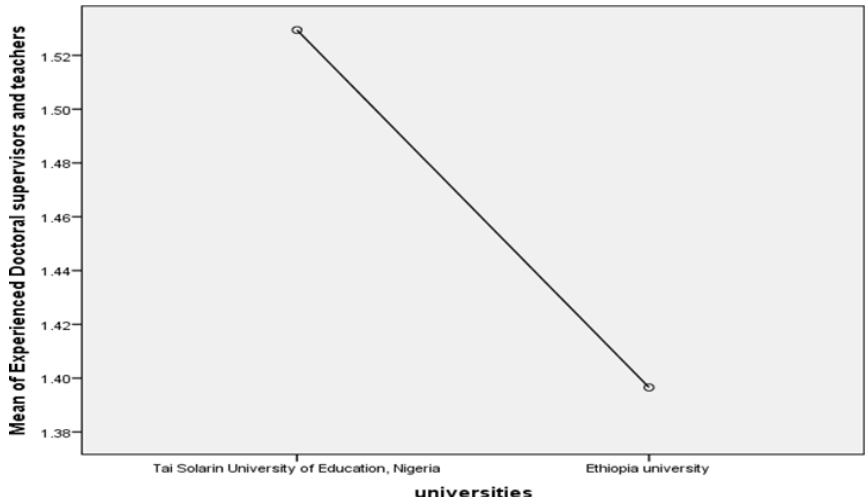|		Sum of Squares	Df	Mean Square	F	Sig.
Mastery of computers for statistical analysis	Between Groups	1.091	1	1.091	2.435	.122
	Within Groups	47.919	107	.448		
	Total	49.009	108			
Be knowledgeable on writing all aspects of research reports	Between Groups	1.314	1	1.314	2.974	.087
	Within Groups	47.291	107	.442		
	Total	48.606	108			
Be knowledgeable on orderly presentation of research reports	Between Groups	1.143	1	1.143	2.650	.106
	Within Groups	46.142	107	.431		
	Total	47.284	108			
Making research qualitative and relevant in learning and discovery	Between Groups	2.829	1	2.829	7.698	.007
	Within Groups	39.318	107	.367		
	Total	42.147	108			
Regular retraining of manpower in the universities	Between Groups	1.653	1	1.653	4.966	.028
	Within Groups	35.613	107	.333		
	Total	37.266	108			
Improvement of internet service in the universities	Between Groups	.125	1	.125	.305	.582
	Within Groups	43.985	107	.411		
	Total	44.110	108			

Interpretation of the Above Data Collected

An investigation of the responses to each of the items on the instrument showed that the needs of the respondents on the items varied;
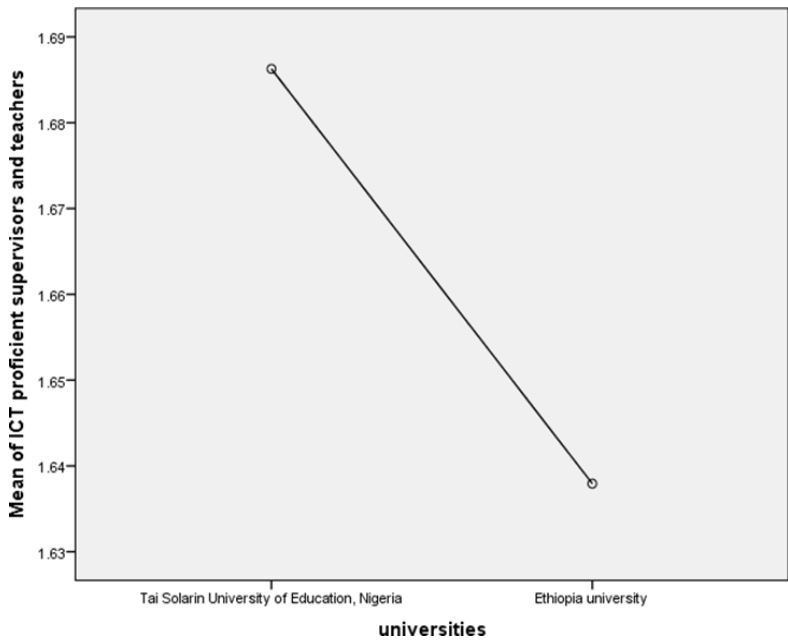
1. Making research qualitative and relevant in learning and discovery (F = 7.698; p < .05). This showed that the response were significant at .05 level. This meant that there is a strong need for researches that are qualitative and relevant in learning and discovery for the students in the universities.

2. Regular retraining of manpower in the Universities (F = 4.966; p < .05). This showed that the responses were significant at .05 level. This meant that there is a strong need for regular retraining of manpower in the universities.

3. For all the other items indicated in the table like mastery of computers for statistical analysis, knowledgeable on writing all aspects of research reports, knowledgeable on orderly presentation of research reports; and improvement of internet service in the universities, the respondents had low need for these items indicated therein.

Descriptive

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Regular retraining of manpower in the Universities	Tai Solarin University of Education, Nigeria	51	1.0980	.30033	.04205	1.0136	1.1825	1.00	2.00
	Jimma University, Ethiopia.	58	1.3448	.73870	.09700	1.1506	1.5391	1.00	4.00
	Total	109	1.2294	.58741	.05626	1.1178	1.3409	1.00	4.00
Improvement of internet service in the universities	Tai Solarin University of Education, Nigeria	51	1.2941	.54015	.07564	1.1422	1.4460	1.00	3.00
	Jimma University, Ethiopia.	58	1.3621	.71814	.09430	1.1732	1.5509	1.00	4.00
	Total	109	1.3303	.63908	.06121	1.2089	1.4516	1.00	4.00
Reducing number of supervisees per supervisor	Tai Solarin University of Education, Nigeria	51	1.0588	.31060	.04349	.9715	1.1462	1.00	3.00
	Jimma University, Ethiopia.	58	1.6897	.84203	.11056	1.4683	1.9111	1.00	4.00
	Total	109	1.3945	.72032	.06899	1.2577	1.5313	1.00	4.00
Increasing number of computers in the departments	Tai Solarin University of Education, Nigeria	51	1.2549	.48345	.06770	1.1189	1.3909	1.00	3.00
	Jimma University, Ethiopia.	58	1.3966	.72402	.09507	1.2062	1.5869	1.00	4.00
	Total	109	1.3303	.62443	.05981	1.2117	1.4488	1.00	4.00
Unlimited time to use internet in the library for research	Tai Solarin University of Education, Nigeria	51	1.0392	.19604	.02745	.9841	1.0944	1.00	2.00
	Jimma University, Ethiopia.	58	1.6379	.78803	.10347	1.4307	1.8451	1.00	4.00
	Total	109	1.3578	.66001	.06322	1.2325	1.4831	1.00	4.00
Making class concepts relevant in learning and discovery in society	Tai Solarin University of Education, Nigeria	51	1.0980	.30033	.04205	1.0136	1.1825	1.00	2.00
	Jimma University, Ethiopia.	58	1.3793	.72129	.09471	1.1897	1.5690	1.00	4.00
	Total	109	1.2477	.57985	.05554	1.1376	1.3578	1.00	4.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Regular retraining of manpower in the Universities	Between Groups	1.653	1	1.653	4.966	.028
	Within Groups	35.613	107	.333		
	Total	37.266	108			
Improvement of internet service in the universities	Between Groups	.125	1	.125	.305	.582
	Within Groups	43.985	107	.411		
	Total	44.110	108			
Reducing number of supervisees per supervisor	Between Groups	10.799	1	10.799	25.544	.000
	Within Groups	45.237	107	.423		
	Total	56.037	108			
Increasing number of computers in the departments	Between Groups	.545	1	.545	1.402	.239
	Within Groups	41.566	107	.388		
	Total	42.110	108			
Unlimited time to use internet in the library for research	Between Groups	9.728	1	9.728	27.892	.000
	Within Groups	37.318	107	.349		
	Total	47.046	108			
Making class concepts relevant in learning and discovery in society	Between Groups	2.147	1	2.147	6.724	.011
	Within Groups	34.165	107	.319		
	Total	**36.312**	**108**			

Interpretation of the above data collected:

An investigation of the responses to each of the items on the instrument showed that the needs of the respondents on the items varied;

1. Regular retraining of manpower in the Universities (F = 4.966; p < .05). This showed that the responses were significant at .05 level. This meant that there is a strong need for regular retraining of manpower in the universities.

2. Reducing number of supervisees per supervisor (F = 25.544; p < .05). This showed that the responses were significant at .05 level. This meant that there is a strong need for reducing number of supervisees per supervisor.

3. Unlimited time to use internet in the library for research (F = 27.892; p < .05). This showed that the responses were significant at .05 level. This meant that there is a strong need for unlimited time to use internet in the library for research.

4. Making class concepts relevant in learning and discovery in society (F = 27.892; p < .05). This showed that the responses were significant at .05 level. This meant that there is a strong need for making class concepts relevant in learning and discovery in society.

5. For all the other two items indicated in the table regarding improvement of internet service in the universities and increasing number of computers in the departments, the respondents had low need for these items indicated therein.

*Experienced Doctoral Supervisors and Teachers * Universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Experienced Doctoral supervisors and teachers	Strongly agree	29	39	68
	Agree	19	17	36
	Disagree	1	1	2
	Strongly disagree	2	0	2
	5.00	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.149[a]	4	.386
Likelihood Ratio	5.296	4	.258
Linear-by-Linear Association	.940	1	.332
N of Valid Cases	109		

a. Six cells (60.0 per cent) have an expected count of less than five. The minimum expected count is .47.

*ICT proficient supervisors and teachers * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
ICT proficient supervisors and teachers	Strongly agree	19	30	49
	Agree	29	23	52
	Disagree	3	3	6
	5.00	0	2	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.732[a]	3	.193
Likelihood Ratio	5.507	3	.138
Linear-by-Linear Association	.113	1	.736
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .94.

Supervisors and teachers that can relate well with supervisees * universities

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Supervisors and teachers that can relate well with supervisees	Strongly agree	29	28	57
	Agree	20	27	47
	Disagree	1	2	3
	Strongly disagree	1	0	1
	5.00	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.956[a]	4	.565
Likelihood Ratio	3.727	4	.444
Linear-by-Linear Association	.737	1	.390
N of Valid Cases	109		

a. Six cells (60.0 per cent) have an expected count of less than five. The minimum expected count is .47.

Bar Chart
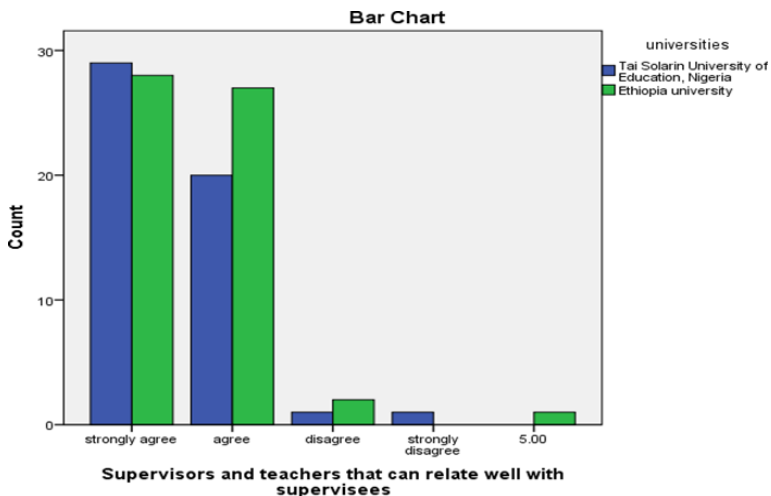
*Supervisors that are time conscious of academic progression of supervisees and willing to assist * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Supervisors that are time conscious of academic progression of supervisees and willing to assist	Strongly agree	37	29	66
	Agree	14	25	39
	Disagree	0	4	4
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	7.654[a]	2	.022
Likelihood Ratio	9.212	2	.010
Linear-by-Linear Association	7.316	1	.007
N of Valid Cases	109		

a. Two cells (33.3 per cent) have an expected count of less than five. The minimum expected count is 1.87.
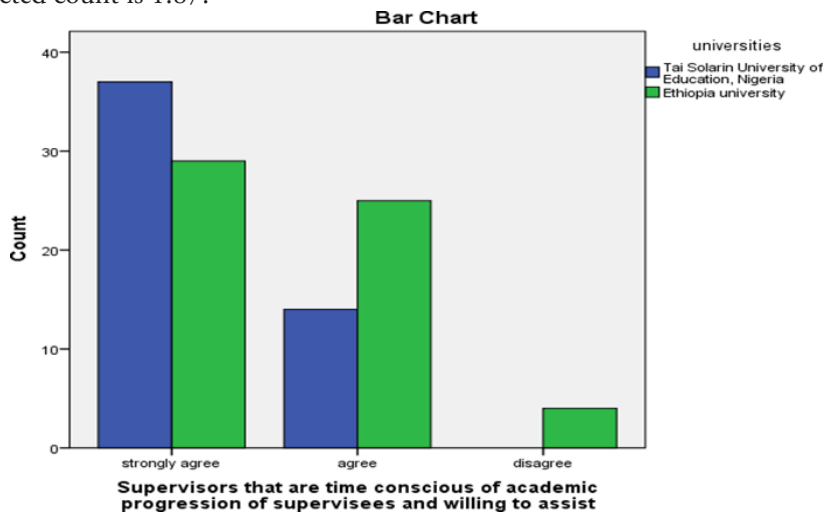
*Thorough exposure to research and research ethics by staff * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Thorough exposure to research and research ethics by staff	Strong expectation	42	36	78
	Low expectation	7	19	26
	No expectation	1	1	2
	Not given	1	0	1
	5.00	0	2	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	8.586[a]	4	.072
Likelihood Ratio	9.925	4	.042
Linear-by-Linear Association	3.447	1	.063
N of Valid Cases	109		

a. Six cells (60.0 per cent) have an expected count of less than five. The minimum expected count is .47.

Encouragement of students on seminars, conferences and workshops * universities / Crosstab

Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong expectation	43	38	81
Encouragement of students on seminars, conferences and workshops	Low expectation	8	13	21
	No expectation	0	5	5
	Not given	0	1	1
	5.00	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	8.083[a]	4	.089
Likelihood Ratio	10.765	4	.029
Linear-by-Linear Association	7.216	1	.007
N of Valid Cases	109		

a. Six cells (60.0 per cent) have an expected count of less than five. The minimum expected count is .47.
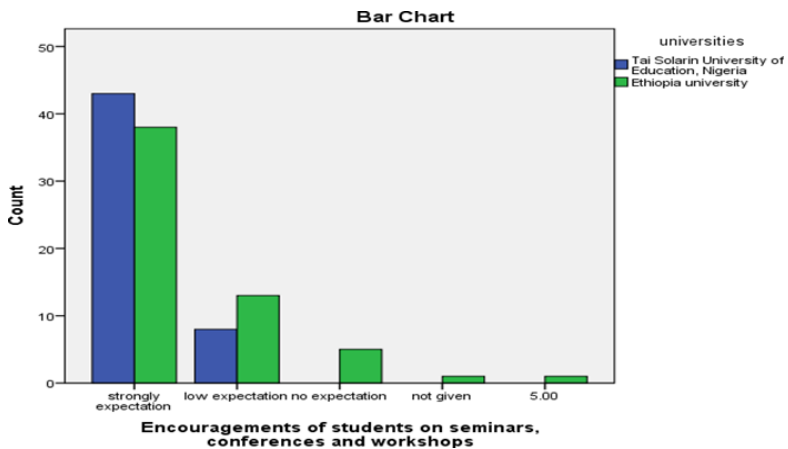
*A conducive academic environment devoid of threats * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
A conducive academic environment devoid of threats	Strong expectation	37	27	64
	Low expectation	10	20	30
	No expectation	2	7	9
	Not given	2	2	4
	5.00	0	2	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	9.262[a]	4	.055
Likelihood Ratio	10.232	4	.037
Linear-by-Linear Association	6.068	1	.014
N of Valid Cases	109		

a. Six cells (60.0 per cent) have an expected count of less than five. The minimum expected count is .94.

*Creating a synergy between classroom and real situations * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Creating a synergy between classroom and real situations	Strong expectation	34	37	71
	Low expectation	16	16	32
	No expectation	1	4	5
	5.00	0	1	1
Total		**51**	**58**	**109**

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.487[a]	3	.478
Likelihood Ratio	2.991	3	.393
Linear-by-Linear Association	1.017	1	.313
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .47.
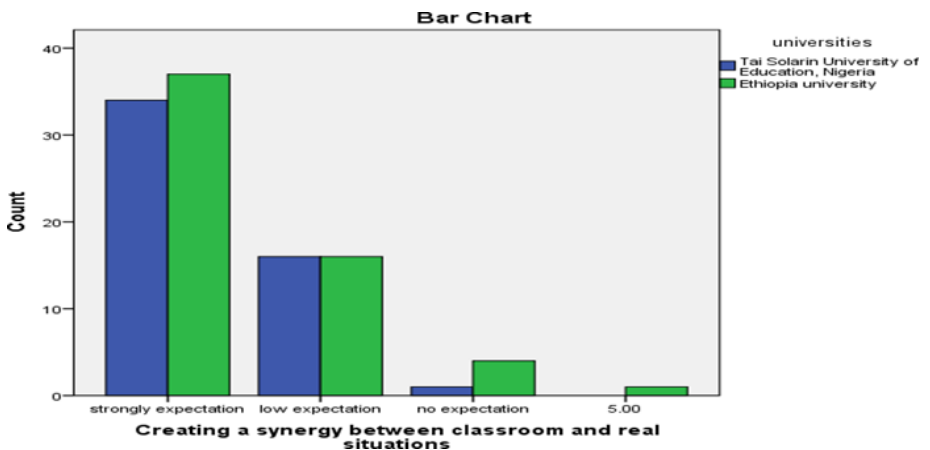
*Ethics that assist greatly in in-depth research works * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong expectation	39	40	79
Ethics that greatly improve in-depth research works	Low expectation	11	12	23
	No expectation	1	4	5
	5.00	0	2	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	3.421[a]	3	.331
Likelihood Ratio	4.306	3	.230
Linear-by-Linear Association	2.554	1	.110
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .94.
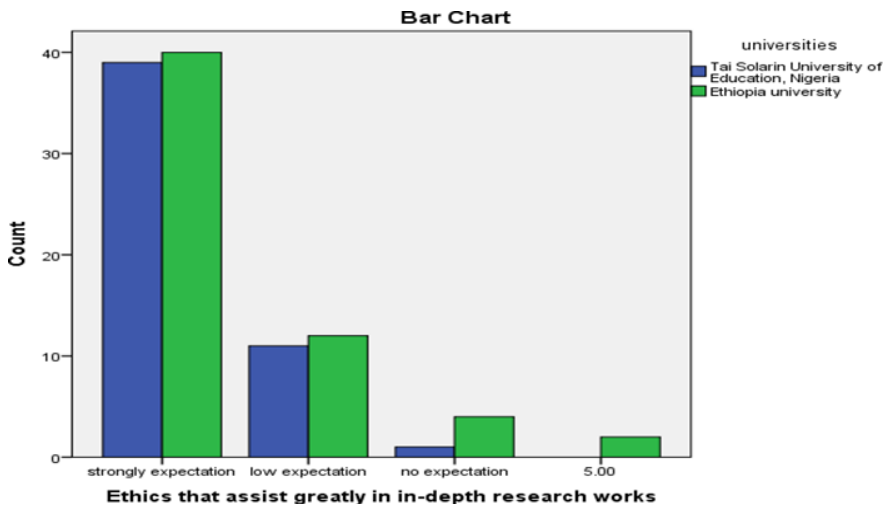
A participatory environment that improves trust in teaching/learning * universities
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
A participatory environment that improves trust in teaching/learning	Strong expectation	43	39	82
	Low expectation	8	15	23
	No expectation	0	3	3
	5.00	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.900[a]	3	.117
Likelihood Ratio	7.455	3	.059
Linear-by-Linear Association	5.372	1	.020
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .47.
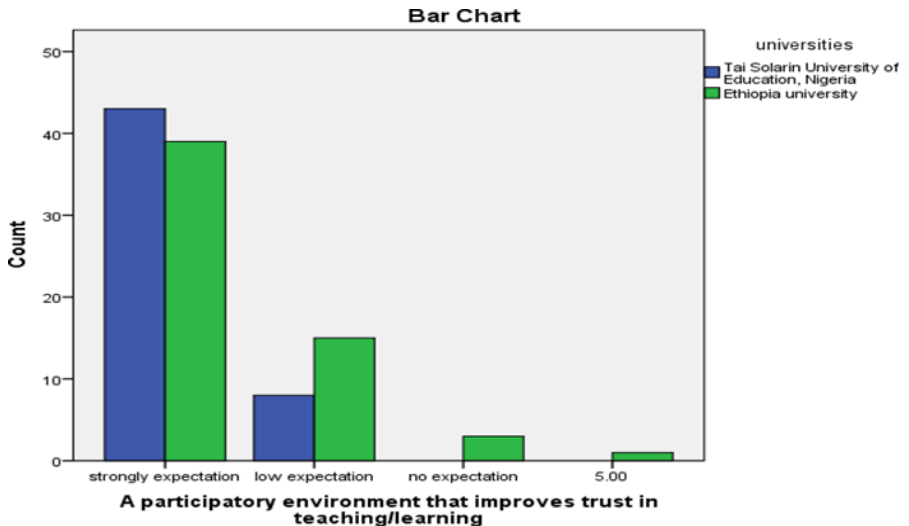
*Equipping libraries with current books and other sources of information to improve research work * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Equipping libraries with current books and other sources of information to improve research work	Strong need	43	47	90
	Occasional need	7	6	13
	No need	1	3	4
	5.00	0	2	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.817a	3	.421
Likelihood Ratio	3.624	3	.305
Linear-by-Linear Association	1.559	1	.212
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .94.

Bar Chart
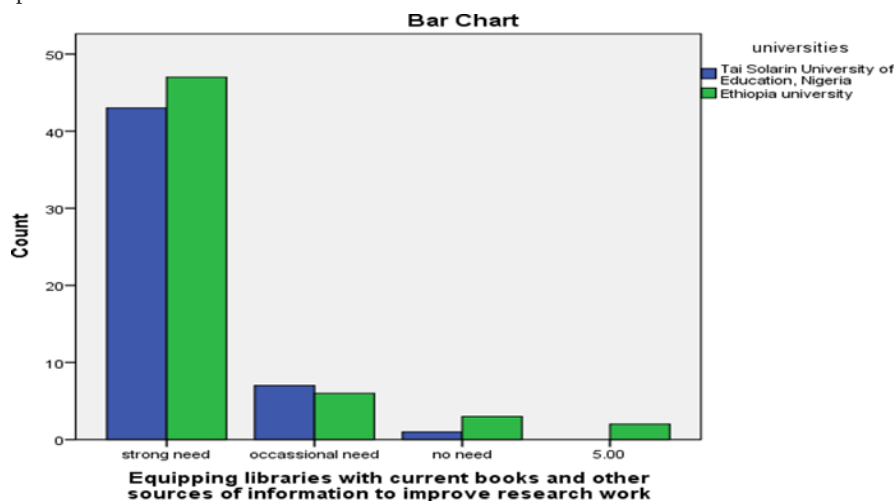
*Increasing the number of computers in the library * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Increasing the number of computers in the library	Strong need	45	37	82
	Occasional need	5	17	22
	No need	1	3	4
	5.00	0	1	1
Total		**51**	**58**	**109**

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	8.913[a]	3	.030
Likelihood Ratio	9.681	3	.021
Linear-by-Linear Association	7.278	1	.007
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .47.
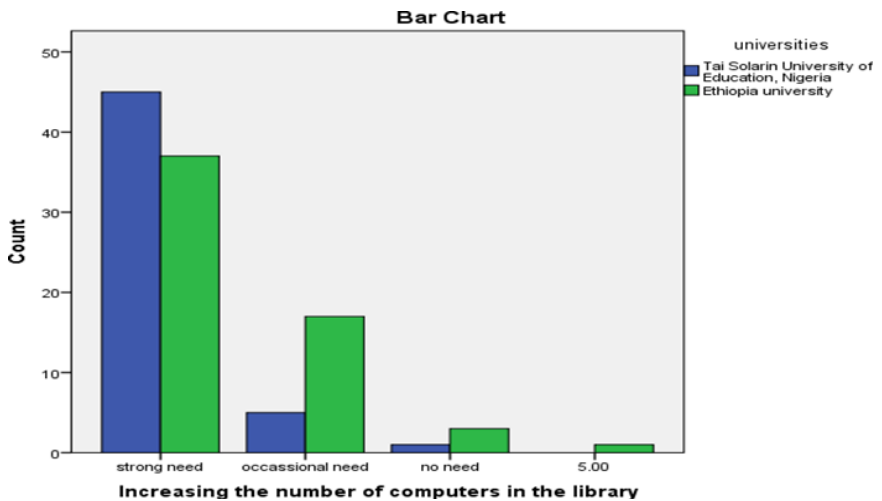
*Improving internet and virtual facilities * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Improving internet and virtual facilities	Strong need	46	44	90
	Occasional need	4	9	13
	No need	1	3	4
	5.00	0	2	2
Total		**51**	**58**	**109**

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.537a	3	.209
Likelihood Ratio	5.387	3	.146
Linear-by-Linear Association	4.279	1	.039
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .94.

