

# **Institutional Cooperation Programme between Hawassa University, Mekelle University and the Norwegian University of Life Sciences**

Final Report

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# **END REVIEW**

**of the**

**INSTITUTIONAL CO-OPERATION PROGRAMME  
BETWEEN  
HAWASSA UNIVERSITY, MEKELLE UNIVERSITY  
AND  
THE NORWEGIAN UNIVERSITY OF LIFE SCIENCES**

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## Abbreviations

ACA	Hawassa College of Agriculture
FBE	Faculty of Business Education
FDANR	Faculty of Dry land Agriculture and Natural Resources
FED	Faculty of Education
FLSA	Faculty of Languages, Journalism and Art
FoL	Faculty of Law
FST	Faculty of Science and Technology
FVS	Faculty of Veterinary Science
HU	Hawassa University
MOE	Ministry of Education (Ethiopia)
MOFA	Ministry of Foreign Affairs (Norway)
MOFED	Ministry of Finance and Economic Development (Ethiopia)
MTR	Mid Term Review
MU	Mekelle University
NOK	Norwegian Kroner
NOMA	NORAD's Programme for Masters Studies
NORAD	Norwegian Agency for Development Cooperation
NORPIC	Norwegian Project Implementation Committee
NUFU	Norwegian Program for Research and Education
PAP	Practical Attachment Programme
PASDEP	Plan for Accelerated and Sustainable Development to End Poverty
PRSP	Poverty Reduction Strategy Paper
RNE	Royal Norwegian Embassy
SDPRP	Sustainable Development and Poverty Reduction Paper
UMB	Norwegian University of Life Sciences
USA	United States of America
USAID	United States Agency for International Development

## Executive Summary

The programme is an institutional collaboration between Hawassa and Mekelle universities in Ethiopia and the Norwegian University of Life Sciences. The development objective of the programme is “to enhance the contribution of higher education institutions towards national policy of poverty reduction and increased agricultural productivity by improving the quality of education and research”.

The primary, direct and intended beneficiaries of the programme are: *Farmers and other poorest sectors of the community, governmental and nongovernmental institutions, and the private sector engaged in agricultural development as well as natural resources and health management, female students, staff of HU and MU and research communities.*

The Review Team visited the Ethiopian institutions from 28 October 5 November 2008. Ms Hanne Lotte Moen, who is a gender and development consultant, covered the female student support and gender balance/gender sensitivity components of the programme. Professor Desta Hamito covered: research development, graduate programme, staff and student exchange, practical training, library support and university management.

## Review findings

Research development: The programme supported 2 joint and 23 staff research projects in Hawassa, 5 joint and 141 research projects in Mekelle. The two institutions in collaboration with their Norwegian counterpart have published several articles in peer reviewed journals and proceedings. Hawassa has published 56 articles in journals and 9 in proceedings. Mekelle has published 13 articles in peer reviewed journals and 18 articles in proceedings. The research effort has generated 8 technologies and two of the technologies have been transferred to the farming community. The others are about to be transferred or have to be evaluated at farmers' fields to ensure that they would make a difference. The transfer of technology would need more effort.

Human Resources development: For HU the plan was to fully support education of 4 Ph.D. students. However, 4 students were fully supported and 9 others were partially supported. Six out of 13 students have already completed their studies and of the remaining, 6 will complete by December. One may go beyond that. One of the two MSc. students has completed and returned. For MU it was planned to support 5 Ph.D. students, 2 MSc. and 3 technician training. All have been trained as planned. Except one MSc. student from HU whose whereabouts is not known, no staff attrition has been reported.

Graduate programme: It was planned to support the graduate program of HU by supporting the development of curricula for Masters courses in Plant and Animals sciences, development of 10 thematic research areas, and 40 MSc. theses. Curricula were developed for 13 programs in the two departments. Fourteen thematic research areas have been developed and 95 MSc. theses were produced. In all cases the achievements exceeded the plans. The plan for MU was to develop 3 graduate programme curricula, procure lab equipment and prepare 15 teaching materials. Six graduate programme curricula have been developed, partial purchase of equipment made and 9 teaching material prepared and 7 are being prepared.

Staff and Student Exchange: Seventeen and 10 UMB staff visited HU and MU, respectively, whereas the plan was 10 to each side. On the other hand 5 senior staff each from HU and 10 MU visited UMB. In the case of the HU the shortfall was reported to be due to unforeseen circumstances.



#### Female student support:

HU and MU have attained all their objectives and achieved even more than the expected results regarding support to female students. The activities are mainly carried out as planned, and the interventions have undoubtedly led to lower attrition rates. There is a need, however, to investigate why some of the activities have not proved successful, and to assure that the services address the real needs of the female students and that all those in need are reached. There is a lack of awareness of gender issues among the male students.

Practical training: In HU, 973 students took part in practical training. They have made study tours to different places and organizations and have undertaken research. All have written reports and research abstracts. One thousand MU students have participated in practical training and have written reports and research abstracts. In both institutions the writing skill of students and supervising skill of teachers has improved. More importantly, the support has equipped the graduates with hands on skill.

Library support: For HU, the support foresaw establishment of binding and printing services, procurement of journals and textbooks, networking of the libraries and training of lab technicians. All has been done. MU was expected to procure 20 journals, 500 books and printing equipment. It has procured 20 journals, 650 books and major printing equipment.

Programme management: At the various levels, programme management is generally transparent with appropriate records kept of decisions. However, there is some weakness of leadership in programme monitoring, and follow-up of Annual Meeting decisions.

Programme finance: Information on plans and expenditures indicates that much of the money has been used to implement the various components of the project. However, in both universities, there are cases of overspending and under-spending probably due to defective planning, or mis-recording, or unforeseen circumstances. Strict follow up of periodic expenditure activities could reduce the gap between budgets and expenditures.

Gender balance and gender sensitivity: Both MU and HU implement government policy measures prioritizing female students during enrolment, and the gender gap among students is slowly narrowing. Gender balance among staff is low, but increasing because female staff are prioritized during recruitment. Both female and male academic and administrative staff lack sufficient knowledge about gender issues, and the staff have generally not undergone any form of gender training. There is some awareness of and attention to gender issues in research as well as in dissemination of the research, but the overall curriculum and teaching methods are found not to be gender sensitive, and there are no systems in place ensuring that gender is addressed.

Programme impact: Support has reduced the gap in the rate of participation that existed between male and female students and increased assertiveness of female students. It has improved the capability of researchers to write proposals and obtain funds. Practical training has increased employability of the graduates. The improved technologies transferred are improving the lives of communities.

#### ***Major conclusions***

Programme completion: The programme has accomplished almost all planned activities save some activities such as student exchange, attending conferences and completing networking of libraries. A couple of Ph.D. training has also been behind schedule. The programme was on budget but not on time and spec.

Research Effort: Through the effort of research, the programme has directly or indirectly addressed the issues of food security, poverty reduction and environmental degradation. Upon proper dissemination the technologies produced could result in visible impacts on the livelihood of the rural poor and environmental rehabilitation.

Programme transparency: The programme has been transparent in general. Financial and procurement management have been according to accepted practices and as per the agreement. Selection of candidates for postgraduate studies as well as short term skill development training has been done in a visible manner.

Collaboration between the three universities: It has been much stronger in the second phase than it had been in the first phase. Good work has been done in staff development, curriculum development, graduate teaching and joint research. A number of joint publications have been produced by the parties. The graduate programmes have been expanded.

Support to female students and gender sensitivity: The support to female students has a good effect and contributes to empower those who benefit directly. The activities are, however, not sufficient to substantially change the gender inequalities and male dominance prevailing in the university culture. In order to achieve real gender equality, gender must be institutionalized and integrated in a systematic way into all areas of the university structures.

## **Major Recommendations**

Research Direction: In order to generate more and high quality research output, it is recommended that the research emphasis be placed on multidisciplinary, team and joint research approaches. So also emphasis should be given to developmental and socioeconomics research.

Dissemination of research findings: Through the second phase of the project both universities have generated and are also generating numerous research results that could be of great benefit to end users if they are properly publicized. Although a laudable effort is underway in both universities in this regard, for better impact more effort needs to be exerted to ascertain that the public is aware of their findings.

Support to female students, gender balance and gender sensitivity: The female student support should continue and be scaled up, and male involvement and awareness raising should be increased. Moreover, it is recommended that the universities mainstream gender in a more holistic way into all areas of the university structure. This will entail setting up mechanisms for systematically integrating gender into administrative procedures as well as academic programmes, curriculum and research.

Programme Sustainability and Impact: There are indications that the research activities of the two universities would be sustained beyond the project. The training on research techniques and tools that the researchers obtained during the implementation of the programme, the experience gained by working with the UMB researchers and also implementing the various research projects enabled some Ph.D. holders to write fundable proposals and obtain grants from other agencies. However, both universities do not include impacts in their annual plans and this needs to be done.

Third Phase of the Programme: The third phase is justified, among other things, to complete activities that have been started during the second phase of the programme. Such activities include transfer of technologies and getting more outputs from joint research activities. Emphasis needs to be given to other important research areas which have not been addressed by the second phase and providing support to other faculties of the universities to avoid skewed growth of faculties.

## **Introduction**

### **1.1 The Programme**

The development objective of the second phase of the institutional collaboration between Hawassa University (HU), Mekelle University (MU) and Norwegian University of Life Sciences (UMB), which is an academic partnership for improving the livelihood of rural Ethiopians is to:

***Enhance the contribution of higher education institutions towards the national policy of poverty reduction and increased agricultural productivity by improving the quality of education and research.***

The primary, direct and intended beneficiaries of the programme are to be farmers and other poorest sectors of the community, governmental and non-governmental institutions, the private sector engaged in agricultural development, as well as in natural resources and health management, female students, staff of HU and MU, and research communities.

The achievement of the goal will contribute to the overall strategic plans of the HU and MU. However, since the goal is general and of long term only a portion of it might be realized by the direct contribution of this programme.

General indicators by which success should be measured are seen to be research outputs, leading towards achieving poverty reduction and food self-sufficiency, which are disseminated and used by policy makers, farmers and other users.

Specific groups of indicators by which to measure progress towards the purpose are identified and these are elaborated in the text below relating to the individual activities at the institutions involved.

### **1.2 Terms of Reference and Purpose of the Review**

The purposes of this review were to:

- Assess whether the programme has fulfilled its scope: to support the implementation of the Strategic Document Paper for the Reduction of Poverty (SDPRP) with regard to agricultural development in the respective regions. If not, discuss the main reasons for not doing so;
- Assess whether the programme has reached the expected results, indicated in Annex 1 in the agreement, by the end of the programme. If not, discuss the main reasons for not doing so;
- Assess the presence of linkages between the various sectors of the development cooperation, e.g. between natural resource management, food security and governance;
- Assess whether the management of the programme has been transparent and according to agreed principles;
- Assess whether financial management has been according to principles agreed and whether the programme is on track financially;
- Review the risk management and the anti-corruption measures by the partners;
- Review the benefit of the partnership between the three parties, and assess the institutional arrangements by the different partners. Indicate how diligent have the different parties involved been in terms of working out their duties and responsibilities;
- Propose any changes to the programme that will strengthen programme implementation for another round of support;

- Assess in particular the gender sensitivity of the research undertaken by both PhD and MSc students and further how far the dissemination of research results has addressed gender issues; and
- Review the gender balance among students, researchers, lecturers and university administrators in the programme, and suggest possible mechanisms to strengthen the balance in the future.

### **1.3 Team Composition and Timing of the Mission**

The review team was made up of Mrs. Hanne Lotte Moen (Nord/Sør-konsulentene) Gender and development consultant and Professor Desta Hamito (Chief of Party Ethiopia Sheep and Goats Productivity Improvement Programme). The review was planned to be supported by Dr. Aregay Waktola who has been involved with Norwegian Cooperation with the two Ethiopian institutions in the programme since the early 1900s. However, due to time conflict he was not able to participate in the review.

The review was planned to commence on the 19<sup>th</sup> of October. However, it was delayed because the gender specialist could not be available at that time. It actually commenced on the 27<sup>th</sup> of October with a briefing at the Royal Norwegian Embassy. On the second day the team left Addis on a field visit to the two universities. About three days each were spent at the two universities in collecting information. After returning from the field visits the team visited the Ministry of Finance and Economic Development (MOFED) and the Ministry of Education (MOE).

### **1.4 Review methodology**

The evaluation team collected and analyzed quantitative and qualitative information on performance, and assessed the progress towards meeting programme objectives as reflected in key indicators and targets. The team reviewed programme document, annual reports and annual meeting minutes, and other relevant documents. The team has also gathered additional information by interviewing staff members of the two universities and stakeholders of the programme. The team also worked to verify the quantitative data contained in project reports and complementing it with qualitative information wherever needed. Interviews also provided the team with insight into implementing partners' performance and expectations; the effectiveness and the expected impact of the various interventions.

## **2. Partner Universities in the Institutional Co-operation Programme**

The institutional co-operation programme involves two universities in Ethiopia, Hawassa and Mekelle, as well as the Norwegian University of Life Sciences. The two Ethiopian universities were established in 2000 through the merger of pre-existing colleges.

### **2.1 Hawassa University**

Hawassa University was created through the merger of three institutions, Awassa College of Agriculture (ACA), Wondogenet College of Forestry and Dilla College of Teacher Education and Health Sciences. Nevertheless, the latter institution seceded from the University and became a university on its own right. Currently, the University has 13 faculties and 46 departments. It also has a school of graduate studies in the College of Agriculture with 14 programs. The enrolment for 20008/2009 academic year indicates that there are 16,080 regular students (23 percent females), and an academic staff of 900 (23 percent females) out of which there are 96 Ph.D., 534 MSc. 270 BSc. degree holders and the rest are diploma holders. The number of support staff is 1,550 out of which 34.9 percent are females.

