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*La recherche menée à l'échelle locale  
en vue de solutions durables*

# Rapporteur's Report

## WORKSHOP: Think Tank and University Relationships: Finding the Synergies

May 21 - 22, 2014  
Safari Park Hotel, Nairobi, Kenya



THE AFRICAN CAPACITY BUILDING FOUNDATION | FONDATION POUR LE RENFORCEMENT DES CAPACITES EN AFRIQUE

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## **ABBREVIATIONS AND ACRONYMS**

ACBF	African Capacity Building Foundation
AfriHeritage	African Heritage Institution
CSO	Civil Society Organization
DAC	Development Assistance Committee
ECOWAS	Economic Community of West African States
EPRC	Economic Policy Research Center
ICTs	Information Communication Technologies
ICSSR	Indian Council of Social Science Research
IDRC	International Development Research Center
IIDS	Indian Institute of Dalit Studies
IPAR-Senegal	Initiative Prospective Agricole et Rurale-Senegal
ISSER	Institute of Statistical, Social and Economic Research
LMICs	Low and/or Middle Income Countries
NGOs	Non-Governmental Organizations
NORAD	Norwegian Agency for Development Cooperation
NORHED	Norwegian Programme for Capacity Development
ODA	Official Development Assistance
OECD	Organization for Economic Co-operation and Development
PASGR	Partnership for African Social and Governance Research
RAC	Research Advisory Committee
RBM	Result Based Management
SDPI	Sustainable Development Policy Institute
TTI	Think Tank Initiative
WSCs	Workshops, Seminars and Conferences

## 1.0 EXECUTIVE SUMMARY

**Workshop background:** The Think Tank Initiative (TTI) is a multi-donor program dedicated to strengthening the capacity of independent policy research organizations in the developing world. The program is managed by the International Development Research Center (IDRC) and supports 48 Think Tanks (TTs) in 22 countries in three regions: Latin America, Sub Saharan Africa (SSA), and South Asia. One of the TTI's three main objectives is to capture and share learning about strategies for supporting and managing policy research organizations in order to influence the future activities of the funding partners, TTs, and other development actors.

The potential for think tanks and universities to contribute to development debates may be affected by the nature of the relationships that exist between them and/or the kinds of support provided to both types of institutions. The interaction amongst think tanks and universities is also influenced by regional and international organizations, governments and by groups expressly concerned with the development of research and higher education capacity.

The Think tank and University relationships study is one of the TTI's projects which was implemented in Latin America, Africa and South Asia with the aim of gaining better understanding of ways in which think tanks and universities have developed mutually beneficial relationships within the research knowledge environment, to inform thinking on policy research capacity building, and to provide lessons for effective collaboration. This improved understanding should contribute to the body of knowledge on the relationship between capacity building of TTs and institutional outcomes at research Universities and help to strengthen the overall research knowledge environment in the three regions.

In May 2014 the TTI in collaboration with the African Capacity Building Foundation (ACBF) and the Economic Policy Research Center (EPRC) organized a workshop to share emerging knowledge and information on research processes and quality that can best support policy dialogues and policy development. The event, entitled "*Think Tank and University Relationships: Finding the Synergies*", was held on 21-22 May, 2014, at Safari Park Hotel in Nairobi. More than 100 participants from Africa, Europe, Latin America, North America and South Asia participated in the forum. The workshop was organized to: 1) share and discuss research findings from three regional studies on the relationships between TTs and Universities; 2) identify complementarities between the roles of TTs and Universities in their respective regions and globally; 3) identify current, positive (external and internal) enabling structures and mechanisms and how to take full advantage of them.

**Key findings from the case studies in Africa, Latin America and South Asia:** Despite the regional differences in approach and methodology of the case studies, the research findings indicate similarities in the nature of relationships between TTs and Universities. The relationships are mutual but complex, involving diverse social, economic, cultural, and political dimensions. Most collaborations are mainly informal and between individual researchers from universities and the TTs; mainly in research and training and less in policy dialogue and consultancy. They are also mainly internationally donor funded except in a few cases such as in South Africa and Zimbabwe where local funding is available. There is no clear evidence that research in TTs informs training/teaching programmes in Universities.