Bar Chart
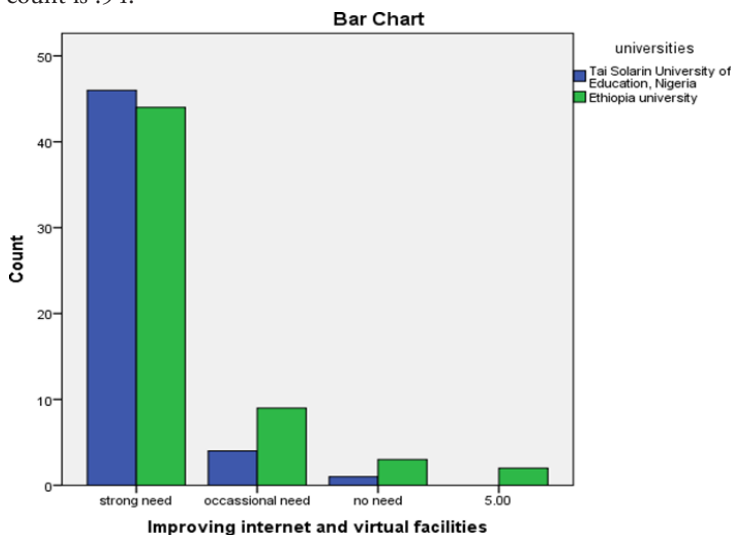
*Improving electricity supply * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Improving electricity supply	Strong need	39	37	76
	Occasional need	12	16	28
	No need	0	2	2
	5.00	0	3	3
Total		**51**	**58**	**109**

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.196a	3	.158
Likelihood Ratio	7.108	3	.069
Linear-by-Linear Association	4.430	1	.035
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .94.
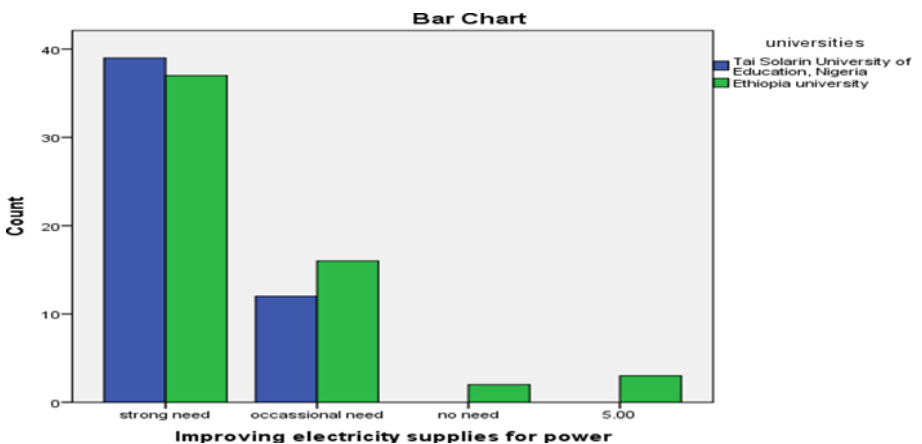
*Introducing study fellowships and research grants * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong need	41	42	83
	Occasional need	7	13	20
Introducing study fellow-ships and research grants	No need	2	2	4
	Not given	1	0	1
	5.00	0	1	1
Total		**51**	**58**	**109**

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	3.376a	4	.497
Likelihood Ratio	4.163	4	.384
Linear-by-Linear Association	.452	1	.502
N of Valid Cases	109		

a. Six cells (60.0 per cent) have an expected count of less than five. The minimum expected count is .47.
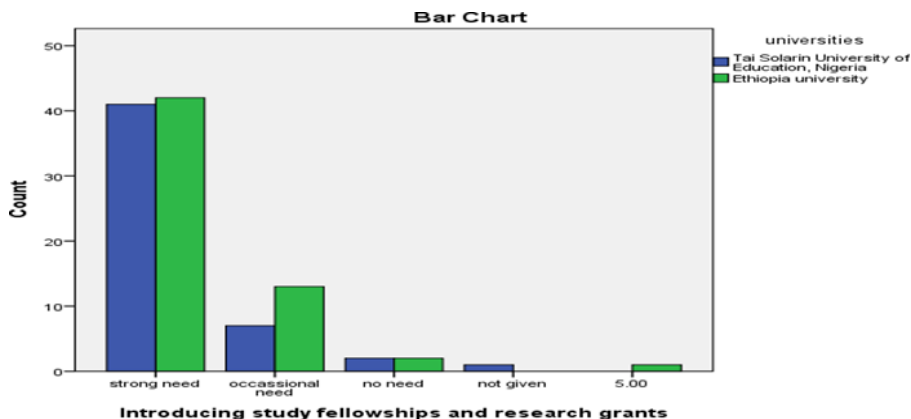
*Providing scholarships for in-service teachers and other workers * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Providing scholarships for in-service teachers and other workers	Strong need	47	40	87
	Occasional need	4	11	15
	No need	0	5	5
	Not given	0	1	1
	5.00	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	10.423a	4	.034
Likelihood Ratio	13.215	4	.010
Linear-by-Linear Association	9.468	1	.002
N of Valid Cases	109		

a. Six cells (60.0 per cent) have an expected count of less than five. The minimum expected count is .47.
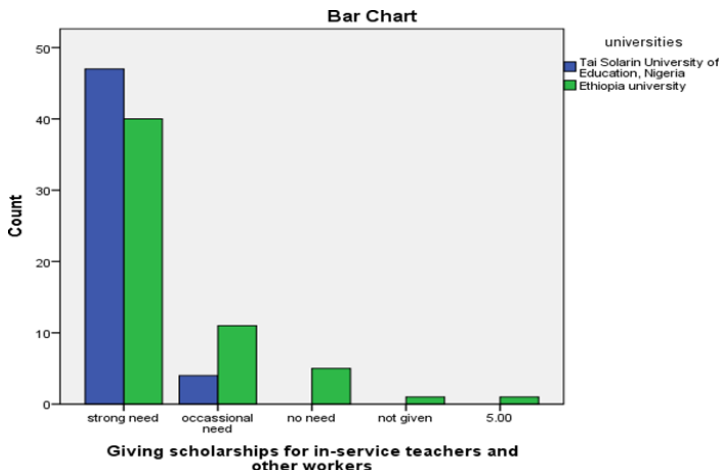
*Appropriate knowledge and use of relevant research design * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong need	44	48	92
	Occasional need	6	7	13
Appropriate knowledge and use of relevant research design	No need	0	2	2
	Not given	1	0	1
	5.00	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	3.817a	4	.431
Likelihood Ratio	5.346	4	.254
Linear-by-Linear Association	.486	1	.486
N of Valid Cases	109		

a. Six cells (60.0 per cent) have an expected count of less than five. The minimum expected count is .47.

Bar Chart

*Appropriate knowledge and use of relevant statistical analysis * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong need	40	46	86
Appropriate knowledge and use of relevant statistical analysis	Occasional need	11	10	21
	No need	0	1	1
	5.00	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.025a	3	.567
Likelihood Ratio	2.789	3	.425
Linear-by-Linear Association	.309	1	.578
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .47.

*Mastery of computers for statistical analysis * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Mastery of computers for Statistical analysis	Strong need	42	42	84
	Occasional need	8	13	21
	No need	1	0	1
	Not given	0	2	2
	5.00	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.761a	4	.313
Likelihood Ratio	6.297	4	.178
Linear-by-Linear Association	2.403	1	.121
N of Valid Cases	109		

a. Six cells (60.0 per cent) have an expected count of less than five. The minimum expected count is .47.

*Be knowledgeable on writing all aspects of research reports * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Be knowledgeable on writing all aspects of research reports	Strong need	43	41	84
	Occasional need	7	15	22
	No need	1	0	1
	5.00	0	2	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.530a	3	.137
Likelihood Ratio	6.734	3	.081
Linear-by-Linear Association	2.921	1	.087
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .47.

*Be knowledgeable on orderly presentation of research reports * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong need	44	43	87
Be knowledgeable on orderly presentation of research reports	Occasional need	6	13	19
	No need	1	0	1
	5.00	0	2	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.162[a]	3	.160
Likelihood Ratio	6.361	3	.095
Linear-by-Linear Association	2.610	1	.106
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .47.

*Making research qualitative and relevant in learning and discovery * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong need	50	44	94
Making research qualitative and relevant in learning and discovery	Occasional need	0	10	10
	No need	1	2	3
	Not given	0	1	1
	5.00	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	Df	Asymp. Sig. (2- sided)
Pearson Chi-Square	12.318ᵃ	4	.015
Likelihood Ratio	16.909	4	.002
Linear-by-Linear Association	7.248	1	.007
N of Valid Cases	109		

a. Seven cells (70.0 per cent) have an expected count of less than five. The minimum expected count is .47.

*Regular retraining of manpower in the universities * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Regular retraining of manpower in the universities	Yes	46	46	92
	No	5	5	10
	Not sure	0	6	6
	Not given	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	6.578a	3	.087
Likelihood Ratio	9.254	3	.026
Linear-by-Linear Association	4.790	1	.029
N of Valid Cases	109		

a. Five cells (62.5 per cent) have expected count less than five. The minimum expected count is .47.

Bar Chart

*Improvement of internet service in the universities * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Improvement of internet service in the universities	Yes	38	44	82
	No	11	8	19
	Not sure	2	5	7
	Not given	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.760a	3	.430
Likelihood Ratio	3.180	3	.365
Linear-by-Linear Association	.307	1	.580
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .47.
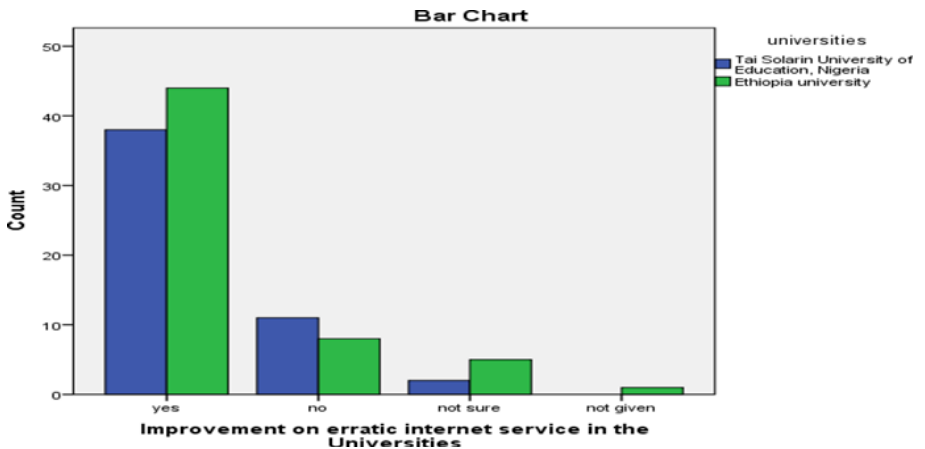
*Reducing number of supervisees per supervisor * universities*
Crosstab / Count

| | | Universities | | Total |
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Yes	49	30	79
Reducing number of supervisees per supervisor	No	1	18	19
	Not sure	1	8	9
	Not given	0	2	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	26.886a	3	.000
Likelihood Ratio	31.639	3	.000
Linear-by-Linear Association	20.814	1	.000
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .94.
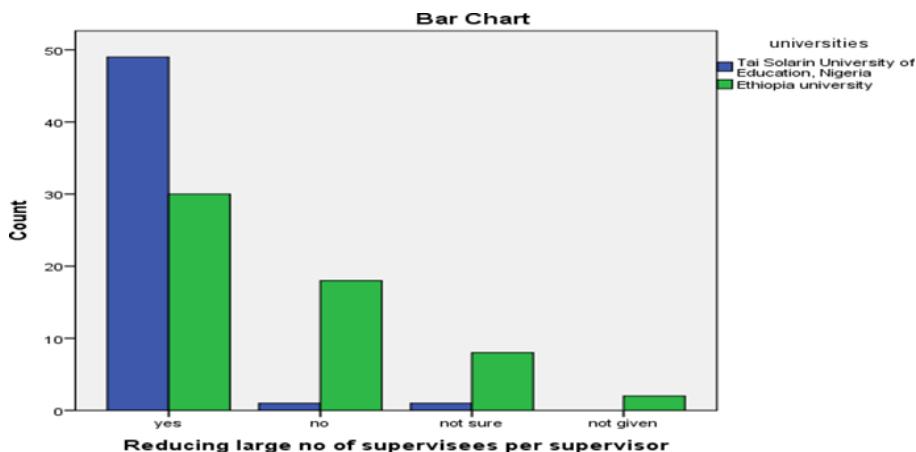
*Supply of adequate computers in departments * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Supply of adequate computers in departments	Yes	39	41	80
	No	11	13	24
	Not sure	1	2	3
	Not given	0	2	2
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.109a	3	.550
Likelihood Ratio	2.879	3	.411
Linear-by-Linear Association	1.397	1	.237
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .94.

*Unlimited time to use internet in the library for research * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Yes	49	31	80
Unlimited time to use internet in the library for research	No	2	18	20
	Not sure	0	8	8
	Not given	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	25.506[a]	3	.000
Likelihood Ratio	30.834	3	.000
Linear-by-Linear Association	22.331	1	.000
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .47.
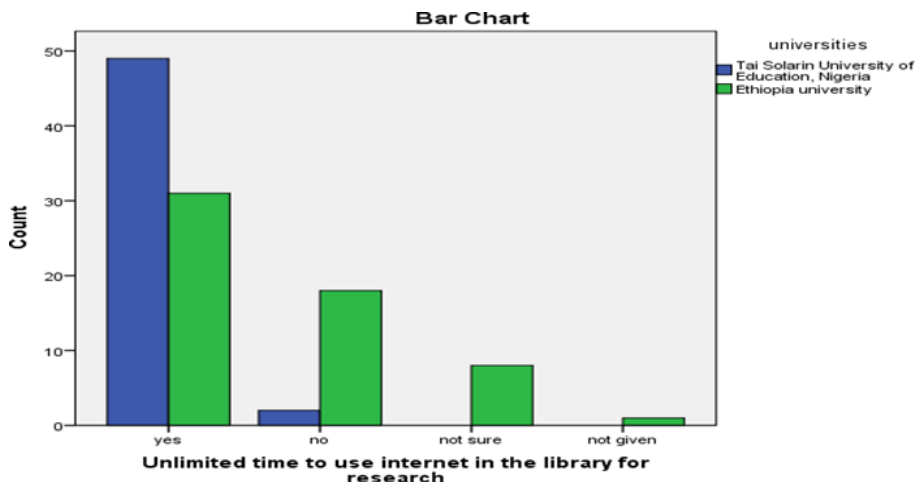
*Making class concepts relevant in learning and discovery in society * universities* / *Crosstab*

Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Making class concepts relevant in learning and discovery in society	Yes	46	43	89
	No	5	9	14
	Not sure	0	5	5
	Not given	0	1	1
Total		51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	6.823[a]	3	.078
Likelihood Ratio	9.128	3	.028
Linear-by-Linear Association	6.386	1	.012
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .47.
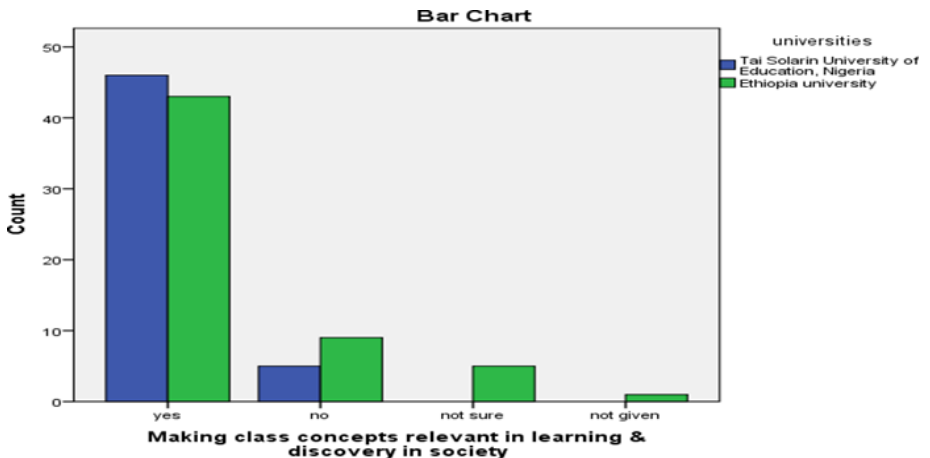
Gender * universities / *Crosstab* / Count

	Universities		Total
	Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Male	28	51	79
Gender			
Female	23	7	30
Total	51	58	109

Chi-Square Tests

	Value	Df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	14.841[a]	1	.000		
Continuity Correctionb	13.232	1	.000		
Likelihood Ratio	15.337	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	14.705	1	.000	.000	.000
N of Valid Cases	109				

a. Zero cells (.0 per cent) have expected count less than five. The minimum expected count is 14.04. b. Computed only for a 2x2 table.

Age * universities

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Below 25	3	16	19
	26-30	19	34	53
	31-35	9	3	12
Age	36-40	14	2	16
	41-45	4	3	7
	46-50	1	0	1
	50 and above	1	0	1
Total		51	58	109

Chi-Square Tests

	Value	Df	Asymp. Sig. (2- sided)
Pearson Chi-Square	26.944[a]	6	.000
Likelihood Ratio	29.799	6	.000
Linear-by-Linear Association	19.905	1	.000
N of Valid Cases	109		

a. Six cells (42.9 per cent) have an expected count of less than five. The minimum expected count is .47.

*Marital status * universities / Crosstab*
Count

	Universities		Total
	Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Single	12	37	49
Marital status			
Married	39	21	60
Total	51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	17.779[a]	1	.000		
Continuity Correctionb	16.189	1	.000		
Likelihood Ratio	18.410	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	17.616	1	.000	.000	.000
N of Valid Cases	109				

a. Zero cells (.0 per cent) have an expected count of less than five. The minimum expected count is 22.93. b. Computed only for a 2x2 table.

*Nature of studentship * universities*

Crosstab / Count

	Universities		Total
	Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia.	
Full time	46	56	102
Part time	3	1	4
Nature of studentship			
Sandwich / distance learning	2	0	2
Not given	0	1	1
Total	51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.550[a]	3	.208
Likelihood Ratio	5.737	3	.125
Linear-by-Linear Association	.687	1	.407
N of Valid Cases	109		

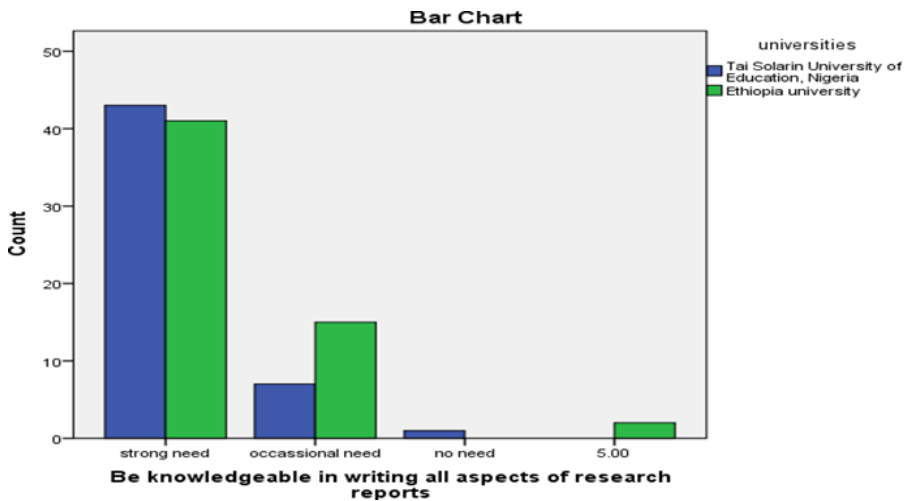a. Six cells (75.0 per cent) have an expected count of less than five. The minimum expected count is .47.

*Residential status * universities*

Crosstab / Count

	Universities		Total
	Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
On campus	7	11	18
Off campus	14	32	46
Residential status			
Home	30	14	44
Not given	0	1	1
Total	51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	14.360ᵃ	3	.002
Likelihood Ratio	15.022	3	.002
Linear-by-Linear Association	6.631	1	.010
N of Valid Cases	109		

a. Two cells (25.0 per cent) have an expected count of less than five. The minimum expected count is .47.

*Discipline * universities*

Crosstab / Count

	Universities		Total
	Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Humanities	20	7	27
Social sciences	21	21	42
Discipline			
Education	8	11	19
Natural sciences	2	19	21
Total	51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	20.128[a]	3	.000
Likelihood Ratio	22.456	3	.000
Linear-by-Linear Association	19.053	1	.000
N of Valid Cases	109		

a. Zero cells (.0 per cent) have an expected count of less than five. The minimum expected count is 8.89.

ICT background * universities

Crosstab / Count

	Universities		Total
	Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia.	
Very conversant	27	21	48
Slightly conversant	20	34	54
ICT background			
Poorly conversant	3	2	5
Not conversant	1	1	2
Total	51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.147[a]	3	.246
Likelihood Ratio	4.175	3	.243
Linear-by-Linear Association	1.191	1	.275
N of Valid Cases	109		

a. Four cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .94.

*ICT utilisation * universities*

Crosstab / Count

	Universities		Total
	Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Regularly	31	21	52
Occasionally	14	27	41
ICT utilisation			
Rarely	0	8	8
Not at all	6	2	8
Total	51	58	109

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	15.660ᵃ	3	.001
Likelihood Ratio	18.863	3	.000
Linear-by-Linear Association	1.633	1	.201
N of Valid Cases	109		

a. Four cells (50.0%) have an expected count of less than five. The minimum expected count is 3.74.
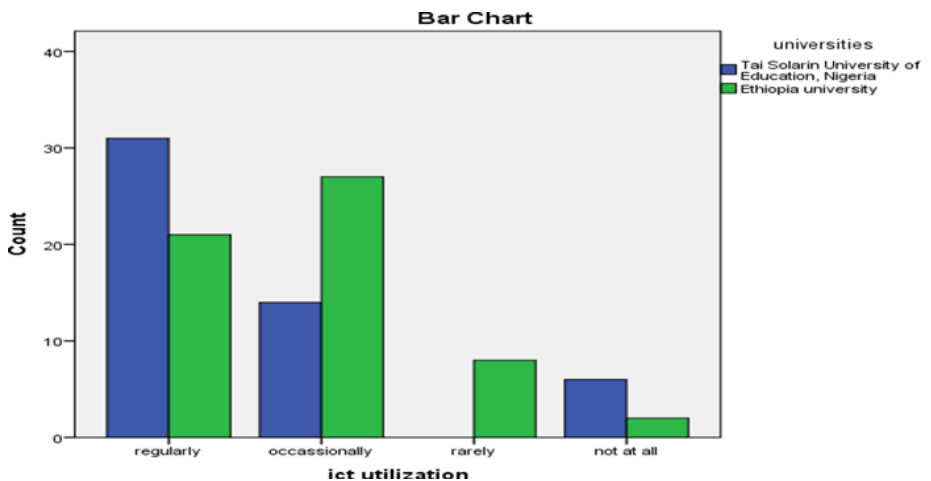
APPENDIX 2

Presentation & Analysis of Data Samples trom Academics Staff

*Gender * universities*

Crosstab / Count

	Universities		Total
	Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Male	16	8	24
Gender			
Female	7	1	8
Total	23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	1.288[a]	1	.256		
Continuity Correction[b]	.464	1	.496		
Likelihood Ratio	1.443	1	.230		
Fisher's Exact Test				.386	.256
Linear-by-Linear Association	1.248	1	.264		
N of Valid Cases	32				

a. One cell (25.0 per cent) has an expected count of less than five. The minimum expected count is 2.25.

b. Computed only for a 2x2 table.

