

Report on Capacity Development Seminar

TOPIC: RESEARCH CAPACITY DEVELOPMENT

VENUE: KENYATTA UNIVERSITY CONFERENCE CENTRE, NAIROBI

DATE: 03/03/2010 TO 05/03/2010

DAY ONE (Wednesday 3rd March 2010)

MORNING SESSION

OPENING PROGRAMME

The co-coordinator of the workshop, Dr. Fatuma Chege, introduced the chief guests namely the secretary to the A-A- Dialogue, NACMEQ and UNESCO representatives, Deans of Schools from KU, and other invited guests. Workshop participants from the various representative universities and countries were also introduced by their respective countries.

PRESENTATIONS

Prof. Norihiro Kuroda (Hiroshima University)

Prof. Kuroda indicated that the training workshop had been organized jointly by Kenyatta University and Hiroshima and gave a brief history of AA-Dialogue. The first phase of the A-A dialogue project started in 2004 and ended in 2007 and was mainly funded by UNESCO, JICA and CICE. The phase involved joint research endeavour with Africa and Asian universities. It was completed with 15 research papers that were presented at UNESCO headquarters at Paris and later published. The first phase left research network and commitments that led to continued collaboration. The second (Current) phase of AA-Dialogue started in June 2009 with 28 countries, 16 from Africa and 12 from Asia. This Phase is characterized by formulation of the network and the formation of UNITWIN to be collaborated as part of UNESCO. Prof. Kuroda further highlighted the topics to be covered in the workshop including; research and policy issues, fund raising and research partnership and collaboration. He pointed out that the workshop was expected to facilitate exchange of ideas between the experienced and the novice researchers by sharpening and widening the research capacity.

Dr. Demus Makuwa (SACMEQ)

Dr, Makuwa noted that SACMEQ was a consortium of fifteen ministries of education in Africa. He thanked the CICE and Kenyatta University for facilitating the workshop that would enable university staff and postgraduate students learn how to utilize SACMEQ data archives in their work. The main mission of SACMEQ was to expand opportunities for education planners by generating information that can be used to influence policy making. This can be done by developing of capacity by applying advanced research methodology. There was need to maximize use of SACMEQ data archives since SACMEQ I, II and III project had been completed and the data could be obtained free of charge.

Dr. Jacktone Ogeno (Dean- School of Education, Kenyatta University)

He made brief welcoming remarks highlighting the relevance of the workshop topic for the School of Education, before inviting the ag. DVC (Academic), Kenyatta University to read a welcome message on behalf of the Vice Chancellor.

Prof. Paul Wainaina (Ag. DVC Academic, Kenyatta University and Representative of the Vice-Chancellor) welcomed all participants to the workshop and to Kenyatta University. He also gave the Vice Chancellor's apology explaining that the VC was attending to a different official assignment in South Africa. On behalf of the VC, he noted that KU, one of the founding members of AA-Dialogue, was privileged to host the research capacity development workshop and commended the network for its steady growth. He also noted the three thematic areas of the phase 2 A-A project and observed that they were relevant and timely in addressing challenges faced by the researchers, particularly in Africa. He expressed satisfaction with the activities outlined for the workshop, declared the workshop officially opened and welcomed members to a cocktail party hosted by the Vice Chancellor at KUCC that evening.

MID MORNING

Three presentations were done on this day. They dwelt on research and policy formulation.

Topic: Policy Effectiveness for Quality Improvement by Prof. Kazuhiro Yoshida (Hiroshima University)

He noted that:

- There has been changing trends on provision of AID and policy in most of the countries in the world.
- Policy effectiveness at macro level would impact positively at the micro/school level.
- Policy effectiveness discourse involved:
 - Traditional policies which were motivated by politicians, involved sporadic interventions and had a weak sustainability trends.
 - The new public management devoted to specialization, result orientation and performance standards and lastly applying private management practices. It was highlighted that educational development is at crossroads due to advancements of universal primary education, millennium development goals, Education for all. The choice for the next step would be to ensure complete universal primary education through access, equity and fulfillment of various concerns. This would lead to fulfillment of EFA goals through improvement of quality and post primary education.