Drivers of collaborations between TTs and Universities include credibility, ideological alignment, extra income opportunities, prospect to publish, academic recognition, opportunity of improving

research quality, as well as donor requirement (in a few instances). The TTs have broad sources of funding including: own endowment; fixed grants for limited period and projects; annual grants from government, and projects funding. Attractions to collaboration include sharing of facilities e.g. libraries, student attachments; reliance on part-time university staff by some TTs as a cost-cutting strategy and interest in communicating policy messages in a manner that goes beyond dissemination of “academic findings”.

Universities collaborating with TTs include public, private and foreign Universities, and the mutual benefits and fields of collaboration include: joint research projects and publications; training or capacity building and dissemination activities; policy dialogue and advocacy for TTs, etc. Through collaboration the TTs benefit from University faculty in academic inputs while faculty gain access to research facilities, more freedom to carry out research and access to available funding. Factors that hinder collaboration include: scarce economic and human resources; different research focus; bureaucratic systems; scarce demand for research from policy makers, citizens and society; different measures of success, e.g. papers published in indexed journals (universities) versus public policy influence (think tanks).

Successful collaborations are characterized by clear agenda/objectives; common interests; mutual respect and recognition; shared understanding of financial commitments; personal informal relationships; and commitment and respect for timelines. There is also great interest in collaboration between Universities and TTs, not only among the institutions themselves, and individuals working in them, but also among organizations that use and fund policy research, training, policy dialogue and consultancy.

Major challenges affecting relationships between TTs and Universities include: lack of effective collaboration; projectization of knowledge production; low investment in research capacities; low levels of autonomy and institutionalization of the knowledge production and policy-making process; dependence on external/donor driven/non-sustainable research funding, and competing interests of faculty members.

### **Recommendations/way forward:**

Based on issues emerging from regional case studies, panel and group discussions the workshop participants recommended the following project ideas and strategies for strengthening relationships between TTs and Universities:

- Identify a broader typology of policy research and how it is communicated, its representation and function.
- Support technical exchange through appropriate mechanisms, such as:
  - a journal containing research evidence that also demonstrates the value of TTs and Universities working together.
  - a group of TTs and universities to work together on defining a methodology for evaluating public policies and explore how they can jointly collaborate in policy evaluation with governments and CSOs.
- Do capacity building for strategic planning and promote Result Based Management (RBM) for more efficient and effective public policy; explore ways of motivating researchers to value policy papers and influencing policy in the same way they value academic papers; promote

good research practices (such as verifying research relevance and using credible methodologies), and find ways of getting the research published in academic journals.

- Establish sustainable strategies for financing policy research.
- Find ways of motivating the private sector and government to fund TTs and Universities - build capacity through funding research.
- Explore the nature of informal and formal collaboration between TTs and Universities and enhance the relevance of TTs in society by establishing and demonstrating the sources and benefits of partnerships between TTs and Universities.
- Undertake research on the history of formation and dynamics of TTs and Universities in the different regions in order to identify changing needs and priorities.
- Support the formation of public TTs and address the challenge of facilitating the emerging role of TTs and Universities as repositories of public intellectuals.

Finally it was noted that supporting/enhancing collaboration between TTs and universities does not necessarily have to be financial or involve huge funds. It can be done through country specific initiatives since country context determines collaborations and influence of donors – there is no uniform way of influencing collaborations by donors. Governments could play a critical role in encouraging collaborations between TTs and Universities and they should also be involved in the discussions.

## **2.0 BACKGROUND AND METHODOLOGY OF THE WORKSHOP**

### **2.1 Background**

The Think Tank Initiative (TTI) is a multi-donor program dedicated to strengthening the capacity of independent policy research institutions (think tanks) and university-based research centers in the developing world. The program is managed by IDRC and supports 48 TTs in 22 countries in Latin America, Africa and South Asia. Think tanks (TTs) and Universities are important organizations in the research knowledge environment. They can play key roles in improving the living conditions of people in developing countries through the production of high quality research that addresses local policy challenges. The TTI intervenes in the research knowledge environment by providing core funding and technical support to TTs. Yet, there are different views amongst international donors, governments and experts about the relative benefits of supporting Universities and TTs.