The tables above showed gender distribution of the respondents between Jimma and Tai Solarin Universities. The results showed no significant gender difference between participants from the two universities (X^2 = 1.288; p > .05). This means that the two sets of participants are the same in terms of gender distribution.

Gender in respect of the respondents as shown above indicated that the males were 18 and eight respectively for Nigeria and Ethiopia, all totalling 24, while the females were seven and one respectively for Nigeria and Ethiopia all totalling eight. The grand total for males and females from the two universities were 32.

Bar Chart
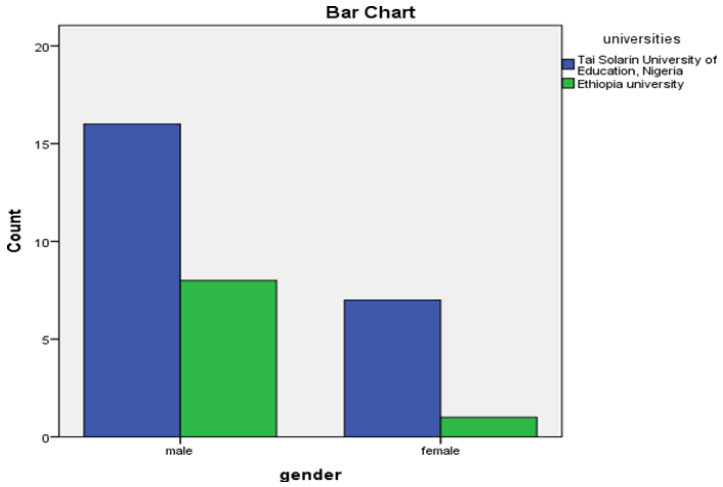
Gender

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Male	24	75.0	75.0	75.0
Valid	female	8	25.0	25.0	100.0
	Total	32	100.0	100.0	
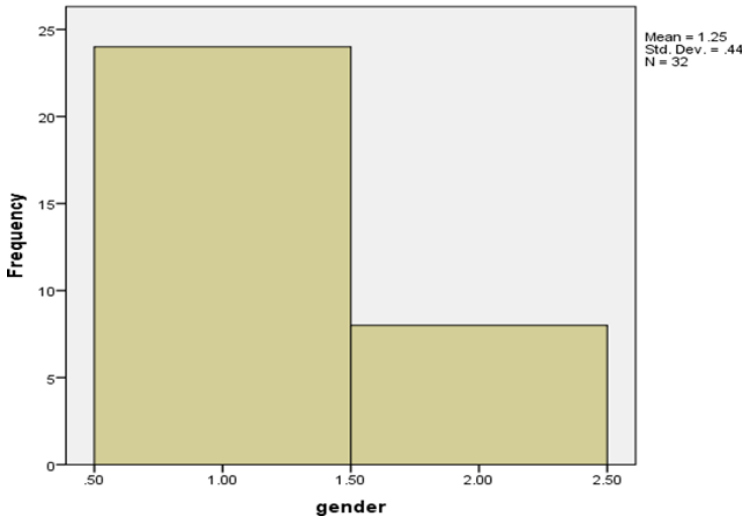
Age * universities

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Below 25	0	1	1
	26-30	1	2	3
	31-35	1	1	2
Age	36-40	5	0	5
	41-45	5	1	6
	50 and above	11	2	13
	Not stated	0	2	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	13.735[a]	6	.033
Likelihood Ratio	14.864	6	.021
Linear-by-Linear Association	.903	1	.342
N of Valid Cases	32		

a. 13 cells (92.9%) have expected count less than five. The minimum expected count is .28.

The age distribution of the respondents from the entire samples of staff indicated that one from Ethiopia was below 25 years of age, one and two from Nigeria and Ethiopia respectively were between 26 and 30 years of age, one each from Nigeria and Ethiopia were between 31 and 35 years of age. Five only from Nigeria were between 36 and 40, five and one respectively from Nigeria and Ethiopia were between 41 and 45 and 11 and two respectively from Nigeria and Ethiopia were between 50 and above. Two of the respondents from Ethiopia had no information on this aspect.

Age
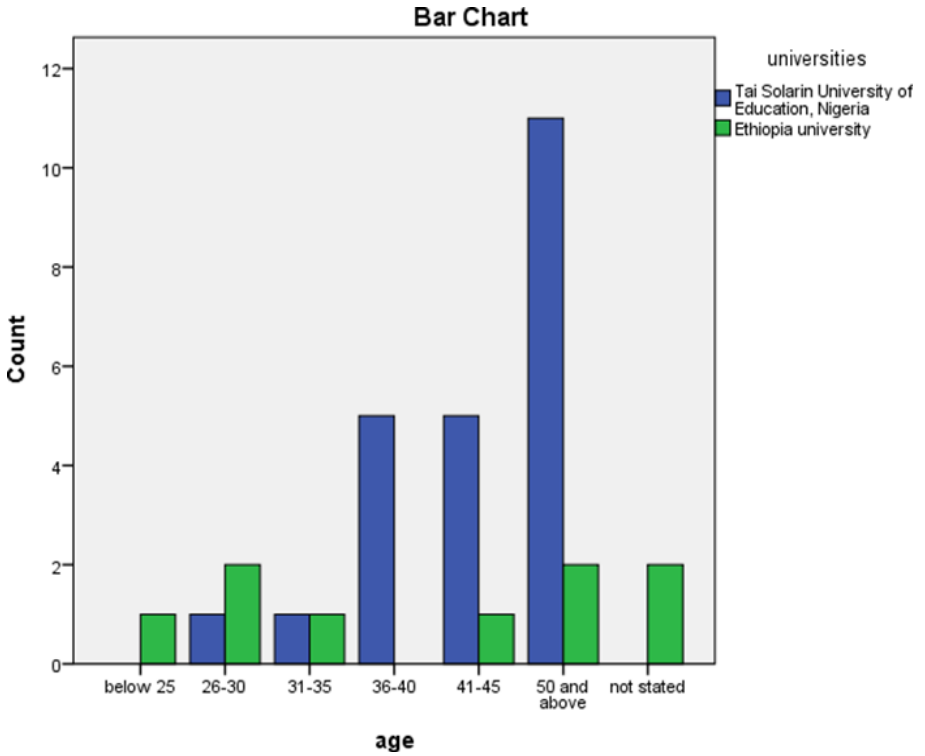
		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Below 25	1	3.1	3.1	3.1
	26-30	3	9.4	9.4	12.5
	31-35	2	6.3	6.3	18.8
	36-40	5	15.6	15.6	34.4
Valid	41-45	6	18.8	18.8	53.1
	50 and above	13	40.6	40.6	93.8
	Not stated	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Marital status * universities

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia.	
	Single	0	4	4
Marital status	Married	20	5	25
	Widowed	2	0	2
	Separated	1	0	1
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	12.213[a]	3	.007
Likelihood Ratio	13.004	3	.005
Linear-by-Linear Association	5.427	1	.020
N of Valid Cases	32		

a. Six cells (75.0 per cent) have an expected count of less than five. The minimum expected count is .28.
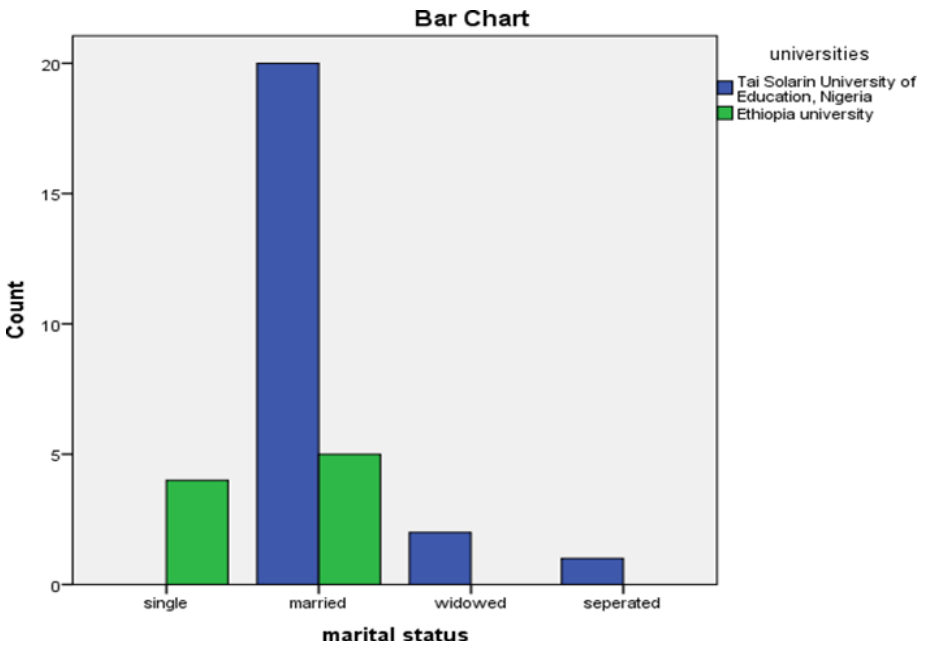
Marital status in respect of the respondents as shown above indicated that the singles were only four from Ethiopia, 20 and five were married from Nigeria and Ethiopia respectively, only two were widowed from Nigeria while one from Nigeria was separated.

Marital status

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Single	4	12.5	12.5	12.5
	Married	25	78.1	78.1	90.6
Valid	Widowed	2	6.3	6.3	96.9
	Separated	1	3.1	3.1	100.0
	Total	32	100.0	100.0	
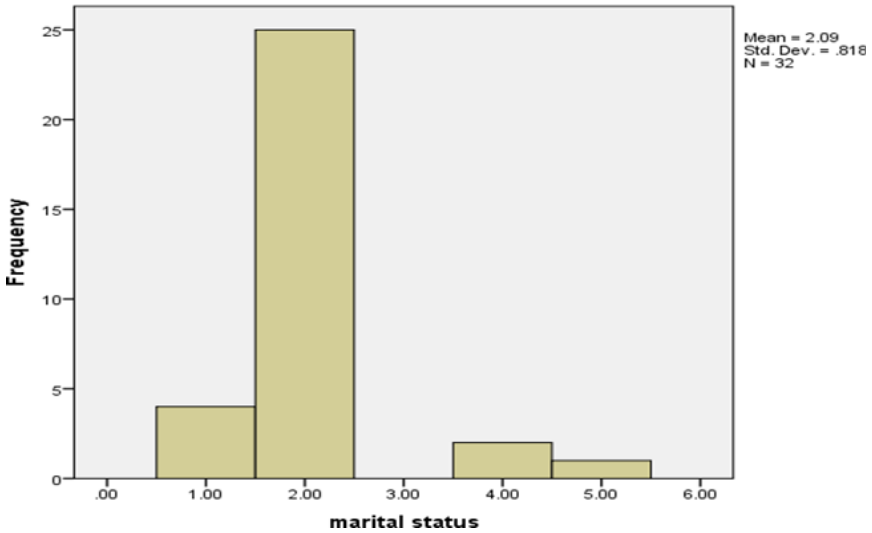
Appointment type * universities

Crosstab / Count

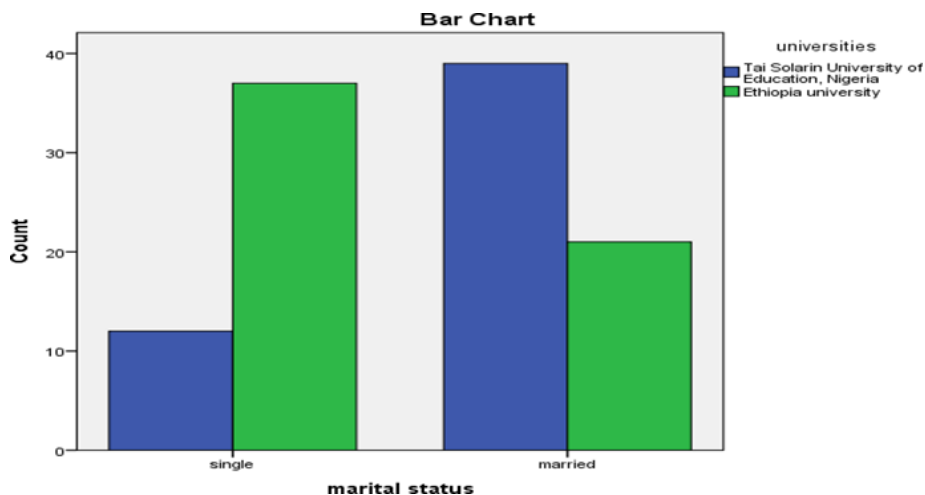|		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Full time	20	7	27
Appointment type	Part time	1	0	1
	Contract	2	2	4
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.403a	2	.496
Likelihood Ratio	1.576	2	.455
Linear-by-Linear Association	.715	1	.398
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is .28.
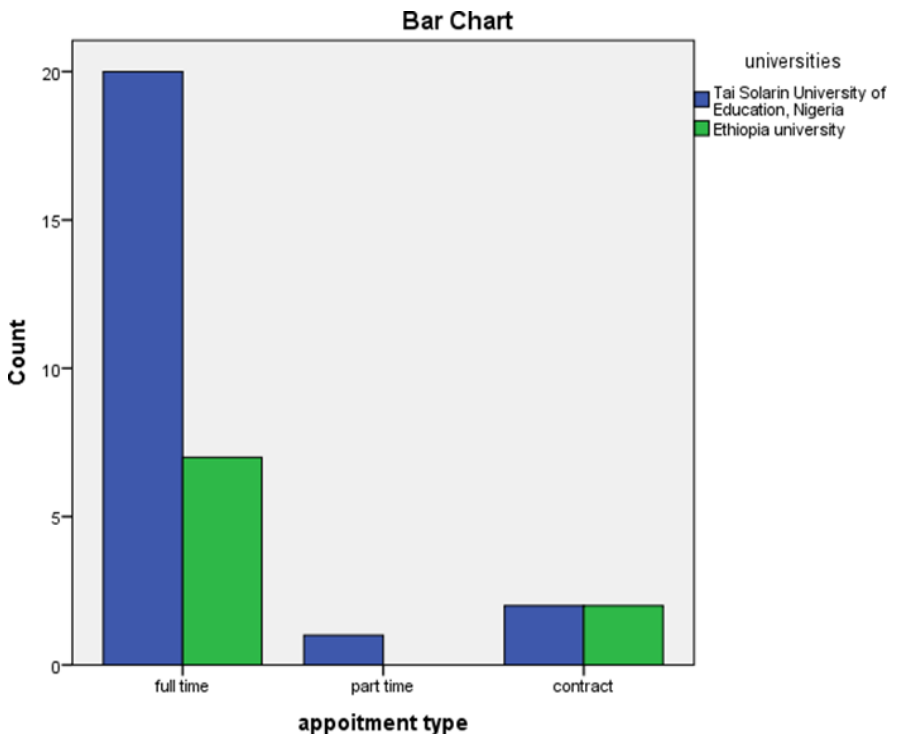
Appointment type in respect of the respondents as shown above indicated that those on full time were 20 and seven from Nigeria and Ethiopia respectively, one was on part time basis in Nigeria and two each from Nigeria and Ethiopia respectively were on contract appointment.

Appointment type

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Full time	27	84.4	84.4	84.4
	Part time	1	3.1	3.1	87.5
Valid	Contract	4	12.5	12.5	100.0
	Total	32	100.0	100.0	
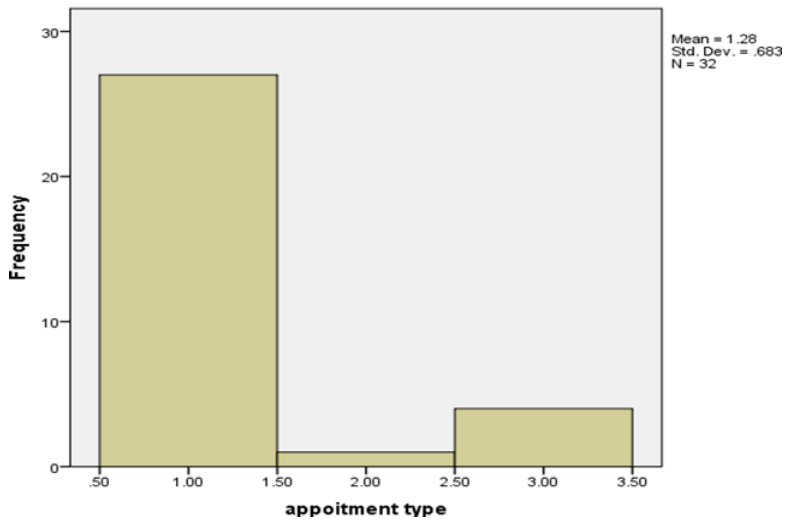
Teaching experience * universities

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Below 5	0	5	5
	6-10	5	1	6
Teaching experience	11-15	6	1	7
	16-20	12	0	12
	20 and above	0	2	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	23.637[a]	4	.000
Likelihood Ratio	26.876	4	.000
Linear-by-Linear Association	5.105	1	.024
N of Valid Cases	32		

a. Eight cells (80.0 per cent) have an expected count of less than five. The minimum expected count is .56.
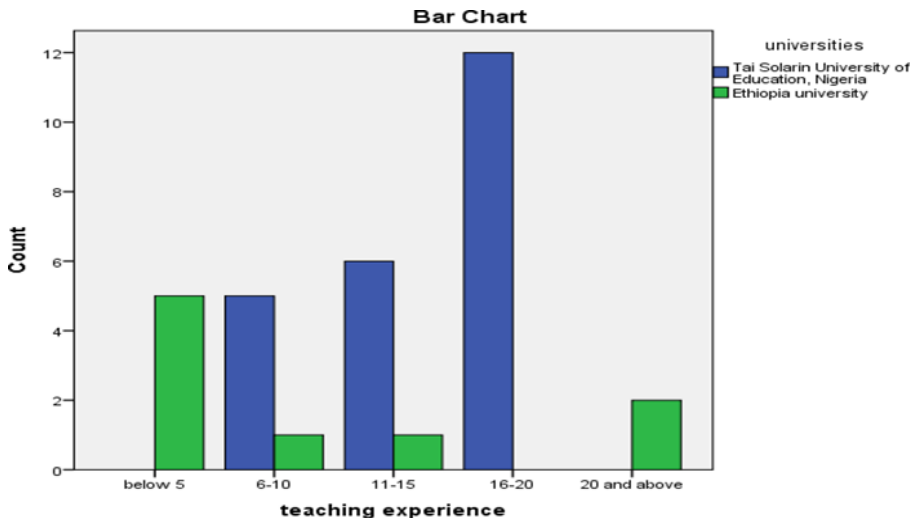
The teaching experience of the respondents from all staff samples indicated that only five had less than five years of teaching experience, five and one for Nigeria and Ethiopia respectively had between six and 10 years of teaching experience, six and one for Nigeria and Ethiopia respectively had between 11 and 15 years, 12 only from Nigeria had between 16 and 20 years of teaching experience while two only from Ethiopia had over 20 years of teaching experience.

Teaching experience

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Below 5	5	15.6	15.6	15.6
	6-10	6	18.8	18.8	34.4
	11-15	7	21.9	21.9	56.3
Valid	16-20	12	37.5	37.5	93.8
	20 and above	2	6.3	6.3	100.0
	Total	32	100.0	100.0	
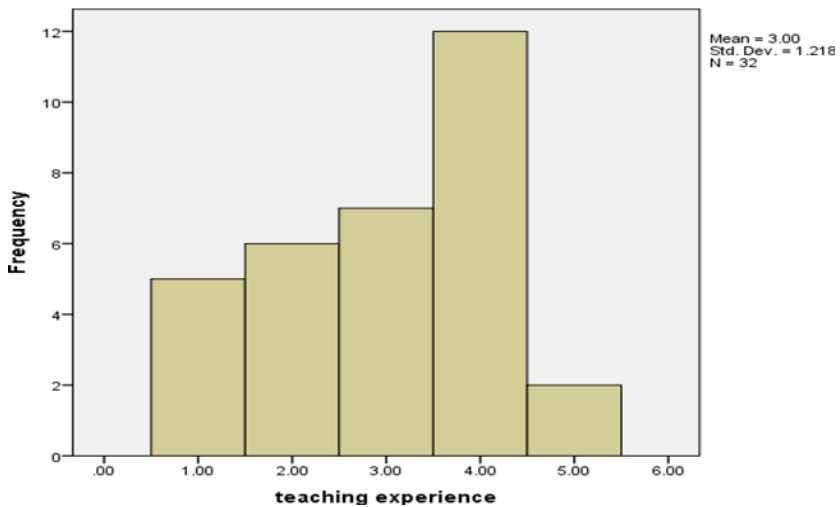
Mean = 3.00
Std. Dev. = 1.218
N = 32

Discipline * universities
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia.	
	Humanities	3	0	3
	Social sciences	11	1	12
Discipline	Education	4	0	4
	Natural sciences	5	1	6
	Not specified	0	7	7
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	23.343a	4	.000
Likelihood Ratio	25.734	4	.000
Linear-by-Linear Association	14.952	1	.000
N of Valid Cases	32		

a. Eight cells (80.0 per cent) have an expected count of less than five. The minimum expected count is .84.
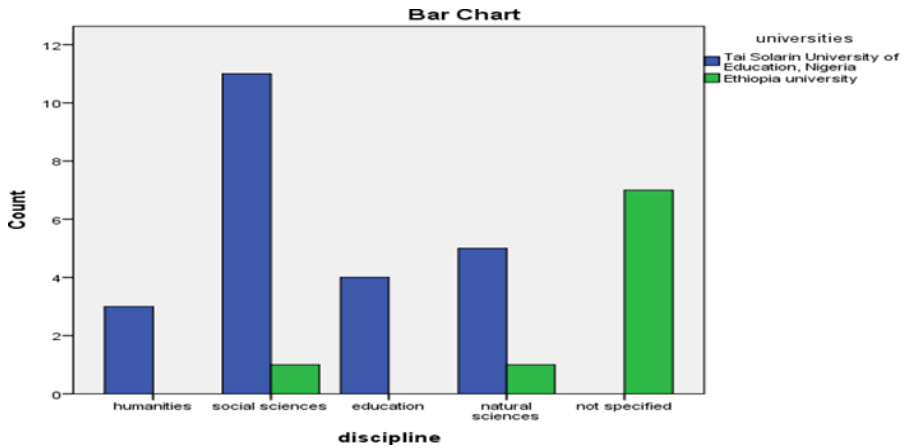
The disciplines of the respondents from all staff samples indicated that only three from Nigeria were in the Humanities, 11 and seven from Nigeria and Ethiopia respectively were from the Social Sciences, four only from Nigeria were in the Education, five and one respectively from Nigeria and Ethiopia were in the Natural Sciences while seven did not specify their disciplines.