The participants raised various comments focusing on:

- The way AID was perceived in the 1960s has changed in the current times. Is the way it was perceived in 1960s the same today?
- What factors impact on policy implementation?
- How can policy be separated from politics especially where new regimes of government take over?
- How can the mutual suspicion between the policy makers and university researchers be reduced?

- How can the researchers participate in policy issue research and at the same time do research geared towards career improvement?
- How can the issue of local knowledge be implemented on policy research?

The following comments were given in response to some of the above concerns:

- In the 1960s the role of AID was meant to fill the capital gap for capital development.
- Good policy is consistent and has implementable strategies to be employed.
- Many countries that portrayed efforts to make good policies tended to be derailed by politics.
- There is need to narrow the gap between the policy makers and researchers through collaboration between the two and the policy makers.

AFTERNOON

Topic: Research and Policy Formulation by Prof. J.O Olemba (Kenyatta University)

It was noted that:

In research and policy linkages include a wide geographical area. One needs to consider the neighbours since some policies may affect international community, agencies and the surrounding countries. The policies that cater for the lower cadre or individual schools are the best. Policies must work in a political agenda. There are essential factors to be included in the policy formulation process including the following:

- The research needed to be based on local involvement and credible evidence
- The policies have to be communicated via most appropriate communication styles.
- Consider the rigidity of government system in terms of policy formulation.
- Africa has a tendency to over rely on external researchers.

Reference was made to existing literature which showed the following as the internal influences in the area of research.

- Politics of educational decision making
- Poorly done and disseminated research
- Declining levels of research funding
- The gap between educational researchers and policy makers.
- Other challenges include:
 - Tendency to keep research processes secret
 - Scientific ignorance On the part of the policy makers

The is need to balance between international and national research was highlighted.

The real sources of policy are the society. Other major sources of policy include:

- State commissions – state audits
- Budget controllers – legislative
- Court cases.

Notably, the main model that can be used is the linear model where the researchers are expected to recognize issues that need to be addressed and then design appropriate research. They are to identify the

possible sources of action that must be taken to show policy makers that there is need to act. The apparent uneasy relationship between policy makers and researchers comprises the rigor needed in producing good evidence.

The following issues came up during the discussion:

- Donors trying to influence the outcome of the results
- The role of the school in policy formulation
- What language to use in research processes

The participants agreed that:

- The researchers needed to consider the proposal that could suit particular agenda.
- The researchers' honest was imperative.
- There was need to reduce conflict between policy makers and researchers
- The life span of the policy may be long or short and may affect the implementation.
- The policy need to be carefully formulated since it can have critical repercussion
- All forms of research need to address capacity building.

EVENING SESSION

Research and Policy Formulation By Grace W. Bunyi (Kenyatta University)

It was noted that:

- There is a growing pessimism about the value of educational research.
- The main issue was whether academic research community could carry out independent scholarly research and at the same time retain integrity and simultaneously meet the needs of policy makers.
- The main focus for educational policy researchers involves critical priority policy issues of the time. They may involve EFA & MDGs, alongside universalization of basic education issues on educational equity and quality.
- The policy researchers involve critical priority policy issues of the time.
- The policy researchers focusing on equity deal with the following areas:
 - Gender, wealth, location, language, religion, ethnicity, caste

The dimensions of educational quality for policy research include:

- Curriculum – pedagogy and learning time – learning assessment – teacher (demand and supply, distribution, teacher training (quality of teachers) and motivation.
- Management – school environment

The following research methodologies were deemed suitable for policy research:

- scientific qualitative and
- quantitative approaches

The traditional qualities of academic standards applicable to the chosen approach in a particular study need also to be considered where deemed appropriate.

The policy research activities in educational equity and quality include:

- Analysis of review and micro level statistical data to identify disparities
- Analysis of evidence basis for existing educational policies
- Evaluating of education policies/reforms and their impact on equity and quality of education.
- Evaluation of implementation of existing policies.
- Analysing data on social and economic conditions that affect educational equity and equality.
- Comparing policies and practices in other countries to provide contrast and perspectives.
- Exploring impacts of educational governance and management on educational equity and quality.
- Conducting and comparing results of learning assessment.
- Analysing patterns of educational resource allocation and their impact
- Assessing and availing estimates of the cost of providing good quality education.