## **2.2 Mekelle University**

The Mekelle University was established by the merger of Mekelle Business College and the Mekelle University College in 2000. The University has eight faculties and a School of Graduate Studies which has eleven Master of Science degree programs. As of 2008/2009, the regular student population is 12,229 (35% females), with 1,256 academic staff (9.0% females), and a total support staff of 1,407 of whom 47% are females.

## **2.3 Norwegian University of Life Sciences**

The Norwegian University of Life Sciences is the only university in Norway with a focus on agriculture. It was founded in 1859 and received university status in 2005. It has about 3,000 students, of whom about 50% are women. International students account for 7% and there are around 250 Ph.D. students. The UMB is organized in eight departments and five research centres. Out of the 250 academic staff in UMB, about 25 to 30 staff members are involved in this phase of the programme and that 15 have been able to visit Ethiopia. This overall situation reflects the way staff interest in Ethiopia is growing.

## **3. Programme Goal and Purpose**

The overall development goal of the programme is to “enhance the contribution of higher education institutions towards the national policy of poverty reduction and increased agricultural productivity by improving the quality of education and research.” This is set within the context of contributing to the achievement of the Millennium Development Goals, especially helping Ethiopia achieve food security, and improve rural livelihoods. The goal is expected to be achieved through “supporting graduate and undergraduate studies, practical training, and development-oriented research through institutional cooperation”. The overall intended beneficiaries of the programme are the farmers and other poorest sectors of the community whose lives need to be improved through the research and training provided by the programme. This is to be achieved through dissemination of improved technologies.

## **4. Programme Aims for Hawassa and Mekelle universities**

During the period 2003 - 2007, the following outputs were expected in order to achieve the immediate objectives and so contribute to the overall goal of the programme.

- Improved research capacity built
- Human resource development accomplished
- Graduate programme supported
- Staff and student exchange accomplished
- Practical training strengthened
- Female students supported
- Library supported
- University management supported

## **5. Programme Achievements**

### **5.1 Improved research capacity**

Both public universities are aspiring to become reputed research universities. They understand that research excellence is key to achieving their aspiration. They also know too well that academic excellence cannot be achieved without establishing research-led teaching. University level education that is not grounded on research becomes out of date fast. No research means no postgraduate program. Today research is conducted in an increasingly globalised context, where interdisciplinary engagement, international collaboration and industry partnerships are highly valued. This makes the collaboration between the two universities and the UMB more relevant. It was with this understanding that a budget was allocated to undertake research and development in the universities.

In **Hawassa University** there are two types of research: Joint research and staff research. There are two joint research projects. One of the joint researches deals with fermented food products and the other one addresses dry season feed resources for livestock. The two researches involve former NORAD supported graduates and their advisors and in the second case additional UMB staff is involved. Though some results are being obtained from the two researches, their implementation leaves much to be desired. One of the principal investigators left the University to serve as president of one of the new universities. The other one has been seconded to USAID financed government project to serve as a feed resource specialist. This left the research projects in the hands of those who have neither the vision nor prior experience in the projects. The staff research which has been going on well has produced several publications. All the research topics were relevant to the overall objective of contributing to food security and poverty reduction.

Table 1 gives the allocation of research funds by department and research type. Much of the fund went to the departments of Animal Sciences (37.3%) and Plant Sciences (26.8%). The other four departments share 9% each.

**Table 1 Research grant allocations by department of (HU)**

<b>Type and No. of Research</b>	<b>Animal Science</b>	<b>Plant Science</b>	<b>Ag Res Econ</b>	<b>Rural Develop</b>	<b>Ag Eng &amp; Mechan.</b>	<b>Health Science</b>	<b>Total NOK</b>
Joint Research (2)	219,960						219,960
Staff grants (23)	329,940	395,928	131,976	131,976	131,976	131,976	1,253,772
<b>Total</b>	<b>549,900</b>	<b>395,928</b>	<b>131,976</b>	<b>131,976</b>	<b>131,976</b>	131,976	<b>1,473,732</b>

Of special significance is the research output. In all cases either the target has been met or surpassed. As indicated in Table 2, twenty publications of articles were envisaged but 56 were realized. These include publications from joint researches, staff researches and Ph.D. student researches. Out of the 56 publications, 37 were in plant sciences, 16 in animal sciences and 3 in socioeconomics. Of the total published, 17 were authored by Ethiopians and 39 were co-authored with northern partners. The latter figure demonstrates the strength of relationship that exists between HU and UMB. With the exception of 3 researches that were undertaken in another country, all the others are directly or indirectly related to food security strategies of the country. It was reported that 4 technologies have been generated through research effort. Of this, 2 are currently in the hands of end users. The effort has also produced two teaching materials.

It was also foreseen to establish a functional laboratory capable of conducting biochemical analysis, molecular studies, tissue culture and advanced microbiological research that are very vital to carryout sound research projects and to pursue the graduate program. This has been established using the same budget line and researchers as well as graduate students have been making use of the facility.

**Table 2 Research programme support indicators and achievements (HU)**

<i>Measurable indicators</i>	<i>Achievements</i>	<i>Remarks</i>
20 publications in journals	56 articles published, 8 theses and 2 teaching materials produced	
30 published in proceedings	9 published in proceedings	For obvious reasons researchers prefer to publish in journals
5 appropriate technologies developed	4 technologies developed 1 modern grass cutter 1 milk skimmer 1 Hybrid goat 1 amochi processor	Milk skimmer and amochi processor are being used by farmers
Functional laboratory & equipment	Achieved	
Increase publication of research results by 10%	>10% exact number	
10 staff and 40 graduate students trained in lab techniques	13 staff and 50 students trained	
2 pickups & 1 land cruiser purchased	2 Pickups purchased 1 Land cruiser purchased	

In the second phase of the project the **Mekelle University** planned to undertake 5 joint research projects, 15 medium term and 12 small scale projects. However, within the life of the project, 146 researches projects have been initiated in eight different faculties: The distribution of the research projects among the participating faculties is as given in Table 3. This is almost five times the total number envisaged. Out of the total, 5 are joint research projects, 70 are medium scale and 71 are small scale projects. As the table shows most of the projects are concentrated in the faculties of Dry land Agriculture and Natural Resources, Education and Science and Technology. All the five joint projects are in the FDANR. The yearly distribution indicates the number of project being financed has been increasing. Out of the 146 projects initiated, 139 have been completed and 7 terminated for various reasons. The rest are expected to be completed by the end of the year. Out of the research completed, 31 have been published in journals and proceedings. In joint research projects the university collaborates with Norwegian University of Agricultural Sciences, Tigray Agricultural Research Institute and Afar Regional State. Collaboration with local institutions would for sure expedite technology transfer.

**Table 3 Distribution of research projects by type and faculty (MU)**

Type of Research	Number of Grants	<b>Participating Faculties</b>								Completed
		FDANR	FST	FBE	FED	FVS	CHS	FLSA	FOL	
Joint Research	5	5								
Medium Scale Research	70	20	18	11	12	6	3			
Small scale research	71	17	8	3	19	9	4	6	5	
Total	146	42	26	14	31	15	7	6	5	

Table 4 shows the amount of fund budgeted for various research projects. Of the total amount about 48 percent went to the FDANR. Its share is high because of the five joint research projects.

**Table 4 The number of research projects funded and amount budgeted by faculty (MU)**

Faculties	2004/2005		2006/2007		2008		Total NOK (000)	
	No. of projects	Allocated fund	No. of projects	Allocated fund	No. of projects	Allocated fund	No. of projects	Allocated fund
FST	10	164.00	8	103.50	8	14.40	26	411.70
FLJA					6	108.10	6	108.10
FVS			3	43.20	4	72.10	7	115.30
CHS	2	12.60	4	54.20	9	162.10	15	228.90
FOL					5	90.10	5	90.10
FBE	5	99.40	6	74.90	3	54.00	14	228.30
FDANR	9	1,060.50	16	172.90	17	306.20	42	1,539.60
FED			12	164.70	19	342.30	31	507.00
Total	26	1,336.50	49	613.40	71	1,279.00	146	3,229.00

Table 5 shows the achievements registered by MU in the area of research and development. The University has published 44% more peer reviewed articles in journals and 20% more articles in proceedings than was envisaged. This is an encouraging result; however, given the number of research projects conducted, more publications should have been produced. Discussion with researchers revealed the fact that there is little incentive for researchers to spend time and effort to prepare articles for publication in reputed journals. Because of that many research results end up as research reports or technical bulletins. This tendency could be corrected by providing some form of financial incentive to those who publish peer reviewed articles in journals.

The research efforts of MU have produced 4 technologies:

- Two water logging resistant varieties of barley
- Drought resistant varieties of barley
- Replacing root growth promoting hormones by Euphorbia latex: good results have been obtained using cuttings of frankincense tree (*Boswellia papyrifera*) and *Podocarpus gracilior*
- Best time for preparing cuttings of *Boswellia papyrifera*

These important findings have to be verified on farmers' fields as well as multiplied to realize the transfer of the technologies.

**Table 5 Research support indicators and achievements (MU)**

Measureable indicators	Achievements	Remarks
9 peer reviewed articles published	13	
15 articles published in proceedings	18	
Purchase of 1 station wagon	Purchased	Used to transport researchers

During joint research preparation meetings held in Norway between UMB partners and MU it was agreed that the approach of the joint research to be what is called triangular approach. The triangular approach was planned to include Tanzania. Except a visit from Sokoine University staff to Mekelle the triangular approach did not take of the ground. The approach was meant for sharing relevant experience and expertise and by so doing strengthen north-south and south-south partnership.

**5.1.1 Dissemination of research findings:** To maximize the benefits from research, research findings need to be disseminated as broadly as possible to allow access by other researchers, farmers and civil societies. Dissemination of research result is as important as its generation.



The two universities disseminate their research findings through faculty and university wide reviews in which stakeholders are invited to participate. In addition, research results are presented in workshops and conferences. Publication of findings in national and international journals is another mode of reaching the stakeholders. Some pertinent research results are translated into local language by MU to increase the rate of adoption of technologies. Extension services are also being strengthened to enhance popularization of research findings.

Generally speaking, there are effective mechanisms within the academic community (peer review journals, books and academic conferences). However, other potential users of research (businesses, policy makers, farming communities and civil society groups, etc.) are generally not targeted by these dissemination mechanisms. Hence, more effort should be exerted to reach the latter group.

## 5.2 Human Resource Development

In order to strengthen the newly developed postgraduate programmes at HU and MU it was necessary to staff them with competent Ph.D. holding professionals in different agricultural disciplines. These staff members are expected among others to teach students at Master of Science degree level and also provide professional advice on thesis research. They also could teach undergraduate courses when the need arises.

In the second phase of the programme of the Hawassa University it was planned to train four staff members for Ph.D. and two for M.Sc. in the fields of Food Science, Plant Breeding, Natural Resource Management, Animal Production/Nutrition, Root and Tuber Crop Production and Tillage Practices. All of the five Ph.D. were sent to Norway to do their course work under a sandwich programme. There were two types of Ph.D. students: those who were fully supported by the programme and others who were partially supported.

Of the fully supported Ph.D. students, 1 has completed and the work of the other three is ongoing and two are expected to complete their studies by the end of the year. However, the fourth one will not complete by December because of supervisor related problem. Of the partially supported, 5 have completed and 4 others are expected to complete by the end of December. The project has supported more Ph.D. students than was originally planned. One M.Sc. student was sent to the USA and another one to Germany in 2005. The one who went to Germany came back to his university and is providing excellent services in the area of business management. Regarding the one who went to the United States, no information seems to be available. Details are given in Table 6.

**Table 6 Staff Development indicators and achievements (HU)**

<i>Measureable indicators</i>	<i>Achievements</i>	<i>Remarks (names indicated)</i>
4 staff complete Ph.D. studies	1 Fully supported completed and 3 are ongoing 5 partially supported completed and 4 ongoing	All except one will complete by end of December
2 staff complete M.Sc. studies	2 completed	One is serving the University

For **Mekelle University** it was envisaged to train abroad five academic staff at the Ph.D. level and two at M.Sc. level to meet part of the shortfall of qualified staff at the University. Four of the five Ph.D. students were placed at UMB and one in the University of Oslo. All the Ph.D. students did their research work in Ethiopia. Except for two students who started in 2005, the others have completed their studies and are dully reinstated in the University. The remaining two will finish by December. The two M.Sc. students have been placed in Sweden and the University of Oslo. Both have completed their studies and have returned to their university. To overcome the problem of lack of trained technicians for supporting

research, training of three technicians had been foreseen and the training has taken place. The details are given in Table 7.

**Table 7 Staff Development indicators and achievements (MU)**

<i>Measureable indicators</i>	<i>Achievements</i>	<i>Remarks</i>
5 Ph.D. Training	3	2 will complete by December
2 MSc. Training	2	Serving the University
3 Technician Training	3	Trained in lab techniques

### **5.3 Graduate Programme support**

Capacities must be built in universities to enable them to establish and successfully administer postgraduate programs. In this phase of the programme it was foreseen to build this capacity through inter-university collaboration in which HU, MU and UMB work hand in hand on curriculum development, postgraduate research, student advising and graduate teaching.