Discipline

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Humanities	3	9.4	9.4	9.4
	Social sciences	12	37.5	37.5	46.9
	Education	4	12.5	12.5	59.4
Valid	Natural sciences	6	18.8	18.8	78.1
	Not specified	7	21.9	21.9	100.0
	Total	32	100.0	100.0	
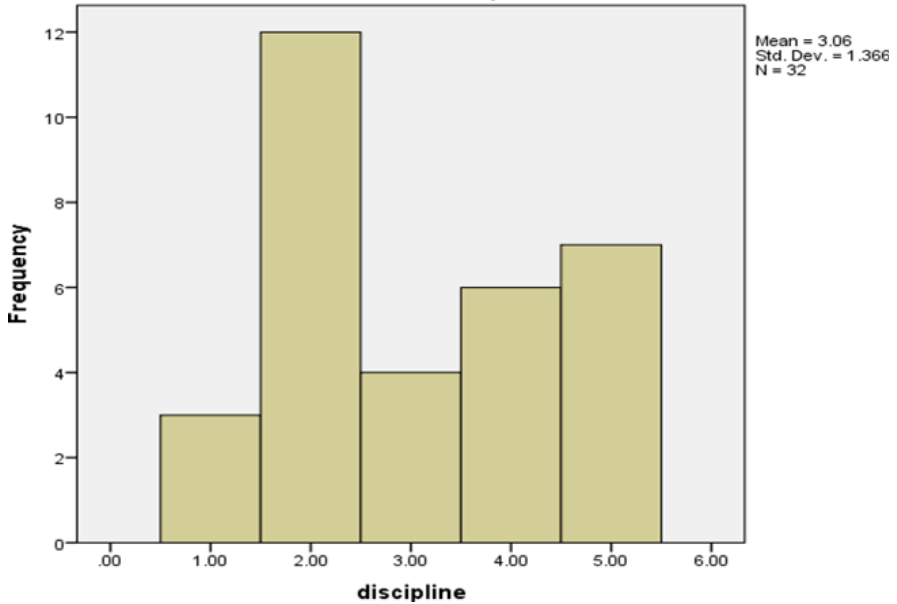
*ICT background * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia.	
ICT background	Very conversant	15	7	22
	Slightly conversant	8	2	10
Total		23	9	32

The ICT background of the respondents from all staff samples indicated that 15 and seven from Nigeria and Ethiopia respectively were very conversant with ICT while eight and two respectively from Nigeria and Ethiopia were slightly conversant.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.475ª	1	.491		
Continuity Correctionb	.070	1	.791		
Likelihood Ratio	.495	1	.482		
Fisher's Exact Test				.681	.405
Linear-by-Linear Association	.460	1	.498		
N of Valid Cases	32				

a. One cell (25.0 per cent) has an expected count of less than five. The minimum expected count is 2.81. b. Computed only for a 2x2 table.
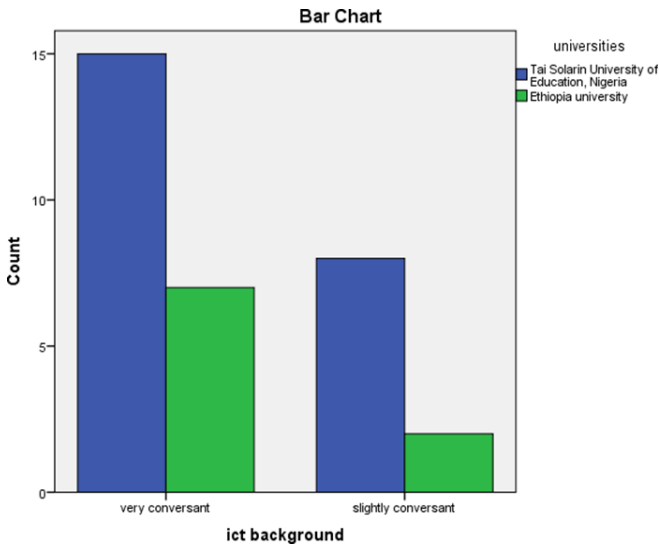
*ICT background*

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Very conversant	22	68.8	68.8	68.8
Valid	Slightly conversant	10	31.3	31.3	100.0
	Total	32	100.0	100.0	
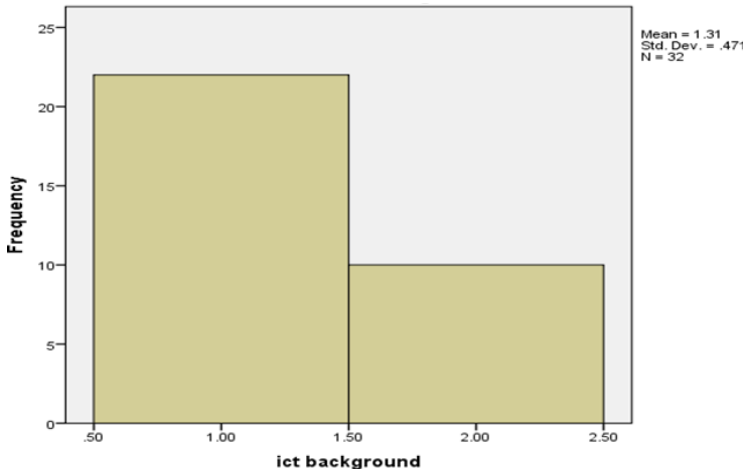
ICT utilisation * universities

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia.	
ICT utilisation	Regularly	18	6	24
	Occasionally	5	3	8
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.464[a]	1	.496		
Continuity Correctionb	.052	1	.820		
Likelihood Ratio	.447	1	.504		
Fisher's Exact Test				.654	.398
Linear-by-Linear Association	.449	1	.503		
N of Valid Cases	32				

a. One cell (25.0 per cent) has an expected count of less than five. The minimum expected count is 2.25.

b. Computed only for a 2x2 table.

Bar Chart
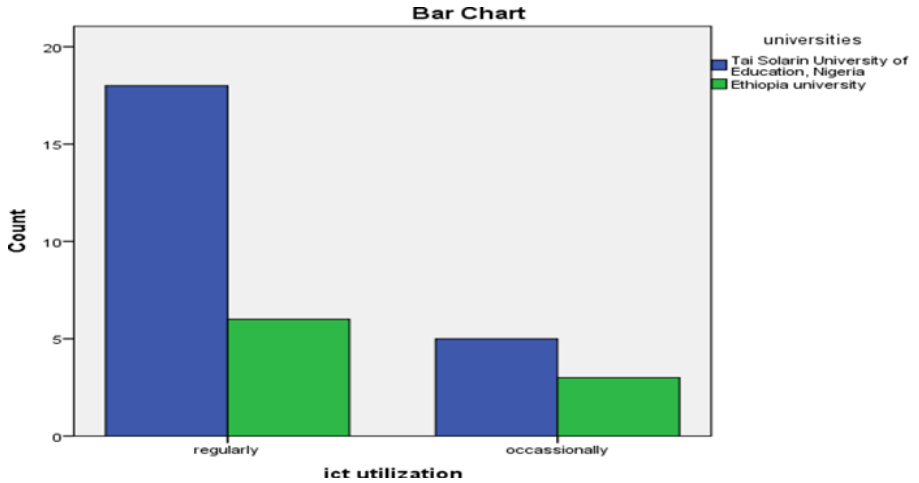
ICT utilisation of the respondents from all staff samples indicated that 18 and six from Nigeria and Ethiopia respectively utilised ICT regularly while five and three respectively from Nigeria and Ethiopia utilised ICT occasionally.

ICT utilisation

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Regularly	24	75.0	75.0	75.0
Valid	Occasionally	8	25.0	25.0	100.0
	Total	32	100.0	100.0	

Statist
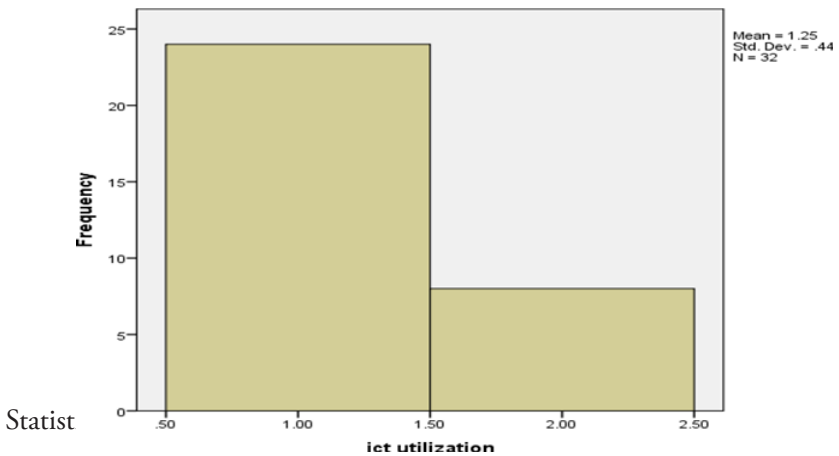
		Gender	Age	Marital status	Appointment type	Teaching experience	Discipline	ICT background	ICT utilisation
N	Valid	32	32	32	32	32	32	32	32
	Missing	0	0	0	0		0	0	0

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
ICT background	Tai Solarin University of Education, Nigeria	23	1.3478	.48698	.10154	1.1372	1.5584	1.00	2.00
	Jimma University, Ethiopia.	9	1.2222	.44096	.14699	.8833	1.5612	1.00	2.00
	Total	32	1.3125	.47093	.08325	1.1427	1.4823	1.00	2.00
ICT utilisation	Tai Solarin University of Education, Nigeria	23	1.2174	.42174	.08794	1.0350	1.3998	1.00	2.00
	Jimma University, Ethiopia.	9	1.3333	.50000	.16667	.9490	1.7177	1.00	2.00
	Total	32	1.2500	.43994	.07777	1.0914	1.4086	1.00	2.00
Exposure to current international journals in my discipline	Tai Solarin University of Education, Nigeria	23	1.4348	.50687	.10569	1.2156	1.6540	1.00	2.00
	Jimma University, Ethiopia.	9	1.4444	.52705	.17568	1.0393	1.8496	1.00	2.00
	Total	32	1.4375	.50402	.08910	1.2558	1.6192	1.00	2.00
ICT compliant and having unfettered access to the internet	Tai Solarin University of Education, Nigeria	23	1.6522	.71406	.14889	1.3434	1.9610	1.00	3.00
	Jimma University, Ethiopia.	9	2.0000	.86603	.28868	1.3343	2.6657	1.00	3.00
	Total	32	1.7500	.76200	.13470	1.4753	2.0247	1.00	3.00
Having updated materials to relate well with supervisees	Tai Solarin University of Education, Nigeria	23	1.6522	.64728	.13497	1.3723	1.9321	1.00	3.00
	Jimma University, Ethiopia.	9	2.0000	.70711	.23570	1.4565	2.5435	1.00	3.00
	Total	32	1.7500	.67202	.11880	1.5077	1.9923	1.00	3.00

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Adequate provision of facilities in offices - internet, electricity	Tai Solarin University of Education, Nigeria	23	1.9565	.82453	.17193	1.6000	2.3131	1.00	3.00
	Jimma University, Ethiopia.	9	2.0000	.70711	.23570	1.4565	2.5435	1.00	3.00
	Total	32	1.9688	.78224	.13828	1.6867	2.2508	1.00	3.00
Attendance at international conferences and workshops	Tai Solarin University of Education, Nigeria	23	1.6522	.71406	.14889	1.3434	1.9610	1.00	3.00
	Jimma University, Ethiopia.	9	1.6667	.86603	.28868	1.0010	2.3324	1.00	3.00
	Total	32	1.6563	.74528	.13175	1.3875	1.9250	1.00	3.00
Exposures to workshops on current trends in research ethics	Tai Solarin University of Education, Nigeria	23	1.6957	.97397	.20309	1.2745	2.1168	1.00	4.00
	Jimma University, Ethiopia.	9	1.4444	.72648	.24216	.8860	2.0029	1.00	3.00
	Total	32	1.6250	.90696	.16033	1.2980	1.9520	1.00	4.00
Adequate funds to carry our research tasks	Tai Solarin University of Education, Nigeria	23	2.1304	1.17954	.24595	1.6204	2.6405	1.00	4.00
	Jimma University, Ethiopia.	9	2.5556	1.23603	.41201	1.6055	3.5057	1.00	4.00
	Total	32	2.2500	1.19137	.21061	1.8205	2.6795	1.00	4.00
Modern Equipment and facilities to work with	Tai Solarin University of Education, Nigeria	23	1.9130	1.08347	.22592	1.4445	2.3816	1.00	4.00
	Jimma University, Ethiopia.	9	2.2222	.83333	.27778	1.5817	2.8628	1.00	3.00
	Total	32	2.0000	1.01600	.17961	1.6337	2.3663	1.00	4.00
Adequate training in use of statistical Tools	Tai Solarin University of Education, Nigeria	23	1.7391	.86431	.18022	1.3654	2.1129	1.00	4.00
	Jimma University, Ethiopia.	9	2.1111	1.05409	.35136	1.3009	2.9214	1.00	4.00
	Total	32	1.8438	.91966	.16257	1.5122	2.1753	1.00	4.00

Item	Institution	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Conducive environment for mentoring of students devoid of threats	Tai Solarin University of Education, Nigeria	23	1.0870	.28810	.06007	.9624	1.2115	1.00	2.00
	Jimma University, Ethiopia.	9	1.5556	.88192	.29397	.8777	2.2335	1.00	3.00
	Total	32	1.2188	.55267	.09770	1.0195	1.4180	1.00	3.00
Encouragement of willing and cooperating students on mentorship	Tai Solarin University of Education, Nigeria	23	1.2609	.44898	.09362	1.0667	1.4550	1.00	2.00
	Jimma University, Ethiopia.	9	1.4444	.72648	.24216	.8860	2.0029	1.00	3.00
	Total	32	1.3125	.53506	.09459	1.1196	1.5054	1.00	3.00
Cooperating staff and students in the academic environment	Tai Solarin University of Education, Nigeria	23	1.2609	.44898	.09362	1.0667	1.4550	1.00	2.00
	Jimma University, Ethiopia.	9	1.5556	.88192	.29397	.8777	2.2335	1.00	3.00
	Total	32	1.3438	.60158	.10634	1.1269	1.5606	1.00	3.00
Using mentoring to bridge gap between classroom and real situations	Tai Solarin University of Education, Nigeria	23	1.2174	.42174	.08794	1.0350	1.3998	1.00	2.00
	Jimma University, Ethiopia.	9	1.6667	.86603	.28868	1.0010	2.3324	1.00	3.00
	Total	32	1.3438	.60158	.10634	1.1269	1.5606	1.00	3.00
Exposure to training on confidence and mentoring ethics	Tai Solarin University of Education, Nigeria	23	1.3478	.57277	.11943	1.1001	1.5955	1.00	3.00
	Jimma University, Ethiopia.	9	1.5556	.72648	.24216	.9971	2.1140	1.00	3.00
	Total	32	1.4063	.61484	.10869	1.1846	1.6279	1.00	3.00
A participatory academic environment that improves trust	Tai Solarin University of Education, Nigeria	23	1.1739	.38755	.08081	1.0063	1.3415	1.00	2.00
	Jimma University, Ethiopia.	9	1.5556	.88192	.29397	.8777	2.2335	1.00	3.00
	Total	32	1.2813	.58112	.10273	1.0717	1.4908	1.00	3.00
A mutual confidence that is rewarding to the Mentees	Tai Solarin University of Education, Nigeria	23	1.2609	.68870	.14360	.9631	1.5587	1.00	3.00
	Jimma University, Ethiopia.	9	1.4444	.72648	.24216	.8860	2.0029	1.00	3.00
	Total	32	1.3125	.69270	.12245	1.0628	1.5622	1.00	3.00

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Knowledge and use of relevant sources of research problems	Tai Solarin University of Education, Nigeria	23	1.4783	.99405	.20727	1.0484	1.9081	1.00	4.00
	Jimma University, Ethiopia.	9	1.3333	1.00000	.33333	.5647	2.1020	1.00	4.00
	Total	32	1.4375	.98169	.17354	1.0836	1.7914	1.00	4.00
Appropriate knowledge and use of relevant statistical analysis	Tai Solarin University of Education, Nigeria	23	1.8696	1.25424	.26153	1.3272	2.4119	1.00	4.00
	Jimma University, Ethiopia.	9	1.5556	1.13039	.37680	.6867	2.4244	1.00	4.00
	Total	32	1.7813	1.21109	.21409	1.3446	2.2179	1.00	4.00
Mastery of computers for statistical analysis	Tai Solarin University of Education, Nigeria	23	1.5652	1.03687	.21620	1.1168	2.0136	1.00	4.00
	Jimma University, Ethiopia.	9	1.5556	1.13039	.37680	.6867	2.4244	1.00	4.00
	Total	32	1.5625	1.04534	.18479	1.1856	1.9394	1.00	4.00
Be knowledgeable on writing all aspects of research reports	Tai Solarin University of Education, Nigeria	23	1.4783	.84582	.17637	1.1125	1.8440	1.00	4.00
	Jimma University, Ethiopia.	9	1.4444	1.01379	.33793	.6652	2.2237	1.00	4.00
	Total	32	1.4688	.87931	.15544	1.1517	1.7858	1.00	4.00
Be knowledgeable on orderly presenta-tion of research reports	Tai Solarin University of Education, Nigeria	23	1.6957	1.10514	.23044	1.2178	2.1736	1.00	4.00
	Jimma University, Ethiopia.	9	1.5556	1.01379	.33793	.7763	2.3348	1.00	4.00
	Total	32	1.6563	1.06587	.18842	1.2720	2.0405	1.00	4.00
Making research qualitative and relevant in learning and discovery	Tai Solarin University of Education, Nigeria	23	1.6522	1.02730	.21421	1.2079	2.0964	1.00	4.00
	Jimma University, Ethiopia.	9	1.3333	1.00000	.33333	.5647	2.1020	1.00	4.00
	Total	32	1.5625	1.01401	.17925	1.1969	1.9281	1.00	4.00
There is regular retraining of human power in the University	Tai Solarin University of Education, Nigeria	23	1.3913	.72232	.15061	1.0790	1.7037	1.00	3.00
	Jimma University, Ethiopia.	9	2.0000	.86603	.28868	1.3343	2.6657	1.00	3.00
	Total	32	1.5625	.80071	.14155	1.2738	1.8512	1.00	3.00

Item	University	N	Mean					Minimum	Maximum
There is improvement internet service in the university	Tai Solarin University of Education, Nigeria	23	1.4348	.72777	.15175	1.1201	1.7495	1.00	3.00
	Jimma University, Ethiopia.	9	1.6667	.86603	.28868	1.0010	2.3324	1.00	3.00
	Total	32	1.5000	.76200	.13470	1.2253	1.7747	1.00	3.00
The number of supervisees per student is reduced	Tai Solarin University of Education, Nigeria	23	1.8261	.57621	.12015	1.5769	2.0753	1.00	3.00
	Jimma University, Ethiopia.	9	1.7778	.83333	.27778	1.1372	2.4183	1.00	3.00
	Total	32	1.8125	.64446	.11392	1.5801	2.0449	1.00	3.00
There are adequate computers in the departments	Tai Solarin University of Education, Nigeria	23	1.9130	.51461	.10730	1.6905	2.1356	1.00	3.00
	Jimma University, Ethiopia.	9	1.5556	.72648	.24216	.9971	2.1140	1.00	3.00
	Total	32	1.8125	.59229	.10470	1.5990	2.0260	1.00	3.00
There is un interrupted use of internet in the library for research	Tai Solarin University of Education, Nigeria	23	1.8696	.54808	.11428	1.6326	2.1066	1.00	3.00
	Jimma University, Ethiopia.	9	2.1111	.78174	.26058	1.5102	2.7120	1.00	3.00
	Total	32	1.9375	.61892	.10941	1.7144	2.1606	1.00	3.00
Staff are encouraged to attend academic conferences and workshops	Tai Solarin University of Education, Nigeria	23	1.3478	.71406	.14889	1.0390	1.6566	1.00	3.00
	Jimma University, Ethiopia.	9	1.7778	.97183	.32394	1.0308	2.5248	1.00	3.00
	Total	32	1.4688	.80259	.14188	1.1794	1.7581	1.00	3.00
The Library is adequately stocked with current and relevant information	Tai Solarin University of Education, Nigeria	23	1.9565	.92826	.19355	1.5551	2.3579	1.00	3.00
	Jimma University, Ethiopia.	9	1.8889	.78174	.26058	1.2880	2.4898	1.00	3.00
	Total	32	1.9375	.87759	.15514	1.6211	2.2539	1.00	3.00
The utility services (electricity supplies) are adequate at the Campus	Tai Solarin University of Education, Nigeria	23	1.9130	.51461	.10730	1.6905	2.1356	1.00	3.00
	Jimma University, Ethiopia.	9	2.0000	.70711	.23570	1.4565	2.5435	1.00	3.00
	Total	32	1.9375	.56440	.09977	1.7340	2.1410	1.00	3.00

		N	Mean	Std. Deviation	Std. Error	Lower	Upper	Minimum	Maximum
Staff get study fellowships and research grants for research	Tai Solarin University of Education, Nigeria	23	1.6957	.82212	.17142	1.3401	2.0512	1.00	3.00
	Jimma University, Ethiopia.	9	1.8889	.92796	.30932	1.1756	2.6022	1.00	3.00
	Total	32	1.7500	.84242	.14892	1.4463	2.0537	1.00	3.00
There is a fund for support staff members for further training	Tai Solarin University of Education, Nigeria	23	1.5652	.89575	.18678	1.1779	1.9526	1.00	3.00
	Jimma University, Ethiopia.	9	2.3333	.70711	.23570	1.7898	2.8769	1.00	3.00
	Total	32	1.7813	.90641	.16023	1.4545	2.1080	1.00	3.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ICT background	Between Groups	.102	1	.102	.452	.507
	Within Groups	6.773	30	.226		
	Total	6.875	31			
ICT utilisation	Between Groups	.087	1	.087	.441	.512
	Within Groups	5.913	30	.197		
	Total	6.000	31			
Exposure to current international journals in my discipline	Between Groups	.001	1	.001	.002	.962
	Within Groups	7.874	30	.262		
	Total	7.875	31			
ICT compliant and having unfettered access to the internet	Between Groups	.783	1	.783	1.364	.252
	Within Groups	17.217	30	.574		
	Total	18.000	31			
	Between Groups	.783	1	.783	1.776	.193

		Sum of Squares	df	Mean Square	F	Sig.
Having updated materials to relate well with supervisees	Within Groups	13.217	30	.441		
	Total	14.000	31			
Adequate provision of facilities in offices - internet, electricity	Between Groups	.012	1	.012	.019	.890
	Within Groups	18.957	30	.632		
	Total	18.969	31			
Attendance at international conferences and workshops	Between Groups	.001	1	.001	.002	.962
	Within Groups	17.217	30	.574		
	Total	17.219	31			

		Sum of Squares	df	Mean Square	F	Sig.
Exposure to workshops on current trends in research ethics	Between Groups	.408	1	.408	.488	.490
	Within Groups	25.092	30	.836		
	Total	25.500	31			
Adequate funds to carry out research tasks	Between Groups	1.169	1	1.169	.819	.373
	Within Groups	42.831	30	1.428		
	Total	44.000	31			
Modern Equipment and facilities to work with	Between Groups	.618	1	.618	.591	.448
	Within Groups	31.382	30	1.046		
	Total	32.000	31			
Adequate training in use of statistical tools	Between Groups	.895	1	.895	1.060	.311
	Within Groups	25.324	30	.844		
	Total	26.219	31			

		Sum of Squares	df	Mean Square	F	Sig.
Conducive environment devoid of threats for mentoring students	Between Groups	1.420	1	1.420	5.295	.029
	Within Groups	8.048	30	.268		
	Total	9.469	31			
Encouragement of willing and cooperating students on mentorship	Between Groups	.218	1	.218	.755	.392
	Within Groups	8.657	30	.289		
	Total	8.875	31			
Cooperating staff and students in the academic environment	Between Groups	.562	1	.562	1.581	.218
	Within Groups	10.657	30	.355		
	Total	11.219	31			
Using mentoring to bridge gap between classroom and real situations	Between Groups	1.306	1	1.306	3.951	.056
	Within Groups	9.913	30	.330		
	Total	11.219	31			
Exposure to training on confidence and mentoring ethics	Between Groups	.279	1	.279	.732	.399
	Within Groups	11.440	30	.381		
	Total	11.719	31			
A participatory academic environment that improves trust	Between Groups	.942	1	.942	2.967	.095
	Within Groups	9.527	30	.318		
	Total	10.469	31			
A mutual confidence that is rewarding to the mentees	Between Groups	.218	1	.218	.446	.509
	Within Groups	14.657	30	.489		
	Total	14.875	31			