The effective policy dissemination should include the following:

- Use of multiple channels both formal and informal.
- The written materials should be jargon free, brief and provide concrete guidance for policy decision-making and action.
- Publication and newspaper opinion
- Oral briefs that target appropriate policy formulation agencies.
- Briefings for newspapers and television written on specific topical issues that they want to cover.
- Appearances in radio and television
- Creating policy research partnerships with research users.
- Sponsoring of conferences on specific policy issues. These can bring together researchers, practitioners and policy makers.

The following comments were raised:

- Most of the policies on education dwell on sciences teachers in disregard of the other subjects.
- Policymaking is a political process that leads to crushes of interests and choices.
- The issue of donor agencies and their interest.
- Statistical data in developing countries is not available and the one that is available is not reliable.
- Research is one input in policy formulation process.
- The policy makers have to juggle with a lot of demands
- The issues of disadvantaged groups, disabled and HIV/AIDS were not featuring.
- The data collected is not seen to be meaningful.
- The issue of committed researchers
- The bottom up approach can also be used in research scaling up.
- The extent to which universities are owning lectures publications
- Lack of time and funds to conduct research

The discussion gave the following highlights:

- Researchers could include intellectual people in their dissemination of findings

- The researchers should be de-linked from the civil society/advocacy.
- The researchers should use their academic freedoms appropriately
- Convince people that providing reliable data is important.
- Always provide communicative evidence of the research undertaken.

THURSDAY 04-03-10

SESSION 2: Processing of Different Types of Data

Time: 9.00-10.30

Moderator: Dr. Demus Makuwa

Presentation by Dr. Demus Makuwa

Topic: Integrating Education Research and Capacity Development: A Brief Overview of SACMEQ'S Experience

The presenter highlighted the fifteen countries which worked with SAQMEC (Southern and Eastern Africa Consortium for Monitoring Educational Quality). The countries included: Kenya, Uganda, Tanzania, Malawi, Zambia, Zimbabwe, Mozambique, Namibia, Botswana, Swaziland, Lesotho, South Africa, Zanzibar, Seychelles and Mauritius. He described the mission of SACMEQ which mainly focused on undertaking research that can be used by decision makers to improve planning for policy quality education. The presenter also gave examples of the broad policies that govern activities of SACMEQ as broadly focused on quality of education in primary schools. Further, SACMEQ operated under a conceptual mode which entailed the relationship between learner achievement and characteristics of the school, learner and the teacher. Illustrations of the different phases of the SACMEQ policy cycle included policy research, policy development and policy evaluation phases. Possible studies that could be done using information from SACMEQ data archives could include comparison among countries, between regions and between time etc. Participants were also informed of the contents of the SACMEQ website www.sacmeq.com, which entailed research reports and training manuals.

Second presentation by Dr. Mioko Saito

Topic: Sacmeq's Approach to Educational Policy Research: Moving from General Policy Concerns of Decision Makers about Quality of Education to Specific Policy Suggestions.

The presenter discussed steps involved in the SACMEQ approach to policy research. First, there is focus on general policy concern of the decision maker e.g. politicians and media claiming education standards have fallen. Second, specific research questions are developed based on the general concern, for instance seeking to establish the overall mean scores of grade 6 pupils in reading? What are the changes in grade 6 reading achievement between the years 2000 and 2007? Third, various steps are followed in the operationalization of specific research questions. These includes: statistics and unit of analysis, target population and sub-populations, indicators, process for defining the decision points and the decision point. Fourth, there is the response to general policy concerns through; analyses, policy suggestions and agenda for action.

Third Presentation by Dr. Njora Hungi

Topic: Examples of Research Questions Handled by SACMEQ National Teams

The presenter gave examples of the various research questions handled by SACMEQ and showed how findings were presented in tables, bar graphs and tree diagrams. The questions discussed included the following:

- What were the in-school and between school variations in grade 6 reading achievement?
- What percentage of grade 6 pupils had acceptable reading skills?
- How did social and gender differences compare across the systems?

