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ADB HOLDS A CONSULTATION MEETING

The African Development Bank (ADB) held a consultation meeting in Nairobi, from 16-19 April 2009, on restructuring the African Development Institute (ADI). Prof. Paschal Mihyo, Executive Director of OSSREA, took part in the meeting representing OSSREA. OSSREA was commissioned to write a short paper on capacity needs of regional training institutes and to identify the possible partners for ADI in future capacity development activities; and several regional organizations, including OSSREA, were accepted as possible partners for ADI. Another meeting is planned to be called by ADI in July or August 2009 to discuss a capacity development strategy.

OSSREA MEETING WITH IDRC

Prof. Paschal Mihyo, Executive Director of OSSREA, met with Dr Pascal C. Sanginga, Senior Program Specialist for the Rural Poverty and Environment Regional IDRC office in Nairobi. The Executive Director presented three concept notes on proposals that OSSREA is developing with IDRC. The notes were developed as a follow-up of agreements reached with IDRC during Dr. Sanginga's visit to OSSREA/Ethiopia in February 2009. They were on:

a) a regional workshop on gender aimed at developing a new research project on gender; b) a workshop to support a meeting of OSSREA Chapters to help them design a strategy for influencing policy; and c) a pilot project proposal on review of the public sector reform in Ethiopia. The papers were reviewed and commented upon by IDRC, and OSSREA was asked to revise and hand in the proposals by the 24th April.

MEETING WITH THE OSSREA KENYA CHAPTER

Prof. Paschal Mihyo, Executive Director of OSSREA, visited the OSSREA Kenyan Chapter, and met with Prof. Helen Mondoh, Liaison Officer of the Chapter. During the meeting, the ED and Prof. Mondoh discussed matters affecting both the Chapter and the Secretariat, including the chapter's activities, and disbursements to the Chapter that had not been accounted for. Prof. Mondoh submitted the chapter accounts for 2008.

OSSREA-UNDP TRAINING ON RESEARCH METHODOLOGY

Introduction

OSSREA-UNDP Research Methodology Training Course Held at Ossrea Headquarters (University of Addis Ababa, Sidist Kilo Campus) 09 – 20 February, 2009

The training course was launched by the UNDP and executed by OSSREA with the objective of strengthening the capacity of a selected number of staff at the UNDP to undertake research in critical development areas. It was opened by Dr. Abdullahi Jallow, the UNDP Economic Advisor in Ethiopia. In his opening remarks, Dr. Jallow highlighted the need to strengthen capacity for data generation and analysis given the changing global and national situations and emerging global and regional problems. The course took ten days of intensive work, and the activities were divided into five blocks: developing a fundable proposal, qualitative research methods, Internet-based research methods, quantitative methods and packaging and marketing research findings. Four experts, three from OSSREA and one from the Economics Department, Addis Ababa University facilitated it. Below are summaries of the issues covered and the results of the evaluation conducted at the end.



Dr. Abdullahi Jallow, the UNDP Economic Advisor in Ethiopia

Part I: Developing Fundable Research Proposal

The first block of the course was on developing fundable proposals. Seven sessions were conducted on this part from 9th to 11th February. The objective was to develop a common framework on the essential elements that have to be taken into account when developing proposals. The methods used were participatory. The course was reflexive, and group work, simulation and other methods of adult participatory learning were used. The first session emphasized the need to understand the policy setting related to the research problem intended to be tackled. Two Federal policies were used as a basis for discussion: the Food Security Strategy and Productive Safety Nets

Programme of Ethiopia and the Agricultural Extension Policy. The session was used to show how proposals can be developed within a policy context, what steps are involved in the identification, selection and analysis of a problem and how problems can be made policy-related, demand-driven, location-specific and time-focused.

The second session was used to discuss how to put the problem in context. Using a hypothetical example of a health policy research project for Ethiopia, the session analyzed the political, historical, demographic, epidemi-

ological, environmental, geographical, social and cultural factors that one would have to take into consideration when analyzing a problem and prioritizing areas on which to focus. Methods for gap analysis were also introduced and discussed. Another example used for contextualizing research problem



Closing speech by Prof. Paschal Mihyo, OSSREA Executive Director

was in developing education projects. In both cases emphasis was placed on the relevance of socio-economic and cultural factors, policy contexts and other contextual variables in determining priorities in defining the problem.

The third session was used to define the determinants of a good researchable problem. It was emphasized that for a problem to be researched it must be focused, clear, and goal specific. In planning how to conduct research

on the problem, there is need to ensure that one approaches the problem from a multi-level, multi-dimensional and multi-disciplinary angle. There is need to think of actors to whom the problem relates and some of these have multiple identities, e.g. a person can be a worker, mother and service provider at household level at the same time. A student can be a girl and expected to perform mul-

multiple roles at household level or a boy who is expected to tender animals or engage in child labour after school. Emphasis was also placed on the power dimension. Most problems have in-built power dimensions a researcher has to take cognizance of before embarking on the research.

Session Four was on developing a conceptual framework for a proposal. Using the example of a



UNDP trainees with OSSREA staff members

health project, the group was asked to develop a holistic organogram of public health delivery system. In the organogram national, regional, *woreda* (district) and *kebele* (sub-district) systems of health service delivery in Ethiopia were examined. Factors that were identified as crucial in developing a conceptual framework were: leadership, management, financial and information resources; services providers, such as traditional healers, pri-

vate, and public clinics and hospitals, pharmaceutical service providers and international and other funders of health programmes; community systems of health service provision and care in terms of their capacity, training programmes, the extent to which they were inclusive or exclusive and the impact of culture on all these factors. The other issues to be considered include state and non-state actors, development organizations, the environment (water and sanitation), food and nutrition factors, agriculture and education in terms of how these factors impact on policy, capacity and delivery of services.

The fifth session was on prioritization of research problems. It was emphasized that not every problem identified is easy to study. In selecting the areas of focus it is important to consider: what planners need to solve the problem; whether the problem is a priority for the target groups; which of the areas are easy to study in terms of information, resources and capacity of the intended research team; what areas are likely to generate maximum impact; whether the information generated will be readily accepted and utilized by policy makers and planners; and whether there is demand for results.

The session further identified guidelines for prioritization. These include: whether the topic selected is new and likely to add values to existing knowledge; whether the topic is timely and has the potential to attract support for research and use of research results; whether the research area will enjoy political

and social acceptability; the issue of feasibility of both the research and research results utilization; ethical issues such as whether the research is intrusive and may lead to unethical exposure of information on individuals or communities; confidence building in terms of whether the communities intended for the study will have the confidence in the use of the results; and finally the capability of the project to galvanize other people and generate adequate interest for funding and appropriate research team formation.

Session Six was on the formulation of variables. It started with the identification of characteristics of various types of variables (continuous, discrete, ordered and nominal variables). The importance of variables was discussed and it was agreed they help in the choice of indicators; measurement of phenomena; measuring quantifiable and unquantifiable factors; identifying causal factors; identification of confounding factors ; and generating information fundamental to the findings.

Session Seven was on the development of a hypothesis. It was emphasized that variables end up shaping the hypothesis, lead to preliminary conclusions and out of the conclusions assumptions are made. At first there may be a number of assumptions and the conceptual framework helps the researcher to take a look at the vari-

ables, rank them and narrow down the assumptions. The narrowed down assumptions help in the development of a hypothesis. A research proposal can have several hypotheses but they must be focused, manageable, related to the problem, supported by the theoretical framework and linked to variables. The session wound up with a summary of Block I issues and the group reviewed key issues and tools in gap analysis; results chain analysis; definition of objectives; identifying confounding variables and developing a hypothesis.

February 2008. The main objective was to introduce trainees to the qualitative research approaches and their applications. There was a formal presentation for each session, which was followed by a discussion and a practical exercise, and one reading was given for each session. Initially, the training was designed as a refresher course. When it was realized that none of the trainees had a formal training on qualitative methodology, before the approach of the training was slightly altered. More time

was spent to discuss practical aspects of the approaches rather than theoretical ones.



The trainees posing with their certificates they were awarded at the end of the ten-day intensive training

Part II: Qualitative Research Methods

The training on qualitative research processes was given in six sessions, from 11th February 2009 to 13th

The first session dealt with the basic information about qualitative research. The definition of qualitative research was followed by explanation of the key concepts used in qualitative



OSSREA Resident Vice President, Prof. Habtamu Wondimu, making a closing speech

research. Time was also spent for comparing and contrasting qualitative against quantitative approaches. In other words, the class explored the advantages and disadvantages of using qualitative approaches. The class was then divided into two groups and each group was requested to develop a research problem as their first exercise.

It was emphasized that, unlike quantitative research needs a skilled researcher to collect data, and that process (i.e. preparing for fieldwork, embarking on fieldwork, and interviews) needs to be well understood. In Session Four issues discussed were participant selection and recruitment matters, sample size,

and basic guidelines during interviews. There are issues that are usually taken for granted and some people make mistakes that affect the quality of data without their knowledge. In Session Five, trainees were taken through focus groups as one of the qualitative methods of collecting data in details. Topics covered in-

cluded key characteristics of focus groups; when to use focus groups; planning focus group research; participants in a focus group; developing the question route, and roles of the focus group team. This discussion was supposed to be followed by a practical example that aimed at exposing participants more to the method. Unfortunately there was no time for this exercise. But enough emphasis was made on what needs to be taken into account when planning, moderating, and analyzing data collected through focus groups.