		Sum of Squares	df	Mean Square	F	Sig.
Knowledge and use of relevant sources of research problems	Between Groups	.136	1	.136	.137	.714
	Within Groups	29.739	30	.991		
	Total	29.875	31			
Appropriate knowledge and use of relevant statistical analysis	Between Groups	.638	1	.638	.427	.519
	Within Groups	44.831	30	1.494		
	Total	45.469	31			
Mastery of computers for statistical analysis	Between Groups	.001	1	.001	.001	.982
	Within Groups	33.874	30	1.129		
	Total	33.875	31			
Be knowledgeable on writing all aspects of research reports	Between Groups	.007	1	.007	.009	.924
	Within Groups	23.961	30	.799		
	Total	23.969	31			
Be knowledgeable on orderly presentation of research reports	Between Groups	.127	1	.127	.109	.744
	Within Groups	35.092	30	1.170		
	Total	35.219	31			
Making research qualitative and relevant in learning and discovery	Between Groups	.658	1	.658	.632	.433
	Within Groups	31.217	30	1.041		
	Total	31.875	31			
There is regular retraining of manpower in the University	Between Groups	2.397	1	2.397	4.114	.051
	Within Groups	17.478	30	.583		
	Total	19.875	31			

		Sum of Squares	df	Mean Square	F	Sig.
There is improvement of internet service in the university	Between Groups	.348	1	.348	.591	.448
	Within Groups	17.652	30	.588		
	Total	18.000	31			
The number of supervisees per student is reduced	Between Groups	.015	1	.015	.035	.852
	Within Groups	12.860	30	.429		
	Total	12.875	31			
There is adequate number of computers in the departments	Between Groups	.827	1	.827	2.468	.127
	Within Groups	10.048	30	.335		
	Total	10.875	31			
There is uninterrupted use of internet in the library for research	Between Groups	.377	1	.377	.985	.329
	Within Groups	11.498	30	.383		
	Total	11.875	31			
Staff are encouraged to attend academic conferences and workshops	Between Groups	1.196	1	1.196	1.911	.177
	Within Groups	18.773	30	.626		
	Total	19.969	31			
The Library is adequately stocked with current and relevant information	Between Groups	.030	1	.030	.037	.848
	Within Groups	23.845	30	.795		
	Total	23.875	31			
Utility services (electricity supply) are adequate at the campus	Between Groups	.049	1	.049	.149	.702
	Within Groups	9.826	30	.328		
	Total	9.875	31			

Staff get study fellowships and research grants for research	Between Groups	.242	1	.242	.333	.568
	Within Groups	21.758	30	.725		
	Total	22.000	31			
There is a fund for support staff members for further training	Between Groups	3.817	1	3.817	5.288	.029
	Within Groups	21.652	30	.722		
	Total	25.469	31			

T-Test

Group Statistics

	Universities	N	Mean	Std. Deviation	Std. Error Mean
ICT background	Tai Solarin University of Education, Nigeria	23	1.3478	.48698	.10154
	Jimma University, Ethiopia.	9	1.2222	.44096	.14699
ICT utilisation	Tai Solarin University of Education, Nigeria	23	1.2174	.42174	.08794
	Jimma University, Ethiopia.	9	1.3333	.50000	.16667
Exposure to current international journals in my discipline	Tai Solarin University of Education, Nigeria	23	1.4348	.50687	.10569
	Jimma University, Ethiopia.	9	1.4444	.52705	.17568
ICT compliant and having unfettered access to the internet	Tai Solarin University of Education, Nigeria	23	1.6522	.71406	.14889
	Jimma University, Ethiopia.	9	2.0000	.86603	.28868
Having updated materials to relate well with supervisees	Tai Solarin University of Education, Nigeria	23	1.6522	.64728	.13497
	Jimma University, Ethiopia.	9	2.0000	.70711	.23570

Item	Institution	N	Mean	Std. Deviation	Std. Error Mean
Adequate provision of facilities in offices - internet, electricity	Tai Solarin University of Education, Nigeria	23	1.9565	.82453	.17193
	Jimma University, Ethiopia.	9	2.0000	.70711	.23570
Attendance at international conferences and workshops	Tai Solarin University of Education, Nigeria	23	1.6522	.71406	.14889
	Jimma University, Ethiopia.	9	1.6667	.86603	.28868
Exposure to workshops on current trends in research ethics	Tai Solarin University of Education, Nigeria	23	1.6957	.97397	.20309
	Jimma University, Ethiopia.	9	1.4444	.72648	.24216
Adequate funds to carry our research tasks	Tai Solarin University of Education, Nigeria	23	2.1304	1.17954	.24595
	Jimma University, Ethiopia.	9	2.5556	1.23603	.41201
Modern equipment and facilities	Tai Solarin University of Education, Nigeria	23	1.9130	1.08347	.22592
	Jimma University, Ethiopia.	9	2.2222	.83333	.27778
Adequate training in use of statistical tools	Tai Solarin University of Education, Nigeria	23	1.7391	.86431	.18022
	Jimma University, Ethiopia.	9	2.1111	1.05409	.35136
Conducive environment devoid of threats for mentoring students	Tai Solarin University of Education, Nigeria	23	1.0870	.28810	.06007
	Jimma University, Ethiopia.	9	1.5556	.88192	.29397
Encouragement of willing and cooperating students on mentorship	Tai Solarin University of Education, Nigeria	23	1.2609	.44898	.09362
	Jimma University, Ethiopia.	9	1.4444	.72648	.24216
Cooperating staff and students in the academic environment	Tai Solarin University of Education, Nigeria	23	1.2609	.44898	.09362
	Jimma University, Ethiopia.	9	1.5556	.88192	.29397
Using mentoring to bridge gap between classroom and real Situations	Tai Solarin University of Education, Nigeria	23	1.2174	.42174	.08794
	Jimma University, Ethiopia.	9	1.6667	.86603	.28868
Exposure to training on confidence and mentoring ethics	Tai Solarin University of Education, Nigeria	23	1.3478	.57277	.11943
	Jimma University, Ethiopia.	9	1.5556	.72648	.24216

Item	University	N	Mean	Std. Deviation	Std. Error Mean
A participatory academic environment that improves trust	Tai Solarin University of Education, Nigeria	23	1.1739	.38755	.08081
	Jimma University, Ethiopia.	9	1.5556	.88192	.29397
A mutual confidence that is rewarding to the mentees	Tai Solarin University of Education, Nigeria	23	1.2609	.68870	.14360
	Jimma University, Ethiopia.	9	1.4444	.72648	.24216
Knowledge and use of relevant sources of research problems	Tai Solarin University of Education, Nigeria	23	1.4783	.99405	.20727
	Jimma University, Ethiopia.	9	1.3333	1.00000	.33333
Appropriate knowledge and use of relevant statistical analysis	Tai Solarin University of Education, Nigeria	23	1.8696	1.25424	.26153
	Jimma University, Ethiopia.	9	1.5556	1.13039	.37680
Good mastery of computer for statistical analysis	Tai Solarin University of Education, Nigeria	23	1.5652	1.03687	.21620
	Jimma University, Ethiopia.	9	1.5556	1.13039	.37680
Be knowledgeable on writing all aspects of research reports	Tai Solarin University of Education, Nigeria	23	1.4783	.84582	.17637
	Jimma University, Ethiopia.	9	1.4444	1.01379	.33793
Be knowledgeable on orderly presentation of research reports	Tai Solarin University of Education, Nigeria	23	1.6957	1.10514	.23044
	Jimma University, Ethiopia.	9	1.5556	1.01379	.33793
Making research qualitative and relevant in learning and discovery	Tai Solarin University of Education, Nigeria	23	1.6522	1.02730	.21421
	Jimma University, Ethiopia.	9	1.3333	1.00000	.33333
There is regular retraining of manpower in the University	Tai Solarin University of Education, Nigeria	23	1.3913	.72232	.15061
	Jimma University, Ethiopia.	9	2.0000	.86603	.28868
There is improvement of internet service in the university	Tai Solarin University of Education, Nigeria	23	1.4348	.72777	.15175
	Jimma University, Ethiopia.	9	1.6667	.86603	.28868
The number of supervisees per student is reduced	Tai Solarin University of Education, Nigeria	23	1.8261	.57621	.12015
	Jimma University, Ethiopia.	9	1.7778	.83333	.27778

Statement	University	N	Mean	Std. Deviation	Std. Error Mean
There are adequate computers in the departments	Tai Solarin University of Education, Nigeria	23	1.9130	.51461	.10730
	Jimma University, Ethiopia.	9	1.5556	.72648	.24216
There is uninterrupted use of internet in the library for research	Tai Solarin University of Education, Nigeria	23	1.8696	.54808	.11428
	Jimma University, Ethiopia.	9	2.1111	.78174	.26058
Staff are encouraged to attend academic conferences and workshops	Tai Solarin University of Education, Nigeria	23	1.3478	.71406	.14889
	Jimma University, Ethiopia.	9	1.7778	.97183	.32394
The Library is adequately stocked with current and relevant information	Tai Solarin University of Education, Nigeria	23	1.9565	.92826	.19355
	Jimma University, Ethiopia.	9	1.8889	.78174	.26058
Utility services (electricity supply) are adequate at the campus	Tai Solarin University of Education, Nigeria	23	1.9130	.51461	.10730
	Jimma University, Ethiopia.	9	2.0000	.70711	.23570
Staff get study fellowships and research grants for research	Tai Solarin University of Education, Nigeria	23	1.6957	.82212	.17142
	Jimma University, Ethiopia.	9	1.8889	.92796	.30932
There is a fund for support staff members for further training	Tai Solarin University of Education, Nigeria	23	1.5652	.89575	.18678
	Jimma University, Ethiopia.	9	2.3333	.70711	.23570

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
ICT background	Between Groups	.102	1	.102	.452	.507
	Within Groups	6.773	30	.226		
	Total	6.875	31			
ICT utilisation	Between Groups	.087	1	.087	.441	.512
	Within Groups	5.913	30	.197		
	Total	6.000	31			

		Sum of Squares	df	Mean Square	F	Sig.
Exposure to current international journals in my discipline	Between Groups	.001	1	.001	.002	.962
	Within Groups	7.874	30	.262		
	Total	7.875	31			
ICT compliant and having unfettered access to the internet	Between Groups	.783	1	.783	1.364	.252
	Within Groups	17.217	30	.574		
	Total	18.000	31			
Having updated materials to relate well with supervisees	Between Groups	.783	1	.783	1.776	.193
	Within Groups	13.217	30	.441		
	Total	14.000	31			
Adequate provision of facilities in offices – internet, electricity	Between Groups	.012	1	.012	.019	.890
	Within Groups	18.957	30	.632		
	Total	18.969	31			
Attendance at international conferences and workshops	Between Groups	.001	1	.001	.002	.962
	Within Groups	17.217	30	.574		
	Total	17.219	31			
Exposures to workshops on current trends in research ethics	Between Groups	.408	1	.408	.488	.490
	Within Groups	25.092	30	.836		
	Total	25.500	31			
Adequate funds to carry our research tasks	Between Groups	1.169	1	1.169	.819	.373
	Within Groups	42.831	30	1.428		
	Total	44.000	31			
Modern Equipment and facilities to work with	Between Groups	.618	1	.618	.591	.448
	Within Groups	31.382	30	1.046		
	Total	32.000	31			
Adequate training in use of statistical tools	Between Groups	.895	1	.895	1.060	.311
	Within Groups	25.324	30	.844		
	Total	26.219	31			

		Sum of Squares	df	Mean Square	F	Sig.
Conducive environment for mentoring of students devoid of threats	Between Groups	1.420	1	1.420	5.295	.029
	Within Groups	8.048	30	.268		
	Total	9.469	31			
Encouragements of willing and cooperating students on mentorship	Between Groups	.218	1	.218	.755	.392
	Within Groups	8.657	30	.289		
	Total	8.875	31			
Cooperating staff and students in the academic environment	Between Groups	.562	1	.562	1.581	.218
	Within Groups	10.657	30	.355		
	Total	11.219	31			
Using mentoring to bridge gap between classroom and real situations	Between Groups	1.306	1	1.306	3.951	.056
	Within Groups	9.913	30	.330		
	Total	11.219	31			
Exposure to training on confidence and mentoring ethics	Between Groups	.279	1	.279	.732	.399
	Within Groups	11.440	30	.381		
	Total	11.719	31			
A participatory academic environment that improves trust	Between Groups	.942	1	.942	2.967	.095
	Within Groups	9.527	30	.318		
	Total	10.469	31			
A mutual confidence that is rewarding to the mentees	Between Groups	.218	1	.218	.446	.509
	Within Groups	14.657	30	.489		
	Total	14.875	31			

		Sum of Squares	df	Mean Square	F	Sig.
Knowledge and use of relevant sources of research problems	Between Groups	.136	1	.136	.137	.714
	Within Groups	29.739	30	.991		
	Total	29.875	31			
Appropriate knowledge and use of relevant statistical analysis	Between Groups	.638	1	.638	.427	.519
	Within Groups	44.831	30	1.494		
	Total	45.469	31			
Mastery of computers for statistical analysis	Between Groups	.001	1	.001	.001	.982
	Within Groups	33.874	30	1.129		
	Total	33.875	31			
Be knowledgeable on writing all aspects of research reports	Between Groups	.007	1	.007	.009	.924
	Within Groups	23.961	30	.799		
	Total	23.969	31			
Be knowledgeable on orderly presentation of research reports	Between Groups	.127	1	.127	.109	.744
	Within Groups	35.092	30	1.170		
	Total	35.219	31			
Making research qualitative and relevant in learning and discovery	Between Groups	.658	1	.658	.632	.433
	Within Groups	31.217	30	1.041		
	Total	31.875	31			
There is regular retraining of manpower in the university	Between Groups	2.397	1	2.397	4.114	.051
	Within Groups	17.478	30	.583		
	Total	19.875	31			

		Sum of Squares	df	Mean Square	F	Sig.
There is improvement of internet service in the university	Between Groups	.348	1	.348	.591	.448
	Within Groups	17.652	30	.588		
	Total	18.000	31			
The number of supervisees per student is reduced	Between Groups	.015	1	.015	.035	.852
	Within Groups	12.860	30	.429		
	Total	12.875	31			
There are adequate computers in the departments	Between Groups	.827	1	.827	2.468	.127
	Within Groups	10.048	30	.335		
	Total	10.875	31			
There is an interrupted use of internet in the library for research	Between Groups	.377	1	.377	.985	.329
	Within Groups	11.498	30	.383		
	Total	11.875	31			
Staff are encouraged to attend academic conferences and workshops	Between Groups	1.196	1	1.196	1.911	.177
	Within Groups	18.773	30	.626		
	Total	19.969	31			
The Library is adequately stocked with current and relevant information	Between Groups	.030	1	.030	.037	.848
	Within Groups	23.845	30	.795		
	Total	23.875	31			
Utility services (electricity supply) are adequate at the campus	Between Groups	.049	1	.049	.149	.702
	Within Groups	9.826	30	.328		
	Total	9.875	31			

Staff get study fellowships and research grants for research	Between Groups	.242	1	.242	.333	.568
	Within Groups	21.758	30	.725		
	Total	22.000	31			
There is a fund for support staff members for further training	Between Groups	3.817	1	3.817	5.288	.029
	Within Groups	21.652	30	.722		
	Total	25.469	31			

An investigation of the responses to each of the items on the instrument showed that the needs of the respondents on the items varied;

1. Conducive environment for mentoring of students devoid of threats ($F = 5.295$; $p < .05$). This showed that the responses were significant at .05 level. This meant that there is a strong need for conducive environment for mentoring of students devoid of threats in the universities.

2. There is a fund for support staff members for further training ($F = 25.544$; $p < .05$). This showed that the responses were significant at .05 level. This meant that there is a strong need for funds to support staff members for further training within and outside the universities.

3. For all the other items indicated in the table, the respondents had low need for these items indicated therein.

*Exposure to current international journals in my discipline * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Exposure to current international journals in my discipline	Strongly agree	13	5	18
	Agree	10	4	14
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.002[a]	1	.960		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.002	1	.961		
Fisher's Exact Test				1.000	.632
Linear-by-Linear Association	.002	1	.961		
N of Valid Cases	32				

a. One cell (25.0 per cent) has an expected count of less than five. The minimum expected count is 3.94.

b. Computed only for a 2x2 table
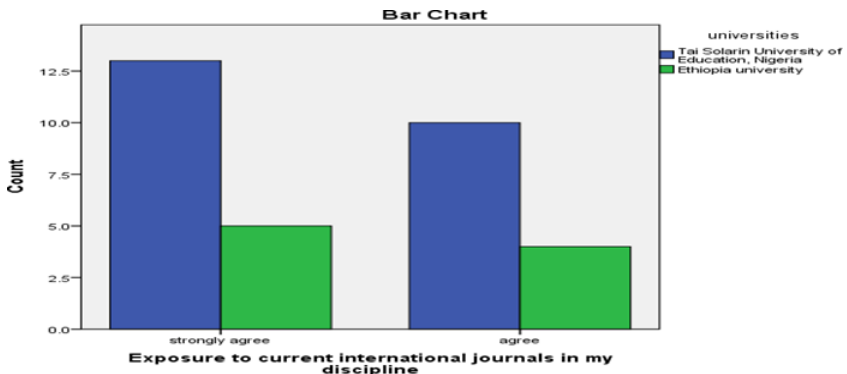
ICT compliant and having unfettered access to the internet * universities
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
ICT compliant and having unfettered access to the internet	Strongly agree	11	3	14
	Agree	9	3	12
	Disagree	3	3	6
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.789[a]	2	.409
Likelihood Ratio	1.662	2	.436
Linear-by-Linear Association	1.348	1	.246
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is 1.69.
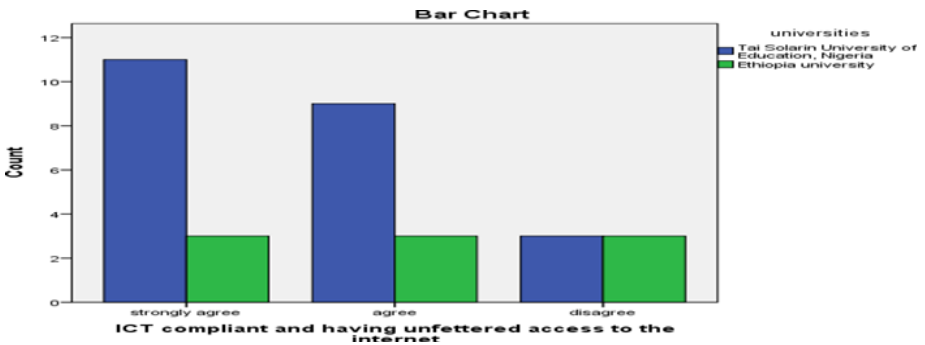
*Having updated materials to relate well with supervisees * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Having updated materials to relate well with supervisees	Strongly agree	10	2	12
	Agree	11	5	16
	Disagree	2	2	4
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.804[a]	2	.406
Likelihood Ratio	1.791	2	.408
Linear-by-Linear Association	1.733	1	.188
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is 1.13.

Bar Chart

*Adequate provision of facilities in offices - internet, electricity * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Adequate provision of facilities in offices - internet, electricity	Strongly agree	8	2	10
	Agree	8	5	13
	Disagree	7	2	9
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.169[a]	2	.557
Likelihood Ratio	1.158	2	.560
Linear-by-Linear Association	.020	1	.888
N of Valid Cases	32		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.53.
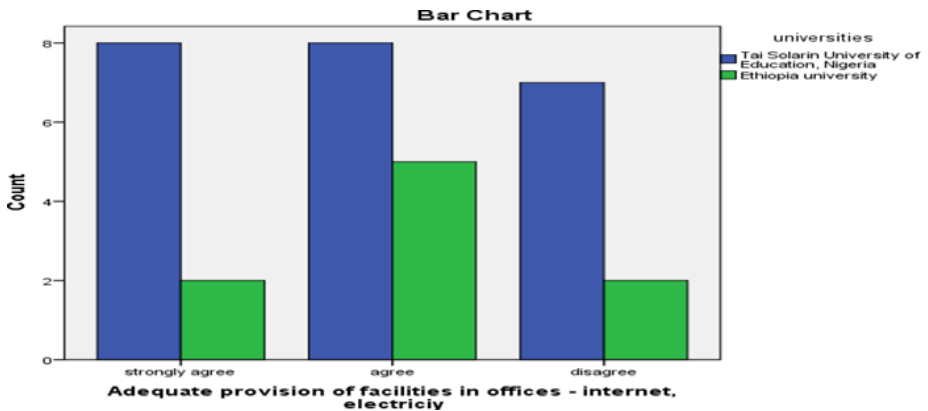
*Attendance at international conferences and workshops * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Attendance at international conferences and workshops	Strongly agree	11	5	16
	Agree	9	2	11
	Disagree	3	2	5
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	.964ᵃ	2	.618
Likelihood Ratio	.988	2	.610
Linear-by-Linear Association	.002	1	.961
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is 1.41.