Through the support provided during the second phase, **Hawassa University** established the School of Graduate Studies in 2004 in the Agricultural Faculty and eleven curricula were developed with the participation of UMB staff members. The curricula of the graduate programs in the Departments of Plant Sciences and Animal Sciences were reviewed in a workshop in 2004 and are currently being implemented. To- date 150 students have graduated. It was planned develop 10 thematic areas. However, 14 thematic research areas all of which are relevant to the food security and poverty reduction strategies of the region as well as the country have been identified. In this phase, it was envisaged to fund the research for 40 M.Sc. theses. However, 95 theses researches have been funded. Out of the 95 MSc. students supported, 40 were fully supported and the others got partial support. Details are given in Table 8. All of the grantees have successfully completed their studies.

**Table 8 Masters Theses support indicators and achievements (HU)**

<i>Measureable indicators</i>	<i>Achievements</i>	<i>Remarks</i>
Curriculum for Masters courses in Animal & Plant Sciences developed	13 curricula developed	All are in the College of Agriculture
10 Thematic research areas developed	14 were developed	
40 M.Sc. theses produced	95 theses produced	55 got partial support

The breakdown of support by specialization is given in Table 9. Most of the support was concentrated in the departments of Agronomy, Horticulture, Soil Science and Animal Production.

**Table 9 Distribution of Masters Theses supported (HU)**

<b>Field of Specialization</b>	<b>Planned number of theses</b>	<b>Completed number of theses</b>	<b>Remarks</b>

Agronomy		22	It was planned to support 40 MSc projects directly, and was achieved. However, the other MSc students were supported indirectly: through field trips, covering expenses of guest lecturers, thesis evaluators and thesis defence symposiums.
Dairy Science		8	
Entomology		7	
Horticulture		20	
Animal Nutrition		1	
Soil Science		16	
Plant breeding		5	
Plant pathology		3	
Animal production		13	
Total	40	95	

Currently the School of Graduate Studies at the **Mekelle University** has 11 programs of which 4 are in agriculture (FDANR), 4 in business (FBE) and 3 in science and technology (FST). This number is expected to grow to 17 in the coming academic year by opening post graduate programs in FOE and CHS as well as through expansion in the existing post graduate work offering faculties. The school has established joint MSc. program with the University College Cork in Ireland and it is currently offering three MSc programs in collaboration with various African and Norwegian universities through the support of NORAD's Programme for Masters Studies (NOMA). The student population has grown from 27 in 2004 to 350 in 2008.

Through the second phase of the programme, it was envisaged to procure laboratory and printing equipment, develop postgraduate program curricula, expand the audiovisual centre and prepare teaching material in order to strengthen the postgraduate school which was planned to be established in 2004. The achievements registered in Table 10 show that 6 graduate curricula, which is double the number planned, were developed, 9 teaching materials produced and 90,000 NOK worth of books purchased. The remaining teaching materials, whose preparation is ongoing, are planned to be completed by December.

**Table 10 Research support indicators and achievements (MU)**

<i>Particulars</i>	<i>Achievements</i>	<i>Remarks</i>
3 graduate programme curricula developed	6	
Lab equipment & reagents purchased	Partly purchased	Some items were not available
15 teaching material produced	9 prepared and 7 on preparation	

The spinoff effect of the support for human resources development is being realized in the universities. Former PhD. Students got together with their advisors in UMB and developed joint research and postgraduate programs which involve collaboration of professionals of other countries. These collaborations take the following form.

- **NOMA collaboration:** This is a joint Master of Science program in which universities of six countries are collaborating. These are: Norway, Ethiopia, Uganda, Tanzania and Sri Lanka. Students enrolled in this program take courses in each of the participating countries. Both HU and MU are collaborating in the scheme. Mekelle has 12 student participants.
- **Seed Safety through Diversity Project:** This is collaboration between UMB, MU and HU and is financed by the Norwegian Programme for Research and Education (NUFU). The donor agency has awarded 3,437,500 NOK for the project.

- Joint Capacity building project: Again this is collaboration amongst UMB, HU and MU. The project emphasizes gender issues. This one too is being funded by NUFU.

#### 5.4 Staff and Student Exchange

In the phase being reviewed it was envisaged that Norwegian scientists would visit the two universities among others to be involved in joint research, advising students, teaching courses and contributing to curriculum development. Ethiopian scientists were expected to visit Norway to follow up the activities of the Ph.D. students, discuss joint research programs with their Norwegian counterparts, for sabbatical leave, take short term courses in recent advances in their respective fields and seek other opportunities for further collaboration. The visit of UMB scientists has been instrumental in the establishment as well as growth of the graduate schools of the two Ethiopian universities. The short term trainings such as those on research methods and scientific writing that have been provided by the UMB staff have been beneficial to researchers of the universities. The HU and MU staff who visited UMB used the opportunity to discuss with their UMB counterparts and expedite the implementation of the programme, compile and submit to the librarian to be purchased, journals and books, took short term trainings, compiled books, etc.

In this phase it was foreseen that 10 senior Norwegian scientists would visit the **Hawassa University** and the same number of scientists from HU would visit the UMB. As Table 11 shows, 17 scientists were able to visit Hawassa University. On the contrary only 5 HU staff visited UMB. The planned visit of three HU scientists did not materialize because they had visa related problems. It was also planned that every year 2 Norwegian students would visit HU to conduct field work for their Masters programme. Within a period of five years, only two Norwegian students conducted field work. Two possible reasons for this situation could be: the opportunity has not been well advertised by the UMB or the program has not been attractive to the Norwegian students.

**Table 11 Staff Exchange indicators and achievements (HU)**

<i>Measureable indicators</i>		
20 senior scientists (10 from HU & 10 from UMB) in staff exchange program	5 HU staff and 17 UMB staff participated	Three HU staff faced visa related problem
10 Norwegian students conduct fieldwork at DU	2 Norwegian students conducted field work	Interested students were not available
Volunteer programme initiated between DU and UMB	Not done	Volunteers not available

For the **Mekelle University**, the second phase envisaged that 10 senior UMB staff would visit MU and conversely 10 senior MU staff would visit UMB. Both sides of the linkage have been satisfied. Within the period of five years, 10 UMB staffs have visited MU. So also, 10 MU staff took part in the exchange programme. Out of the foreseen 5 Norwegian students to visit MU for field work towards their Masters degree programme, only 2 came and collected the necessary data. Details are in Table 12.

**Table 12 Staff and Student Exchange indicators and achievements (MU)**

<i>Measurable indicators</i>	<i>Achievements</i>	<i>Remarks</i>
20 senior scientists (10 from MU and	Achieved	

10 from UMB) participate in staff exchange		
5 Norwegian students to MU	2	Interested students were not available
5 MU staff to attend international conferences	Achieved	Financed by other organizations
2 regional staff to MU	None	Not possible to get appropriate individuals

The universities believe that existence of facilities like staff exchange enhances staff mobility and offers excellent opportunity for cooperation. It is important to have a clear staff exchange plan to take advantages it offers. More publicity should be made by UMB to create awareness about the student exchange programme and its Ethiopian counterparts create conducive environment for young researchers to develop interest.

### 5.5 Strengthening Practical Training

The philosophy regarding the education system of Ethiopia is to produce practically oriented and problem solving skilled manpower. Hence, students graduating from university are expected to acquire balanced theoretical knowledge and practical skill. Both universities promote practical oriented teaching. In Hawassa practical training is strengthened by giving support to senior undergraduate students for research projects and study tours. Senior students make a one week study tour to different parts of the country to visit agricultural productions systems, research institutions and agro-processing enterprises. The objective of senior research projects is to impart to the students the skills needed to identify relevant research topics, design and conduct experiments, collect and analyze data, prepare a report and present findings to a small group. The Practical Attachment Programme (PAP) of Mekelle University, which started in the Faculty of Dryland Agriculture and Natural Resources in 1996, was subsequently expanded to include other faculties of the University. The support takes the form of practical attachment of students to ongoing projects of universities, federal and regional organizations and nongovernmental organizations for a period of three months. The practical exercise of Mekelle University is more rigorous than that of Hawassa University. The practical training instils self-confidence and professional competence by reinforcing theoretical knowledge with practical skills. This effort has greatly improved the employability of graduates of the two universities.

In **Hawassa University**, 973 graduating students participated in the study tours and in senior research activities during the reviewing phase of the project. Each student was required to prepare a report of the tour and abstracts of the research work. All the reports and abstracts of the research works of the students have been well documented. Details are given in Table 13.

**Table 13 Practical support indicators and achievements (HU)**

<b>Measurable indicators</b>	<b>Achievements</b>	<b>Remarks</b>
Practical skill of graduates improved	Skills of 973 students improved	
Educational tours documented	973 tours documented	
Report of abstracts of senior students' research prepared	973 abstracts prepared	Improvement observed in write up

Through this phase of support, the **Mekelle University** was expected to purchase one microbus for transporting students and prepare a manual and guideline for practical attachment and also ensure that there is improvement in the supervision and write-up skill of the participating students. Table 14 shows the status of these performance indicators. All planned activities have been achieved. However, with the ever growing number of student population, it is becoming difficult to find host institutions and supervise

the activities of the students. These limitations have forced the institution to limit the scope of the practical attachment.

**Table 14 Practical support performance indicators (MU)**

<b>Measureable indicators</b>	<b>Achievements</b>	<b>Remarks</b>
Supervision and report writing improved	Over 1000 students sponsored for PAP, and Writing skill improved	
Manual and guidelines prepared for practical attachment	Done	Manual is in use
One microbus purchased	Purchased	Transportation constraint exists reported

## 5.6 Library Support

The libraries and information centres of the two universities have been key areas which were identified for support. They had limited facilities and shortage of reference material and books relevant to Ethiopian conditions. Lack of trained personnel and the unavailability of Internet facilities as well as the lack of computerisation of library system, were constraints noted during the conceptualization of the second phase.

The support to the libraries took the form of procurement of books and journals, provision of binding and printing facilities and procurement of computers. The availability of textbooks and journals in the libraries as well as provision of binding and printing services has been of immense assistance to researchers and graduate students. The support provided by the UMB in training of library personnel and provision of support in the procurement of books and journals had been of very valuable particularly at a time when senior librarians were not available.

As is indicated in Table 15, as regards to **Hawassa University** all the planned targets have been met. The library has subscribed 53 journals, procured 1 binding machine and 205 titles and 390 volumes of textbooks. It was not possible to fulfil the plan of increasing the number of textbooks by 10%. This was because the amount of funds allocated for procurement of textbooks was little compared to what the government allocates for universities for books each year. With the library support, 40 table top computers and 5 printers were purchased. The library of the College of Agriculture has been networked and students have access to the Internet. An integrated library system was developed using KOHA software. A plan is underway to network the other 4 libraries. The main library contains very old reference material such as encyclopaedia. These outdated books have to be taken out and replaced by recent publications. The significance of reference materials for teachers, researchers and graduate students should not be underestimated.

**Table 15 Library support indicators and achievements (HU)**

<b>Measureable indicators</b>	<b>Achievements</b>	<b>Remarks</b>
Binding & printing services	1 binding machine procured	Binding & printing services

established	Printing facility supported	established
Journals acquired through web / CD-ROM	53 journal titles been procured	This is 100% increment as there was no previous procurement of journals
Textbooks increased by 10%	Textbooks been purchased; 10% was not attained	Reason is massive procurement of books from government sources
Library networked	ACA library networked	
Competence in subscription built	Training been given	

The library system of **Mekelle University** consists of six different libraries (Agriculture and Veterinary, Technology, Education, Business, Law, and Medicine). All the libraries are on a single computerised catalogue system and all have closed stack arrangements for books giving complete control over books and reducing the losses. All books are bar coded and an electronic issuing system is being introduced. In the Agriculture library, there are computers that provide access to the Internet for undergraduate students. But not all libraries are interconnected.

For the MU library support envisaged purchase of 500 books and subscription of 20 journals. It was reported that all books as well as the 20 journals have been procured and being used for research and teaching purposes. As shown in Table 16, major printing equipment has also been purchased.

**Table 16 Library support indicators and achievements (MU)**

<i>Measureable indicators</i>	<i>Achievements</i>	<i>Remarks</i>
Subscription to 20 journals	20	
Purchase of 500 books	300+156	156 locally purchased books
Printing equipment purchased	Major equipment purchased	

### **5.7 Female Student Support**

Due to cultural, economical and political reasons, the number of female students in Ethiopian universities is very low and dropout rates are high. Many female students find it difficult to study independently and are disadvantaged because of household chores and limited time to do school work through their years at school. The female students' lack of self confidence is reported to be a deep rooted problem stemming from culture and tradition. Although attrition rates have decreased, the attrition rate of female students at MU is still higher than 10% though the overall average attrition is about 5%.

In order to improve the situation for the female students and reduce the attrition rates among female students, MU and HU have implemented a number of activities through the NORAD programme. The main activities are tutorials and assertiveness training, free photocopy services and small grants for poor female students.

The activities supporting female students are mainly coordinated and carried out by the Gender Office at HU and the Women's Affairs Office in MU. HU has a central gender office in the main campus with one newly appointed part time staff (50%) holding an MSc in gender studies. Each campus has an additional gender office with one young female staff taking up this task in addition to being a university instructor. The Women's affairs Office in MU is staffed with one full time and one part time (50%) officer. They have both received some, although very limited, short term gender training. Women's affairs offices are planned to be set up in the two other campuses of MU.