The final session the training on qualitative research dealt with qualitative data analysis. It was began with understanding the meaning of qualitative data and how these data are generated. This was followed by discussion of the principles of qualitative data analysis and the process used to analyze the data. After the presentation and discussion, the remaining time was devoted to finish up pending exercises.

It can be stated that the sessions of qualitative research processes were delivered successfully, and trainees showed a lot of interest, as was confirmed by the type of questions that were raised and discussed, the concentration in doing exercises, and their commitment in general. The trainees were, found to be matured, punctual, and actively involved in the discussions.

III: Quantitative Research Methods

The training on quantitative research methodology, organised in to seven different sessions, was offered for two and a half days on 16th, 17th and 19th February 2009. The areas covered and the activities carried out in the training were as follows.

Introduction to Quantitative Research Methods

In the first session was introduced the quantitative research methodology was the historical evolution of quantitative research, definition of terminologies, types of quantitative data, time dimension in

quantitative data, and time dimension quantitative research were discussed.

Session Two concentrated on how to generate quantitative data using various sampling techniques. This session covered basic concepts of sampling, sampling design, and sample size determination. It also introduced different sampling techniques, such as probability sampling techniques (simple random sampling, systematic sampling, stratified sampling, cluster sampling, and stage sampling) and non-probability sampling techniques (quota sampling, opportunity sampling, judgment/purposive sampling, convenience/chunk sampling, and snowball sampling). Discussion also included the advantages and limitations of each sampling techniques and how make a choice among the various sampling techniques based on different socio-economic cases.

All the activities in this session two were used to demonstrate/practice how to analyze quantitative data using descriptive statistics, regression analysis and exploratory data analysis.

Session Three was all about measures of distribution. In this session measures of central tendency (mean, median, and mode), measures of variation/dispersion, such as absolute mean deviation, variance, and standard deviation, and measures of shape (skewness) were discussed.

The Fourth dealt with regression analysis focusing on simple linear regression. It thus covered basic assumptions about simple linear regression,

regression line, accuracy of the regression equation and inferences on the regression equation (hypothesis testing), i.e. how to make generalizations from the sample statistic about population parameter.

Session Five introduced exploratory data analysis. It discussed EDA as an approach/philosophy for data analysis to maximize insight into a data set, uncover underlying structure, extract important variables, detect outliers and anomalies, test underlying assumptions, and develop parsimonious models.

The Sixth session a follow up of the preceding session, discussed EDA techniques with particular focus on graphic techniques. The session analysed the power of graphical techniques in quantitative data analysis and its additional and critical advantage over descriptive statistics and regression analysis. It discussed how graphical technique is a shortest path to gain insight into a data set in terms of testing assumptions, model selection, model validation, estimator selection, and relationship identification.

Session Seven the final part of the training on quantitative research methods discussed how EDA differs from classical data analysis. However because the course was compact, it was felt at the end that more days were required for quantitative methods alone.

Part IV: Internet Research Methodology

The Internet Research Methodology course was given for a total of six sessions for three days, on 13th, 16th and 17th February 2009. In each session a different topic was covered but in such a way that each topic was building upon the previous one. Below is a detail of the topics covered in each session.

Session 1: Introduction to the Internet

In this session the trainees were introduced to the Internet, and its basic components such as ISP (Internet Service Providers), POP (Point of Presence), NAP (Network Access Point) and the Backbone of the Internet, were explained. This was followed by discussions on the history, development, ownership and monitoring issues of the internet were elaborated, and the different components that work harmoniously to make the Internet work such as TCP/IP (Transmission Control Protocol / Internet Protocol), the Domain, DNS (Domain Name Server), the Server and The Browser were raised and briefly explained. This session ended with analysis of the client server model application to the internet, and the different services provided over the internet, such as E-Mail, Mailing Lists, Telnet, FTP, WWW, Blogs, RSS were explained using a live internet connection to different sites on the Internet.

Session 2: Search Engines

In this session the intrinsic features and mechanisms of search engines were explained followed by introducing the three most recommended search engines, www.google.com, search.yahoo.com, and www.exalead.com/search. The trainers then were directed to these search engines to observe online their different components. Next, a number of distinguishing features, such as size, noteworthy features, phrase searching, searching using *Boolean Logic*, searching using Requires/Excludes features, sub-searching, search results ranking, searching with field limiting, truncation/stemming, language and translation, were experimented using the three recommended search engines and these by comparing them. Finally, a five-step search strategy was introduced and analyzed using a number of random search terms to enhance the internet searching ability of the trainees.

Session 3: Subject Directories

In this session the trainees were first introduced to the essence of subject directories, and then to five of the most recommended subject directories. Accordingly, www.lii.org, infomine.ucr.edu, www.about.com, directory.google.com, and dir.yahoo.com were presented and the trainees were made to go through these subject directories to observe their different components online. Next, existing mechanisms used to find subject directories were discussed and finally, the most important fea-

tures, as was in the preceding session, such as *Size*, *Type*, *Phrase Searching*, searching using Boolean Logic, searching with *Field Limiting* and *Truncation/Stemming*, were experimented using the five recommended subject directories, and their features were compared with one another.

Session 4: Meta Search Engines

In the fourth session the trainees were first introduced to the basics of Meta-Search engines, and the four most-recommended Meta-Search engines www.clusty.com, www.dogpile.com, www.surfswax.com and www.copernic.com. The trainees were then directed to these meta-search engines to observe their respective components online. Again, their major features, such as what search engines the recommended meta-search engines access *Phrase Searching*, searching using *Boolean Logic*, searching with *Field Limiting*, *deep searching* and *Truncation/Stemming* were experimented by using the four meta-search engines and comparing their features.

Session 5: Evaluating Web Pages

This session begun by discussing first the rationale behind the need for evaluating internet sources especially web pages. Then the four techniques used for web resources

evaluation were brought to the four, along with the questions that need to be asked during the evaluation process, and discussed at length. Next, a checklist for evaluation of web resources was used to randomly evaluate a number of web pages by the students searched. The trainees were also introduced to the concepts behind the need to cite internet sources, and how they are cited using the three most popular citation styles. The three citation style guides were further elaborated with examples, and their respective purposes or application areas were discussed.

Session 6: Practical Exercise

This was planned to be a practical session where the trainees familiarize themselves more with downloading installing and using internet tools that would help them in the research activities they will be engaged in. Accordingly they were introduced to three Internet tools and were shown practically how to install and use these tools. (Internet Researcher, Flashget, and FLV downloader and player).

At the end it was made clear that the use of Internet in research was crucial and that more time and practice would be required to develop stronger capabilities to use Internet in research.

Part V: Research Report Writing

This was the last component of the course, and hence was devoted to presentation of research results in three sub-sessions. The first session was on the best elements of a theory; the second on creating good interpretive theories and conveying meaning, and the third was on ethical issues in report writing. Issues covered in the three sessions are presented in more detail as follows.

The first session introduced empiricism and social constructionism as major approaches in developing theories in social sciences. The difference between the two was discussed and the need for balancing both was emphasized. Then the group discussed what made a theory good and presentable. Elements of a good theory were identified to be: its representativeness of the situation it addresses; its capability to be used as a tool for analysis or understanding; its possibility to guide other or further research; its defensibility by the author from those with differing views; its applicability in real world situations, and its potential for replication and capability to be tested for validity. The group then discussed how to judge a good theory. It was emphasized that a good theory gives explanation of what and why in order to justify its recommended action; it provides explanation of the process

used to reach the conclusion made; it presents findings in such a way that future trends can be predicted; it enjoys universal applicability; it can be repeated by other researchers; it is written in simple language that can be understood by all in similar profession; it avoids tautology, bureaucratic language and technical jargons; it has practical utility for society or the relevant profession; it has relevance to various constituents, and it is demand-driven and location-specific even if it may have universal validity.

The next session was devoted to discussing how to create a good interpretive theory and convey the right meaning in presenting findings. It started with identifying elements that are likely to make an interpretive theory good.

An interpretive theory was defined as a theory that can be used to interpret researched phenomena. The essential elements were that it should lead to a new understanding of things covered in the research; guide to further clarification of issues; possess intellectual appeal; initiate community agreement or debate on the findings, and should be able to lead to change or reforms. Approaches on how to achieve these elements were also covered. The fact that the writer should take a prismatic approach to the phenomenon being written about, that there need to be a balance between curiosity leading to research and certainty of findings and conclusions. As well, the author must not write as a spectator (outsider) of the

community on which the research was conducted but should reflect participation in the research itself. Along this line, examples of contrasting approaches were discussed.

The third and last session was on ethical issues. It was underlined that researchers wield a lot of power as they can change peoples' perceptions about various phenomena, shape systems of power, production and distribution. This power needs to be exercised with a high sense of responsibility.

Ethics related to publication and reports are embodied in principles, values, standards and laws. They cover sources used in research, content of the reports, publications and media through which the findings are published. The group was exposed to sensitive areas such as laws that restrict researchable issues and freedom of expression on certain issues; censorship laws; copyright conventions and legislation and other restraining factors that need to be observed in writing, including values in Ethiopian society. Self censorship and self restraint were emphasized as necessary to exercise when there is uncertainty about acceptability of certain findings or statements in reports. It was also highlighted that researchers need to be aware of the private and public information domains within the culture of various societies and social groups, that they need to recognize and respect local institutions, and duly acknowledge sources.