Bar Chart
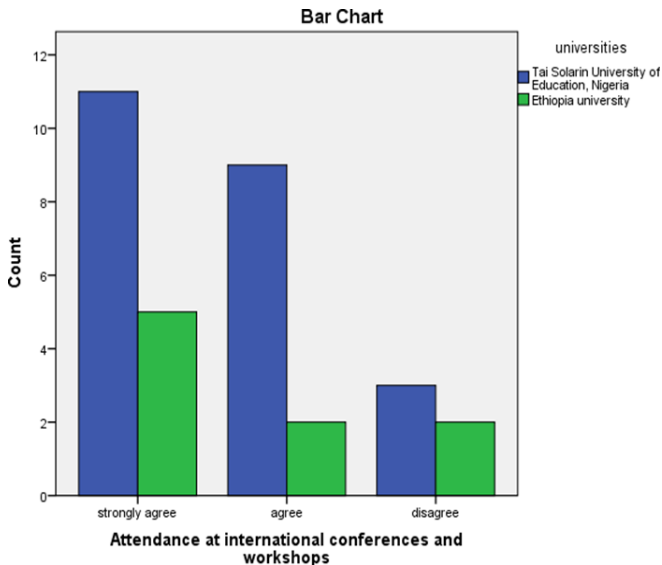
*Exposure to workshops on current trends in research ethics * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strongly agree	13	6	19
Exposure to workshops on current trends in research ethics	Agree	6	2	8
	Disagree	2	1	3
	Strongly disagree	2	0	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	.974[a]	3	.808
Likelihood Ratio	1.509	3	.680
Linear-by-Linear Association	.496	1	.481
N of Valid Cases	32		

a. Five cells (62.5 per cent) have an expected count of less than five. The minimum expected count is .56.
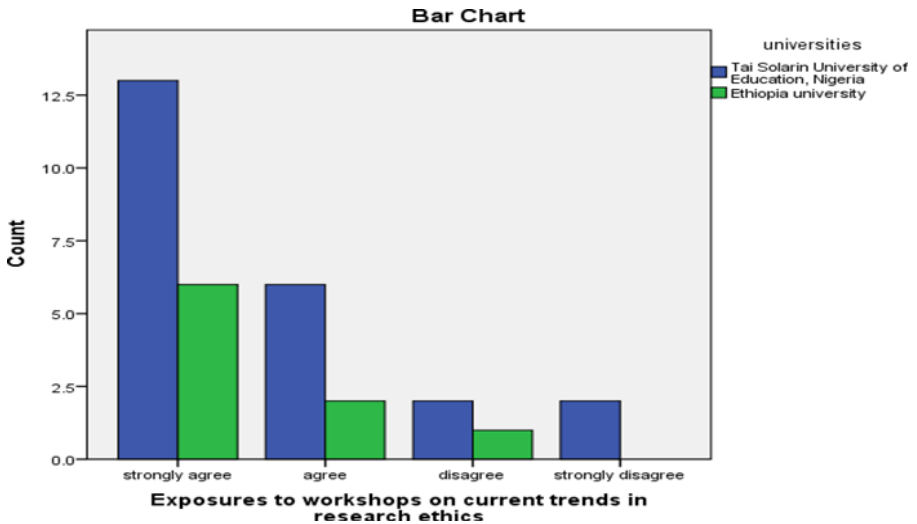
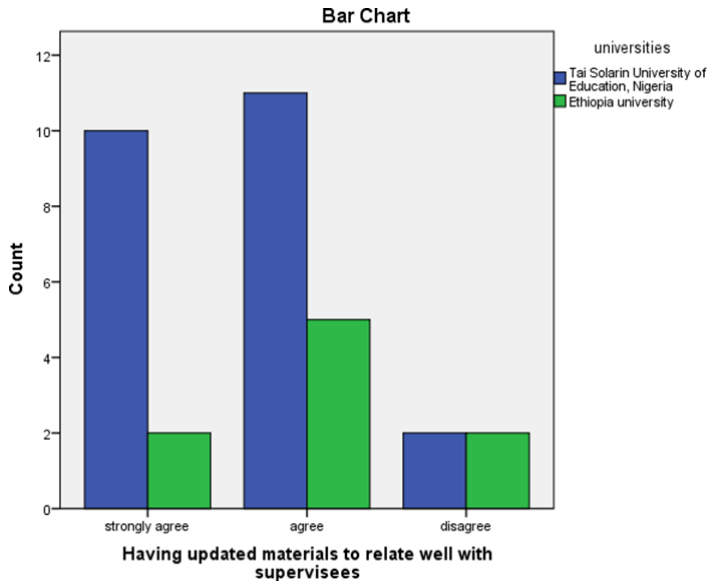## *Adequate funds to carry our research tasks * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strongly agree	10	2	12
Adequate funds to carry our research tasks	Agree	4	3	7
	Disagree	5	1	6
	Strongly disagree	4	3	7
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.672[a]	3	.445
Likelihood Ratio	2.683	3	.443
Linear-by-Linear Association	.824	1	.364
N of Valid Cases	32		

a. Five cells (62.5 per cent) have an expected count of less than five. The minimum expected count is 1.69.
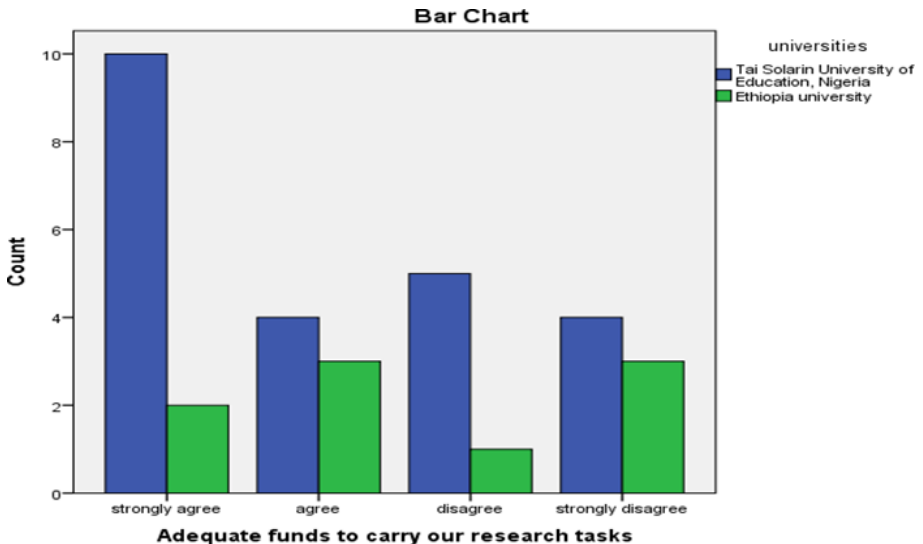
*Modern Equipment and facilities to work with * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Modern Equipment and facilities to work with	Strongly agree	11	2	13
	Agree	6	3	9
	Disagree	3	4	7
	Strongly disagree	3	0	3
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.254ᵃ	3	.154
Likelihood Ratio	5.844	3	.119
Linear-by-Linear Association	.599	1	.439
N of Valid Cases	32		

a. Five cells (62.5 per cent) have an expected count of less than five. The minimum expected count is .84.
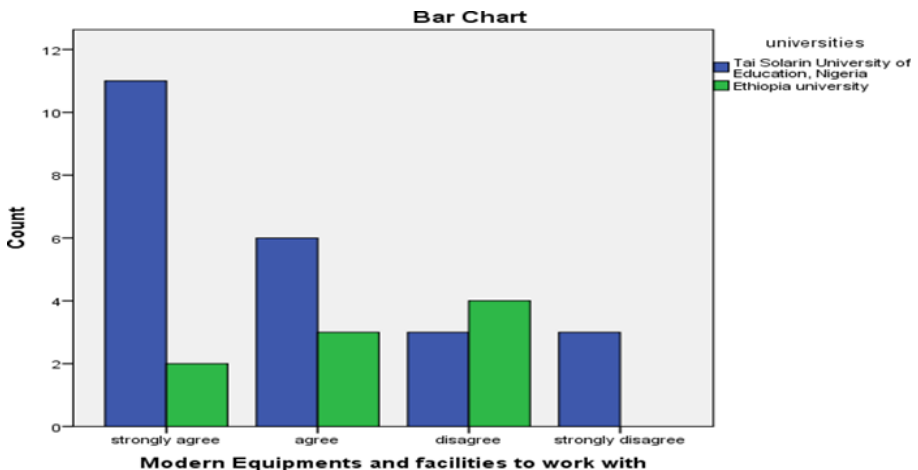
*Adequate training in use of statistical tools * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strongly agree	11	3	14
Adequate training in use of statistical tools	Agree	8	3	11
	Disagree	3	2	5
	Strongly disagree	1	1	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.137[a]	3	.768
Likelihood Ratio	1.082	3	.781
Linear-by-Linear Association	1.058	1	.304
N of Valid Cases	32		

a. Six cells (75.0 per cent) have an expected count of less than five. The minimum expected count is .56.
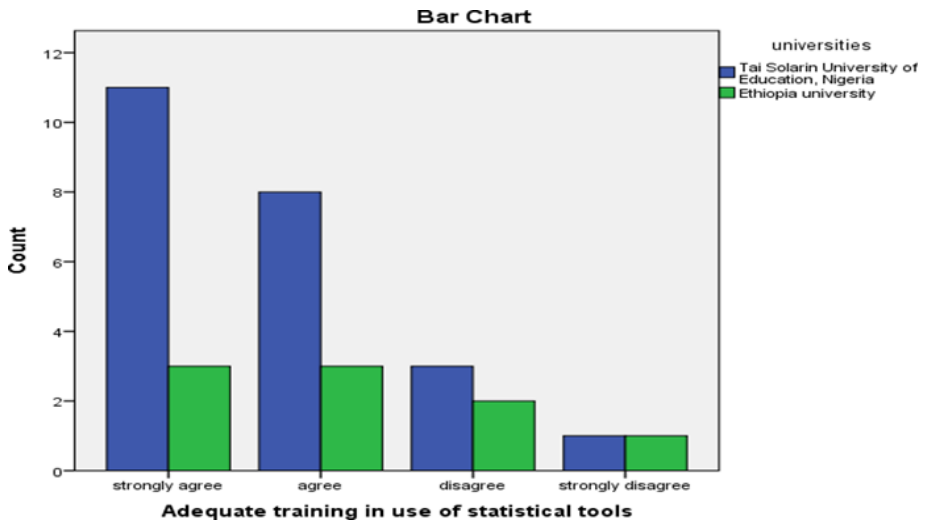
Conducive environment devoid of threats for mentoring students * universities / *Crosstab* / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Conducive environment devoid of threats for mentoring	strong expectation	21	6	27
	Low expectation	2	1	3
	Poor expectation	0	2	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.617[a]	2	.060
Likelihood Ratio	5.601	2	.061
Linear-by-Linear Association	4.650	1	.031
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is .56.
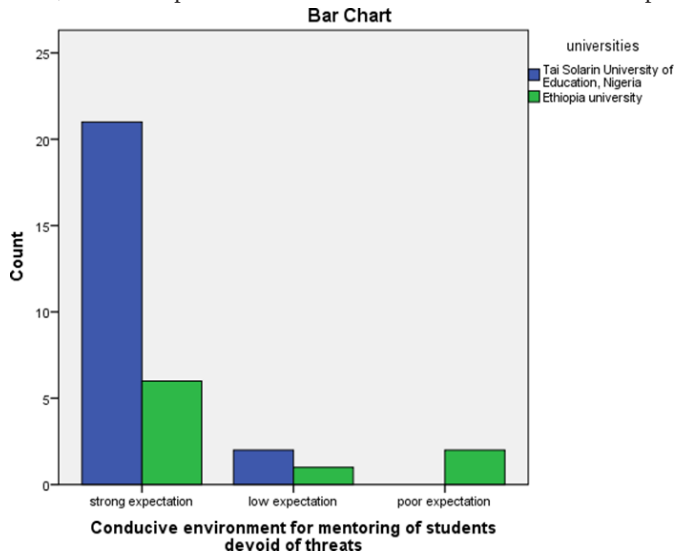
*Encouragement of willing and cooperative students on mentorship * universities /* Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Encouragement of willing and cooperative students on mentorship	Strong expectation	17	6	23
	Low expectation	6	2	8
	Poor expectation	0	1	1
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.641[a]	2	.267
Likelihood Ratio	2.625	2	.269
Linear-by-Linear Association	.761	1	.383
N of Valid Cases	32		

a. Three cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .28.

Bar Chart
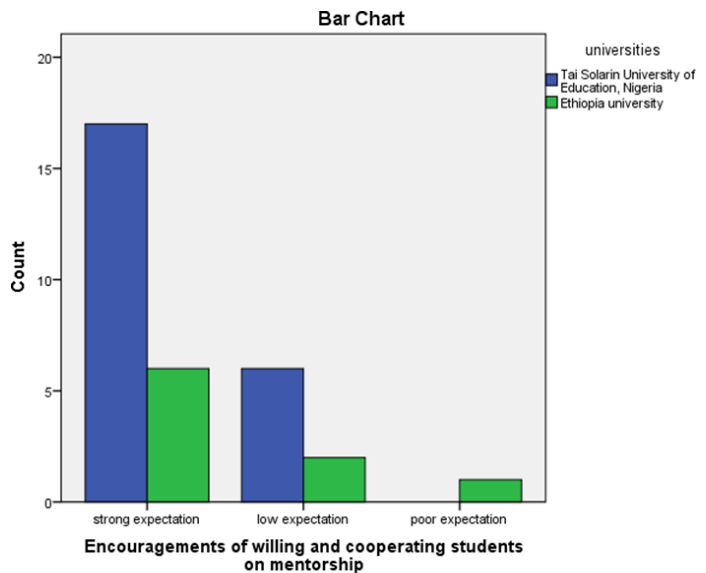
*Cooperating staff and students in the academic environment * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia.	
Cooperating staff and students in the academic environment	Strong expectation	17	6	23
	Low expectation	6	1	7
	Poor expectation	0	2	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.822ᵃ	2	.054
Likelihood Ratio	5.880	2	.053
Linear-by-Linear Association	1.552	1	.213
N of Valid Cases	32		

a. Three cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .56.

Bar Chart
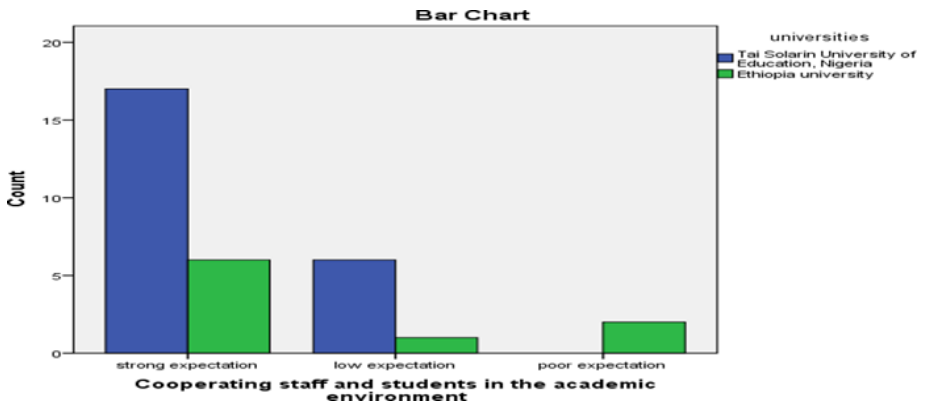
Using mentoring to bridge gap between classroom and real life situations * universities / *Crosstab* / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Using mentoring to bridge gap between classroom and real life situations	Strong expectation	18	5	23
	Low expectation	5	2	7
	Poor expectation	0	2	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.576ᵃ	2	.062
Likelihood Ratio	5.564	2	.062
Linear-by-Linear Association	3.608	1	.058
N of Valid Cases	32		

a. Three cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .56.
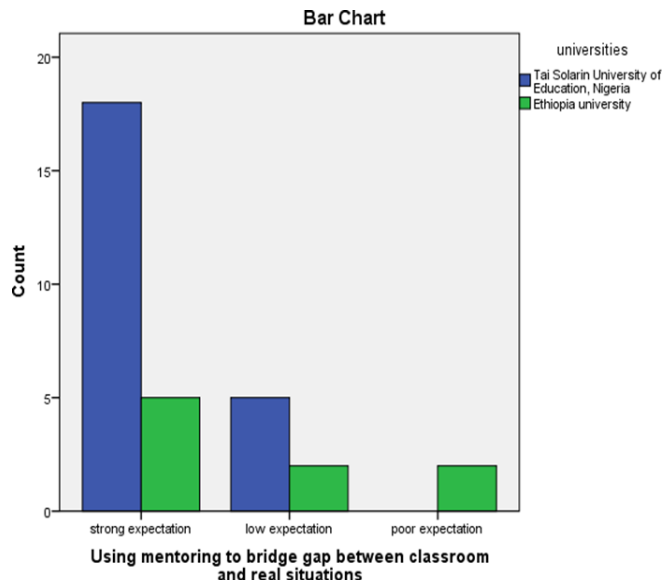
*Exposure to training on confidence and mentoring ethics * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Exposure to training on confidence and mentoring ethics	Strong expectation	16	5	21
	Low expectation	6	3	9
	Poor expectation	1	1	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	.788ᵃ	2	.674
Likelihood Ratio	.742	2	.690
Linear-by-Linear Association	.738	1	.390
N of Valid Cases	32		

a. Three cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .56.
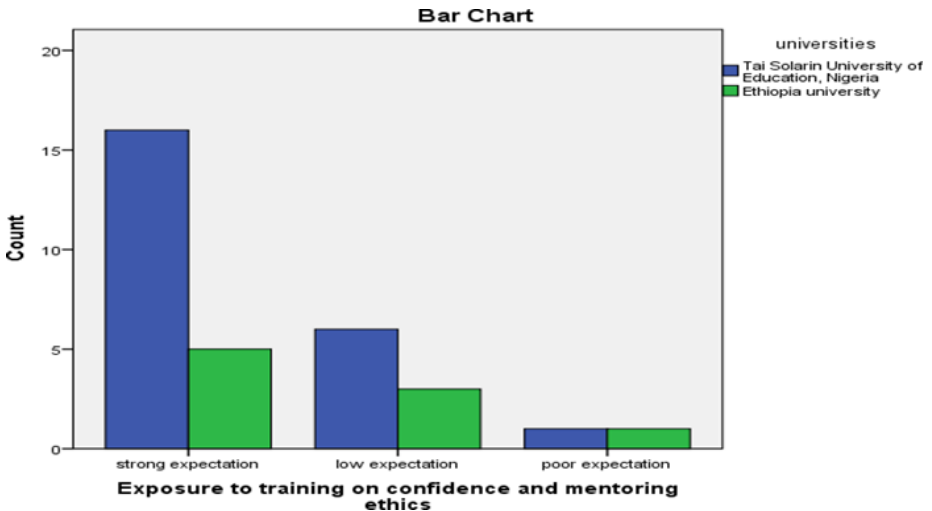
*A participatory academic environment that improves trust * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
A participatory academic environment that improves trust	Strong expectation	19	6	25
	Low expectation	4	1	5
	Poor expectation	0	2	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.485[a]	2	.064
Likelihood Ratio	5.466	2	.065
Linear-by-Linear Association	2.790	1	.095
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is .56.
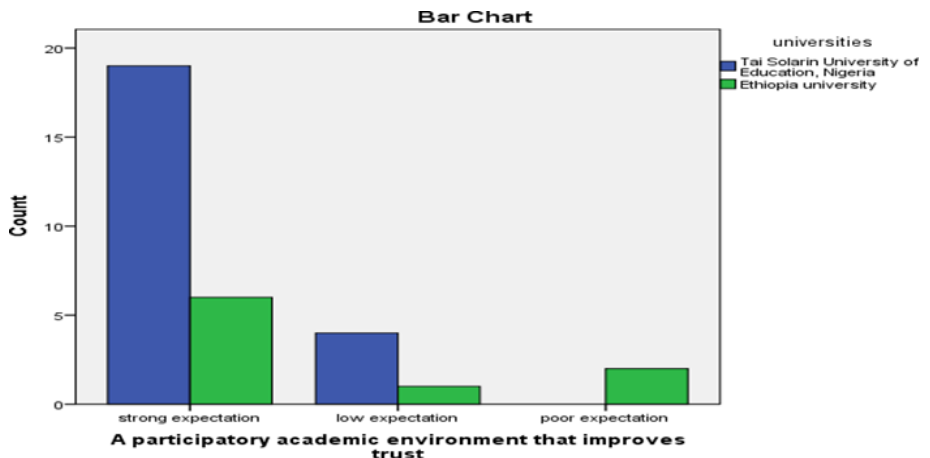
*A mutual confidence that is rewarding to the mentees * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
A mutual confidence that is rewarding to the mentees	Strong expectation	20	6	26
	Low expectation	0	2	2
	Poor expectation	3	1	4
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.458[a]	2	.065
Likelihood Ratio	5.435	2	.066
Linear-by-Linear Association	.454	1	.500
N of Valid Cases	32		
Linear-by-Linear Association	.454	1	.500

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is .56.

Bar Chart
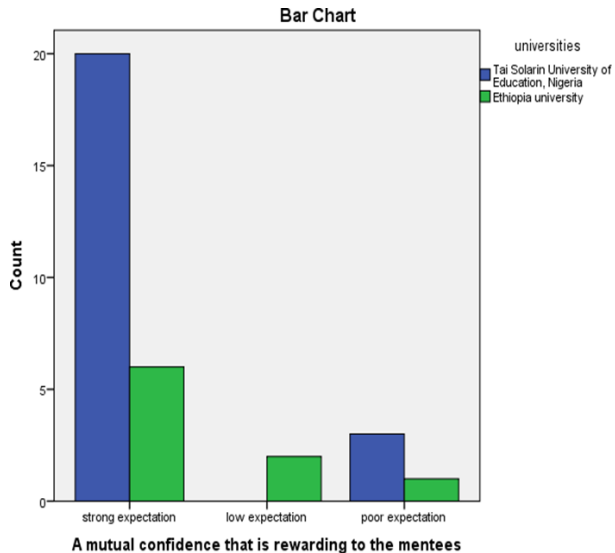
*Knowledge and use of relevant sources of research problems * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong need	18	8	26
Knowledge and use of relevant sources of research problems	Low need	1	0	1
	Occasional need	2	0	2
	No need	2	1	3
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.304[a]	3	.728
Likelihood Ratio	2.109	3	.550
Linear-by-Linear Association	.141	1	.707
N of Valid Cases	32		

a. Six cells (75.0 per cent) have an expected count of less than five. The minimum expected count is .28.

Bar Chart
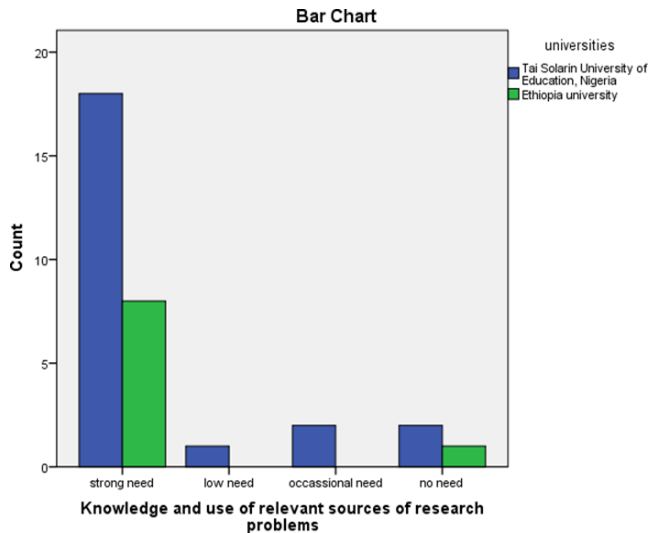
*Appropriate knowledge and use of relevant statistical analysis * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Appropriate knowledge and use of relevant statistical analysis	Strong need	15	7	22
	Occasional need	4	1	5
	No need	4	1	5
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	.475^a	2	.789
Likelihood Ratio	.495	2	.781
Linear-by-Linear Association	.435	1	.510
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is 1.41.

*Mastery of computers for statistical analysis * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong need	16	7	23
Mastery of computer for statistical analysis	Low need	4	0	4
	Occasional need	0	1	1
	No need	3	1	4
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.201[a]	3	.241
Likelihood Ratio	5.258	3	.154
Linear-by-Linear Association	.001	1	.981
N of Valid Cases	32		

a. Six cells (75.0 per cent) have an expected count of less than five. The minimum expected count is .28.

*Be knowledgeable on writing all aspects of research reports * universities*

Crosstab / Count

Tai Solarin University of Education, Nigeria		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
	Strong need	16	7	23
Be knowledgeable on writing all aspects of research reports	Low need	4	1	5
	Occasional need	2	0	2
	No need	1	1	2
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.480[a]	3	.687
Likelihood Ratio	1.981	3	.576
Linear-by-Linear Association	.010	1	.922
N of Valid Cases	32		

a. Six cells (75.0 per cent) have an expected count of less than five. The minimum expected count is .56.

*Be knowledgeable on orderly presentation of research reports * universities*

Crosstab **/** Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Be knowledgeable on orderly presentation of research reports	Strong need	15	6	21
	Low need	3	2	5
	Occasional need	2	0	2
	No need	3	1	4
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.153ᵃ	3	.764
Likelihood Ratio	1.668	3	.644
Linear-by-Linear Association	.112	1	.738
N of Valid Cases	32		

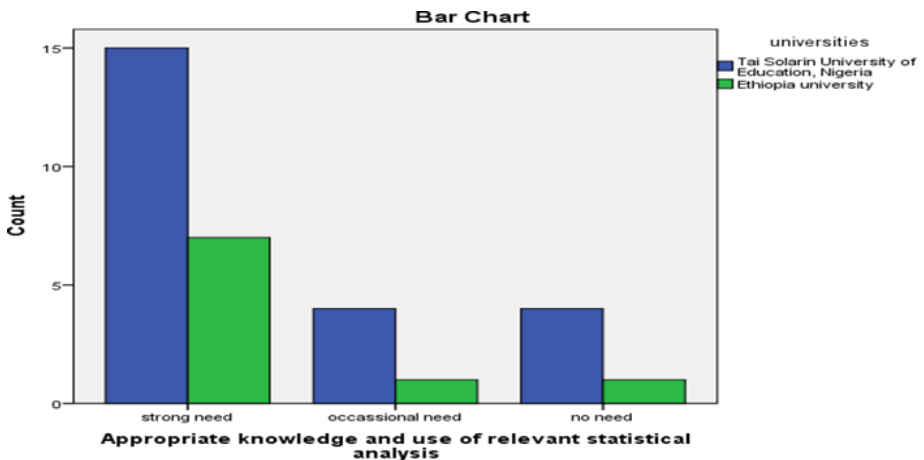a. Six cells (75.0 per cent) have an expected count of less than five. The minimum expected count is .56.