**5.7.1 Financial support:** The financial support has enabled economically vulnerable female students to buy stationery, sanitary items, make photo copies and buy other necessary items. In HU, 138 female students have received 75 Birr per month last year. One HU student said that if he had not received this money he would not have managed to continue his studies. In MU, 100 female students have received 50 Birr each per month. Students, staff and the gender offices report that many students would have dropped out of the university if they had not received these grants. They are said to empower the female students and relieve them from worrying about how to finance their basic needs and avoid activities which could adversely affect their education and their health. The size of the grant is relatively modest, but large enough to make a substantial difference for those who receive it. As many of the female students come from poor economical backgrounds and the number of female students in total is increasing along with the costs of living, the support is, however, not reaching all those who need it.

**5.7.2 Experience sharing, assertiveness and skills training:** A staff member of MU said that some of the female students come directly from their kitchen. So, there is a need to encourage them to be assertive and to believe that they can be achievers.

Workshops are conducted to build self confidence, introduce the girls to life at campus and teach them various skills, such as note taking and how to study more effectively as well as building knowledge on reproductive health, HIV/AIDS, etc. These workshops are mainly for first year students, and they provide an opportunity to get to know the elder students and learn from their experience. Both students and staff report that these activities do have a real impact on the self confidence and study skills of the female students, and that they ease the adaptation to the university life. They are therefore undoubtedly contributing to lower the attrition rate and create a hospitable environment for the female students.

The content of the workshops and short term trainings is relevant and well designed at HU. HU did, however, report low attendance at the training on effective study skills. The reason for this is not given. All the reports describing the content of these activities at MU are written in Amharic, and were therefore not accessible for the evaluator.

**5.7.3 Tutorials:** At HU, the tutorials are said to be one of the most important activities to support the female students. Around 500 female students have received additional academic support in the subject areas that they find difficult. Although it is reported that some of the tutorial classes were conducted with less time than planned, they are found to have had a strong and positive impact on the skills of the female students and have clearly contributed to reduce dropout rates.

Although University staff at MU report that tutorials are offered, this activity is not mentioned in the Annual report (2006/7) nor in the Women's Affairs' Office Performance Report on activities supported by NORAD Phase 2. None of the students who were interviewed were aware of the fact that the University is offering tutorials for female students. The University staff explained that very few students are attending the tutorials, partly because of fear of stigma, and that they prefer receiving extra handouts and textbooks instead.

**5.7.4 Photocopy services:** Both institutions give free, although limited, photo copy services to female students. These services are said to be a valuable contribution and enable the female students to obtain necessary materials. However, the female students interviewed at MU were not aware of the photocopy services.

**5.7.5 Celebrations and prizes:** One female student of the HU stated that if she had been the president of the university for a day, she would tell the girls that they are equal with males and that they could become whatever they want to be, even president of the University.



Celebration of the International Women's day and other events such as panel discussions on gender issues creates important venues and valuable opportunities for discussing issues related to gender equality and women's rights. Most of these activities do have a clear intention of raising awareness of gender issues. At MU, a beauty contest among graduating female students has been arranged as part of these activities.

Both institutions collaborate with external government bodies and NGOs on these events, that also provide an opportunity for honouring females for good academic performance, and outstanding female students are given prizes. The larger awards of up to 500 Birr are given to a handful of female students, and MU reports of an award of 150 Birr given to the 171 best performing female students. Students as well as staff pointed out that this is an important inspiration and motivation for the female students.

**5.7.6 Counselling services and sexual harassment:** There are counselling services for both male and female students at MU, but as the female students do not feel comfortable revealing their personal problems to male counsellors, a counselling service exclusively for female students has been established. The students address problems of stress, fear of exams and other concerns related to their education, social and family problems, as well as reproductive health matters such as contraceptives and pregnancy. The counselling service is reported to be very popular among the female students and is seen as important for the students' well being. There is no similar service in HU.

There are no systematic routines for reporting of sexual harassment at any of the universities, and there is no collection of data on sexual harassment. At HU, it is reported that the victims of sexual harassment would be too shy to report it to the gender office. At MU it is said that sexual harassment is very rare, and that the few cases that exist are reported to the Women's Affairs office. Still, it was pointed out that male students are found to be sexually harassing female students, particularly at times of power cuts, or some students are trading sex for photo copies of text books or notes. Similarly, male instructors are said to sometimes engage in sexual relations with their students promising better grades.

**5.7.7 Involving male students:** Although some male students are said to have complained about the attention given to the female students, all those interviewed, including the male students, say that they are generally supportive of these activities. The male students are also eager to participate in discussions on gender issues. At MU, it is reported that sometimes the number of boys is higher than the number of girls in debates on gender issues. Therefore they feel the need for focussing on females only before inviting the male students to participate.

The staff at the gender office at HU said that the male students used to complain that the university was paying too much attention to the female students, reducing the quality of the education. The last two years the gender office has increasingly invited the male students to participate in activities such as debates on gender issues and workshops on reproductive health and HIV/AIDS. Some boys have also attended tutorials. The jealousy is reported to have decreased substantially, and the gender office reported that involving boys was found to be an important key to success of the work they do and that they can not solve the problems without involving males. One of the male students said that he wants to teach his baby girls to be equal to baby boys.

There seems to be a general perception among the boys that gender is only an issue of female discrimination, and therefore, there is a need for further awareness raising to achieve a broader understanding of gender equality and gender relations.

**5.7.8 Achievements:** *"The fact that so many of our female students have the possibility of being excellent achievers is a direct impact of the programme support". This was said by a Staff of Mekelle University.*

As was shown in Tables 17 and 18, HU and MU have reached all their objectives and achieved even more than the expected results regarding support to female students. This is largely because more students than expected have attended the activities. The activities are mainly carried out as planned, and the interventions have undoubtedly led to lower attrition rates. Some of the activities, such as tutorials at MU and training on effective study skills at HU have not attracted many students, and there is a need to look into the reasons for this and to assure that the services address the real needs of the female students. Moreover, not all the students in need are reached. The reasons for this are sometimes lack of information. At other times it is due to lack of resources. A drastic increase in female enrolment at the universities combined with increasing living costs would add to this problem.

The purpose and content of the activities for the female students need to be considered carefully, and it is vital to avoid activities that can be counterproductive to the empowerment of women and manifest unhealthy or unwanted gender stereotypes. The beauty contest at MU, which includes medical examination of the participants in order to establish their status as virgins, is one activity which should be considered along these lines.

**Table 17 Female student support indicators and achievements (HU)**

<b>Measureable Indicators</b>	<b>Achievements</b>
Reduce attrition rate of female students by 10%	40%
15 female students graduated with BSc./BA through the assistance of NORAD project	Achieved
5 female students graduated with MSc. through the assistance of NORAD project	Achieved (5 female students fully supported and 10 female students partially supported, all together 15 female students completed their study successfully)

**Table 18 Female student support indicators and achievements (MU)**

<b>Measureable Indicators</b>	<b>Achievement:</b>
Procurement of 1 photocopier	Heavy duty photocopier procured
Tutorials for 15 female students per year	Over 700 female students were involved
Scholarship for 10 female students per year	Funded by other projects
Female student attrition reduced by 20 %	Reduced by more than 16%
Awareness about HIV/AIDS increased	Awareness increased

## **5.8 University Management**

The programme document identifies the need to strengthen the university management in order to introduce improved procedures and practices. Before the intervention of the project HU's financial and property management could not be characterized as being modern, dynamic and efficient. The main causes for its lack of efficiency were outdated organization structure, rigid rules and regulations and absence of skilled manpower. At the MU there was a need for training top managers on higher education management and mid level administrative staff and financial managers on management efficiency and effectiveness.

In the second phase, funds were allocated to the HU for developing an improved organisational structure, providing on-the-job training for 30 staff, introducing modern systems in finance, procurement and human resource management, and creating a conducive administrative environment. The new organizational structure has been implemented and trained personnel recruited and placed in various

sections. The management of the University has reported that implementing the new organizational structure has increased productivity, reduced operating costs and improved employee satisfaction. It has also improved communication and staff relationships. This has been noticed by the review team in the area of finance and procurement. The archive of the University, where staff records are kept has also been reorganised and a cataloguing system introduced and computerised. So also, financial system is computerized. However, there is a need for procurement planning and computerizing the system. Detailed accounts are given in Table 19.

**Table 19 University management support indicators and achievements (HU)**

<i>Measureable indicators</i>	<i>Achievements</i>	<i>Remarks</i>
University organisation setup evaluated & upgraded	Accomplished	
30 staff receive on-the-job training	Achieved	46 staff members received training
Modern systems of finance, procurement & human resource management introduced	Financial system and personnel records computerized; Manual prepared	Accounting soft ware procured and training given to procurement personnel
Environment of motivation, etc created	Positive outlook created, staff commitment increased and productiveness improved	

To assist top, senior and midlevel managers of **Mekelle University** improve their management skills, exposure to various experiences and providing short term training was envisaged in the second phase of the programme. To this effect, it was planned to train abroad 3 top managers and locally 15 midlevel administrative and finance staff. As shown in Table 20 this has been accomplished by the University.

**Table 20 University Management indicators and achievements (MU)**

<i>Measureable indicators</i>	<i>Achievements</i>	<i>Remarks</i>
3 top level managers trained	5	
15 middle level admin & finance managers trained locally	120 were trained	

As a result of the training and other proactive measures taken by MU, a lot has changed in finance and procurement. During the mid term review (MTR) the University had what they called administration and finance division. Under that arrangement, activities particularly those of procurement did not move fast. Users of the services particularly researchers, complained about their efforts being short-circuited by unresponsiveness of the personnel of the division. Today, as a result of the new structure, the division has been broken into four departments: Human Resource Development, Procurement and Property Management, Finance, and Technique and Engineering. The required forward looking personnel have been recruited. Besides, the Administration and Finance Department used to have one big tender committee. The committee was staffed with academic employees whose priority was teaching and research over administrative commitment. For this reason, procurement of goods and services took unduly long time. This time, there are two committees: one for recurrent budget and the other one for projects. These changes have expedited the activities of the two departments.

**Norwegian University of Life Sciences:** In the second phase of the programme, the role of UMB included but not limited to the following:

- Development of a strong academic partnership with HU and MU;
- Active involvement in joint research development and implementation, teaching, curriculum development and Ph.D. supervision;
- Strengthening coordination and management with involvement in the annual meetings, and with its own NORPIC;
- Ensuring that communications between the parties is improved;
- Provision of adequate support to Ph.D. students when in Norway, with clear guidelines; and
- Promoting Norwegian students to do fieldwork based at Hawassa and Mekelle.

These aims have been achieved to a considerable degree as the following activities attest.

- Ph.D. student supervision and support: 7 fully-funded and 10 quota students have been studying at UMB or Oslo University
- Joint research: Within a period of five years, 12 UMB staff have been involved in collaborative research projects
- Short term teaching: 18 UMB staff have been involved in teaching various courses
- Curriculum development: 3 UMB staff members have taken part in this activity
- Student exchange: 4 Norwegian master students have visited Ethiopia to do field work for MSc.
- Technical support: 5 UMB staff have assisted in the purchase of books, journals and laboratory equipment; setting-up of laboratory equipment and support for the ACA campus networking;
- Offering sabbatical opportunities: 6 Ethiopian staff members have been offered the opportunity
- Organizing senior staff exchange visits: 8 visits including the Vice Chancellor of UMB and the Presidents of DU and MU been organized.

Although the number of Norwegian masters student visiting Ethiopia has lagged behind the target of 15, the overall involvement of UMB is much improved in this phase as compared to first phase of the programme. All the three universities appear to be satisfied with their collaboration.

## **6. Program Management**

The Ethiopian Ministry of Finance and Economic Development (MOFED) is responsible for overseeing the financial part of the implementation of the programme. This is so because, the programme is the result of a bilateral agreement signed between the Ethiopian and Norwegian governments. Apart from scrutinizing quarterly financial reports submitted by the two universities, the responsible person from MOFED participates in the annual meetings. The agreement stipulates that the Ministry of Education (MOE) is responsible organization for overseeing the overall implementation of the programme.

The two ministries, the Royal Norwegian Embassy, HU, MU and UMB meet once a year to review annual reports and expenditures, and review work plans and budgets. The two Ethiopian universities are required to submit their annual plans and budgets six weeks before the annual meetings. After the approval of the work plan and budgets the two universities submit a request for appropriations through the MOE to the Royal Norwegian Embassy, which in turn, passes it to the Norwegian Ministry of Foreign Affairs (MOFA) for fund release. No hitch has been reported in this process, except that MOFED complained about not getting quarterly reports on a regular basis.

The responsibility for overseeing the implementation of the program in the two Ethiopian universities was bestowed upon the heavily loaded Department of Project Planning of the MOE, which does not have adequate time or sufficient resources to meet its responsibilities. It could be because of that apart from

calling annual meetings and chairing the meetings, the Ministry has not established any instrument to monitor the implementation of the programme. Notwithstanding, the implementation of the programme has been progressing well in the two universities.

NORAD Project Implementation Committees (NORPIC): In each of the three universities, there is a NORPIC which among other things follows up the implementation of the programme, proposes annual plans and budgets and reviews progress reports and financial statements. They are expected to meet on a quarterly basis. However, they either meet twice or three times a year. This reduction on the number of meetings does not seem to have affected the implementation of the programs in both universities.

## 7. *Financial Expenditures*

The accounts of the universities have been audited annually and the audit reports regularly submitted to the Norwegian Embassy. As was reported in the mid term review document the periods of the textual reports and audit reports do not coincide. Good project management practices require that the two dates coincide.

The expenditures of **Hawassa University** are given in Table 21. The table indicates that 96 percent of the budgeted amount has been expended. The remaining 4 percent is expected to be used to defray costs related to mid term review and completion of work of Ph.D. students. The table also shows that there has been overspending in the areas of graduate studies, staff development and exchange and administration and financial support. There was under-spending on practical training and female student support.