Participants Responses on Session 2 presentation

Several questions were raised by participants. For instance, they sought to understand how they could access the SACMEQ data archives. They were advised to check the information provided on the CD-ROM which SACMEQ had availed to every participating institution in the workshop. Questions were also raised regarding the use of grade 6 pupils as the appropriate school level for testing learning achievement in primary school. In this connection, it was explained that higher grades could not be used because they were preparing for examination and some pupils from the lower grades could have problems with language. It was generally felt that time management for this session did not allow participants to discuss their concerns adequately.

SESSION 3: Searching and Accessing Relevant Documentary Data

Moderator: Prof. Jandhyala B. G. Tilak

Presenter: Dr. George William Kinyingi (Makere University, Uganda)

The presentation was based on the assumption that data was available and could be accessed. It was pointed out that sometimes findings from donor funded research that is conducted in Southern Countries may not be easily available in the research countries because the donors may not necessary leave it behind but leave with it for their own activities. The presenter discussed the impact of technological changes on ways through which researchers find and receive information. He pointed out that there was need for professionals to understand the dynamics of service delivery to researchers so as to provide access to information. It was noted that there are many barriers to access of information which needs to be identified and dealt with. Participants were guided on how to search for information in the physical libraries and on the Internet and informed of the different types of E-Journals such as first generation journals and second-generation journals.

Participants' comments

Participants made various comments on pertinent issues as follows:

- How to identify 'gate keepers' to the information, seek and get their cooperation. In this regard, it was pointed out that the researcher's credibility was paramount.
- What was the place of oral information in research?
- The legal and ethical considerations involved when searching and accessing relevant documentary data.

- Could there be a way of addressing the issue of expenses involved in downloading Internet material in poor nations?
- Sometimes there was a mismatch between information presented in research reports and the situation on the ground.
- It was also noted that some material in physical libraries are outdated and yet the current material on the Internet could also not be easily accessed due to the cumbersome procedures involved.

SESSION 4: Research Fund Raising Capacity

Moderator: Dr. Hassmik Tortian (Division of Higher Education, UNESCO)

First Presentation by Prof. Yasushi Katsuma (Waseda University, Japan)

Topic: Resource Mobilization for Policy Oriented Evidence Based Research

The presenter discussed various steps involved in resource mobilization for policy oriented evidence-based research. First, one needs to start with a review of the policy environment within his/her country. Second, identify competing approaches in pursuing a policy and then formulate research questions. You need to put into consideration such factors as the MDGs, EFA goals, EFA flagship partnerships, Government sector policy, UN country team and UNICEF country programme of cooperation. Third, use the existing data or fill in data gaps for situation assessment and problem analysis. Fourth, build partnerships with UN, media, civil society etc, so that research will have impact on policy. The presenter also gave some practical suggestions such as exploring possibilities of research in school health as well as HIV/AIDS and Education; and sending graduate students to UN agencies as interns.

Second Presentation by Dr. Shuki Osman

Topic: Searching for funding: Universiti Sains Malaysia (USM) Experience

The presenter highlighted national and international funding agencies that have supported research initiative at USM. National agencies included the ministry of Science and Technology and international agencies included UN agencies, Banks, corporations, donor countries such as Korea and companies such as coca-cola. Various types of grants for university research at USM were explained. For instance, the research university team grant, the research university cluster grant and advance study initiative. Also discussed were the different types of grants for university researchers such as the incentive grants and the short term grants. It was also pointed out that USM had a research creativity and management office which coordinated and managed all the research grants.

Third presentation (Prof. Kazuhiro Yoshida - Hiroshima University)

Topic: How to Get Research Funds from the World Bank

The presenter discussed different categories of research opportunities such as project related opportunities and research (non-operational). He talked about the Social Development Civil Society Fund that was created 1983 to fund civil society organizations to empower poor and marginalized groups. The fund supported websites for ease of relevant information. The role of different categories of researchers such as consultants and advisors were also highlighted. Also discussed were fund sources such as World Bank (WB) country offices, WB regional staff, WB Network staff etc. Equally importantly, the presenter

stressed the need for the researcher's willingness to work with the WB for the improvement of people's lives.