Bar Chart

Making research qualitative and relevant in learning and discovery * universities

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Making research qualitative and relevant in learning and discovery	Strong need	15	8	23
	Low need	3	0	3
	Occasional need	3	0	3
	No need	2	1	3
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.892ᵃ	3	.409
Likelihood Ratio	4.485	3	.214
Linear-by-Linear Association	.640	1	.424
N of Valid Cases	32		

a. Six cells (75.0 per cent) have an expected count of less than five. The minimum expected count is .84.
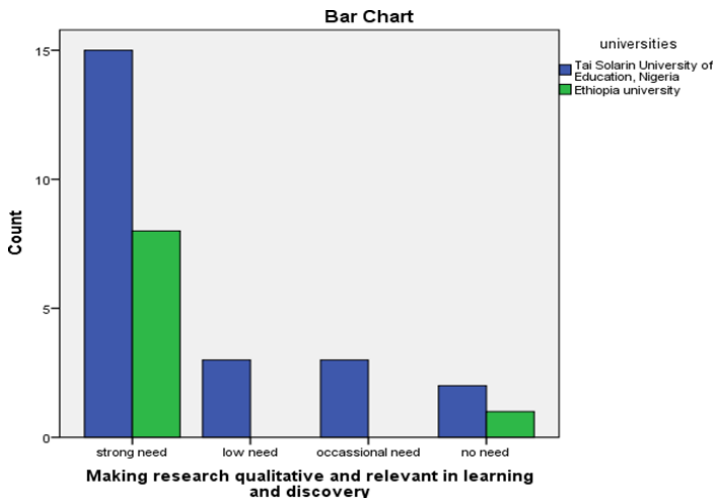
*There is regular retraining of manpower in the University * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
There is regular retraining of manpower in the University	Yes	17	3	20
	No	3	3	6
	Not sure	3	3	6
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	4.545[a]	2	.103
Likelihood Ratio	4.480	2	.106
Linear-by-Linear Association	3.738	1	.053
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is 1.69.
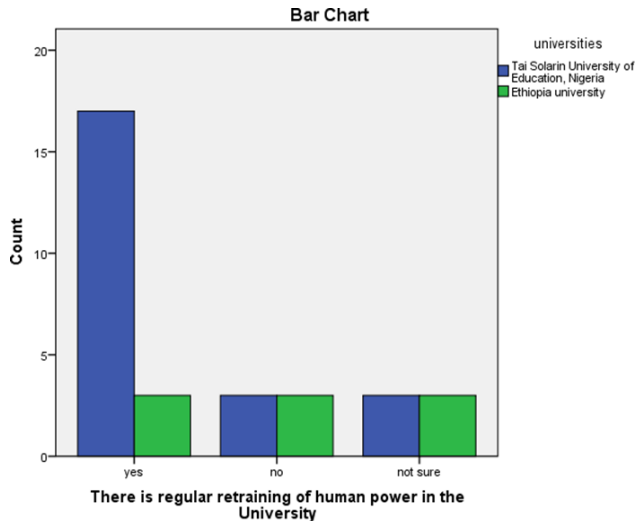
*There is improvement of internet service in the university * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
There is improvement of internet service in the university	Yes	16	5	21
	No	4	2	6
	Not sure	3	2	5
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	.623[a]	2	.732
Likelihood Ratio	.603	2	.740
Linear-by-Linear Association	.599	1	.439
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is 1.41.
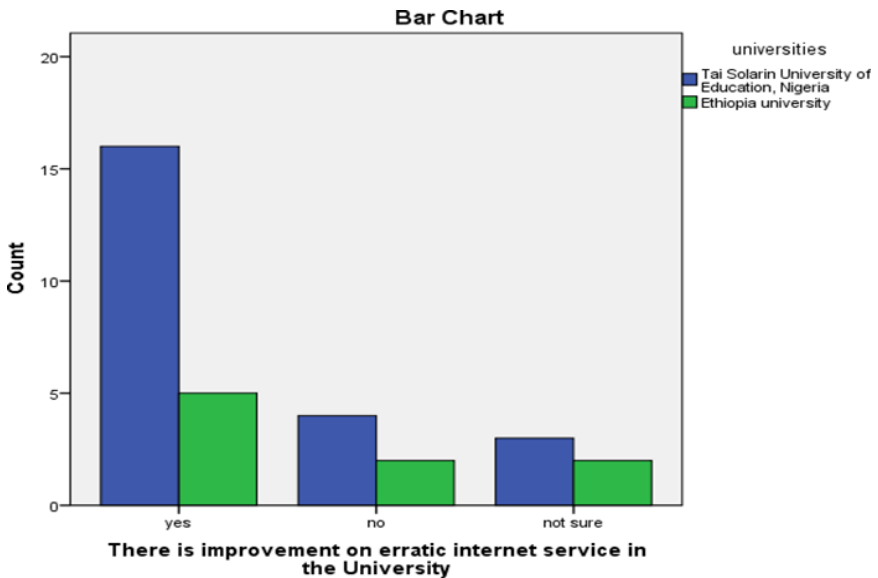
*The number of supervisees per supervisor is reduced * universities*

Crosstab | Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
The number of supervisees per supervisor is reduced	Yes	6	4	10
	No	15	3	18
	Not sure	2	2	4
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.814[a]	2	.245
Likelihood Ratio	2.799	2	.247
Linear-by-Linear Association	.036	1	.849
N of Valid Cases	32		

a. Three cells (50.0 per cent) have an expected count of less than five. The minimum expected count is 1.13.
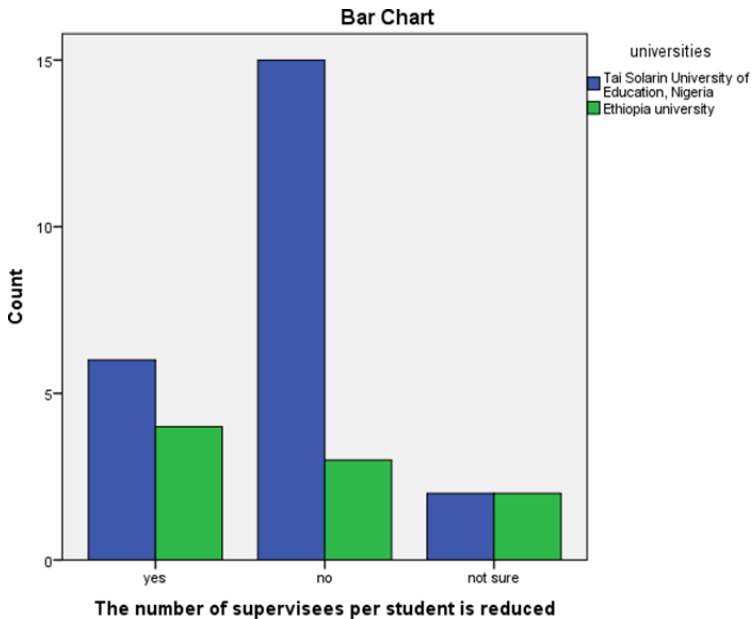
*There are adequate computers in the departments * universities*
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
There are adequate computers in the departments	Yes	4	5	9
	No	17	3	20
	Not sure	2	1	3
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.095ᵃ	2	.078
Likelihood Ratio	4.932	2	.085
Linear-by-Linear Association	2.357	1	.125
N of Valid Cases	32		

a. Three cells (50.0 per cent) have an expected count of less than five. The minimum expected count is .84.
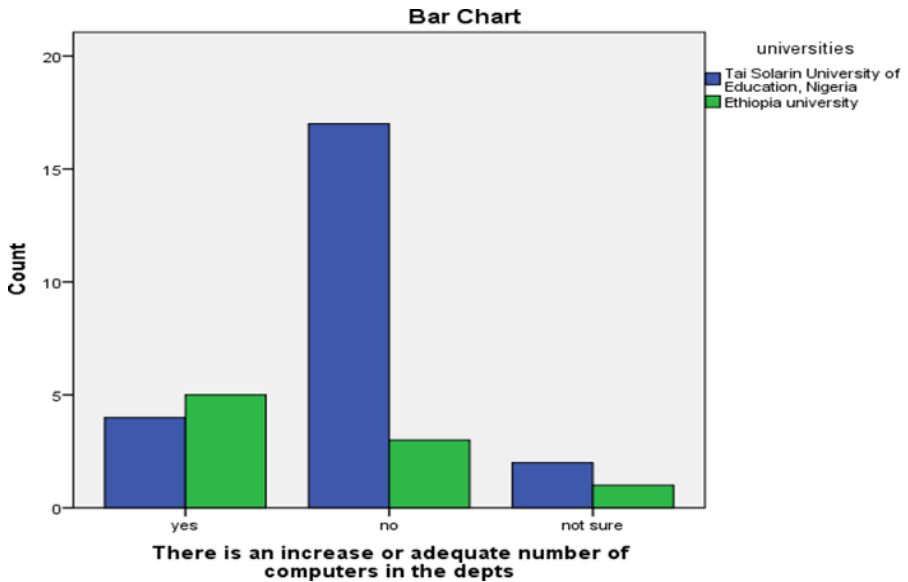
There is uninterrupted use of internet in the library for research * *universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
There is uninterrupted use of internet in the library for research	Yes	5	2	7
	No	16	4	20
	Not sure	2	3	5
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	3.167[a]	2	.205
Likelihood Ratio	2.902	2	.234
Linear-by-Linear Association	.985	1	.321
N of Valid Cases	32		

a. Three cells (50.0 per cent) have an expected count of less than five. The minimum expected count is 1.41.
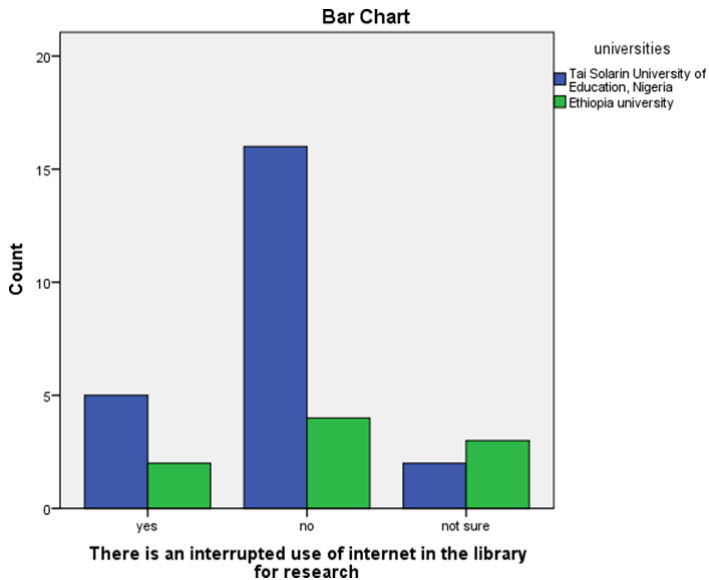
*Staff are encouraged to attend academic conferences and workshops * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Staff are encouraged to attend academic conferences and workshops	Yes	18	5	23
	No	2	1	3
	Not sure	3	3	6
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.925ᵃ	2	.382
Likelihood Ratio	1.802	2	.406
Linear-by-Linear Association	1.856	1	.173
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is .84.

Bar Chart
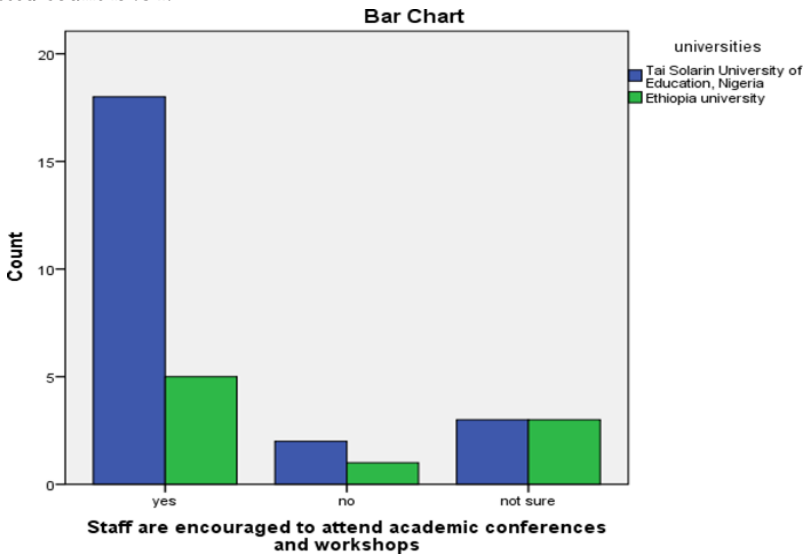
*The Library is adequately stocked with current and relevant information * universities / *Crosstab* / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Utility services (electricity supply) are adequate at the campus	Yes	10	3	13
	No	4	4	8
	Not sure	9	2	11
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	2.596a	2	.273
Likelihood Ratio	2.458	2	.293
Linear-by-Linear Association	.038	1	.845
N of Valid Cases	32		

a. Three cells (50.0 per cent) have an expected count of less than five. The minimum expected count is 2.25.
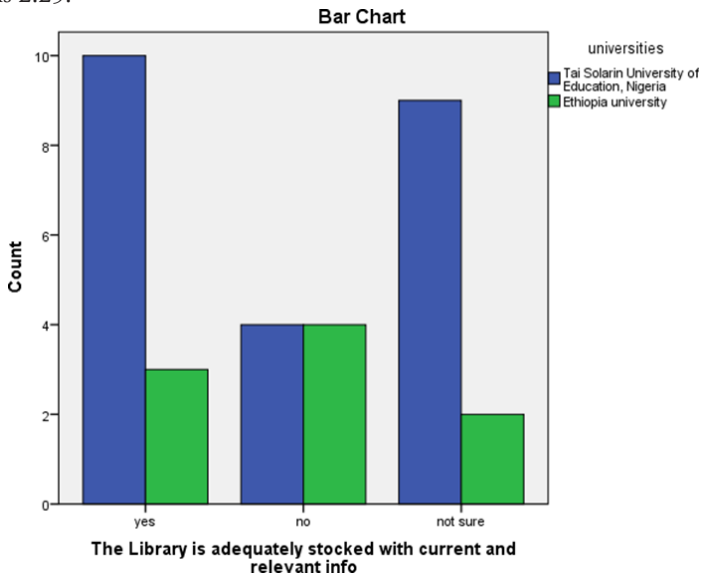
Utility services (electricity supply) are adequate at the campus * universities
Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
Utility services (electricity supply) are adequate at the campus	Yes	4	2	6
	No	17	5	22
	Not sure	2	2	4
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.344ᵃ	2	.511
Likelihood Ratio	1.259	2	.533
Linear-by-Linear Association	.154	1	.695
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is 1.13.
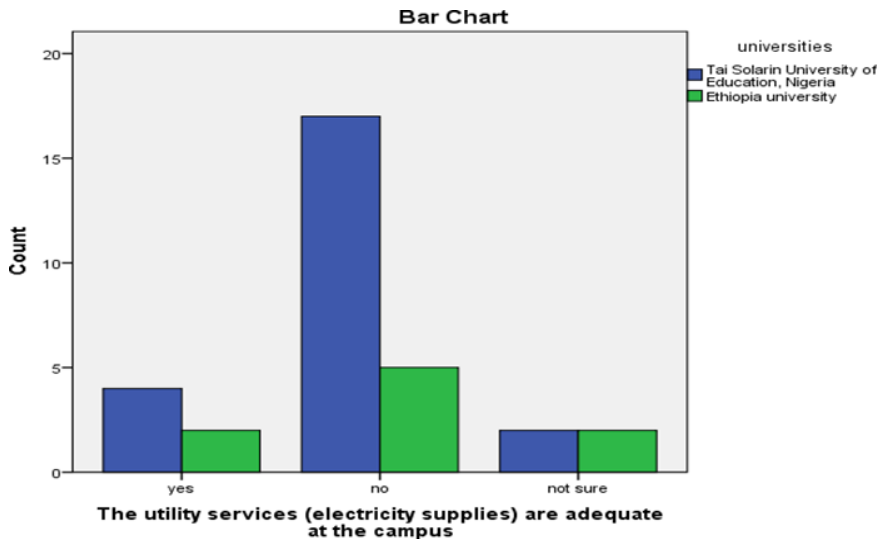
*Staff get study fellowships and research grants for research * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia.	
Staff get study fellowships and research grants for research	Yes	12	4	16
	No	6	2	8
	Not sure	5	3	8
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	.464[a]	2	.793
Likelihood Ratio	.447	2	.800
Linear-by-Linear Association	.340	1	.560
N of Valid Cases	32		

a. Three cells (50.0 per cent) have an expected count of less than five. The minimum expected count is 2.25.
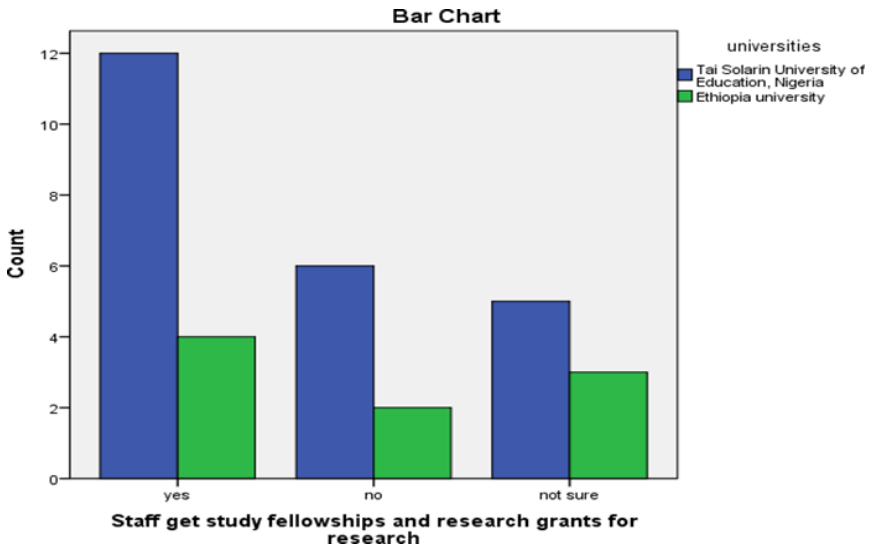
*There is a fund for further training of staff members * universities*

Crosstab / Count

		Universities		Total
		Tai Solarin University of Education, Nigeria	Jimma University, Ethiopia	
There is a fund for further training of staff members	Yes	16	1	17
	No	1	4	5
	Not sure	6	4	10
Total		23	9	32

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	11.514a	2	.003
Likelihood Ratio	11.954	2	.003
Linear-by-Linear Association	4.645	1	.031
N of Valid Cases	32		

a. Four cells (66.7 per cent) have an expected count of less than five. The minimum expected count is 1.41.

Bar Chart
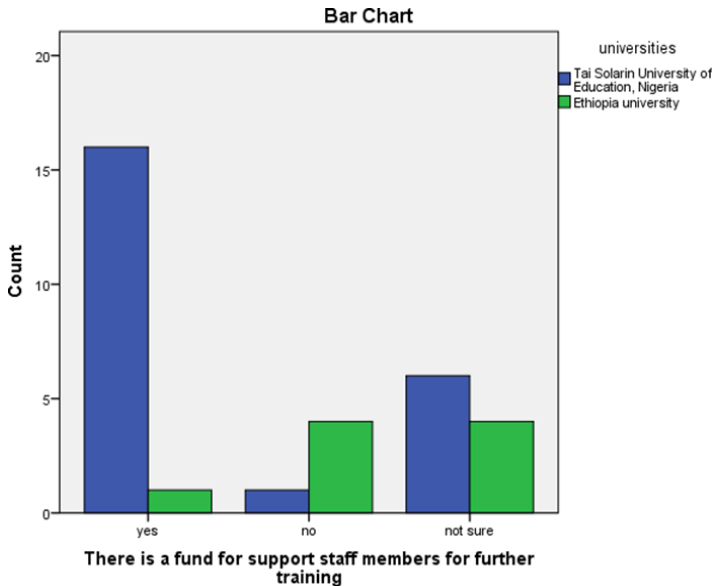
Part B: Analysis of data from the Diasporas in the United Kingdom who are responsible for the delivery of knowledge exchange

Frequencies / Statistics

		Challenges obstructing knowledge exchange	Prospective participation in knowledge exchange	Gender
N	Valid	150	150	150
Mean	Missing	0	0	0
		6.4667	5.6400	1.4733

Gender

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Males	79	52.7	52.7	52.7
Valid	Female s	71	47.3	47.3	100.0
	Total	150	100.0	100.0	

Gender in respect of the respondents as shown below indicated that the males were 79 representing 52.7 per cent while the females were 71 representing 47.3 of the entire population of the diaspora representatives. This is further illustrated in the bar chart below.
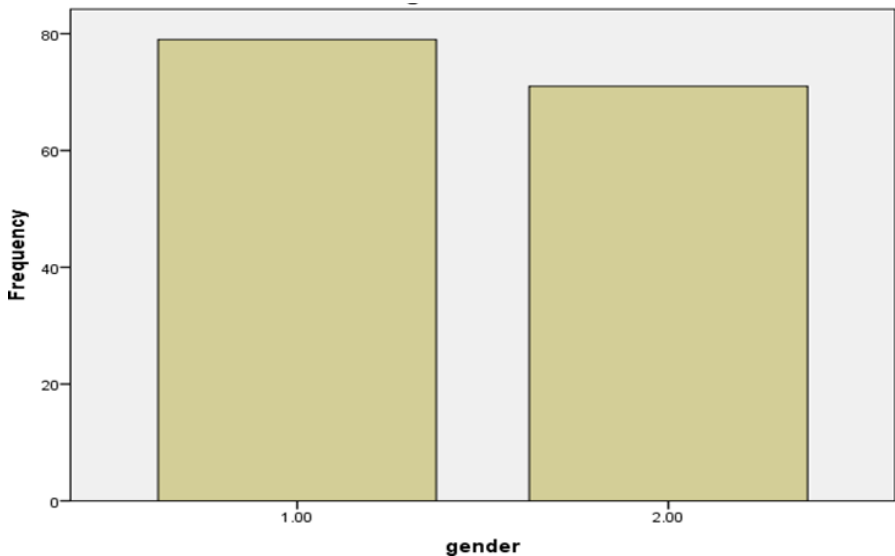
Challenges obstructing knowledge exchange

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Lack of funding	19	12.7	12.7	12.7
	Lack of time	11	7.3	7.3	20.0
	Immigration status	8	5.3	5.3	25.3
	Lack of diaspora leadership	10	6.7	6.7	32.0
	UK government policy	12	8.0	8.0	40.0
	Lack of materials	23	15.3	15.3	55.3
	Too much bureaucracy	14	9.3	9.3	64.7
	Unrealistic African demands	8	5.3	5.3	70.0
	Lack of communication facilities	12	8.0	8.0	78.0
	Lack of power and water supply	6	4.0	4.0	82.0
	Poor transport facilities	8	5.3	5.3	87.3
	Government policy	5	3.3	3.3	90.7
	Lack of material / financial Support	7	4.7	4.7	95.3
	Others	7	4.7	4.7	100.0
	Total	150	100.0	100.0	

The following points or reasons were indicated on the questionnaire as challenges obstructing knowledge exchange between the Diasporas and African institutions and academics:

Lack of funding, lack of time, immigration status, lack of diaspora leadership, UK government policy, lack of materials too much bureaucracy, unrealistic African demands, lack of communication facilities, lack of power and water supply, poor transport facilities, government policy, lack of material / financial support, and others.