**Table 21 Summary of fund utilization (HU)**

Expenditure Items	Y1-Y5 Budget Nok (000)	Budget distribution (%)	Y1-Y5 Expenditure Nok (000)	% of Budget spent
Building research & teaching capacity	6,331.91	37.76	6,226.45	98.33
Graduate studies	647.98	3.86	942.48	145.45
Staff development & Exchange	4,715.14	28.12	5,413.32	114.81
Practical training	570.11	3.40	166.75	29.20
Female student support	589.67	3.52	208.73	35.40
Library & information	1,057.29	6.36	820.17	77.57
Administration & Finance	243.07	1.45	298.51	122.81
Project management	1,396.98	8.32	1,090.45	78.06
Overhead cost	1,219.54	7.27	976.18	80.04
Total	16,771.69	100	16,143.04	96.25

The reasons given for the deviations observed are as follows.

- In the graduate programme though it was planned to sponsor 40 MSc theses, 55 more were sponsored partially and completed their studies, that resulted in higher expenditure.
- In the staff development programme one Ph.D. student who did not complete his study in the first phase of NORAD project has been supported in the second. Regarding new Ph.D. students,

though it was planned to support four students (fully), nine additional students were supported, which resulted in a slight increase in the expenditure for the staff development.

- Screening female students who deserve support on the basis of their financial status took about two months. During that time no support was given to them. This resulted in reduced expenditure for female students.
- Some of field visits related to the practical training were not conducted due to shortage of vehicles. That was why the expenditure was much less than the budgeted amount.

The summary of fund utilization by Mekelle University is given in Table 22. The University has spent about 85 percent of the funds allocated for implementing the project. The remaining money is planned to be used to defray costs of activities that the University will implement until the end of the year. This includes but not limited to completing started activities such as thematic researches and electromechanical clustering, and procurement of books and printing equipment, construction of green house and milking facility and project management. There is overspending on research and graduate studies and on university management. Price escalation is given as a reason for the overspending. On the other hand, there is a serious under-spending on staff and student exchange and practical training and female support.

**Table 22 Summary of fund utilization (MU)**

<b>Operational Budget (A)</b>					
<b>Activity</b>	<b>Budget (NOK)</b>	<b>Budget Distribution %</b>	<b>Actual Expenditure Year I to V</b>	<b>Percent Budget Spent</b>	<b>Comments</b>
Human resource development	5,220,600	31	5,373,265.23	102.92	Exchange rate fluctuation
Staff & student exchange	1,815,975	11	212,520.06	11.70	
Strengthening research & graduate programme	5,538,204	33	6,277,860.81	113.35	Vehicle prices were underestimated
Strengthening P/A & female student support	1,669,500	10	645,801.03	38.68	
Strengthening university management	610,890	4	1,044,035.11	174.08	Construction cost of buildings underestimated
Project management	1,762,250	11	1,044,035.11	59.24	
<b>Subtotal (A)</b>	<b>16,617,419</b>	<b>100</b>	<b>14,616,925</b>	<b>85.27</b>	

The above two tables could not be compared because the financial summary as submitted for the review team is not amenable for comparison. However, in both universities, there is under-spending in practical and female student support. On the other hand, there is overspending in university management in both institutions. The overall expenditure indicates that the project was financially on track. However, care must be exercised in the future to ascertain that the allocated amounts be spent on such very important components as female student support and strengthening of practical training.

## **8. Gender Balance and Gender Sensitivity**

### **8.1 Gender in policies**

Both MU and HU are highly aware of and adhering to the national policies on gender in higher education. Gender sensitivity is among the core values of HU, and the university's Strategic Plan (2004-2013) is very strong on gender with clear objectives related to increase enrolment, support female students and device affirmative actions to increase the number of female staff. The plan does, however, say little about implementation of these measures. The draft research strategy currently under development is not mentioning gender. HU is planning to develop an institutional gender policy, but work on this has not commenced.

Gender is mentioned, but handled in a less comprehensive way in Mekelle University's 20 year strategic plan from 2003. The University, however, reported to have staff policies which include gender issues and a check list on how to be gender sensitive in research.

### **8.2 Gender balance among students**

Female enrolment in higher education is given special encouragement by the Ethiopian authorities, and female students with 0.2 or sometimes 0.4 grades points less than those of male students are admitted to universities. The universities do not implement other specific measures to increase female enrolment.

MU is on the way to close the gender gap with 51% females among the 6000 new students this semester. Of the total number of students around 35% are female. At the start of the NORAD programme this number was less than 10%. Among the 16,000 students in 2007/08 in HU, 23% are females. 16% of the graduating students on MSc programme are females.

At MU, 25% and in HU and 20% of the places in every department is set aside for female students. In order to monitor the gender balance and the attrition rates, both universities reiterate that sex disaggregated data are needed and will be collected.

The programme addresses barriers to women's participation and particularly works to reduce the attrition rate by the support to female students. There are, however, still barriers that need to be challenged in terms of how to increase enrolment and how to reduce the attrition rates further. In order to improve the gender balance among students, both institutions are planning to offer tutorials and grants for female high school students. This is expected to increase the enrolment of female students in the future.

### **8.3 Gender balance among staff**

Gender balance among staff is low, but increasing because of measures of the government policy, which is prioritising female staff at recruitment. No further measures are being implemented by the universities. The lack of female lecturers and researchers means few role models for the young girls. Furthermore, male dominance among lecturers may unintentionally lead to less active participation among the female students.

HU has a total of 10% female staff, and 7% female staff in leadership positions. In both institutions female and male staff say that they receive equal salaries and have equal access to training and decision making. Very few female staff are however, involved in research. Among researchers and academic staff only 5% are female and only about 5% of the actual research carried out by staff is done by females. As a means to attract qualified female staff, the Mid Term Review of the NORAD programme suggested quotas for funding research of female staff. This has not yet been implemented.

### **8.4 Gender in programmes and research**

High level staff is reported to be aware of gender discrimination, pay attention to issues of gender balance and generally be positive to gender sensitivity. Both female and male academic and administrative staff members in general are said not to have sufficient knowledge about gender issues, such as the meaning of

gender mainstreaming, women's rights, gender equality and gender sensitivity in research and teaching. They have generally not undergone any form of gender training.

There is clearly some awareness of and attention to gender issues in research as well as in dissemination of the research results. It is argued that research proposals are seen as more attractive if gender issues are included. There is, however, no institutionalised encouragement to include gender aspects or collect sex disaggregated data, and data on the extent of gender sensitive research. Parts of the curriculum within certain subject areas do address gender issues. The curriculum and teaching methods are, however, generally reported not to be gender sensitive.

At HU, the dissemination of research to the rural communities is reported to be weak. Currently, a new system addressing the lack of community participation is being set up. Female extension workers who will be able to communicate well with the local female farmers will be recruited as part of the new structure. At MU, the female farmers are generally reported to be reached during dissemination of the research results, but the review team was told that there are researchers who are involving both women and men and others who do not do that. There is no systematic way of ensuring that both females and males are informed and benefit from the research results.

Both institutions are planning to establish institutes of environment, gender and development studies. The new institute can play a vital role in enhancing the universities' role to improve women's rights and increase gender equality.

### **8.5 Infrastructure**

Although assessing infrastructure is not within the scope of this review, the evaluation team found that one issue relating to the infrastructure deserves special concern. All female students and staff interviewed at MU were strongly concerned with the severe water shortage at the main campus. Clean and running water are sometimes only available once a week. The lack of water makes it difficult for the students to maintain a good personal hygiene and may lead to health problems. This has a particularly negative impact for the female students, who need water to maintain a decent hygiene and clean the cloth used during their period as many cannot afford sanitary towels. Water shortage directly affects female students' ability to study and thus reducing the impact of the implementation of the programme.

No clean running water, toilet paper or soap was seen in any of the toilets observed by the evaluation team in the universities.

## **9. Constraints Encountered**

Traditionally, there are three constraints in project management: Scope, time and budget. Project Management always involves effectively balancing the scope of effort with the resources available and within an acceptable or pre-determined time frame. The most important activity of a project manager is how to manage these relationships effectively to consistently deliver results that meet set objectives on schedule and within budget.

The amount of time available for completing the programme has been adequate. According to the review team, the spill over of some activities beyond the predetermined time frame is due mainly to some Ph.D. students starting their postgraduate studies late in the implementation of the programme necessitating additional time. In addition, some research projects required more time than was originally planned. The overall budgetary allocation to the universities does not seem to have constrained the implementation of the programme. The overspending and under-spending problems observed were either due to defective planning or results of unforeseen circumstances.



Not all programme activities have been completed within the predetermined time frame. The major reasons given by the two institutions were: shortage of transportation facility, tight academic staff time and unforeseen circumstances. Shortage of transportation facility is encountered mainly in the management of research and transportation and supervision of undergraduate student practical activities. The unprecedented expansion of programs and student populations have demanded more staff time for teaching stealing away some time from research. These constraints fall in the realm of scope.

## **10. Impact of the Programme**

The second phase programme support has enabled the universities to realize several noteworthy outcomes. In the area of female student support, it has reduced the gap in the rate of participation that existed between male and female students. It has increased the assertiveness of female students giving them the opportunity to become better achievers which in turn, coupled with financial support to needy female students, contributed to reduced attrition. The capacity of the two higher learning institutions to serve the region in particular and the nation in general has increased as a result of improved capacity of the schools of graduate studies which is due to improved facility and availability of high quality manpower. The researchers' capacity to publish research findings and write sound proposals for soliciting funds has considerably been enhanced as indicated by the numerous articles published and grants secured. The various long term and short term training given to the administration and finance personnel has increased their efficiency and effectiveness in providing the necessary support to the academic sections of the universities. Equipped with hands on practical experience, the graduates of the two institutions are contributing their share to food security and poverty reduction effort of the government. This has also improved the employability of graduates of the two institutions.

Two of the technologies developed by HU researchers are already in the hands of the farming households where they are making a difference. The impact of the other technologies perfected by the researchers of the two Ethiopian institutions in collaboration with UMB would be realized after the more elaborate extension efforts that the universities are putting in place become operational.

The publications as well as the technologies produced will for sure augment the reputations of the three collaborating institutions.

## **11. Programme Sustainability**

An assessment of which project outputs could be sustained after the project ends, how, and by whom is an important activity to be performed by implementing partners. For an economic activity to be sustainable resources must be identified to meet the full economic cost in the long run. Sustainability of project outputs is not an issue that one ponders about after the termination of the project. Sustainability plan is prepared early in the project to help one decide what outputs might be worth sustaining after the end of the project and the sustainability issues that should be addressed during the project. As the project proceeds, it will become clearer which outputs should be sustained and how. The team has not come across such a plan in both universities.

There are indications that the research activities of the two universities would be sustained beyond the project. The training on research techniques and tools that the researchers obtained during the implementation of the programme, the experience gained by working with the UMB researchers and also implementing the various research projects enabled some Ph.D. holders to write fundable proposals and obtain grants from other agencies. Such activities would also help sustain the graduate programs and staff exchange.

The strengthening of student practicals is already sustainable because both universities have institutionalized the activity. MU has established it as part of the curriculum with credit hours. HU has extended the activity to reach graduating students of other faculties using its own source of funds. Furthermore, since gender sensitivity and equipping students with practical experience is one of the priority areas of the government it could allocate funds to cover such costs.

## **12. Status of Mid Term Review Recommendations**

The mid term review team of the second phase of the programme made series of recommendations that have to be implemented mainly by the two universities. Information gathered by the end review team to determine the status of the recommendations indicates that Hawassa University has implemented 75 percent of the recommendations and has a plan to fulfil the rest in the third phase of the programme. The Mekelle University has executed almost all of the recommendations. The details can be found in Annex 1.

## **13. Other Important Aspects of the Programme**

### **13.1 Support to the implementation of PASDEP**

In the area of agricultural development, PASDEP covers among other things: Crop production and productivity, pest management, livestock development and animal health, natural resource conservation and management, agricultural research and extension, food security and agricultural marketing. The research efforts made by the two universities have addressed one or the other of these topics. Most of the research undertakings of the two universities have been developed to alleviate agriculture related constraints of their respected regions. Furthermore, the graduates of the two agricultural colleges have been contributing their share to sectoral development not only in their respective regions but also throughout the country.

### **13.2 Linkages between the various sectors of the development cooperation**

The Norwegian bilateral aid to Ethiopia focuses on: Support Ethiopia's efforts towards poverty eradication, regional integration and stability, good governance, human rights and democracy, and cross sectoral support such as HIV/AIDS and gender: including gender perspectives in all Norwegian supported projects. The second phase of the program has attended to the issue of poverty reduction through research activities of the two universities. It has also addressed cross cutting issues such as HIV/AIDS through creating awareness and gender through support given to female students and gender balance. The issue of governance is also addressed through research. This indicates that there is linkage between the various sectors of development cooperation.

### **13.3 Programme transparency**

By and large programme management has been transparent. In the early days of the programme selection of Ph.D. candidates at Hawassa was not competitive. But this has been rectified and training opportunities are advertised in both institutions so that any person who meets the criteria could apply. So also opportunities of research projects are publicized so that interested parties can submit their proposals which undergo through strict processes of proposal selection for funding. Procurement activities have taken place in accordance to agreed principles. Procurement notices present exact details regarding the procurement method being sought, specifications of the required goods, works or services, recommended time frame for bid submissions, a clear indication of the closing date and time for receiving bids and opening date and amount of bid bond required to be paid to receive tender documents. Financial

procedures though slightly bureaucratic, they are performed in a transparent manner. The procedures and methods of decision making and the disbursement of funds are open and visible. Internal as well as external auditing has been carried out every year.