There has been much debate amongst donors and other stakeholders on the relative merits of supporting think tanks and universities, and interest in better understanding the implications of engaging with both these types of institutions. Think tanks and universities have a key role to play in improving the living conditions of people, through the production of high quality research that can address the policy challenges facing countries in the developing world. The potential for think tanks and universities to contribute to development debates may be affected by the nature of the relationships that exist between them and/or the kinds of support provided to both types of institutions. The interaction amongst think tanks and universities is also influenced by regional and international organisations, governments and by groups expressly concerned with the development of research and higher education capacity.

TTI commissioned three studies (in Sub-Saharan Africa, Latin America and South Asia). The studies were initiated in recognition of the need to explore the potential for complementarity or competition between think tanks and universities by seeking to gain a broader understanding of their relationships and the nature of their cooperation. The study further sought to inform thinking on policy research capacity building, and provide lessons for effective collaboration. This improved understanding should contribute to the body of knowledge on the relationship between TT capacity building and institutional outcomes at research Universities and help to strengthen the overall research knowledge environment in the three regions.

The project has four core objectives. One, to generate a better understanding of the relationships between TTs and Universities in the African, Latin American and South Asian research knowledge environment, and the ways in which externally-provided support may affect these relationships. Secondly, to contribute to the shaping of theoretical and conceptual frameworks that will guide future research on this issue. Thirdly, to generate a set of recommendations for support to TTs in ways that foster mutually beneficial relationships for both TTs and universities. Fourthly, to widely disseminate research results among local, regional and global stakeholders with a view of influencing policy and practice.

In May 2014 TTI in collaboration with the African Capacity Building Foundation (ACBF) and the Economic Policy Research Centre (EPRC) and organized a workshop to share emerging knowledge and information on research processes and quality that can best support policy dialogues and policy development. The workshop entitled "*Think Tank and University Relationships: Finding the Synergies*"

was held on 21-22 May, 2014, at Safari Park Hotel in Nairobi. More than 100 participants from across Africa, Europe, Latin America, North America and South Asia participated in the forum.

## **2.2 Workshop Objectives**

The overall **aim** of the workshop was to enable understanding of relationships between think tanks and universities in the three regions where TTI implements its programs, and to inform future engagement with both types of institutional actors.

Specific objectives of the workshop were to:

1. To share research findings from three regional studies exploring the relationships between TTs and Universities and to discuss with a wider audience.
2. To identify complementarities between the roles of TTs and Universities in their respective regions and globally, and to highlight and find ways to address challenges that adversely affect their relationships.
3. Examine, through the lens of both the research organizations and the donor, current, positive enabling structures and mechanisms (both internal and external) and how to take full advantage of them.

## **2.3 Methodology**

The workshop methodology included plenary presentations and discussions, group discussions and reports to plenary and summary of emerging issues. Panel, group and plenary discussions of the results of the regional case studies has enabled to make recommendations on ways to motivate relationships between TTs and Universities. Appendix 3 shows the workshop programme.

Workshop participants included representatives from TTs and Universities and other research institutions across Africa, South Asia and Latin America; representatives from the TTI and EPRC; representatives from donor institutions including IDRC, Norad, ACBF, the William and Flora Hewlett Foundation and the Poverty Reduction and Economic Management Network of the World Bank; representatives from Civil Society Organisations (CSOs), the public and private sectors, among others.

## **2.4 Opening Remarks**

Dr. Peter Taylor the Program Manager, TTI (IDRC, Canada), said the conference would be examining the relationships between TTs and Universities and what methods of support can help the two to achieve improved positive relationships that will lead to productive socio-economic policy engagement. Highlighting the importance of providing support to TTs and Universities, Dr. Taylor said the conference offered an opportunity to learn how TTs and Universities work, how they contribute to policy debates and how to best provide them with support that makes a difference. Some TTs relate closely with Universities and they are located within Universities, yet they operate quite separately from the University. However, in some cases TTs are engaging with Universities directly and collaborating. Therefore it is difficult to make broad generalizations on the relationship between TTs and Universities.

Dr. Taylor urged the participants to address critical issues on the relationship between TTs and universities: "If support is given to TTs and not Universities, what happens and where do you see



synergies and complementarities? We want to understand more from what is happening on the ground. How does the relationship between TTs and Universities work? Do they support or compete with one another? We also might see where there are challenges and where opportunities exist to do things better.”