Participants Comments and questions

- Some participants pointed out that they were experiencing problems in convincing their universities to contribute financially to the activities of the AA- Dialogue and sought to know if they could get some introductory letters from AA-Dialogue explaining this to their universities. – It was clarified that AA-Dialogue was still unable to do that because it was still in the process of formalising the Dialogue through Twining with UNESCO. It was also important for universities to take an initiative in supporting research activities for its members even as they wait for the formalisation procedures to be concluded.
- Some members present were of the view that there existed disparities in funding research in different countries and sought to understand whether AA-Dialogue could come up with realistic guidelines for research funding for universities.
- Members sought to understand whether AA-Dialogue could get research funding from UNESCO. The members were advised to look at the AA-Dialogue network as an opportunity for universities to work together in pursuing research but not a relationship whereby certain partners were sought to support others in conducting research.
- Participants also pointed out that writing a good research proposal that could attract funding required teamwork and time.

SESSION 5: PARTNERSHIP AND COLLABORATION

Moderator: Dr. Oyenike Adeosun (University of Lagos, Nigeria)

First Presentation by Dr. Phetcharee Rupavijetra (Chiang Mai University, Thailand)

Topic: Partnership and Collaboration: A case of Chiang Mai University (CMU), Thailand.

The presenter gave a general background of CMU which was founded in 1964. Currently, the university had 20 faculties classified into 3 academic areas that is: health sciences, science and technology and social sciences; 2 colleges and graduate school. It was noted that CMU had 3 interdisciplinary research institutions, that is; the research institute for health sciences, the sciences and technology research institute and the social science research. CMU had signed 140 collaborations; 76 in Asia pacific, 27 in Europe, 25 in N. America and 12 in Australia. The university had exchange programmes with over 30 universities worldwide. The programmes include student exchange, staff exchange, research collaboration and joint academic seminars. Some of the issues and challenges about inter-university collaboration included financial limitations and language barriers.

Second presentation by Dr. Joviter Katabaro

Topic: University of Dar es Salaam Experiences on Collaborative Arrangements with Local and International Universities/institutions on Research, staff and student Exchanges.

The presenter highlighted the UDSM vision and mission and guiding themes which mainly focused on academic excellence and freedom. He noted that internationalization of education-still lagged behind at

UDSM. The enrolment of international students in different courses was presented and concern was raised that no international student enrolled in school of education while most of them enrolled in Kiswahili. Exchange students came mainly from USA, China and Germany. Collaborations with regional and international universities are directed to the head of university and are based on research, staff and student exchange. Research and external examination are taken seriously especially for thesis and dissertations. UDSM has collaborations with 196 universities and institutions worldwide. International institutions include CICE, CODESRREA, OSRREA, NORAD, SIDA etc. Issues and challenges included human resource limitation, financial resource limitation, Infrastructure and equipment and priorities when dealing with other universities.

Third presentation by Dr. Pierre Kouraogo (University of Ougadougou)

Topic: Partnership and Collaboration: the Experiences of the University of Ougadoudou

It was noted that the university of Ougadougou emphasizes collaborations and partnerships with universities worldwide including universities from Ghana, Niger, France as well as international agencies such as UN, AAU and ECOWAS. The agreements signed lasted for 5yrs and involved exchange of students and staff. Achievements included successful training of graduate students and junior researchers, access to small grants, upgrading research skills, dissemination, as well as publications and co-authoring. Issues in collaboration included limited scope of funding, highly personalized with northern partners insisting on working with specific kinds of people, unequal relationships with partners. There were also local collaborations with 7 institutions of higher learning, NGOs and ministries.

Fourth presentation by Prof. Gilbert Onwu, (University of Pretoria, South Africa)

Topic: Project Sustain: Cross-institutional Collaborative Project Funded by NUFU (Norwegian Council of Universities Committee for Development, Research and Education)

This was a programme of academic research and educational cooperation based on equal partnerships between institutions in Norway and South Africa with an objective of capacity building. The programme had made many achievements including bringing together academic researchers and students from many countries, funding postgraduate students and annual conferences and exchange programmes.