From the table above, the following interpretations can be made:

1. Lack of appropriate materials with a frequency of 23 and a percentage of 15.3 was the highest, lack of funding with a frequency of 19 and a percentage of 12.7 were next and too much bureaucracy with a frequency of14 and a percentage of 9.3 followed.

2. The items with the least frequencies were government policy with a frequency of five and a percentage of 3.3, followed by lack of power and water supply with a frequency of six and a percentage of 4.0 and; lack of material / financial support with a frequency of seven and a percentage of 4.7.
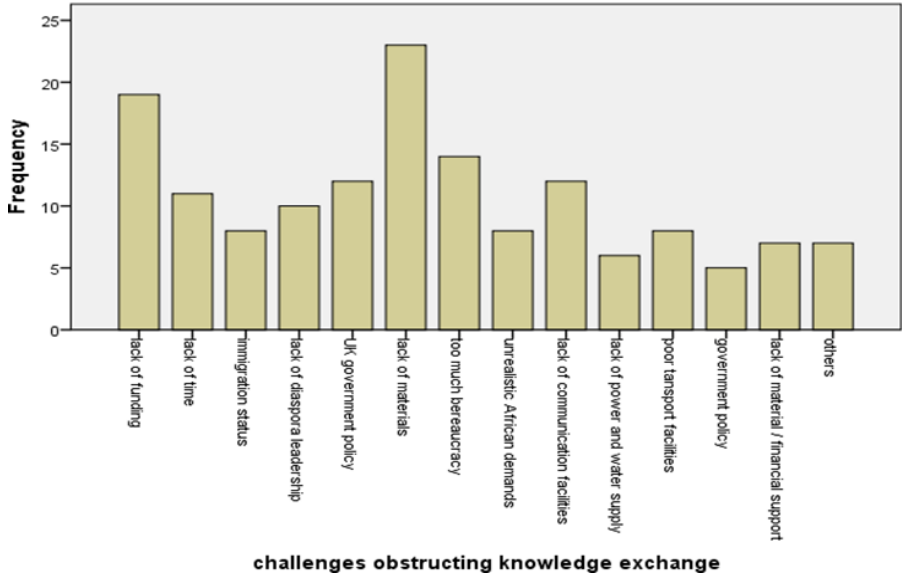
challenges obstructing knowledge exchange

Prospective participation in knowledge exchange

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
	Co-supervision	21	14.0	14.0	14.0
	Block teaching	4	2.7	2.7	16.7
	Sabbatical	24	16.0	16.0	32.7
	External examiner	20	13.3	13.3	46.0
	Linkages	13	8.7	8.7	54.7
	Scholarships	5	3.3	3.3	58.0
Valid	Books and other publications	12	8.0	8.0	66.0
	ICT training	14	9.3	9.3	75.3
	Information on conferences, Seminars and short courses	14	9.3	9.3	84.7
	Research grants	5	3.3	3.3	88.0
	Others	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

The following items were listed as possible prospective areas where the diaspora can actively participate with African Universities and academics:

Co-supervision of postgraduate research work, block teaching, sabbatical, external examiner, linkages, scholarships, books and other publications, ICT training, information on conferences, seminars and short courses, research grants and others. From the table above, the following interpretations can be made:

1. Sabbatical leave with a frequency of 24 and a percentage of 16.0 was the highest, postgraduate co-supervision with a frequency of 21 and a percentage of 14.0 was next and while external examiner with a frequency of 20 and a percentage of 13.3 was least.

2. The items with the least frequencies were block teaching with a frequency of four and a percentage of 2.7, followed by research grants with a frequency of five and a percentage of 3.3 and scholarships with a frequency of five and a percentage of 3.3.

prospective participation in knowledge exchange
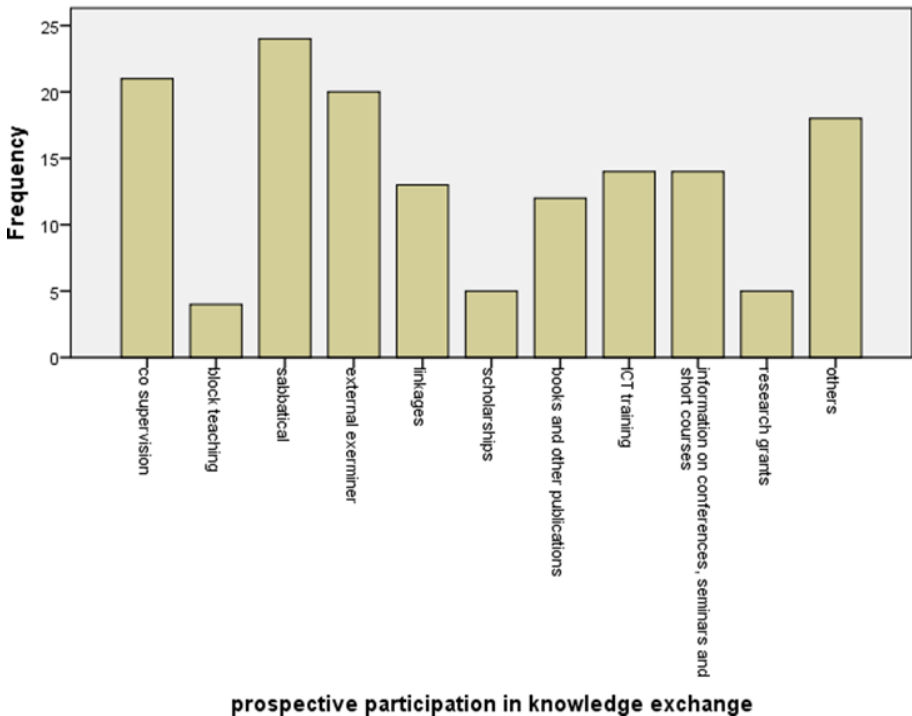
APPENDIX 3

Feedback questionnaire of GKEN/EDMA Block Teaching and Mentorship (Staff and students at JU & TASUED)

The GKEN/EDMA team would be grateful if you could provide your thoughts on the following three questions. This feedback questionnaire will help us to improve future block teaching and mentorship programmes. Thank you for your time and thoughts.

1. What are three things you liked most in the session(s)?
2. What are three things you did not like at all?
3. Please comment on how the session(s) could be improved?
4. Would you like to see another round of block teaching or mentoring workshops running at Jimma University again? Please tick as appropriate: Yes

APPENDIX 4

African Doctoral and Masters Academic Society (ADMAS) programmes support needs assessment (PG students at Jimma & TASUED)

Dear respondent,

This questionnaire is designed for the purpose of collecting information on an ongoing research work on "*African Doctoral and Masters Academic Society (Admas): A Knowledge Exchange Model to Develop the Capacity of Universities"*. Kindly feel free to respond to all the items as they are meant purely for research purposes.

Thank you.

Section A

Background information;

1. Gender

Male ☐   Female ☐

2. Age group

Below 25 ☐   26-30 ☐   31-35 ☐   36-40 ☐

41-45 ☐   46-50 ☐   above 51 ☐

3. Marital status

Single ☐ Married ☐   Divorced ☐   Widowed ☐   Separated ☐

4. Nature of studentship

Full time ☐   Part time ☐   Sandwich / Distance learning ☐

5. Residential status

On campus ☐   off campus ☐   Home ☐

6. Discipline of respondent

Humanities ☐   Social sciences ☐   Education ☐   Arts ☐   Others ☐

7. ICT background

Very conversant ☐   Slightly conversant ☐   poorly conversant ☐
Not conversant ☐

8. ICT utilisation

Regularly   Occasionally   Rarely   Not at all

Section B

The following describes my needs for quality human power in a successful postgraduate program: **Please tick one (SA- strongly agree, A- agree, D- disagree, SD- strongly disagree)**

		SA	A	D	SD
9.	Experienced Doctoral supervisors and teachers				
10.	ICT proficient supervisors and teachers				
11.	Supervisors and teachers that can relate well with supervisees				
12.	Supervisors that are time conscious of academic progression of supervisees and willing to assist				

The following describes my expectation of research ethics and academic environment: **Tick one (SE- strong expectation, LE- low expectation, PE- poor expectation, NE- no expectation)**

		SE	LE	PE	NE
13.	Thorough exposures to research and research ethics by staff				
14.	Encouragement of students on seminars, conferences and workshops				
15.	A conducive academic environment devoid of threats				
16	Creating a synergy between classroom and real situations				
17.	Ethics that greatly improve in-depth research works				
18.	A participatory environment that improves trust in teaching/learning				

The following describes my needs regarding research facilities, funding and financing: **Tick one SN (Strong Need) LN (Low Need) ON (Occasional Need) NN (No Need)**

		SN	LN	ON	NN
19.	Equipping libraries with current books and other sources of information to improve research work				
20.	Increasing the number of computers in the library				
21.	Improving internet and virtual facilities				
22	Improving electricity supply for power				
23.	Introducing study fellowships and research grants to students				
24.	Providing scholarships for in-service to teachers and other workers				

The following describes my needs regarding research design, analysis and writing reports: **Tick one (SN- strong need, LN- low need, ON- occasional need, NN- no need)**

		SN	LN	ON	NN
25.	Appropriate knowledge and use of relevant research design				
26.	Appropriate knowledge and use of relevant statistical analysis				
27.	Mastery of computers for statistical analysis				
28	Be knowledgeable on writing all aspects of research reports				
29.	Be knowledgeable on orderly presentation of research reports				
30.	Making research qualitative and relevant in learning and discovery				

The following are the strategies for a knowledge exchange model to develop the capacity of Universities:

	Yes	No	Not Sure
31. Regular retraining of human power in the Universities	☐	☐	☐
32. Improvement of internet service in the Universities	☐	☐	☐
33. Reducing number of supervisees per supervisor	☐	☐	☐
34. Supply of adequate computers in the departments	☐	☐	☐
35. Unlimited time to use internet in the library for research	☐	☐	☐
36. Making concepts relevant in learning and discovery in society	☐	☐	☐

Please RETURN the completed questionnaire to team members.

APPENDIX 5

African Doctoral and Masters Academic Society (ADMAS) programmes support needs assessment
(Academic Staff at Jimma University)

Dear colleagues,

This questionnaire is designed for the purpose of collecting information on an ongoing research work on how to strengthen *A Knowledge Exchange Model To Develop The Capacity Of African Universities.* As a follow up to this, we require information on **"Capacity needs for research, mentoring and supervision skills among lecturers in Jimma University, Jimma Ethiopia".**

Please kindly respond to all questions as your answers will enable us to develop a better model.

Section A;

Background information;

1. Gender
Male ☐   Female ☐

2. Age group
Below 25 ☐   26-30 ☐   31-35 ☐   36-40 ☐
41-45 ☐   46-50 ☐   above 51 ☐

3. Marital status
Single ☐   Married ☐   Divorced ☐   Widowed ☐   Separated ☐

4. Nature of Appointment
Full time ☐   Part time ☐   Contract ☐

5. Teaching experience in years
Less than 5 ☐   6-10 ☐   11-15 ☐   16-20 ☐   Above 20 ☐

6. Discipline of respondent

Humanities ☐   Social sciences ☐   Education ☐   Arts ☐   Others ☐

7. ICT background

Very conversant ☐   Slightly conversant ☐   poorly conversant ☐
Not conversant ☐

8. ICT utilisation

Regularly   Occasionally   Rarely   Not at all

Section B;

The following describes my capacity needs for quality research in my discipline: **Please tick one SA (Strongly Agree) A (Agree), D (Disagree), SD (Strongly Disagree)**

		SA	A	D	SD
9.	Exposure to current international journals in my discipline				
10.	ICT compliant and having unfettered access to the internet				
11.	Having updated materials to relate well with supervisees				
12.	Adequate provision of facilities in offices - internet, electricity				
13.	Attendance at International conferences and workshops				
14.	Exposure to workshops on current trends in research ethics				
15.	Adequate funds to carry out research tasks				
16.	Modern equipment and facilities to work with				
17.	Adequate training in use of statistical tools				

The following describes my mentoring needs in an academic environment: Tick one (SE- strong expectation, LE- low expectation, PE- poor expectation, NE- no expectation)

		SE	LE	PE	NE
18.	Conducive environment for mentoring of students devoid of threats				
19.	Encouragement of willing and cooperative students on mentorship				
20.	Cooperating staff and students in the academic environment				
21.	Using mentoring to bridge gap between classroom and real situations				
22.	Exposure to training on confidence and mentoring ethics				
23.	A participatory academic environment that improves trust				
24.	A mutual confidence that is rewarding to the mentees				

The following describes my needs regarding supervision skills for research: Tick one (SN- Strong Need),   LN (Low Need),   ON (Occasional Need), NN (No Need).

		SN	LN	ON	NN
25.	Knowledge and use of relevant sources of research problems				
26.	Appropriate knowledge and use of relevant statistical analysis				
27.	Good mastery of computer for statistical analysis				
28	Be knowledgeable on writing all aspects of research reports				
29.	Be knowledgeable on orderly presentation of research reports				
30.	Making research qualitative and relevant in learning and discovery				

Please share your thoughts on the following as the techniques for improving the capacity of your University:

		Yes	No	Not Sure
31.	There is regular retraining of manpower in the University	☐	☐	☐
32.	There is improvement of internet service in the University	☐	☐	☐
33.	The number of supervisees per supervisor is reduced	☐	☐	☐
34.	There is an increase or adequate number of computers in the depts.	☐	☐	☐
35.	There is uninterrupted use of internet in the library for research	☐	☐	☐
36.	Staff are encouraged to attend academic conferences & workshops	☐	☐	☐
37.	The library is adequately stocked with current & relevant info.	☐	☐	☐
38.	The utility services (electricity supply) are adequate at the campus	☐	☐	☐
39.	Staff get study fellowships and research grants for research	☐	☐	☐
40.	There is a fund for further training of staff members	☐	☐	☐

Please RETURN the completed questionnaire to team members.

APPENDIX 6

African Doctoral and Masters Academic Society (ADMAS) programmes support needs assessment
(Academic Staff at TASUED)

Dear colleagues,

This questionnaire is designed for the purpose of collecting information on an ongoing research work on how to strengthen ***A KNOWLEDGE EXCHANGE MODEL TO DEVELOP THE CAPACITY OF AFRICAN UNIVERSITIES.*** As a follow up to this, we require information on **"Capacity needs for research, mentoring and supervision skills among lecturers in Tai Solarin University of Education, Ijagun, Nigeria".**

Kindly respond to all questions as your answers will enable us to develop a better model.

Section A;

Background information;

1. Gender

Male ☐   Female ☐

2. Age group

Below 25 ☐   26-30 ☐   31-35 ☐   36-40 ☐
41-45   ☐   46-50 ☐   above 51 ☐

3. Marital status

Single ☐   Married ☐   Divorced ☐   Widowed ☐   Separated ☐

4. Nature of Appointment

Full time ☐   Part time ☐   Contract ☐

5. Teaching experience in years

Less than 5 ☐   6-10 ☐   11-15 ☐   16-20 ☐   Above 20 ☐

6. Discipline of respondent

Humanities ☐   Social sciences ☐   Education ☐   Arts ☐   Others ☐

7. ICT background

Very conversant ☐   Slightly conversant ☐   poorly conversant ☐
Not conversant ☐

8. ICT utilisation

Regularly ☐   Occasionally ☐   Rarely ☐   Not at all ☐

Section B;

The following describes my capacity needs for quality research in my discipline:
Please tick one SA (Strongly Agree) A (Agree), D (Disagree), SD (Strongly Disagree)

		SA	A	D	SD
9.	Exposure to current international journals in my discipline				
10.	ICT compliant and having unfettered access to the internet				
11.	Having updated materials to relate well with supervisees				
12.	Adequate provision of facilities in offices - internet, electricity				
13.	Attendance at International conferences and workshops				
14.	Exposure to workshops on current trends in research ethics				
15.	Adequate funds to carry out research tasks				
16.	Modern equipment and facilities to work with				
17.	Adequate training in use of statistical tools				

The following describes my mentoring needs in an academic environment:
Tick one (SE- strong expectation, LE- low expectation, PE- poor expectation, NE- no expectation)

		SE	LE	PE	NE
18.	Conducive environment for mentoring of students devoid of threats				
19.	Encouragement of willing and cooperative students on mentorship				
20.	Cooperating staff and students in the academic environment				
21	Using mentoring to bridge gap between classroom and real situations				
22.	Exposure to training on confidence and mentoring ethics				
23.	A participatory academic environment that improves trust				
24.	A mutual confidence that is rewarding to the mentees				

The following describes my needs regarding supervision skills for research: **Tick one (SN- Strong Need), LN (Low Need), ON (Occasional Need), NN (No Need)**

		SN	LN	ON	NN
25.	Knowledge and use of relevant sources of research problems				
26.	Appropriate knowledge and use of relevant statistical analysis				
27.	Mastery of computers for statistical analysis				
28	Be knowledgeable on writing all aspects of research reports				
29.	Be knowledgeable on orderly presentation of research reports				
30.	Making research qualitative and relevant in learning and discovery				

Please share your thoughts on the following as the techniques for improving the capacity of your University:

	Yes	No	Not Sure
There is regular retraining of manpower in the University	☐	☐	☐
There is improvement of internet service in the University	☐	☐	☐
The number of supervisees per supervisor is reduced	☐	☐	☐
There are adequate computers in the depts.	☐	☐	☐
There is uninterrupted use of internet in the library for research	☐	☐	☐
Staff are encouraged to attend academic conferences & workshops	☐	☐	☐
The library is adequately stocked with current & relevant info.	☐	☐	☐
The utility services (electricity supply) are adequate at the campus	☐	☐	☐
Staff get study fellowships and research grants for research	☐	☐	☐
There is a fund for further training of staff members	☐	☐	☐

Please RETURN the completed questionnaire to team members.

APPENDIX 7

List of persons consulted and their position in the organisation

Drs Abraha Asfaw, Dean - Faculty of Education, Addis Ababa University

Dr Yekoyealem Dessie, Deputy Dean - Faculty of Education, Addis Ababa University

Dr Zenebe External Relations Officer - Addis Ababa University

Dr Bililigne, President - Addis Ababa Science and Technology University

Professor Teketel, Vice President - Addis Ababa Science and Technology University

Professor Taye Tolemariam, Vice President, Academics - Jimma Univesity

Ato Kora Tushune, Vice President, Business and Development - Jimma University

Ms Cherer Aklilu, Senior Director, External Relations and Communication - Jimma University

Dr Asnakech Demissie, Director of the Gender Office - Jimma University

Dr Kindeya Ghebre Hiwot, President - Mekelle University

Mr Goitom Tegegn, External Relations Officer - Mekelle University

Sr Asresash Demissie Former Director of the Gender Office, Jimma University

Mrs Feteh Demelash, Mentoring Champion - Jimma University

H.E His Excellency Mr Regassa Kefale, State Minister - Ministry of Foreign Affairs

Mr Tewlde Mulugeta, Spokes Person - Ministry of Foreign Affairs

Mr Demeke Atnafu, Director General - Diaspora Information and Research Directorate, Ministry of Foreign Affairs

Ms Susan Country Representative - World Bank, Ethiopia

APPENDIX 8

Illustrative Profiles of Ethiopian/Nigerian Professionals

At Jimma University, the team members were taken to the Management team by Dr. Demelash Mengistu who is the Coordinator for Ethiopian Doctoral and Masters Academy (EDMA) for the University. The Management team was led by the President of the University, Professor Fikre Lemesa, and the Vice President, Kora Tushune. The research team also met the Dean of the Postgraduate school as well as some of the Senior Lecturers in the various departments of the University. The Dean of Education, Dr. Abraham Asfaw, and the Deputy Dean, Dr. Yekoyealem Dissie, also held discussions with our research team.

The team held interactive sessions and block teaching with postgraduate students of the University. Our team engaged the Director, Gender office, Dr. Asnakech Demissie, on a mentoring programme with some female members of staff who included Mrs Feteh Demelash who is the Mentoring champion in Jimma University. At the Ethiopian Civil Service University, the research team met the Director, Institute of Governance and Development, Dr. Berhanu Beyene. At the Addis Ababa University, the research team had a discussion with the External Relations Officer, Dr. Zenebe. The President, Addis Ababa Science and Technology University (AASTU), Dr. Bililigne, and his Vice, Professor Teketel were also engaged in dialogue with the research team members. Dr. Kindeya G. Hiwot, who is the President of Makele University, and his External Relations Officer, Mr. Goitom, were also met.

In Nigeria, the team met with the Tai Solarin University of Education (TASUED) Management team led by the Vice-Chancellor of the University, Professor Oluyemisi Obilade. The research team also had a discussion with some professors and senior officers of the University and administered the questionnaires to them as well as postgraduate students of TASUED.

As already discussed in the challenges, the team was not able to achieve much in Nigeria as a result of the security and political situation in the country. Plans to conduct interviews with some key officials of some selected universities could also not be achieved because of bureaucratic bottlenecks. Some officials were unavailable and securing access was a challenge.

APPENDIX 9

Illustrative photos of CODESRIA researchers in Ethiopia

*Attending: the 7th Annual conference at Jimma University and
the 1st Conference on Gender at AASU*

GKEN researchers' discussing with students after the block teaching session

Group discussion with students and staff members

ICT technician at Civil Service University demonstrating their information portal to GKEN researchers

GKEN researchers with the Gender Office Coordinator at Jimma University

Visiting the Development Learning Centre

Vice president of JU & GKEN members Conference

Presenting research paper at JU

CODESRIA Working Paper Series

African Doctoral and Masters Academic Society
A Knowledge Exchange Model to Develop the Capacity of Universities

This report is from a research work interested in the development of knowledge exchange between African Scholars in Africa and African Scholars and friends of Africa in the diaspora and; in addressing problems regarding postgraduate studies, research and the shortage of qualified academic staff. The long-term objective of Global Knowledge Exchange Network (GKEN) is, therefore, to coordinate and channel the resources, expertise and creativity of Africans in the Diaspora. The diaspora initiatives have long been recognised by the African Union which started with its official designation as the "Sixth Region" of the African Union, alongside North, South, East, West and Central Africa in 2003. Furthermore, considerations related to Diaspora engagement are woven throughout the African Union's various programmes. GKEN's ultimate aim is to create appropriate knowledge exchange and experience sharing model of African Doctoral and Masters Academic Society (ADMAS) that will have the capacity not only to help improve the quality of education but also create an impact that will drive better socio-economic competitiveness of Africa. We urge other academic networks to adapt this development model in sister African Nations.

Amare Desta (PhD, MEd, MSc, LCGI, BSc (Hons) is a Professor of Information & Knowledge Management with history of working in the UK higher education industry for more than 20 years. Currently he is a Programme Manager of DBA at the UWTSD in London. He is a Co-founder & Chair of GKEN and a Director of EDMA.

Edwards A. Alademerin (PhD, M.Ed, BSc (Hons) is presently a Professor of Agricultural Education at the University of Eswatini, in Southern Africa. He had been Head of Department, Deputy Director of Centre for Entrepreneurship and Vocational Studies and also Director, Centre for Human Rights and Gender Education at Tai Solarin University of Education, Nigeria.

Elfneh Bariso (PhD, MSc, MA, PGDMgt, PGCE, BA) has MSc in African Studies, MA in Teaching English and a PhD in Lifelong Learning and new technologies from University of London. He has a diverse academic background. He is an experienced researcher, lecturer, manager, trainer and a charity worker. He is a journal editor and also a reviewer for different journals.

Hailu Hagos (PhD, MSc, BA) started his own charitable organisation – WHEAT Mentor Support Trust in 1996. Prior to this, he was with the Ethiopian Management Institute. His PhD degree is in Human Resources and Education from the University of Manchester. He worked at UK Refugee Council, Workforce Academy, Time Bank, Haringey Refugee Consortium among others.

Kaolat O. Odunaike (PhD, MBA B.Sc (Ed)) studied Business Education up to PhD level. She retired as a Senior Lecturer at Tai Solarin University of Education in Nigeria. She served as a Sub-Dean, Head of Department of Business Education, Deputy Director Part-Time programmes and Director, Distance Learning Programme. Her interests are Entrepreneurial Education, Poverty Alleviation and Women Empowerment.