Dr. Taylor observed that there is quite a large body of literature about TTs but not on relationships between TTs and Universities; therefore it is quite difficult to understand the difference between theory, practice, and what makes a positive difference in these relationships. He noted that the previous two-day conference on *Strengthening Research Quality for Policy Engagement in Africa* had demonstrated the need for more learning on policy research. Dr. Taylor hoped that participants would learn about emerging lessons on the relationships between TTs and Universities from the presentation of the case studies. He urged participants to engage in assessing the synergies – knowledge, practices and benefits of TTs - and how their relationships with Universities can be enhanced to improve the quality of policy research.

Dr. Ifediora C. Amobi of AfriHeritage, Nigeria, gave a key note speech that highlighted the importance of understanding the synergies between TTs and Universities in order to improve the quality of policy research. He began by showing a diagram entitled “Assessment of Knowledge Landscape “to illustrate the journey from ignorance to the hill of success”. Dr. Amobi emphasized that only dedicated researchers endure the challenges of rigorous research to achieve success. He outlined the knowledge value chain, i.e. the process through which researchers acquire data, process information, analyze knowledge and communicate this intelligence which is then used for decision making in development processes. Referring to the workshop theme [TTs and University Relationships: Finding the Synergies], Dr. Amobi said the role of TTs is to promote a place where ideas can be developed freely and independently, to raise awareness of important issues and to provide alternative policy solutions that are supported by evidence. Another role of TTs is to inform and educate policymakers, the public, business and civil society, to encourage public debate and facilitate exchange of ideas. TTs also monitor and evaluate effects of policies and government programmes and lend their expertise and leadership to strengthen and mobilize civil society.

Emphasizing on the importance of understanding synergies between TTs and Universities, Dr. Amobi said these linkages are cost-effective due to sharing of infrastructure, facilities and technology. The relationship may also result in financial sustainability and helps to improve quality of research output and public discourse. It can also lead to interaction and build strengths through sharing (e.g. policy/economics versus sciences/technology), deep policy linkages and sustained advocacy. Through these linkages Universities become more visible and policy leaders seek positions in prominent TTs and Universities both during and after their tenure in office.

Dr. Amobi said the main challenges in the relationship between TTs and Universities are desire for independence; contrary research findings; ideological differences; decision making processes/decision makers and dependence on donor funding. Another challenge mentioned was knowledge transfer - the problem of translating university-centered basic research into new industrial products and processes quickly and efficiently.

In the concluding remarks Dr. Amobi mentioned the emerging/future areas of synergy as corporate policy research, collaboration between other knowledge actors and role of technology.

### **3.0 THINK TANK AND UNIVERSITY RELATIONSHIPS: FINDINGS FROM RESEARCH CASE STUDIES**

#### **3.1 Research Case Study for Africa**

##### **Background**

The 10-country study in Sub-Saharan Africa was conducted by the Partnership for African Social and Governance Research (PASGR). PASGR is a not-for-profit pan-African organization based in Nairobi, Kenya, that seeks to increase the capacity of African academic institutions and researchers to produce research that can inform social policy and governance. The studies involved selected Universities, think tanks and third party organizations<sup>1</sup>.

##### **Research objectives and methodology**

The research had three objectives/questions: (1) To understand the nature of the relationship between TTs and Universities in Africa; (2) what is the influence on these relationships and different types of capacity building support provided by funding organizations? (3) Why is it important to understand relationships?

The study used common survey tools and specific interview questions that involved a selected group of universities, think tanks and third-party organisations in 10 African countries: Benin, Ethiopia, Kenya, Mozambique, Nigeria, Senegal, South Africa, Tanzania, Uganda and Zimbabwe. Focus group discussions and validation/findings sharing meetings were also used.

##### **Key findings**

Most collaborations are mainly informal and are between individuals (based at Universities) and think tanks. The collaborations are often in research and training and less in policy dialogue and consultancy, except in the case of Ethiopia where there is more collaboration across the board. The collaborations are mainly donor funded except in SA and Zimbabwe, and there is no clear evidence that research in TTs informs training programmes in Universities. Drivers of collaborations include credibility, ideological alignment, extra income, opportunity to publish, academic recognition, improving quality, and in a few instances, donor requirement. Attractions to collaborations include sharing of facilities e.g. libraries, student attachments; reliance on part-time university staff by some TTs as a cost-cutting strategy and interest in communicating policy messages in a manner that goes beyond dissemination of "academic findings". Successful collaborations are characterized by a clear agenda/objectives; common interests; mutual respect and recognition; shared understanding of financial commitments; personal informal relationships; and commitment and respect for timelines.