#### **13.4 Financial management**

The two universities have been operating their financial resources in accordance to accepted practices. Record keeping of expenditures which maintains fiscal integrity though not always exact has improved from time of mid term review. No mismanagement of funds has been observed. Annual financial reports have been submitted as per the agreement. Internal as well as external auditing has taken place. External audit reports have been dully submitted to all concerned. However, problems of over-spending in some activity lines and under-spending in others have been observed in both institutions. Both overspending and under-spending indicate that either the initial budgetary plans were faulty by overestimating in some cost centres and underestimating in others or monitoring of financial activities has not been rigorous. Nevertheless, by and large the program has been on track financially.

#### **13.5 Risk management and anticorruption efforts**

In the implementation of such projects, risks can take the following form. Some Msc. or Ph.D. students may not return to their institution upon completion of their studies. For some reason, some researchers may abandon their research projects before completing. Research projects may not be completed within the time frame established in the project. Procurement of goods and services may not be carried out in compliance with the rules and regulations governing public procurement. Risk could also occur in finance when inflation sets in and reduces the value of project funds or when personnel misuse funds. To ensure that Ph.D. and MSc. candidates return home upon completion of their studies they are required to sign a contract and provide a guarantor before going abroad. Staff attrition has not been a big problem in both institutions. One reason for this could be the availability of funds and well equipped laboratories and libraries in their institutions to carry out research upon return from abroad. There have been few instances where either the researchers did not start their research after money has been allocated or abandon it during implementation when they found out that funds allocated were too small to complete their tasks. This issue has to be addressed sufficiently in future projects. As regards to other forms of risk, universities have anticorruption offices which act as a watchdog among others for public property.

#### **13.6 Strength of collaboration between the three universities**

The collaboration among the three universities has been very strong. The staff members of the UMB has participated in teaching, joint research, staff development, strengthening libraries and laboratories of the two universities through assisting in procurement of books and journals and training laboratory personnel, and attending planned periodic meetings. As a result of the collaboration, the schools of graduate studies have been strengthened in terms of human resources and facilities and are expanding their academic programs. It has also improved the relevance of the curricula of the graduate schools. Noteworthy research results have been produced as well as published because of staff training in research tools, joint research effort and coproduction of publications. The collaboration has enhanced proposal preparation capability of the researchers and contributed to reduction of staff attrition through the creation of conducive teaching and research environment. Moreover, experience gained from the collaboration has enabled the two universities to solicit and obtain support from other donor agencies. The collaboration between HU and MU is limited to staff exchange and resource sharing. However, there is a room to strengthen the collaboration.

#### **14. Conclusions and Recommendations**

## 14.1 Conclusions

Except for two Ph. D. students who have not completed their studies and are expected to complete by December, another Ph.D. student whose study will go beyond December because of unforeseen circumstances and few research activities that are also expected to be completed by the end of December, the programme has been on track financially and in completing planned activities.

The support provided by the programme has strengthened the research capacity of the two Ethiopian universities; improved the teaching and learning processes with current knowledge and scientific information generated through research activities; equipped academic staff with appropriate skills to conduct as well as manage research work and also the capacity to prepare fundable research projects and solicit financial support for the universities.

The support provided to the administration and finance sections of the universities has enabled them to provide better services to the academic and research branches. However, the procurement service has to be computerized to further improve the service. So also, networking of the library systems has to be completed to give better access to books and journals for students and researchers.

Through research interventions and improved quality of education delivered, the programme has directly or indirectly addressed the problem of poverty, food security and environmental issues. Upon full implementation by end users, the technologies produced could result in visible impacts on the livelihood of the rural poor and environmental rehabilitation.

All the project activities have been performed in a transparent manner. Transparent approach was used in provision of fellowship opportunities for postgraduate studies, award of research projects, and selection of support staff for short term training. So too was the procurement process in which tenders were publically announced to give equal opportunities for any person who meets the specifications.

A handful of technologies have been produced by the two universities. A couple of them are already in the hands of the end users. However, some of the other ones will have to be verified in farmers' fields as well as multiplied before transfer is effected. More aggressive dissemination effort should be made to place the technologies in the hands of end users.

Apart from overspending in some cost centres and under-spending in some others, the financial management of the programmes was satisfactory. Appropriate financial records have been kept. The accounts have been audited both by internal as well as external auditors. The external audit reports have been regularly submitted to the pertinent offices. Likewise annual reports were prepared and submitted as required.

Staff exchange was an important component of the programme. It was mainly meant to build capacities of the two graduate schools. Twenty two staff exchanges have taken place between HU and UMB. Out of this, 17 were made by senior staff members of UMB. The HU has not been able to meet its plan because of unforeseen circumstances. Regarding staff exchange between MU and UMB, 10 UMB staff members have visited MU and vice versa.

The collaboration between the three universities has been much stronger in the second phase than it had been in the first phase. The UMB has done its level best to fulfil its part of the shared responsibilities. Good work has been done in staff development, curriculum development, graduate teaching and joint research. The only weak link in the chain of collaboration was student exchange where only 4 MSc. students out of 15 expected were able to come to Ethiopia to do field work.

HU and MU have been doing what they can with the resources currently allocated to female student support, and the activities are being carried out as planned. The interventions have contributed to lowering the attrition rates, and it is fair to conclude that the support to the female students has a beneficial effect. The support is, however, not reaching all those in need and the reasons for this need to be explored.

The support to the female students is not sufficient to substantially change the gender inequalities and male dominance prevailing in the university culture. In order to achieve a real change, gender must be institutionalized and integrated in a systematic way into all areas of the university structures. This will include adequately trained staff, mainstreaming of gender into the various programmes, ensuring gender sensitive curricula, and mechanisms to monitor research activities and ensure that research systematically addresses gender issues. Affirmative actions to increase enrolment of female students and employment of female staff should be part of this process.

The planned establishment of institutes for environment, gender and development studies constitutes an opportunity to work in a holistic way to improve the gender balance, increase the knowledge on gender issues and help mainstream gender and combat structural discrimination of female staff and students.

## **14.2 Recommendations**

### **(a) General recommendations**

**14.2.1 Annual work plan:** The annual work plan of the two universities includes: outputs, activity, milestones or deliverables and schedule of activities of one quarter. However, one most important thing that donor agencies look for in a project after providing financial assistance is the impact of the various interventions. This important end result of the project activities is missing from the annual work plans. The recent development to include in reports a paragraph or two on impacts is very encouraging. It is recommended that future annual plans incorporate impact of the various interventions. It does not mean that there would be impacts in every quarter; nevertheless, it should be shown wherever it could occur.

**14.2.2 Experience sharing between HU and MU:** Currently the two universities exchange academic staff, share resources and external staff time. However, there are many things that one university does better than the other. It is recommended that not only academic staff but also administrative staff such as finance, procurement, reform office, etc. make short visits and discuss with their counterparts in the other university. To be fruitful such visits must be led by the presidents for administration and development. Their visit could include among other things financial record keeping and also research documentation.

**14.2.3 Student exchange:** the performance indicator shows that 15 Norwegian students were expected to come to Ethiopia and work on their MSc. research during the life of the program. Nevertheless only four students came to do their field work. The team was informed that many Norwegian students go to Latin America for the same purpose. The only difference is that they go there as part of a project. This means that the financial support they get is probably more than what they are offered to come to Ethiopia. Assuming that the last statement is true, the team recommends that the Norwegian students come to Ethiopia as part of a project. If that is not possible, the team suggests that their financial support be increased.

**14.2.4 Reducing Bureaucratic Chain:** The bureaucratic chain of the programme includes the MOE and the MOFED both of which are not directly involved in the implementation of the programme. Since the annual disbursement is not a whole lot, the team recommends that the support of NORAD to the two universities be arranged as interuniversity collaboration. By the same token, since the universities have

been implementing their part of the agreement fairly well without any supervisory effort of the MOE, and since the Project Planning Department is heavily loaded to fulfill its responsibility diligently, its responsibility could be given to the NORPIC Committees. The annual meetings could be chaired by the universities on alternating basis.

**14.2.5 Team approach to research:** In the universities research work is undertaken either by a single individual or group of individuals. Individual approach has its limitations. Firstly, unless the individual has a broad knowledge in what is being researched and associated fields, which is not always the case, there would be a need for consultation. Such facility may not always be available. Secondly, if something happens to the researcher, the research would be stalled. Thirdly, there would not be room for complementarity. For these and related reasons the review team recommends that team approach to research be pursued. Group research increases the reliability and validity of research results.

**14.2.6 Multidisciplinary research approach:** In multidisciplinary research teams of diverse disciplines come together for a common cause. That means that this approach brings new community of research scientists such as agronomists, entomologist, engineers, social scientists, etc. to work on a problem of interest. It is the foundation for creating innovations for the future. Many breakthroughs have come from multidisciplinary problem solving approach. Hence, the team recommends multidisciplinary approach over single discipline approach. However, this does not mean that individual research disciplines are not important. They are important in that they provide the scientific basis for multidisciplinary research, and they need to be funded at a healthy level to keep the pipeline full and allow for multidisciplinary approach to occur.

**14.2.7 Joint research approach:** It is a North-South research co-operation which promotes the development of science in general and development oriented research and research capacity building in particular. The essence of the joint research approach of the three universities is to create a critical mass of researchers in the two Ethiopian universities at the same time making the UMB internationally competitive. The participation of UMB researchers in research collaboration for development provides a forum to share their research methodologies with their Ethiopian counterparts. Conversely, through contact with Ethiopian culture, UMB researchers become aware of a broad range of new and innovative approaches they can either adopt to their needs, thus creating new research tools and methodologies. In this phase the UMB has several research projects with the two universities. Many of the findings of the projects have been published in journals improving the publishing ability of the two universities. With these reasons in mind, the team recommends that more emphasis be given to joint research.

**14.2.8 Emphasis of research on socio-economics:** In the researches that have been undertaken so far by the two universities, except few instances not enough attention has been paid to socioeconomics, that is, relationship between [economic activity](#) and [social life](#) or social relation. Research needs to be carried out in areas such as effect of man made or natural causes like effect of drought or desertification, agricultural technology popularization and rate of adoption of the technologies on social life of communities, or circumstances under which these technologies and practices make the most economic sense. Future project selection should take into account, in addition to scientific merit, the benefits of the project to socioeconomic development of the respective regions.

**14.2.9 Mentoring and guiding young researchers:** It is true that researchers of both universities are given short term training on proposal preparation, scientific writing and data collection and analysis. Though such training is important in its own right, it does not enable a new comer to the scene to become a proficient researcher and publisher in a relatively a short period of time. Methodology is a key issue in a field of research, and it is very difficult to evaluate methodology as a novice. It is also most advantageous to pursue frontline research. However, for a beginner, it is difficult to identify a frontline research with a potential for growth. Thus, to gain the opportunity of being introduced to an established field of research,

young researchers need to be guided by capable mentors. For these reasons, the team recommends that beginners of research career work under the guidance of experienced senior researchers.

**14.2.10 Incentive for publishing and grant writing:** As was mentioned before both universities have produced a number of research findings not all of which have been published. It appears that researchers prefer to convey their research findings in terms of reports and technical bulletins rather than publishing them as journal articles. The probable reason for this is that there is not much incentive for publishing. The only incentive is promotion to the next academic rank after producing several publications. They do not get any financial remuneration. Similarly, those who write grants and obtain funds do not receive any financial encouragement. Remunerating such researchers is a common practice in many universities and research institutions. Providing such assistance to those who deserve would encourage researchers to publish their work in journals as well as write grants and bring funds to their university.

**14.2.11 Recruitment of researchers:** In both universities as is true elsewhere, academic staff members undertake research as well as teaching. They are required to spend 75 percent of their time in teaching and 25 percent in doing research. Academic staff members are entitled to continue postgraduate studies, take research or sabbatical leave after serving the university for a given period of time. They can also be promoted as was the case in HU where one of the promoters of the joint research was promoted to head a university. When such circumstances occur, research could fall in the hands of those who have neither time or nor vision to follow through the undertaking. Hence, it is recommended that researchers who are not academic staff be employed to work on research projects. The operational research mentioned below would not be easy for academic staff because it demands a lot of time which they do not have. Such type of research can be undertaken by those whose sole responsibility is to do research.

**14.2.12 Dissemination:** Through the second phase of the project both universities have generated and are also generating numerous research results that could be of great benefit to end users if they are properly publicized. Research results are good only if they reach the intended beneficiary. Although a laudable effort is underway in both universities in this regard, for better impact more effort needs to be exerted to ascertain that the public is aware of their findings. It is easier to disseminate research results that are produced through operational research. This is a participatory research undertaken on farmers' fields. Though limited for obvious reasons both universities undertake this type of research. So also a public relations office that actively promotes research findings to audiences beyond the academic community should be established. It would be advisable to allocate some funds in the third phase for dissemination.

**14.2.13 Female student support:** The financial support to female students should be scaled up to cater for the increased enrolment of female students and increasing living costs. Other targeted supports to the female students do have a strong impact on reducing attrition rates and should continue. It is important, however, to monitor these activities closely in order to be sure that the real needs of the students are being addressed as well as explore why some of the activities have not been successful. Sharing of experience between the two universities would be beneficial.

A systematic approach to male involvement would help develop mutual respect and be beneficial for both the female and male students. Male students need awareness raising and should be encouraged to take part in discussions and debates about women's rights and gender equality and issues like sexual harassment and reproductive health, including family planning methods and STIs.