Participants with the OSSREA Resource Team, the UNDP representatives and some members of the OSSREA Executive Office

Similarly it was stressed that that research capacity is a privilege enjoyed by a few, that the power it entails is held in trust for the constituencies on whom or for whom research is conducted; and that writing is an art, and publishing results entails heavy responsibilities to the respective communities and society at large.

Part VI: Course Evaluation

At the end of the training evaluation of the course and the approaches used was conducted by both

OSSREA and participants. The outcomes of this evaluation are presented below.

Table 1. Distribution of responses of four Participants on evaluation of the course, by percentage

Item	Responses				
	Poor	Almost Satisfactory	Satisfactory	Exceeding Expectations	Not Responded
Quality of training	0	0	0	100	0
Methods of delivery	0	0	0	75	25
Effectiveness of learning process	0	0	75	25	0
Meeting Expectations	0	0	25	75	0
Practicability	0	0	50	50	0
Balance between theory and practice	0	0	50	25	25
Average Total Scores	0	0	33.33	58.33	8.33

Evaluation by OSSREA

All in all the OSSREA resource team was very much impressed by the quality of the participants, their hands-on knowledge of issues and the degree and quality of their contributions in the discussions and group works. Although the course was intensive demanding, and covered in ten days what would in a normal university course be covered in six or more months, the participants were active all the time, very resourceful and never showed signs of fatigue or loss of interest. OSSREA believes that each of the major block would have given deeper insights if given more time. Perhaps in future the course can be delivered in blocks over a longer period of time with short intervals. On the whole, OSSREA is grateful for the opportunity it was given to participate in the capacity enhancement activities of UNDP and looks forward to stronger link and cooperation on this and other issues.

Evaluation by Participants

The participants were asked to assess the course base on seven areas of the course by OSSREA. The areas to be rated included: quality of training, methods of delivery, learning process, if expectations were met, the relevance of readings, the applicability of imparted skills, and balance between theory and practice. They were asked to indicate their ranking as *poor*, *almost satisfactory*, *satisfactory* or *exceeding expectations*. The summary of responses from the four participants who attended the course is shown in the table below.

The results show that the majority (58.33%) expressed a feeling they had found it suc-

successful beyond their expectations while 33.33% rated the course as satisfactory. This indicates that 91.66% of the total possible scores found the course very good or 'excellent'.

The participants were asked more questions to which all responded. On whether the sessions were executed as planned in the schedule three (75%) said yes and one did not respond. On the question of whether they would recommend the same course to colleagues, all (100%) said they would. One said in addition, "Definitely, I believe that OSSREA is the best institution in giving such type of training by the most knowledgeable people" and another one said, "they will benefit a lot from the course". Regarding sessions they found most useful, one said the block on developing proposals, another said the part on Internet methods and qualitative research methods, and two pointed out all the five blocks.

On the question whether they thought the course had relevance to the research needs of UNDP in Ethiopia, all replied 'yes', and one added, "yes, as a knowledge based organization, UNDP is expected to research, browse and develop knowledge and share with others. So the course has strong relevance."

On the question whether the readings and manuals given for the course were useful, all of them answered positively. The last question was on areas they believe required improvement if the same or similar course was to be given again. All the four participants said every thing was good. Two of

them said all was excellent, one of them advised that quantitative methods required more time and infusion of some practical experience and one advised that more time needed to be allocated to such a course.

OSSREA believes that the evaluation was very objective and helpful in its similar engagements.

1: OSSREA Resource Team

Name	Qualifications	Experience	Role in the Training
Prof. Paschal Mihyo	LLB. , LLM ., PhD. Public Law ; Professor of Politics and Administrative Studies	Currently Executive Director of OSSREA. Has taught at University of Dar Es Salaam (14 years), University of Warwick (1 year), Institute of Social Studies , The Hague (Netherlands) (14 years), University of Namibia (2 years), and has run regional courses on research methodology, governance and other development issues in Botswana (1996, 2005), Ghana (1994) Kenya (1994 and 2002), Uganda (2002), Tanzania (2001) . Is former Dean of Studies, Institute of Social Studies, The Hague, Director of Research Association of African Universities, Accra, and Executive Director, of the African Technology Policy Studies Network in Nairobi	Overall Team Leader. Gave session in Block I and Block V on Developing Proposals, and reporting and Presentation of Findings
Dr. Akim Mturi	BSc, M Phil, PhD (Demography)	Currently Deputy Executive Director of OSSREA. Has taught at University of Dar es Salaam, National University of Lesotho, University of Southampton, and University of KwaZulu-Natal (South Africa). Has worked at Human Sciences Research Council, South Africa.	Covered sessions in Block II on Qualitative Research Methods
Dr. Getnet Alemu Zewdu	BA (Economics); MA, and PhD. In Development Economics	Economic policy analyst; labour economist; budget specialist; industrial policy and aid specialist. Dr Zewdu is a specialist in quantitative methods, including computer based statistical methods	Delivered the sessions in Block IV on: quantitative methods
Mr. Alemu Tesfaye	B.Sc. (Physics) Post-graduate Diploma in Computer Science	Web based Systems Analyst, Designer and Developer, Web based Systems Trainer, Computer Systems Application Trainer, Web based Systems Implementation Specialist.	Delivered sessions on Block II on: Internet search methods
Ms. Misrak Kinfemichael	BA - Foreign Languages and Literature + Secretarial Science and Office Management	Organizing, coordinating and facilitating national regional and international conferences, workshops, trainings and other events	Was responsible for all administrative and logistical matters

CONSULTATION MEETING BETWEEN OSSREA AND IDRC

Introduction

February 2009, Dr. Pascal Sanginga, Senior Programme Specialist for Rural Poverty and Environment at the International Development Research Centre's Regional Office for Eastern Africa (EARO) in Nairobi, met with OSSREA at its headquarters in Addis Ababa from 24th and 27th. The meeting followed consultations between Dr. Sanginga and the OSSREA Executive Director Prof. Paschal Mihyo, in Nairobi in November 2008. The two parties agreed to consult on the following issues:

- i. Capacity building in interdisciplinary applied social sciences (modalities for a possible fellowship and research support programme);
- ii. Synthesis chapter on the IDRC funded Gender and social analysis project; and
- iii. Possible research ideas on the drylands project, including possibilities for a more scholarly peer-reviewed publication.

During his visit, Dr. Sanginga held meetings with the Management of OSSREA, the Resident Vice President of OSSREA, the Minister of State, Ministry of Capacity Building in Ethiopia, the Minister for Agriculture and Natural Resources, and the Minister of State for Science and Technology. During these meetings issues of research were discussed and modalities of how the IDRC could support these initiatives were agreed upon. Below is a summary of what was discussed and agreed.

Issues discussed

a. Writing Skills for Improvement of Research Output

It was agreed that the quality of research output depends on improved writing skills and OSSREA has to build into its research methodology training programmes' courses on writing skills.

b. Publications

The meeting discussed three issues in connection with this. The first issues was on the general need to support the development of textbooks on areas where materials for teaching are in short supply. In line with this:

- Senior scholars could be requested to organize some of their teaching materials into books;
- Experts on key issues could be commissioned to put together other scholars for the development of such textbooks;
- Young scholars who have done research could be mentored and helped to their research reports into textbooks; and
- Some new PhD theses that could be used for teaching could be converted into textbooks.

It was agreed that these options need to be considered and each of them requires some incentives and funding to put into operation.

The second issue was the planned IDRC publication on gender, and OSSREA was asked if to write a synthesis chapter of the research output arising out of the book on gender jointly published by OSSREA and IDRC.

c. Development of a Gender Programme

The meeting discussed the need for strengthening the capacity for research and publication on gender issues. OSSREA expressed its intention to develop a new gender programme that would entail developing a research project and capacity building for gender mainstreaming in issues of development: budgets, natural resources management, planning for local and national development, HIV, tourism, etc. It was also agreed to hold a workshop of gender experts from the African and Asian region before OSSREA embarks on the final draft. This enables for the gaps in gender research to be discussed and would help OSSREA to develop a serious and demand-driven gender and development research programme.

d. Networking Young Scholars

Mentoring and facilitating exchange of ideas by young scholars was discussed. It was agreed that both OSSREA and IDRC should continue looking into modalities of facilitating such a programme.

e. New Project Initiatives by OSSREA

OSSREA reported that it was developing two new projects on migration and fragile states and that in the latter it will want to cooperate with the UN African Institute for Peace and Security based at Addis Ababa University. Dr. Sanginga advised that these were important projects and there are programme officers at IDRC dealing with them and it would be the best idea to get in touch with them as the process advances.

f. Research on the Green Revolution in Africa

The IDRC representative drew OSSREA's attention to initiatives on the green revolution in Africa and indicated the need for research on how it could be supported by research to avoid shortfalls that affected the Asian green revolution, such as inequalities, pollution, gender inequities, etc. It was agreed that this is an area of mutual interest and activities could be developed for

OSSREA in collaboration with other agricultural research organizations.

g. Fellowships

In relation to them that fellowship programme IDRC has developed which would make available support for postgraduate courses in gender and other studies, it was agreed that once the programme is finalized, the two organizations would look for ways of cooperating in it.

h. Doctoral Research Programme Involving the Diaspora

Dr. Sanginga drew the attention of OSSREA to the IDRC Regional Training Research Programme through which scholars outside the continent are supported to come to the regions in the South to do research.

i. Drylands Husbandry Project

The meeting discussed the OSSREA Drylands Husbandry Project (DHP) which was the most successful project and had been partly supported by the IDRC. It was agreed that the project should be revived and launched in three countries, Kenya, and Uganda where there is government interest. Ethiopia. OSSREA would de-

velop a concept note for DHP that includes a preliminary needs assessment and evaluation of impact.