Participants Comments and questions

- Participants pointed out that there has been a tendency of people thinking that international when talking about collaborations and thought there was need to reconsider our collaborations and partnerships with institutions in our own countries.
- It was also pointed out that what matters is not the number of MOUs that we sign with other institutions but the question of whether the MOUs were functional and active. There was need for us to keep evaluating the MOUs and if possible doing away with the ones that were found irrelevant. Collaborations should be able to give birth to other collaborations, produce publications and give various outputs in order to be sustained.
- Some universities had discovered that certain collaborations were not working because they had been personalized.

- SACMEQ shared its experience of collaborating with 15 ministries of education and noted that policy research needs sharing of experiences and expertise among ministers of education, researchers, students etc

FRIDAY 05-03-10

SESSION 6: CONTRIBUTION OF UNIVERSITY TO EDUCATIONAL DEVELOPMENT

Time: 9.00-10.30

Moderator: Prof. Norihiro Kuroda (Hiroshima University)

First presentation by Dr. Ibro Chekaraou (University of Abdou Moumouni, Niger)

Topic: Contribution of University Abdou Moumouni to Development of Education in Niger.

The presenter highlighted the contributions of ENS to educational development in Niger. For instance:

- Collaborating with three ministries in charge of education to ensure continuous training for primary school teachers.
- Professionally train all school pedagogical supervisors, teachers and secondary school lab technicians.
- Hosting many projects in collaboration with the ministry of education.
- Working with the office of curriculum development at the ministry.
- Faculty of science produces medical doctors nationally
- Faculty of agriculture produce agricultural engineers for Niger.
- Department of French collaborates with ministries of education on a quality development project in teaching French. etc

Issues and challenges included financial challenges due to budget dependence on the government and mismatch between training and job market.

Possible new ways of contributing to educational development could include providing training that reflects the demand in job market.

Second Presentation by Dr. Dawit Mekonnen Mihiretie (Bahir Dar University, Ethiopia)

Topic: University and Educational Development

The presenter discussed parameters against which the contribution of the university to educational development could be measured. For instance, the mission of the university, scenarios of HEIs including open networking and serving local community etc. He explained the following points

- The university had a faculty of education with 5 undergraduate programmes and 6 postgraduate programmes.
- The university provided both distance and face to face learning.
- It was a requirement for each faculty member in education to have a project and the university undertook to fund projects in science and mathematics.

Challenges included lack of localization of ideas, emphasis for funds based initiatives, engagement in overload teaching and the fact that educational research tended to be reactive rather than proactive. It was also noted that the sense of 'ivory tower' was still in the mind of many educators.

Third presentation by Dr. Sumar Hendayana (Indonesia University of Education)

Topic: District University Partnership: Development of School-based In-service Teacher Training in Mathematics and Science, Indonesia University of Education.

Issues and challenges included the following:

- The activities were project based and there was no guarantee for sustainability
- The training venue was at the central city and transportation for rural teachers was a problem.
- There was less support for the forum by school principals

The school based in-service teacher training activities included: principal training, facilitator training in lesson plan development, teaching skills, classroom and post class discussion activities.

Fourth presentation by Dr. Dickson Nkossa (University of Zambia, Zambia)

Topic: The Contribution of the University of Zambia to Educational Development

The presenter discussed the various contributions of the University of Zambia to educational development which included:

- Involvement of lecturers in reforms and innovations.
- Formulation of educational policy that are influenced by findings from studies done by lecturers.
- Participation in studies on the most effective and appropriate language of instruction in schools leading to change in language-in-education policy.
- Faculty of education prepares graduate teachers for senior schools. It also runs other programmes such as adult education, special education, primary education., and teacher education.
- Through public service, the university provides a body of experts for consultation by government and other public bodies and private interests.
- It provides consultancy to the government and private institutions.

Challenges include; financial constraints, brain drain as lecturers seek greener pastures abroad and sometimes the university sticks to certain cumbersome procedures that delays implementation of programmes. Also the relationship between the university and other stake holders is weak, for instance, government is suspicious of the university and tend to overlook local experts.