It is recommended that sexual harassment is dealt with in a more systematic way. It is of vital importance that information and counselling do not give the female students any responsibility for such incidents. Female and male students as well as teachers need to be sensitised on this issue.

**14.2.14 Gender in policies:** Gender should be incorporated into the research strategy of HU, corresponding with the strong emphasis on gender in the ten year strategic plan. MU should strengthen the integration of gender in the strategic documents.

**14.2.15 Gender balance and gender sensitivity:** Gender should be mainstreamed into all areas of the universities in a more systematic way. A strengthened and professionalized gender office could be responsible for strategic planning of the institutionalisation of gender into the university structure and undertake activities such as overseeing that all staff receive adequate gender training, that gender is mainstreamed into the various programmes, ensuring gender sensitive curricula, and put in place mechanisms to monitor research activities and ensure that research addresses gender issues in a more systematic way. The planned institute of environment, gender and development studies could play an important role in this process. A holistic approach to gender would entail:

- Collection of sex disaggregated data at all levels of administration as well as programmes. The data should be analyzed and used more actively in reports in order to facilitate easy access to these data for monitoring purposes and to create awareness.
- Taking measures to compliment government policies to increase enrolment of female students, such as grants and tutorials for female high school students.
- Implementation of proactive measures to increase the number of female staff. As recommended in the MTR, allocating a quota of research funding, staff exchange and postgraduate training opportunities for female staff should be considered as one such measure.
- Short term gender training of academic and administrative staff, in order to improve their understanding of basic concepts and mechanisms of gender issues and increase the awareness of the importance of gender sensitivity in higher education. Academic staff should be aware of gender sensitive methods of instruction and they should be able to guide the students in order to ensure gender sensitivity in the students' work and research. Specific training would be required for this purpose.
- Systems to secure and monitor gender sensitivity in research and in dissemination of the research. A stronger focus on securing that the research is relevant and beneficial to both female and male local farmers is recommended. Female extension workers should be hired and more importantly, all extension workers should receive relevant training on gender issues in relation to communication with local communities.
- If a third phase of the NORAD programme is realised, setting up the new institutes for environment, gender and development studies should be done on the basis of experience sharing among the two universities as well as through investigation into how other successful Ethiopian and foreign institutes of gender have been set up.

**14.2.16 Implementing the Third Phase of the Programme:** The second phase of the programme has generated technologies if properly transferred to end users could make enormous contribution towards improvement of livelihood of the rural poor. Technology on its own does not have any intrinsic value unless it is used to serve the intended purpose. It is important to take on station research outcomes to farmers' fields and test them to increase the rate of adoption of research results. Some of the research projects particularly joint researches that have been implemented during the second phase could direct to other important research projects the implementation of which could lead to production of useful technologies. The support of the second phase of the program has been concentrated on the agricultural colleges. This has already created a lopsided development of colleges and faculties in both universities. It is more so in HU than MU. The other colleges and faculties have to be supported for the universities to



have a holistic growth and development. Therefore, for these and other related reasons and also to realize wider impact from the interventions, the review team supports the realization of the third phase of the programme.

**(b) Specific Recommendations**

**14.2.17 Library Support:** The postgraduate library of the Hawassa University has benefitted from the second phase support. Text books and journals have been procured as planned. However, the library holds obsolete reference books. These outdated books cannot be used by researchers and postgraduate students as reference material. The team recommends that the books be removed and recent publications be purchased for the library.

**14.2.18 Fund transfer:** Timeliness of fund transfer is vital for meeting project objectives within the planned time frame. The finance officer of the project had to travel to Addis Ababa to submit a letter of transfer request and also to collect monthly reconciliation statements. It takes about 15 days for money to be transferred to the universities account at Hawassa. To reduce the time it takes for the transfer to happen and also avoid costs incurred, it is recommended that the liaison officer of the University whose office is in Addis Ababa be delegated to perform this piece of work. After all, liaison offices are created in Addis to facilitate work which cannot be done from a distance.

**14.2.19 Empowering programme coordinator:** In MU delays in activity due to the inability of the NORPIC to meet as often as needed has been reported by the University. To overcome this problem it is recommended that more autonomy is given to the coordinator of the programme. The NORPIC can play the role of overseeing the overall implementation of the programme.

**14.2.20 Water and sanitation:** MU needs to find a solution to the problem of water shortage at the main campus. The problem should be addressed as an urgent matter.

**Annex 1        Status of Mid Term Review Recommendations**

***Annex 1.1        Hawassa University***

S.N	Activities	Current Status	Remarks
<b>1</b>	<b>Programme Elements</b>		
<b>1.1</b>	<b>Research activities</b>		
1.1.1	Emphasis on socioeconomics & biophysical aspects	The recommendations were considered and emphasis was given in the third phase project proposal	
1.1.2	Joint research be more collaborative	The recommendations were considered and emphasis was given in the third phase project proposal	
<b>1.2</b>	<b>Staff Training</b>		
1.2.1	Training be linked to Ethiopian Conditions	The recommendations were considered and emphasis was given in the third phase project proposal	
<b>1.3</b>	<b>Dissemination of research findings</b>		
1.3.1	Avail funds for dissemination workshop	Dissemination workshop was conducted and documents produced	
1.3.2	Avail funds for meetings with potential users	Emphasis has been given in the project proposal of third phase	
1.3.3	Hold dissemination skill workshop	Dissemination skill workshop was conducted	
1.3.4	Provide support to University Research and Publication Office	The university research and publication office has been supported from the project	
<b>1.4</b>	<b>Wider Research Linkages to other projects</b>		
1.4.1	Review of research relevance process for wider linkage	Assessed proposals have been selected for the third phase	
<b>1.5</b>	<b>Laboratory technicians and equipment</b>		
1.5.1	Equipment provision be linked to lab technicians	Done	
1.5.2	Technician training be in Ethiopia	Emphasis has been given in the project proposal document of third phase	
<b>1.6</b>	<b>Female student support</b>		
1.6.1	Fund sharing experience between institutions and beyond	Planned to scale up female students support to the nearby high schools	
1.6.2	Spreading financial support for poorer girls	Done	
<b>1.7</b>	<b>HIV/AIDS Pandemic</b>		
1.7.1	Greater attention be given	High attention has been given and very good awareness has been created among the university community	
1.7.2	Additional support be sought from NGOs	Proposals have been developed and submitted to different organizations.	
<b>2</b>	<b>Programme management</b>		
<b>2.1</b>	<b>Schedule of the Programme</b>		
2.1.1	Programme continue till July 2008	Done	
2.2	Monitoring of the Financial Situation		

2.2.1	Clarify misallocation by local auditors	Done	
2.2.2	Review quarterly cumulative spending and commitments	Done by the university	
2.2.3	Standardize audit- separate capital and operation; Ethiopian & Norwegian	In this regard special attention has been given in the project proposal document of the third phase	
2.2.4	Disaggregate budget lines for monitoring purposes	Special attention has been given in the project proposal document of the third phase	
<b>2.3</b>	<b><i>Procurement</i></b>		
2.3.1	Computerization of the system	It has already been started and will be completed after the implementation of the Business Process Reengineering (BPR) work that has been started in the university.	
2.3.2	Provide periodic training to proc. staff	Done last time and planned for the second time	
2.3.3	Create awareness among researchers on proc. procedures	Done	
2.3.4	Tender Committee be non academic	Done	
<b>2.4</b>	<b><i>Programme Planning</i></b>		
2.4.1	Discussion of extension and next phase at Annual Planning	It has been discussed with all concerned and project proposal for the third phase has been developed and submitted to the Norwegian Embassy.	
<b>2.5</b>	<b><i>Clarify focus of programme</i></b>		
2.5.1	Annual meeting discuss on research focus	Done	
<b>2.6.</b>	<b><i>Programme Documentation</i></b>		
2.6.1	Prepare revised project document	Done	
2.6.2	Mixing goals & objectives be rectified	Emphasis has been given in the project proposal document of third phase	
2.6.3	All maintain electronic copy of the document	Done	
<b>3.</b>	<b><i>Programme Transparency</i></b>		
3.1	Project summary and annual plans be widely distributed	Done	
3.2	Exit workshop be prepared	Done	
<b>4.</b>	<b><i>Gender Balance in the Programme</i></b>		
4.1	Allocate quota of research funding, staff exchange & postgraduate training opportunities for female staff	Not achieved	
<b>5.</b>	<b><i>Programme Sustainability</i></b>		
5.1	Collaborative Research		
5.1.1	Involve Norwegians in field work	Not achieved	
5.1.2	Explore other areas of collaboration & scaling up existing ones	Being done	
5.2	Develop research applications skill		
5.2.1	Organize a workshop on the writing of	One such workshop has	

	research proposals	been conducted and further one is planned	
5.3	Mentoring and Guidance of Academic Paper Writing		
5.3.1	Organize a workshop on the writing of academic paper	Planned	
5.3.2	Consider developing mentoring systems for junior / new researchers to assist them in dissemination	Done	

**Annex 1.2      Mekelle University**

S.N	Activities	Current Status	Remarks
<b>1</b>	<b>Programme Elements</b>		
<b>1.1</b>	<b>Research activities</b>		
1.1.1	Emphasis on socioeconomics & biophysical aspects	Done	Was handled in small scale Research activities
1.1.2	Joint research be more collaborative	Done	On small scale research, joint researches were handled
<b>1.2</b>	<b>Staff Training</b>		
1.2.1	Training be linked to Ethiopian Conditions	Done	Most the researches and thesis work of the PhD trainings were done locally
<b>1.3</b>	<b>Dissemination of research findings</b>		
1.3.1	Avail funds for dissemination workshop	More than 18 research review workshops were handled	Both at Faculty and at University Level for the last two years
1.3.2	Avail funds for meetings with potential users	Done	Stakeholders were called to participate on the workshops called by the University
1.3.3	Hold dissemination skill workshop	Done	Local stakeholders were called on all workshops handled in the University
1.3.4	Provide support to University Research and Publication Office	Done	18 proceeding were published in two years
<b>1.4</b>	<b>Wider Research Linkages to other projects</b>		
1.4.1	Review of research relevance process for wider linkage	Done	Stakeholders were called during reviewing the proposal of the projects and researches
<b>1.5</b>	<b>Laboratory technicians and equipment</b>		
1.5.1	Equipment provision be linked to lab technicians	Done	
1.5.2	Technician training be in Ethiopia	Done	Various trainings were organised
<b>1.6</b>	<b>Female student support</b>		
1.6.1	Fund sharing experience between institutions and beyond	Done	The collaboration projects with Bureau of Trade, Industry and Transport
1.6.2	Spreading financial support for poorer girls	Done	Nearly 700 poor girls were supported
<b>1.7</b>	<b>HIV/AIDS Pandemic</b>		
1.7.1	Greater attention be given	Yes	Different experts, student and Female clubs have contributed on the awareness on HIV/AIDS
1.7.2	Additional support be sought from NGOs	yes	Like Mums for mums, and other clubs
<b>2</b>	<b>Programme management</b>		
<b>2.1</b>	<b>Schedule of the Programme</b>		
2.1.1	Programme continue till July 2008		
<b>2.2</b>	<b>Monitoring of the Financial Situation</b>		
2.2.1	Clarify misallocation by local auditors	done	
2.2.2	Review quarterly cumulative spending and	done	Monthly financial reports are

	commitments		prepared
2.2.3	Standardize audit- separate capital and operation; Ethiopian & Norwegian	done	
2.2.4	Disaggregate budget lines for monitoring purposes	done	
<b>2.3</b>	<b><i>Procurement</i></b>		
2.3.1	Computerisation of the system	done	
2.3.2	Provide periodic training to proc. staff	done	
2.3.3	Create awareness among researchers on proc. procedures	Done	
2.3.4	Tender Committee be non academic	Done	
<b>2.4</b>	<b><i>Programme Planning</i></b>		
2.4.1	Discussion of extension and next phase at Annual Planning	done	Draft third phase document prepared
<b>2.5</b>	<b><i>Clarify focus of programme</i></b>		
2.5.1	Annual meeting discuss on research focus	done	Research undertakings presented and discussed at research reviews
<b>2.6.</b>	<b><i>Programme Documentation</i></b>		
2.6.1	Prepare revised project document	done	Annual plans are prepared accordingly
2.6.2	Mixing goals & objectives be rectified	done	Clear goals and objectives
2.6.3	All maintain electronic copy of the document	done	Documentation is organized
<b>3.</b>	<b><i>Programme Transparency</i></b>		
3.1	Project summary and annual plans be widely distributed	done	Annual reports circulated
3.2	Exit workshop be prepared	To be do done	
<b>4.</b>	<b><i>Gender Balance in the Programme</i></b>		
4.1	Allocate quota of research funding, staff exchange & postgraduate training opportunities for female staff	Not implemented	
<b>5.</b>	<b><i>Programme Sustainability</i></b>		
<b>5.1</b>	<b><i>Collaborative Research</i></b>		
5.1.1	Involve Norwegians in field work	Done	New NUFU projects are now emerging
5.1.2	Explore other areas of collaboration & scaling up existing ones	Done	New NUFU projects are now emerging, and with local institution( like BOTIT)
<b>5.2</b>	<b><i>Develop research applications skill</i></b>		
5.2.1	Organize a workshop on the writing of research proposals	Done	Two separate training on research methodology and proposal writing were handled
<b>5.3</b>	<b><i>Mentoring and Guidance of Academic Paper Writing</i></b>		
5.3.1	Organize a workshop on the writing of academic paper	Done	Two separate training on research methodology and proposal writing were handled
5.3.2	Consider developing mentoring systems for junior / new researchers to assist them in dissemination	Yes	The number of participants and applicants for small scale fund increase

## Annex 2

## TERMS OF REFERENCE

FOR

THE END TERM REVIEW OF THE  
INSTITUTIONAL CO-OPERATION PROGRAM (ETH 011)  
BETWEEN  
HAWASSA UNIVERSITY,  
MEKELLE UNIVERSITY  
AND THE NORWEGIAN UNIVERSITY OF LIFE SCIENCES

### 1. Preamble

Whereas the institutional co-operation program between the parties has now reached the end of the current agreement;

Whereas the Agreement between the parties states that an end review shall be carried out during the current program cycles;

Whereas the parties are ready to facilitate such a review during the first quarter of 2001 (E.C.);

Now, therefore, the parties initiate the end review of the programme and give it the following terms of reference;

### 2. Background

The first Grant Agreement for institutional collaboration between UMB, Hawassa and Mekelle Universities was signed in June 1996 with the aim of strengthening capacity building and training at Ethiopian universities. The final evaluation of the first phase of the project documented that the project contributed to staff development, improved laboratory and library facilities, and enhanced practical training of students. However, it was suggested (by the external reviewers) that in spite of these achievements, institutional collaboration between UMB and the two Ethiopian universities (HU and MU), in terms of joint research, staff exchange, as well as operational exchange of strategic ideas lagged behind other activities. The second phase of the project continued in 2003 with the optimism of correcting these and other limitations.