The concept note should include three key components: gender; innovation; and a young scholars leadership on DHP. In addition, there is a need of exploring a possibility of developing text books on natural resources management in collaboration with universities (such as those in Namibia and Mozambique). Dr Sanginga emphasized a need to have the government of one participating country as a partner, which can take some responsibilities and hence reduce the overall cost. If successful, OSSREA would receive from IDRC a budget of US\$ 700,000-800,000 for three years.

Agreed Action Plan

The following action was agreed to be taken in the short term:

1. OSSREA would shortly send a proposal to IDRC on the reprint of the IDRC supported gender book.
2. OSSREA would propose the experts to prepare a synthesis chapter for the regional IDRC gender book before end of March.
3. OSSREA would send before end of March, a proposal to IDRC on a re-

gional workshop on gender and development in Africa to which experts from Asia and Latin America will be invited. The workshop will be used to form basis for developing a new OSSREA research programme on gender issues in the region.

4. OSSREA would send before end of March, a proposal to IDRC on evaluating the public sector reform programme in Ethiopia to support the development of bigger study of the same by the Ministry of Capacity Building and OSSREA.
5. OSSREA should develop a concept note in the form of needs assessment for strengthening its National Chapters to interact with policymakers, and submit it to IDRC before end of March.
6. OSSREA to develop and send a concept note on the high level conference on food security for the IDRC alumni and others. This conference is supposed to be based on the report and outcome of the ISS alumni workshop scheduled to take place in April 2009.

OSSREA AND UNAM HOLD CONSULTATIVE MEETING

A consultative meeting was held between OSSREA and University of Namibia (UNAM) on the 29th January 2009 in Windhoek, Namibia. This took place during Prof. Paschal Mihyo, OSSREA Executive Director's courtesy visit to UNAM, and to review the work of the Namibian Chapter of OSSREA.

The Vice Chancellor of UNAM briefed him on OSSREA's new plans to be implemented. It was noted that in contrast to other OSSREA Chapters, OSSREA Namibian Chapter has made OSSREA proud by its recent publication, *Local Government Decentralization in Namibia* (2008), which testifies to the hard work and commitment of the Chapter. The Chapter was also commended for its inclusion of non-UNAM and non-academic members in its executive committee and for strengthening of the memorandum of understanding MoU that was signed between UNAM and OSSREA.

The Chapter was urged to be determined in its marketing strategy, to bring OSSREA closer to the people by spreading its wings to all four corners of Namibia, and to research on issues relevant to society, such as youth employment, quality assurance, student poverty, and climate change etc. This will bring interaction and collaborative efforts with the Ministry of Youth and Culture in Namibia. In this regard it was agreed that the Namibian Chapter should develop a proposal on youth unemploy-

ment which will be discussed with the Ministry of Labour, the National Youth Council, and the Founder President Dr. Sam Nujoma. The Faculty of Humanities undertook to develop the proposal.

It was also agreed that UNAM be viewed as an institution which generates knowledge and not as a net consumer of knowledge. This can be realized through workshops on how to prepare proposals and similar other activities, and by finding ways to do more with less resources.

In conclusion, OSSREA expressed its thanks to UNAM for hosting, housing and providing facilities to the Namibia Chapter of OSSREA on its premises. UNAM, in return, promised to support and work together with OSSREA because "UNAM and Research are twins".

Both parties thanked the outgoing Executive Committee and welcomed members of the new Executive Committee, and commended the peaceful transition.

**NEW OSSREA NATIONAL
CHAPTER EXECUTIVE MEMBERS**

Dr B.Mutumba - Chairperson
Prof. J.H Buitendach -Secretary
Ms P. Claassen -Treasurer
Mr Sibati - Ordinary Member

**OLD OSSREA NATIONAL CHAPTER
EXECUTIVE COMMITTEE MEMBERS**

Dr T. Chirawu - Chairperson
Associate Prof. C.D Kasanda -Secretary
Dr M.L Mostert -Treasurer
Ms P. Claassen - Ordinary Member
Ms R. Quest - Ordinary Member

**Ceremony of handing over books to the VC and Deputy VC of UNAM by OSSREA**

Left: Prof. J.H Buitendach; 2nd P. Mihyo 3rd Prof. Lazarus Hangula V.C, UNAM 4th
Prof. O. D. Mwandewe; Pro-V.C, Academic Affairs and Research

A SEMINAR ON SINO-ETHIOPIAN COOPERATION

The growing prominence of the People's Republic of China internationally and its increasing activities in Africa in general has been attracting the attention of both governments and researchers alike since recent times. However, there is a felt-need for doing further, in-depth research into the area, particularly China's expanding role in Africa in general and in countries like Ethiopia in particular. In cognizance of this fact, a seminar was held at the OSSREA headquarters on 16th February 2009.

The seminar, which was presided by Prof. Kenneth King, a distinguished scholar and researcher from Edinburgh University, was aimed at analysing China's existing activities in various sectors in Ethiopia, and exploring ways of conducting research concerning the Sino- Ethiopian relations. Prof. King outlined Chinese cooperation with Ethiopia in various areas, including agriculture, health, and infrastructure development, and stated that these clearly indicate the areas and the need for more research. In addition, the presenter identified and highlighted a number of facets of China's interaction with Ethiopia – particularly from the human resources side – as possible key areas and justifications for engaging in further research.

These aspects include: i) The fact that China's cooperation with Ethiopia, like Japan's, is in a response mode; ii) That, some forms of development

and economic cooperation are more visible than others; iii) China's "soft power" is arguably much less evident than that of several other nations and donors, principally because it doesn't perceive itself as an aid donor, but rather as a strategic cooperation partner with Ethiopia (as is the case with its other partners in Africa); iv) China believes that cooperation means "people to people exchange", hence there is a great deal of attention to short and long - term training in china and the sending of technical experts and volunteers to Ethiopia; v) The attitude of the Chinese towards work, whether in technical and vocational (TVET-Technical and Vocational Education training) colleges, roads, or firms, and their efficiency and punctuality in delivering is widely admired by Ethiopians; vi) China's belief that the training and development of technical expertise needs to be demand-driven and not simply supply-driven, and vii) The fact that China's involvement in the transformation of infrastructure in Ethiopia is inseparable from the single most dramatic transformation of the urban environment, and the largest, sustained building boom in Addis Ababa's history.

In his conclusion, Prof. King pointed out that there is a 'red thread' of critical analysis of China-in Ethiopia which needs to be carefully researched, and underscored the urgent need for

detailed analytical studies by Chinese and Ethiopian researchers of the multiple ways in which china is currently engaged with Ethiopia.

The meeting was attended by participants drawn from various bodies and institutions, including the Chinese embassy in Ethiopia, the Ethiopian Ministry of Foreign Affairs, and Ministry of Agriculture, the Chinese Technical and Vocational Education Training (TVET) College in Addis Ababa, and OSSREA Secretariat. The meeting ended with the mutual understanding that research into the area is timely and crucial, and that once the key areas have been identified, research should be embarked on by all concerned researchers and institutions.

REGIONAL WORKSHOP ON FOOD SECURITY IN EAST AFRICA

Funded by the Netherlands Universities Foundation for International Cooperation (NUFFIC) OSSREA in collaboration with the Institute of Social Studies (ISS) in the Hague and the Association of all Ethiopians trained in the Netherlands higher learning institutions, conducted a two-week workshop in Addis Ababa, Ethiopia from 19th April to 2nd May 2009.



Trainers of the regional workshop on *Food Security in Africa*, Addis Ababa, Ethiopia



Participants of the regional workshop on *Food Security in Africa*, Addis Ababa, Ethiopia

The theme was “Why Does Famine Persist? Poverty Reduction and Food Security Strategies in East Africa.” The course was attended by participants from Ethiopia, Kenya, Tanzania and Uganda. It was agreed, among other things, that a research proposal should be developed by OSSREA and ISS on the subject, including a component for fellowships. Prof. Habtamu Wondimu, the OSSREA Resident Vice President, closed the workshop.

FIRST CONGRESS OF AFRICAN ECONOMISTS MARCH 2-5 2009 NAIROBI, KENYA

“Towards the Creation of a Single African Currency:
Review of the Creation of Single African Currency.”

9) Creating Monetary Unions: Case of
ECOWAS, COMESA, SADC and the
ECCAS.

During the congress a number of papers were presented some of which are the following:

After four days of deliberation the meeting ended with a final Communiqué.

- 1) The Political Economies of Monetary Integration
- 2) Monetary Union in Africa: A Benefit for Economic Independence
- 3) Guidelines for the Single African Currency: What not to Do
- 4) Removing Bottlenecks to Achieving a single African Currency
- 5) Monetary Union and its implications for African Countries: Advantages, Inconveniences and Modalities
- 6) As Good as Gold: An African Currency
- 7) Towards a Single African Currency: A Necessity of Prior Convergence of African Regional Economies
- 8) An Alternative Reconsideration of Macroeconomic Convergence Criteria for the West African Monetary Zone

FEATURE ARTICLES

Does Urbanization Encourage Co-habitation in Kampala City?