Possible new ways of improving the functioning of the university could include; increased funding, improved staffing levels, discussions between the labour market and lecturers and collaboration with other universities.

Participants Comments and questions

Participants sought to understand whether it could be concluded that the university had been making contributions to educational development in the last 20 years. In Niger, the university has been on the fore front of national issues on development. In Zambia, the strong stance of lecturers against the government leaning on EFA led to some modification in educational activities In Ethiopia until very recently there is a

feeling that basic education has benefited from university contributed in curriculum development, teacher training etc, Indonesia has tried to provide opportunity for all teachers in training thus contributing to the quality of basic education. Generally, universities produce professionals but the problem is rivalry between MOE basic and higher competing for funds. Will one ministry be more effective than two? Also, - academics tend to be used as private consultants in isolation and their research may not have much impact.. -Universities seem to be lacking in the aspect of community service and may not impact reasonably in basic education development. The universities have to purpose to do this. We don't need to wait until we are invited but take initiatives and agencies may adopt.- the universities of Zambia has an office in every province and residence lecturers identified the needs of the people there and short courses tailored to those needs are provided.

Closing Session

Moderator: Dr. Fatuma Chege

This session was spearheaded by the KU's Deputy Vice Chancellor Academic. However, the following participants were invited to precede in speaking. were invited to give closing remarks:

Dr. Hassmik Tortian (Division of Higher Education, UNESCO/Nairobi Office)

Dr. Tortian highlighted the workshop topics including research and policy formulation, research fundraising and partnerships and collaborations and noted that they had been successfully discussed. She urged members to put what they had learnt into consideration during their future projects. She commented CICE, KU, SACMEQ and all the participating partners for their contributions in making the workshop a success. She also noted that UNESCO was going to provide continued support for the programme.

Mr. Demister Kunje (University Malawi, Malawi)

He expressed gratitude to the organizers of planning and executing a successful workshop. He noted that logistics were impressive and participants had received good welcome at the airport. The accommodation was comfortable and clean and described the meals as good by all standards. He further pointed out that the workshop had attracted more than 60 professors in Africa and Asia and the presentations were of high quality and provided insights into critical issues, particularly in the area of education. Pertinent issues to research capacity were addressed. He urged members to put into practice what they had learnt. He thanked Asian universities for sharing their experiences and urged African universities to seriously consider dialoguing amongst themselves. In addition, he commented CICE and KU for the conducive atmosphere provided and for the evening closing dinner. He also thanked UNESCO, SACMEQ and all who had contributed to the success of the workshop.

Dr. Tran Khanh Duc (Vietnam National University Hanoi, Vietnam)

He indicated that he was happy to have participated in the workshop. He thanked Hiroshima and Kenyatta University for organizing the workshop because it had provided an opportunity for participants to learn from one another's experiences. Highlighted the topics discussed in the workshop and noted that they would impact on research capacity of the participants. He noted that the workshop had provided an

opportunity for participants from abroad to know people in Kenya and realize how they were warm and welcoming as well as seeing a beautiful Kenyatta University campus.

Dr. Violet Wawire (Kenyatta University, Kenya): VOTE OF THANKS

She gave a vote of thanks acknowledging efforts by various individuals and groups in the organizing for the workshop. These included KU, Hiroshima University, SACMEQ and UNESCO. She also acknowledged facilitators who prepared papers that elicited debate, the organizing team from KU, KUCC and participants from different countries.

Dr. Koga : Registrar Academic (Kenyatta University) : OFFICIAL WORKSHOP CLOSURE

The Registrar Academic, Kenyatta University, who represented DVC Academic expressed satisfaction in the workshop process saying he was privileged to close the workshop and was going to deliver participants' appreciations as he had received them. On behalf of the DVC Academic, he noted that a lot of learning had taken place in line with topics discussed at the workshop and urged members to put it into practice the new knowledge. He closed the workshop officially and encouraged members to feel free to visit parts of Nairobi as a way of enhancing up their experiences in Kenya.