The overall goal of the second (current) phase of the project (2003 to 2008) is to “enhance the contribution of higher education institutions towards the national policy of poverty reduction and increased agricultural productivity by improving the quality of education and research”. The mid-term review of the second phase of the project recognized that academic collaboration between UMB and the Ethiopian Universities has become stronger in this phase of the project than it was in the first phase, and the institutions have developed better capacity through joint research and staff exchange. The 2<sup>nd</sup> phase of the project has now reached the end of the implementation period. Based on the agreement of the involved institutions the end review will be carried out at the end of October by a team of consultants.

### Reference documents

The following documents shall form the basis of the review of this programme:

Annual reports form each year of the current cycle;

- Minutes from Annual Meetings between the parties and Norway, represented by the Embassy;
- Relevant archive material held in there institutions as well as at the Embassy, including scientific material produced under the programme and syllabus for the undergraduate, graduate and PhD students;

### 3. Purpose

The purposes of this review are to:

- Assess whether the programme has fulfilled its scope: to support the implementation of the Strategic Document Paper for the Reduction of Poverty (SDPRP) with regard to agricultural development in the respective regions. If not, what are the main reasons for not doing so?
- Assess whether the programme has reached the expected results, indicated in Annex I in the agreement, by the end of the programme. If not, what are the main reasons for not doing so?
- Assess the presence of linkages between the various sectors of the development cooperation, e.g. between natural resource management Food security and governance?
- Assess whether the management of the programme been transparent and according to agreed principles?
- Assess whether financial management been according to principles agreed and whether the programme is on track financially.
- Review the risk management and the anti-corruption measures by the partners.
- Review the benefit of the partnership between the three parties, and assess the institutional arrangements by the different partners. How diligent have the different parties involved been in terms of working out their duties and responsibilities?
- Propose any changes to the programme that will strengthen programme implementation for another round of support.

Furthermore, although the programme does not have gender equality as core content, the review will focus on to what extent the programme components have involved and enabled women and men differently. The rationale behind is to ensure experience-based knowledge as regards women's rights and gender equality applicable for the prospective third phase. The review will therefore also.

- Assess in particular the gender sensitivity of the research undertaken by both PhD and MSc students and further how far the dissemination of research results has addressed gender issues.
- Review the gender balance among students, researchers, lecturers and university administrators in the programme, and suggest possible mechanisms to strengthen the balance in the future
- Assess to what extent the programme has promoted opportunities for women to take higher education and to ensure female student wellbeing safety.<sup>1</sup> What importance have measures implemented had for the recruitment and wellbeing of women students? Which measures could be added on in a prospective new phase?

#### **4. The review team**

- The review team shall consist of one Ethiopian consultant, and one Norwegian consultant. The consultants must be agreeable to all parties. CV's of each of the nominated consultants should be circulated among the parties to this effect
- Each co-operating institutions shall assign one person to the evaluation team as a resource person;
- The team constitutes itself with a team leader;
- Logistic support for the team during its assignment in Ethiopia will be arranged between the parties.

#### **5. Methodology**

The review team shall conduct its duties based on the following methodological framework, but not be limited by this framework:

- Desk study of reference documents;
- Qualitative interviews with relevant stakeholders in Ethiopia and Norway (telephone interview);



- Employ use of focus groups where deemed appropriate for data collection and validation purposes;

## **6. Implementation.**

The review team shall conduct the review based on the following elements, but not be limited to these elements:

- Field visits to Hawassa and Mekelle Universities for interviews with heads of institutions, academic staff and documentation research;
- Qualitative interviews with relevant beneficiaries, such as peasants and farmers (both female and male), offices of agriculture, cooperatives and input supply companies.
- Interviews with a representative sample of female and male PhD, MSc and Bachelor students and other beneficiaries constituting the programme;
- Interviews with relevant representatives of the Federal Ministry of Education and Federal Ministry of Finance and Economic Development, Addis Ababa;
- The costs of the Ethiopian consultants shall be covered by the grant, and the costs of the Norwegian consultant shall be covered above the grant, by NORAD (The Norwegian Agency for Development Cooperation).

## **7. Time frame**

- The review team shall commence its work in 19-30 October 2008. The team shall submit an implementation plan with a time line for tasks to be undertaken, to the Federal Ministry of Education, the Hawassa and Mekelle Universities, UMB, and the Royal Norwegian Embassy within 4 working days after arrival in Addis Ababa;
- The review team shall carry out a debriefing in Addis Ababa. The team submit first draft report to the parties (see point above) two weeks upon completion of assignment in Ethiopia;
- The final draft report from the team shall be submitted to the parties no later than 31 Dec 2008.

## **8. Reporting**

The final draft report shall be submitted electronically to the Federal Ministry of Education, Addis Ababa, Hawassa and Mekelle universities, UMB and the Royal Norwegian Embassy, Addis Ababa. The reports shall consist of but not be limited to the following elements:

- An Executive summary of not more than three pages, including main conclusion on lessons learned and recommendation(s);
- Presentation of findings, including strengths and weaknesses of programme, and conclusions;
- Issues of learning from the institutional co-operation;
- Recommendations addressing the continued institutional co-operation between the parties;
- Annexes including schedules, people met etc.

The report shall be written in English.

### **Annex 3      Team Itinerary**

#### **Sunday October 26**

Afternoon                      Introductory meeting at the Hilton

#### **Monday October 27**

Morning                      Introductory meeting at the Norwegian Embassy

Afternoon                      Team meeting to make meeting schedule

#### **Tuesday October 28**

Morning                      Travel to Hawassa

Afternoon                      Meeting with Assistant Project coordinator

#### **Wednesday October 29**

All day                      At Hawassa University

#### **Thursday October 30**

All day                      At Hawassa University

#### **Friday October 31**

Morning                      At Hawassa University

Afternoon                      Travel to Addis Ababa

#### **Saturday November 1**

Morning                      Travel to Mekelle

Afternoon                      At Mekelle University

#### **Sunday November 2**

All day                      At Mekelle University

#### **Monday November 3**

All day                      At Mekelle University

#### **Tuesday November 4**

Morning                      Travel to Addis

Afternoon                      At Ministry of Finance and Economic Development

#### **Wednesday November 5**

Morning:                      Ministry of Education

Afternoon                      Debriefing at the Embassy

#### **Annex 4            Persons Interviewed during Review Mission**

##### ***(a) Hawassa University***

1. Mohamed Dabullo, Librarian
2. Bekelle Bulado, Vice President for Administration and Development
3. Getahun Alemu, Department head, Agricultural Engineering and Mechanization
4. Mihret Dananto, Agricultural Engineering and Mechanization
5. Abera Messelle
6. Walleligm Worku, Department Head, Plant Sciences
7. Tesfaye Abebe, Dean of Graduate Studies
8. Mrs. Tsedalle Ashenafi, Head, Finance Department
9. Zenbe Sintayehu, Acting head of procurement
10. Admassu Tsegaye, President of University
11. Andargachew Gidebo, Project Coordinator
12. Yewelsew Abebe, Associate Vice President for Research and Extension
13. Alemayehu Chala, Plant protection, PhD student UMB/HU
14. Mekdes Eyoel, Head of main gender office
15. Emebet Bekele, Head of gender office at main campus
16. Simret Betsha, Lecturer, department of Animal Science
17. Lidia Tadesse, female student Statistics
18. Yidenek Shimelash, female student Medical laboratory
19. Ketema Engda, female student Cooperatives
20. Zewdie Haile, female student Medical lab
21. Baychilush Tefera, female student Medical lab
22. Zemenay Ewnetu, female student Cooperatives
23. Yekitwork Terefe, female student Cooperatives
24. Netsanet Mekonnen, female student Statistics
25. Hiwot Hagos, female student Economics
26. Tamirat Abebe, male student Plant science
27. Yonatan Bekele, male student Plant science
28. Kehali Tefera, male student Plant science
29. Ziynoba Hytete, female farmer
30. Bekelech Welde, female farmer

##### ***(b) Mekelle University***

31. Mitiku Haile, President, Mekelle University
32. Kindeya Gebrehiwot, Vice president for Academic Affairs and Research
33. Enqubahir Kassaye, Research Director

34. Abdelkader Kedir, Associate Vice President for Research and Graduate Programme
35. Hagos Kiros, Head, Department of Finance
36. Kiross Demisie, Head, Human Resource Development Department
37. Berhe Sharew, Head, Procurement and Property Administration Department
38. Kefelegn Kebede, Researcher, Animal Science
39. Dejene Kassahun, Researcher Crop Science
40. Nigussie Abdi, Researcher, Natural Resource Economics
41. Girmay Tesfaye, Researcher, Natural Resource Economics
42. Sara Tewolde Berhan, Researcher, Land Resource Management and Environmental Protection
43. Derje Assefa, Head, Publication and Consultancy /coordination Office
44. Aklilu Haile Michael, practical Training Coordinator
45. Tewelde Berhan Tesfaye, Senior Librarian
46. Kurkura Kabeto, Head of Reform Office
47. Kinfe Asraha, Associate Vice president for Academic programs
48. Tigist Araya, Women's Affairs office
49. Bisrat Teamr, head of Women's Affairs office.
50. Zerthun Tafere, female student DCHS
51. Mihira Berhanu, female student Biology
52. Addis Hailu, female student Applied Geography
53. Bizuayehu Guche, female student Geography
54. Fetlework Workineh, female student Vet Science
55. Eyob G'yesus, male student Chemistry
56. Asmelush Hailu, male student English

***(c) Other Organizations***

57. Mrs. Aynalem Mamo, Senior expert of Nordic and East European Team, Bilateral Department, Ministry of Finance and Economic Development
58. Mr. Tizazu Asare Ministry of Education
59. Roman Gebreselassie, head of Tigray Women's Affairs Bureau. Mekelle

## **Annex 5 Documents Consulted**

### **Programme Documents**

#### **(a) General**

Flatin, I. et al (2001). *Evaluation of ETH011 Institutional Cooperation Programme between Agricultural University of Norway, Hawassa College of Agriculture and Mekelle University College of Dry Land Agriculture and Natural Resources.*

(2002). *Proceeding of the Workshop on the Preparation for the Second Phase NORAD Supported Institutional Strengthening Project for Mekelle and Hawassa Universities (September 30-October 1, 2002).*

(2003). **Institutional collaboration between Hawassa and Mekelle Universities (Ethiopia) and the Agricultural University of Norway: An academic partnership for improving the rural livelihoods in Ethiopia. Phase II (2003-2007)**

(2006) **Institutional collaboration between Debub University and the Agricultural University of Norway An academic partnerships for improving the rural livelihoods of Ethiopia Annual progress report (July2005 to June-2006) and Planned Activities and Budget (July 2006 to June 2007)**

**Wood, A. and Desta Hamito (2006) Mid term review: Institutional collaboration between Mekelle and Hawassa Universities (Ethiopia) and The Norwegian University of Life Sciences (Norway) An academic partnership for improving the rural livelihoods of Ethiopia**

(2007) **Institutional collaboration between Debub University and the Agricultural University of Norway An academic partnerships for improving the rural livelihoods of Ethiopia Annual progress report (2006-2007)**

(2008) **Institutional collaboration between Mekelle and Hawassa Universities (Ethiopia) and The Norwegian University of Life Sciences (Norway) An academic partnership for improving the rural livelihoods of Ethiopia**

**PHASE III (2009-2013) Institutional collaboration between Mekelle and Hawassa Universities (Ethiopia) and The Norwegian University of Life Sciences (Norway) An academic partnership for improving the rural livelihoods of Ethiopia**

#### **(b) Hawassa University**

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HU (2007) *Proceedings of the workshop assertiveness and experience sharing 2007*, Gender Office

HU (2008). *Annual Progress Report (July 2007-June 2008)*. DU, Hawassa.

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HU (2008) *Report on female students' support of NORAD Project (2007/08)*, August 08.

HU (2008) *Ten years research strategy draft document (2009-2018)*, prepared in September 2008

### **(c) Mekelle University**

MU (Undated). *Mekelle University Prospectus*. MU, Mekelle.

MU (2003). *Sexual Harassment and Sexual Misconduct Policy of Mekelle University*. MU, Mekelle.

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