Dr. Fredrick Ruguma Tumwine * and
Prof. James Ntozi *

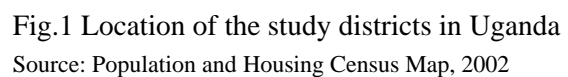
Introduction

Kampala, the capital city of Uganda, accounts for 40% of the total urban population in the country and has approximately 5% of the total population of Uganda with a population of 1,189,142 in 2002 (UBS 2002). Modernization can be used to explain the loss of functions that society expects families to perform as a result of social changes that take place. These social changes include: erosion of traditional and religious authority; growth of individualism; mass education; a rising status of women reflected in equality and independence of women and the ideology of consumerism (Caldwell and Caldwell 1987). Co-habitation, one of the categories of marital status is becoming more common in Uganda partly because of urbanization. Co-habitation referred to in different terms in Uganda as: informal union in which a man and woman stay together

intending to have a lasting relationship, even if a formal civil or religious ceremony has not occurred. It is also referred to as “living together” (UDHS 1995). Further, it is known as consensual union: marriage that exists simply because the parties to the marriage have agreed to live together (UBS 2002).

Co-habitation is a type of marriage where a man and a woman decide to live together without complying with legal requirements (Byamukama 2006). In addition, co-habitation is regarded as the beginning of other types of marriages: *Civil* (marriage contracted before an official Government registrar under the Registrar General); *Religious* (marriage performed by one of the recognized religions in the country in a recognized place) and *Customary* (marriage contracted between two families through the performance of marriage rites as required by a particular culture(s) within which the marriage is taking place). This type of marriage is becoming popular among the young people and therefore is given due attention by this paper.

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 - + Department of Population Studies, Makerere University, Box 7062, Kampala



Objectives of the Paper

The main objective of the paper was to examine the impact of urbanization on co-habitation in relation to other factors. Other objectives were: To find out why urbanization encourages co-habitation. It also examines the effects of co-habitation on the family and society as a whole. Lastly, the advantages and disadvantages of co-habitation are analyzed.

Hypothesis

This paper is intended to test the hypothesis: “Co-habitation is more likely to be practiced in urban centers than in rural areas”.

Data Sources and Methodology

Qualitative and quantitative data was derived from a survey and focus group discussions (FGDs) in 2004. This being a comparative study, both urban and rural respondents were involved. Kampala district being 100% urban was very suitable for the study. Mpigi, Kisoro, Sironko and Arua districts represented rural areas (*see map below*). The study dealt with four tribes namely: Baganda; Bafumbira; Bagisu and Lugbara. These tribes represent the four regions of Uganda respectively namely: central; western; eastern and northern. All persons aged 15 and above found in the households qualified for the interview. Age 15 was chosen because it is the one used to calculate singulate mean age at marriage in Hajnal (1953) a formula that assumes no first marriages occur before age 15.

A total number of 1683 respondents were studied in the quantitative sub-study and 1071 answered the question on co-habitation. In the qualitative study, focus group discussions (FGDs) using an interview guide facilitated the acquisition of detailed information on co-habitation. Sixteen focus groups i. e eight from Kampala and eight from rural areas (Mpigi, Kisoro, Sironko and Arua) were used. In order to get relevant information from the groups, men had to be separated from women. Therefore, for each of the four tribes there were four focus group discussions: two separate ones for men and women in Kampala and also two in rural areas.

Co-habiting was one of the categories of marital status. Respondents who were married were asked whether they had started their marriage by co-habiting or not. Those who co-habited were asked to give the advantages and disadvantages of the type of marriage. Chi-square statistic was used in the initial analysis and Logistic regression in the final analysis of the quantitative data.

Table 1. Marital status, by sex and residence

Males	Area of residence					
Marital status	Rural			Urban		
Total						
	No	%	No	%	No	%
Never married	112	25.4	135	32.3	247	28.8
Married	294	66.7	236	56.5	530	61.7
Widowed	7	1.6	5	1.2	12	1.4
Separated/div	11	2.5	9	2.2	20	2.3
Cohabiting	17	3.9	33	7.9	50	5.8
Total	441	100.0	418	100.0	859	100.0
Chi-square = 13.536, p = 0.009						
Females						
Never married	67	17.1	115	26.6	182	22.1
Married	259	66.1	225	52.1	484	58.7
Widowed	34	8.7	32	7.4	66	8.0
Separated/div	24	6.1	34	7.9	58	7.0
Cohabiting	8	2.0	26	6.0	34	4.1
Total	392	100.0	432	100.0	824	100.0
Chi-square = 13.536, p = 0.009						
Both sexes						
Never married	179	21.5	250	29.4	429	25.5
Married	553	66.4	461	54.2	1014	60.2
Widowed	41	4.9	37	4.4	78	4.6
Separated/div	35	4.2	43	5.1	78	4.6
Cohabiting	25	3.0	59	6.9	84	5.0
Total	833	100.0	850	100.0	1683	100.0
Chi-square = 34.717, p = 0.000						

Co-habitation as One of the Categories of Marital Status

The never married category was 29% in urban and 22% in rural areas due to the higher age at marriage for the former.

Cohabiting couples were those who admitted that they were married yet their marriage was not religious, civil nor customary. The study revealed that the majority of the respondents were married (66% rural and 54% urban), followed by those who were never married (22% rural and 29% urban), cohabiting (3% rural and 7% urban) widowed (5% rural and 4% urban) and separated/divorced (4% rural and 5% urban) as shown in Table 1.

Table 2, Co-habitation, by sex and residence

	No education		Primary		Secondary		Tertiary		Total	
Males	N	%	N	%	N	%	N	%	N	%
Cohabited	2	5.1	20	8.6	35	20.7	18	22.5	75	14.4
Never cohabited	37	94.9	212	91.4	134	79.3	62	77.5	445	85.6
Total	39	100.0	232	100.0	169	100.0	80	100.0	520	100.0
Chi-square = 18.698, p = 0.000										
Females										
Cohabited	6	4.9	34	14.8	39	27.9	13	22.0	92	16.7
Never cohabited	117	95.1	195	85.2	101	72.1	46	78.0	459	83.3
Total	123	100.0	229	100.0	140	100.0	59	100.0	551	100.0
Chi-square = 26.661, p = 0.000										
Both sexes										
Cohabited	8	4.9	54	11.7	74	23.9	31	22.3	167	15.6
Never cohabited	154	95.1	407	88.3	235	76.1	108	77.7	904	84.4
Total	162	100.0	461	100.0	309	100.0	139	100.0	1071	100.0
Chi-square = 40.388, p = 0.000										

Table 3. Co-habitation, by sex and religion

	Catholic		Protestant		Moslem		Total	
Males	N	%	N	%	No	%	N	%
Cohabited	27	11.7	30	13.4	17	30.4	75	14.4
Never cohabited	212	88.3	194	86.6	39	69.6	445	85.6
Total	240	100.0	224	100.0	56	100.0	520	100.0
Chi-square =13.189, p = 0.001								
Females								
Cohabited	33	14.0	48	17.7	11	25.0	92	16.7
Never cohabited	203	86.0	223	82.3	33	75.0	459	83.3
Total	236	100.0	271	100.0	44	100.0	551	100.0
Chi-square = 3.631, p = 0.163								
Both sexes								
Cohabited	61	12.8	78	15.8	28	28.0	167	15.6
Never cohabited	415	87.2	417	84.2	72	72.0	904	84.4
Total	476	100.0	495	100.0	100	100.0	1071	100.0
Chi-square = 14.497, p = 0.001								

Co-habitation appeared to be more popular with urban respondents (7%) compared with 3% for the rural respondents. This was attributed to the economic situation that is hindering formal marriage. Most young women always aspire to marry men of more economic means than themselves so as to ensure that their children are not born in poverty. Conversely, men of low incomes tend to fear marrying women with high

incomes so as to avoid to be dominated by women.

Factors that Affect Co-habitation

Area of Residence

Respondents who were married in church or the mosque were asked whether they had started their marriage by co-habiting or not. Table 2, shows that 15.6% of the respondents married in church

or a mosque (religious marriages) started by co-habiting. The percentage of respondents who co-habited before formal marriage was higher in urban areas (23.9%) than rural areas (8.5%). Results of the Chi-square test reveal that area of residence is significantly associated with co-habitation ($p = 0.000$). Therefore, urbanization plays a significant impact on co-habitation.

Table 4. Co-habitation, by sex and education

	No education		Primary		Secondary		Tertiary		Total	
Males	N	%	N	%	N	%	N	%	N	%
Cohabited	2	5.1	20	8.6	35	20.7	18	22.5	75	14.4
Never cohabited	37	94.9	212	91.4	134	79.3	62	77.5	445	85.6
Total	39	100.0	232	100.0	169	100.0	80	100.0	520	100.0
Chi-square = 18.698, p = 0.000										
Females										
Cohabited	6	4.9	34	14.8	39	27.9	13	22.0	92	16.7
Never cohabited	117	95.1	195	85.2	101	72.1	46	78.0	459	83.3
Total	123	100.0	229	100.0	140	100.0	59	100.0	551	100.0
Chi-square = 26.661, p = 0.000										
Both sexes										
Cohabited	8	4.9	54	11.7	74	23.9	31	22.3	167	15.6
Never cohabited	154	95.1	407	88.3	235	76.1	108	77.7	904	84.4
Total	162	100.0	461	100.0	309	100.0	139	100.0	1071	100.0
Chi-square = 40.388, p = 0.000										

Table 5. Co-habitation, by sex and tribe

[illegible]

Table 6. Co-habitation, by sex and occupation

	Professionals		Farmer		Trader		Student		Other		Total	
Males	N	%	N	%	N	%	N	%	N	%	N	%
Cohabited	23	20.7	9	4.8	9	12.2	3	100.0	31	21.5	75	14.4
Never co-habited	88	79.3	179	95.2	65	87.8	0	0.0	113	78.5	445	85.6
Total	111	100.0	188	100.0	74	100.0	3	100.0	144	100.0	520	100.0
Chi-square = 41.705, p = 0.000												
Females												
Cohabited	8	12.9	15	6.3	20	26.3	2	100.0	47	27.2	92	16.7
Never co-habited	54	87.1	223	93.7	56	73.7	0	0.0	126	72.8	459	83.3
Total	62	100.0	238	100.0	76	100.0	2	100.0	173	100.0	551	100.0
Chi-square = 47.799, p = 0.000												
Both sexes												
Cohabited	31	17.9	24	5.6	29	10.3	5	100.0	78	24.6	167	14.4
Never co-habited	142	83.1	402	94.4	121	80.7	0	0.0	239	75.4	904	85.6
Total	73	100.0	426	100.0	150	100.0	5	100.0	317	100.0	1071	100.0
Chi-square = 81.035, p = 0.000												

Religion

According to Table 3, the percentage of co-habitation before formal marriage was much higher among Moslems (28%) than Catholics (12%) and Protestants (15.8%). Christianity discourages co-habitation because co-habitation encourages sex before a wedding in church, which is considered by Christians as a sin and fornication. In the Catholic Church penalties are even imposed on parents of co-habiting by being prevented from taking Holy Communion in church and being godparents at baptism. Holy Communion and baptism are important sacraments in church. Chi-square results show significant association between co-habitation and religion ($p = 0.001$) for both sexes and males alone but not for females alone.

Level of Education

The study found that co-habitation increases with level of education as observed in Table 4. Respondents with no education had the lowest co-habitation (4.9%), followed by Primary (11.7%), Tertiary (22.3%) and Secondary (23.9%). This is because education influences choice of spouse. The higher the education, the higher the chances of the respondent choosing for himself/ herself a marriage partner. The Chi-square results show significant association between level of education and co-habitation ($p = 0.000$) for both sexes and males and females separately.

Tribe

As can be observed in Table 5, the Baganda had the highest co-habitation rates (27.0%), followed by the Lugbara (18.7%), Bagisu (14.1%). The Bafumbira had the lowest rate of co-habitation (5.7%). This is in agreement with the focus group findings that co-habitation was unacceptable to the Bafumbira and regarded as prostitution.

The Baganda had the highest rate of co-habitation probably because of greater influence of urbanization. The rural district Mpigi of the Baganda respondents is a few miles from Kampala. Chi-square test shows a strong association between tribe and co-habitation ($p = 0.000$).

Occupation

Table 6 shows that the farmers least co-habited (5.6%) while the students were found to have the highest incidence (100%). Students are less attached to cultural norms, which discourage co-habitation unlike the farmers who respect them most. Other occupations with high percentages of co-habitation included the traders (19.3%) and the professionals (17.6%). The Chi-square results show a strong association between occupation and co-habitation ($p = 0.000$).

Table 7. Logistic regression showing the relative impact of urbanization and other

Residence	Urban	.749	.238	9.866	.002	2.114
	Rural #	0(a)	.	.	.	.
Religion	Protestant	-.023	.206	.013	.910	.977
	Moslem	.240	.285	.707	.400	1.271
	Catholic #	0(a)	.	.	.	.
Education	Primary	.326	.413	.623	.430	1.385
	Secondary	.718	.424	2.862	.091	2.050
	Tertiary	.814	.481	2.870	.090	2.258
	None #	0(a)	.	.	.	.
Tribe	Baganda	1.598	.305	27.441	.000	4.944
	Bagisu	.990	.335	8.710	.003	2.690
	Lugbara	1.125	.304	13.713	.000	3.081
	Bafumbira #	0(a)	.	.	.	.
Occupation	Professional	.560	.365	2.347	.126	1.750
	Other	.716	.320	5.022	.025	2.047
	Trader	.518	.362	2.049	.152	1.679
	Student *	22.077	.000	.	.	3871212926.156
	Farmer #	0(a)	.	.	.	.

= Reference category * Very few cases

Relative Effect of Urbanization Vis-à-vis Selected Factors on Co-habitation

The logistic regression model was used to assess the impact of selected variables on co-habitation. The multivariate analysis found residence, tribe and occupation to be significant factors in affecting co-habitation. The results of the analysis in Table 7 show that respondents in urban areas were 2 times ($\text{Exp (B)} = 2.1$) more likely to have co-habited (before formal marriage than their rural counterparts. Area of residence, and therefore urbanization was the second most significant factor influencing co-habitation. Urban residents had more reasons for co-habitation (Table 8).

For example, some urban respondents could still stay with their partners despite the rejection by the parents. This is because urbanization creates independence and reduces communal dependence of married couples on their parents. Therefore, the hypothesis that: “co-habitation is more likely to be practiced in urban centers than rural areas” is accepted.

The results also reveal that tribe was the most significant factor in influencing cohabitation. The Baganda showed the highest level of co-habitation. They were 5 times ($\text{Exp (B)} = 4.9$) more likely to practice co-habitation than the Bafumbira (reference category). The Lugbara were 3 times ($\text{Exp (B)} = 3.1$) and the Bagisu slightly less than 3 times ($\text{Exp (B)} = 2.7$) more likely to practice co-

habitation than the Bafumbira. This concurs with the focus group discussion findings that emphasized that the Bafumbira were strongly opposed to co-habitation.

The results further show that co-habitation increases with the level of education. Respondents with primary education were nearly at par ($\text{Exp (B)} = 1.4$) with those with no education (reference category). The respondents with secondary education were 2 times ($\text{Exp (B)} = 2.1$) and those with tertiary education also 2 times ($\text{Exp (B)} = 2.3$) than those with no education.

Regarding occupation, the farmers had the lowest practice of co-habitation. The professionals were 2 times ($\text{Exp (B)} = 1.8$), other category 2 times ($\text{Exp (B)} = 2.1$) and traders 2 times ($\text{Exp (B)} = 1.7$) more likely to practice co-habitation than the farmers (reference category).

Table 8. Reasons for co-habitation according to sex , by area of residence

Rural						
	Male		Female		Total	
Reason	N	%	N	%	N	%
Poverty delayed proposal	10	76.92	2	14.3	12	44.4
Still studying each other	0	0.0	7	50.0	7	25.9
Had not yet decided	2	15.4	1	7.1	3	11.1
Not yet informed parents	1	7.6	1	7.1	2	7.4
Still student/ under age	0	0.0	2	14.3	2	7.4
Small house	0	0.0	1	7.1	1	3.7
Total	13	100.0	14	100.0	27	100.0
Rural Chi-square = 15.942, p = 0.014						
Urban						
Still studying each other	14	43.7	24	47.0	38	45.8
Poverty delayed proposal	3	9.4	9	17.3	12	14.5
Not yet informed parents	4	12.5	7	13.5	11	13.2
Still a student/ under age	4	12.5	6	11.8	10	12.0
Small house	3	9.4	0	0.0	3	3.6
My parents rejected my partner	2	6.3	1	2.0	3	3.6
Not officially married	1	3.1	1	2.0	2	2.4
Had not yet decided	0	0.0	2	3.9	2	2.4
Nature of work i.e police transfer	0	0.0	1	2.0	1	0.2
She was second wife	1	3.1	0	0.0	1	1.2
Total	32	100.0	51	100.0	83	100.0
Urban Chi-square = 13.989, p = 0.173						

Reasons for Co-habitation

Co-habitation was further analyzed in detail by examining the reasons for its occurrence, how it is influenced by the background factors and whether urbanization has a significant impact on it. Table 8 shows that urban respondents gave more reasons for co-habitation than their rural counterparts. Poverty was noted to be responsible for co-habitation in rural areas (44%) especially among men (77%). To formalize marriage, whether traditionally or religiously, money is needed for the introduction ceremony. In Luganda, the ceremony is called “*kwanjula*”. In many cases bride price has also to be paid. Studying each other as a reason for cohabitation was more prevalent among the rural females (50%).

In the urban centers, studying each other was reported by the majority of both males (44%) and females (47%). It helps the individual to know more about the type of family (“*empisa mumaka*”) of the partner and the health as well as the behavior of the partner according to the Baganda. Formal marriage is a total commitment. Many respondents were not ready to rush into it.

Advantages and Disadvantages of Co-habitation

The respondents were asked what they considered to be the advantages and disadvantages of co-habitation. Apart from the Bafumbira in rural areas, other members of focus group discussions (FGDs) gave the following as advantages of co-habitation. The partners are able to prove manhood and womanhood after getting children. Co-habitation acts as proof of fertility after the two have stayed together for a period of time. This was regarded important especially in traditional societies where marriage is considered incomplete without children. For example, among the Bagisu, a woman did not achieve the title of married woman (“*umugyerema*”) until she had produced a child.

Co-habitation helps in giving time to prepare for formal marriage when one is sure of the partner. It helps the partners to learn each other’s behavior and know the likes and dislikes of each other. When they find themselves incompatible, they end the relationship early enough to avoid disappointments and regrets later on in life. Commitment, love, faithfulness and patience are tested. This concurs with the reason of still studying the

partner as one of the causes of co-habitation. In Table 8, it was observed that in urban areas, 44% of the male and 47% of the female respondents referred to studying each other as the main cause of cohabitation.

Introduction ceremony, payment of bride price, acquiring of necessities in a home and the wedding ceremony all require money. Co-habitation allows fulfilling each of them without undue pressure. This is in agreement with the findings in Table 8 that the most common cause of co-habitation in rural areas was poverty (77%).

Co-habitation helps one to understand the family members before the formal marriage. This covers aspects of behavior, religion, traditions, problems and chronic diseases such as asthma, sickle cell, cancer, tuberculosis and many others.

On the other hand, respondents cited more disadvantages of co-habitation than advantages. They observed that co-habitation could be responsible for the spread of venereal diseases including HIV/ AIDS. This was thought so because of what was termed: “freedom of movement of either partner before the formal marriage”.

Lack of respect was also emphasized as the out-

come of co-habitation. The people involved lose dignity and respect in the community as they stay together without informing their parents. There is no respect for the parents. This is because in marriage, the parents need to know who their in-law is and vice versa. This was more emphasized in Kisoro by the Bafumbira who called it illegal marriage done in hiding. “The whole thing is like prostitution”, said a Mufumbira elder. The couple may be cursed by the parents in case they come to know about the relationship. “Parents are interested in church marriages and always expect their daughters to be virgins before marriage”, commented a Muganda in Mpigi.

Co-habitation was regarded as a secret marriage without proper child upbringing. Children need love and care of both parents all the time in order to be nurtured properly. Many of the focus groups regarded co-habitation as trial marriage and unstable. A Muganda respondent said: “There is a lot of instability in the marriage, the husband comes and goes and the children may not be sure of the actual father”.

Co-habitation was thought to lead to disappointments after staying together for sometime and the two did not get formally married. The chances of the woman getting married to another man are reduced. This is because she is to some people already known as a married woman and therefore, co-habitation, depreciates the eligibility of

remarriage for women. The Bagisu women said: "The woman may be called a prostitute ("Malaya") after co-habiting with many men".

Loss of interest in marriage was also cited after failure to marry the first partner one co-habited with. It was further observed that some of the people who co-habit are not serious with formal marriage. They may not be interested in formal marriage and are negligent. Co-habitation was regarded as marriage of convenience for such people.

In addition, co-habitation was seen as a cause for increasing expenditure as one tries to impress the partner before the formal marriage. This was taken to be important by male respondents who noted that these days; women enter into relationships for the sake of money ("Kukuura ebiinyo") or "de-toothing" as referred to by the Baganda, a jargon in urban areas to-day. When money is exhausted then the woman goes to another man leading to disintegration of their relationship. This was cited as one of the causes of poverty because it reduces the savings of individuals involved.

Conclusion

From the above analysis, it can be stated that co-habitation forms a good proportion (7.7%) of the currently married (married and co-habiting) and that 15.6% of the formal marriages started as informal marriages (co-habitation). According to the laws of Uganda, a co-habitation type of marriage is not legal because it does not fall in any of the following types of marriage: Civil; Religious and Customary. Le-

gally recognized marriage is important because it confers upon parties legal rights, such as right to property, maintenance and inheritance. With the increasing levels of urbanization, co-habitation is set to become more common. The study reveals that co-habitation has more disadvantages than advantages. One of the most prominent disadvantages is that co-habitation is regarded as secret marriage and therefore, it should be legalized in order to discourage spread of HIV/AIDs.

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China's Cooperation with Ethiopia A New, Human Resources-Focused Approach to Development?

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A word on the history of Ethio-China relations before we start. Formal diplomatic relations go back to 1970, following the state visit of Haile Selassie to China. Within a couple of years the Chinese were building their first road in China from Hamusie/Woreta on Lake Tana across to Weldiya in Wollo. When Richard and Rita Pankhurst were in that area in 1973, the locals called out to them 'China China'. At the same time the Chinese were doing water projects in Tigray. Thus, long before the more intensive engagement with China, from 2000, when Ethiopia was co-chair for 6 years of the Forum for China Africa Cooperation (FOCAC), there was a basis for solidarity. We don't yet know who was the first Ethiopian student to train in China.

First a few numbers on the dramatic changes in the more recent period. According to the Federal Investment Agency (FIA) there are 828 Chinese investment projects in Ethiopia, a quarter of

which are already operational. The combined investment is estimated at over US\$1.2 billion dollars, and is expected to create employment for some 120,000 people.² According to the World Bank/PPIAF (2008), China had committed US\$1.5 billion dollars to infrastructure projects alone between 2001 and 2007. There are no authoritative figures on the numbers of Chinese in Ethiopia, but Chinese sources suggest as many as 10,000 Chinese in and around Addis Ababa alone.

The figures on education and training are much less well known. Short-term trainees going from Ethiopia to China between 2006 and 2008 reached as many as 620. In 2007/8 and 2008/9 there were almost 100 long-term trainees going to China, for periods of several years, including for masters training. On the other side of people to people exchange, within the sectors of agricultural instruction (ATVET) and technical and vocational instruction (TVET), there have been 290 ATVET contracts with the Chinese since 2000, and 120 TVET contracts since 2001. In other words over 400 contracts have brought Chinese experts to Ethiopia's TVET colleges and to the 25 agricultural colleges. In addition, Ethiopia has probably received more Chinese volunteers than any other country in Africa. Since the Chinese volunteer project started in 2006, Ethiopia has received 67, and more will come this current year. In summary, in the last 6-7 years, Ethiopia has received some 477 technical and agricultural instructors and volunteers, and it has sent to China

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in just the last 2-3 years no less than 720 short and long term trainees.

China's education and training aid would also include institutional development. Most obviously in 2009 this would be the Ethio-China Polytechnic College (ECPC) here in Addis which is about to open its doors to some 1500 trainees for each year, 3000 for the generally 2 year courses. Other institutional development with training implications would be the hospital – as Ethiopia has been granted one of the 40 hospitals pledged for Africa back in the November 2006 Beijing Summit. Ethiopia has also been allocated a few of the 100 rural schools pledged by China at that same summit.

Beyond this institutional development, there is enterprise-based training. What is the training component of the more than 500 firms which are now operating in the country in many different sectors, from construction, manufacturing, telecommunication and other service sectors (*Ethiopian Bulletin*, 2008, 34)? One dramatic illustration of the scale of the training is offered by one of these: China's key communication company (ZTE) in 2007 signed an agreement of more than US\$4 million dollars to build laboratories and to train no less than a 1000 engineers (*Ethiopian Bulletin*, 2008, 62). We shall return to enterprise-training shortly.

Our purpose of this seminar or information exchange is to get behind the numbers and to ask some questions about the character and rationale of China's increasing involvement with Ethiopia (as with other African countries) in the last 8-9 years. We shall do this by making ten propositions about the shape and chemistry of this Ethio-China cooperation. Our interest in asking these questions derives from a year spent in China, in 2006-7, and a curiosity, as Africanists, about *China's Africa Policy* (2006). It was also driven by surprise at the generally negative view in the West of what China was doing in Africa. We can sum this up by saying that allegedly China, by its strategic resource investments across Africa, was somehow undermining the good work done by the West over many years.

We shall look at a number of facets of China's interaction with Ethiopia, but particularly at the human resources side, as there has been understandable attention given to the material resources side of China's cooperation.

First, China's cooperation with Ethiopia, like Japan's, is in the response mode. In other words, what China is undertaking in Ethiopia is the result of Government requests not what China regards as its own development priorities for the country. So unlike many Western governments' focus on the millennium development goals (MDGs), Ethiopia's 'Millennium

Project' with China is the US\$1.5 billion telecommunication project to create a fibre optic transmission backbone across the country and roll out the expansion of the GSM network, with an estimated 8,500,000 new connections (World Bank/PPIAF 2008, 21). It is noteworthy that telecommunications, not road construction, is by far the largest investment project in Ethiopia. Arguably, both telecommunications and roads are the result of bilateral negotiations and agreements at the highest level.

Second, some forms of development and economic cooperation are more visible than others. China's road and dam construction in Ethiopia is much more visible than the telecommunication project, with its very major training component of 1000 engineers referred to above. But these road and IT infrastructure projects are both much more visible than the programmes of many Western development agencies which are putting their moneys directly into the decentralized support to expenditures in five sectors through the Protection of Basic Services projects 1 and 2.

Third, China's 'soft power' is arguably much less evident than that of several other nations in Ethiopia. Britain's training of Ethiopia's elite in the Wingate School in the 50s, 60s and early 70s, or India's training of the military elite in the Harar Academy, or Germany's involvement in university and engineering ca-

capacity development in the 2000s³ are flagship soft power projects of a different order from China's involvement with the provision of agricultural and technical & vocational instructors, mentioned above. Moreover, there are few if any Chinese lecturers or professors in higher education institutions in Ethiopia, and none involved in the Civil Service College. The UNDP scheme for providing university staff to Ethiopia includes no Chinese, nor does the current World Bank project providing some 50 expert staff on Urban Management at the Civil Service College include any Chinese, despite the evidence of China's role in the dramatic transformation of its own cities, and its impact on the built environment of Addis Ababa. In many other African countries, there are strong academic link schemes between universities in China and the African continent, but this is not yet the case here.⁴

Fourth, China is not visible in the architecture of donor coordination, principally because it doesn't perceive itself as an aid donor, but rather as a strategic cooperation partner with Ethiopia. China plays almost no part in the Ambassadors' Donor Group, recently renamed the Ethiopian Partners' Group (EPG), at the insistence of India. Nor does it currently attend the Development Assistance Group (DAG), donor Task Forces or any of the Technical Working Groups (TWGs) except sometimes the Transport Group. Principally, this is be-

cause China sees itself as the largest developing country, assisting other developing countries, in Asia and Africa, to the extent it can. It is not at ease with much of the donor discourse, nor with determining and declaring how much 'aid' it is giving to Ethiopia.⁵ Some of the new aid modalities, such as direct budget support, associated with several Western donors allow a considerable degree of intervention at the very heart of the government's financial management and planning. By contrast, China, along with several other agencies, is happier with the project approach. Nevertheless, there would currently be an interest by China in playing a greater role in the exchange of information about project and programme support in particular sectors in Ethiopia.

Fifth, China believes that cooperation means people to people exchange; hence there is a great deal of attention to short and long term training in China and the sending of technical experts and volunteers to Ethiopia. Like Japan and South Korea, China values the sending of experts, volunteers, trainees and trainers. This exchange also takes place in the domain of culture and other spheres, but in education and training, as already mentioned, there has been a significant movement of trainees to China, and of teachers and instructors to

Ethiopia. Like Japan, China's experts are more likely to be found in a paddy field or in the middle of a road or water scheme than sitting as advisors to the minister. There is not yet a Confucius Institute (CI) in Ethiopia, but evidence of interest in learning Chinese in Addis Ababa would suggest that one or more CIs would prove to be popular.⁶

Sixth, the attitudes of the Chinese to work, whether in TVET colleges, roads, or firms, are widely admired by Ethiopians, for delivering on time, or before time. The widespread Chinese commitment to the primacy of effort and hard work, and the belief that anyone can 'make it' by hard work and effort run through the education and training systems in China, and can be contrasted with the belief in a number of Western countries that education is to do with identifying and promoting those who can make it from those who can't. Ethiopian appreciation of this can be illustrated by the appeal to the Chinese instructors by a Dean of a TVET college to transfer not just their technical knowledge, but also their culture of work, and their work ethic.

Seventh, China sees that the training and development of technical expertise, whether in agriculture or in trades, needs to be demand-

driven and not just supply-driven. Hence there is a strong interest in linking TVET provision with the needs of industry and enterprise. Like the German Engineering Capacity Building Programme (ECBP) which connects TVET provision with private sector development, the Chinese involved with the Ethio-China Polytechnic College see much value in identifying the needs of industry, including of the growing number of Chinese enterprises in Ethiopia. It would seem that the College of Telecommunications and Information Technology (CTIT) may follow a similar path through its training of engineers for the Ethiopian Telecommunications Corporation (ETC)/ZTE (see above). It would be valuable to know more about the extent of enterprise-based training in the various companies present in the industrial areas round the main cities of Ethiopia, as well as the form of training associated with the micro and small enterprises in the informal economy.

Eighth, China's involvement in the transformation of infrastructure in Ethiopia is inseparable from the single most dramatic transformation of the urban environment that has ever happened to Addis Ababa, and from the largest, sustained building boom in the city's history. The provision of skilled Ethiopian workers at this particular stage in the country's dynamic change, whether by German, Italian or Chinese formal training initiatives, runs little risk of

being judged irrelevant. Given the country's failure over a period of some 25 years in the 70s and 80s to reproduce the skilled labour of earlier years, the massive changes in the economy and its urban infrastructure are being undertaken with as few as 2% of the labour force being adequately trained in the construction area. China's involvement in these quite extraordinary events is hard to disentangle, and impossible neatly to describe in terms of aid and private sector development. But the availability of substantial numbers of skilled Chinese labour, supervisory personnel, and of course Chinese companies has been a crucial factor that has itself changed its shape over the last ten years, and has been used creatively by Ethiopian entrepreneurs.⁷ Urban historians need urgently to document what is happening to Addis Ababa today, but arguably there is some crucial synergy between China's own capacity to transform its own world,⁸ and the chemistry of its partnership with Ethiopia's urban transformation.

Ninth, despite the widespread appreciation of China's engagement with Africa, and with Ethiopia in particular, there is also a red thread of critical analysis of China-in-Ethiopia which needs to be carefully analysed by research. Sautman and Hairong in their own multi-country analysis of attitudes to China's presence in Africa have confirmed a generally

positive reaction to China in Ethiopia as in eight other African countries (Sautman and Hairong 2008). There is however in some quarters a critical undertone about China's engagement with Ethiopia. Much of this is the stuff of rumour and allegation, but it might be wise for Chinese and Ethiopian researchers jointly to review the substance of these possible inhibitors to China's increasing involvement with the country.

Tenth, there is an urgent need for detailed accounts by Chinese and Ethiopian researchers of the multiple ways in which China is currently engaged with Ethiopia. We currently lack any detailed feedback from Ethiopians on China's large long- and short-term training programmes. We have no accounts from Chinese volunteers of what they have been doing in Ethiopia between 2006 and 2008. We know very little about the seven and eight year programmes that have brought Chinese instructors to Ethiopia's TVET and agricultural colleges. And we know almost nothing about the shape of China's enterprise-based training across many different sectors. This is not unusual even with mainstream development agencies. There is much more analysis of the Paris Declaration (2004) or the Accra Agenda for Action (2008) than there is of the human factor in international cooperation, whether by China, or by the other non-DAC donors, such as India, South Korea, Cuba, Brazil and Thailand. It would be valuable therefore if, possibly through the Chi-

nese Embassy in Ethiopia, or by the initiative of the returnees themselves, there could be encouragement to form associations of those alumni who have profited from short- and long-term training in China. It would also be valuable to hear from those who are currently learning Chinese, from the Ethiopian business community, just as it would be important to know more about those Ethiopians who have taken up residence in Yiwu or in Gwandong to facilitate direct trade between these centres on the Eastern seaboard of China and Ethiopia.

Conclusion

This is work in progress, undertaken in the year in which China, in the FOCAC summit in Egypt, reported on the progress of the pledges made in Beijing three years earlier. It is expected that the education and health sides of these ambitious pledges will turn out to have been fulfilled: 15,000 short term trainees, 4,000 long term trainees, 300 volunteers serving Africa, and 100 rural schools. Not to mention the Confucius Institutes, the 40 hospitals, the anti-malaria clinics and much else. But the parade of almost certainly successful figures will lack the human dimension. Hence it will complement the next summit if there could be thoughtful accounts of what these trainees mean for the development of the many countries from

which they come, and of how these aid numbers interact with the extraordinary presence of China's private sector across Africa, and especially here in Ethiopia.

NOTES

1. These notes derive from two weeks spent in Addis Ababa, 2nd -16th February 2009. 35 interviews were held with a total of 50 people in development agencies, universities, ministries, schools and colleges. The research was supported by the Hong Kong Research Council, and is part of a larger study of China's education cooperation in Africa.
2. 'Steadily rising Chinese investment', *Reporter*, Saturday, 7 February 2009, p.7.
3. See the University Capacity Building Programme, and the Engineering Capacity Building Programme associated with GTZ international services and GTZ respectively. Interestingly, it was China that the Ethiopian government originally approached for these capacity building programmes.
4. Tianjin University of Technology and Education has played a key role since the early 2000s in supporting the development of TVET, and not least in staffing the new Ethio-China Polytechnic College.
5. For several papers by Kenneth King on China's approach to cooperation with Africa, see the website of the Comparative Education Research Centre in the University of Hong Kong: <http://www.hku.hk/cerc/KK-article.htm>
6. CIs are typically based in universities and in exchange for the provision of premises, Chinese

teachers are provided in the areas of language, culture and history. There were two sources for Chinese language training in Addis Ababa in 2008. Only one is currently operating, with two classes for basic Chinese.

7. In one large residential scheme in the suburbs of Addis Ababa, an Ethiopian construction company has been bringing in batches of 100-65 skilled Chinese workers, on the condition that each of them, on average, trains some ten Ethiopian workers. In other words, another enterprise-based training scheme, but very different from the 1000 workers trained by CITC, see above.
8. See, for instance, Kynge, J. *China shakes the world*.

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Since the February 2003 issue of its *Newsletter*, OSSREA has been publishing short articles on topical issues concerning the transformation process in Africa. The African Union and NEPAD have been among such topics dealt with from various angles. Our aim is to provide members of the academic and research institutes with a lively forum for debate and reflection on matters of critical concern for the people of the continent.

In the October 2009 issue of the *OSSREA Bulletin*, we plan to publish a few articles on issues of interest to the continent. Accordingly, OSSREA members and other interested scholars are invited to contribute articles.

Articles should be 6-8 pages in length, including a brief abstract. Authors are advised to include their full address and send their contributions by e-mail before 30th August 2009 to:

The Editor

OSSREA Bulletin

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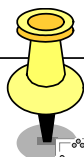
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round the main cities of Ethiopia, as well as the form of training associated with the micro and small enterprises in the informal economy.

Seventh, China sees that the training and development of technical expertise, whether in agriculture or in trades, needs to be demand-driven and not just supply-driven. Hence there is a strong interest in linking TVET provision with the needs of industry and enterprise. Like the German Engineering Capacity Building Programme (ECBP) which connects TVET provision with private sector development, the Chinese involved with the Ethio-China Polytechnic College see much value in identifying the needs of industry, including of the growing number of Chinese enterprises in Ethiopia. It would seem that the College of Telecommunications and Information Technology (CTIT) may follow a similar path through its training of engineers for the Ethiopian Telecommunications Corporation (ETC)/ZTE (see above). It would be valuable to know more about the extent of enterprise-based training in the various companies present in the industrial areas