The relationships between TTs and Universities are complex, involving diverse social, economic, cultural, and political dimensions. Collaborations appear to complement each other in research and training, but to a lesser extent in policy dialogue and consultancy. There is great interest in collaboration between Universities and TTs, not only among the institutions themselves, and individuals working in them, but also among organizations that use and fund policy research, training, policy dialogue and consultancy. Potentially useful synergies include improved quality of research outputs and training, networking, increased visibility, monetary rewards, and capacity building.

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<sup>1</sup>Think tank was defined as an organization that generates policy-oriented research in social sciences with the aim of enabling public policy actors to make informed decisions. University was defined as an institution of higher learning providing facilities for social science graduate teaching and research, and authorized to grant academic degrees. Third party organization was defined as any country-based organization (public or private) that relates with Universities and TTs as a funder and/or user of their outputs.

There are differences in operational modes, work ethics, ideologies, and management styles between Universities and TTs. Bureaucracy in Universities tends to frustrate both University staff and TTs when they try to set up collaborative relationships due to conspicuous gaps such as lack of platforms which create spaces, lack of opportunities and innovations around which relationships can be fostered; and lack of financial and technological resources for tools to support collaborations, among other constraints. There were mixed reactions on donors' roles, and only some donors make collaboration a pre-condition for funding. Challenges affecting collaborations include: lack of information and communication channels; traditions and attitudes (gulf between theory and practice); variation in funding sources and modalities; intellectual independence; absence of a deliberate and formalized collaborative culture; limited financial and human resources; type and leadership of the TT.

### **Lessons**

- Sustainability of TTs is largely dependent on a vibrant university sector and collaboration is mainly initiated by TTs with individuals in Universities.
- Collaboration creates a win-win situation where each organization has comparative advantages. TTs and Universities play a complementary role, and each is a recruitment ground for the other which enables ideas to be transferred between them and promotes mutual understanding.
- Supporting/enhancing collaboration does not necessarily have to be financial or involve huge funds. It can be done through country specific initiatives since country context determines collaborations and influence of donors – there is no uniform way of influencing collaborations by donors. Governments could play a critical role in encouraging collaborations between TTs and Universities and they should be involved in the discussions.

## **3.2 Research Case Study for Latin America**

### **Background**

The study was conducted by a research team made up of: José Joaquín Brunner, Soledad González and Cristobal Villalobos (CPCE); Orazio Bellettini, Adriana Arellano and Wendy Espín (Grupo FARO). The Research Advisory Committee included Norma Correa, Mario Albornoz and Enrique Fernández. The study covered nine study countries in Latin America (Argentina, Bolivia, Brazil, Colombia, Chile, Guatemala, Paraguay, Peru and Uruguay). There are 11,120 tertiary education providers with 3,518 recognized as Universities and 638 TTs in the nine countries.

### **Objectives and methodology**

The research sought to improve understanding of the relationship between TTs and Universities in Latin America, to produce evidence to build capacities for public policy research and to provide lessons for effective collaboration between TTs and Universities in the region. The study methodology included: (i) Qualitative studies in nine countries (each addressing at least three case studies on the relationship between TTs and Universities, including failed relationships); (ii) A regional qualitative and quantitative study (including webometric and bibliometric analyses) to quantify links between both entities.

### **Key findings**

The link between TTs and Universities is weak and the relationships between the two are de-institutionalized, informal, disjointed and personalized. There are also different approaches:

Universities focus on theoretical research papers published in indexed journals, while TTs aim to generate applied research published in short papers (policy briefs). Factors that contribute to collaboration include: researchers in common; joint efforts to communicate research outputs and disseminate information; networks and complementary capabilities; spaces and events for dialogue. Factors that hinder collaboration include: scarce economic and human resources; different focus (Universities think of themselves as educational entities); bureaucratic systems, scarce demand of research from policy makers, citizens and society; different markers for success: papers published in indexed journals versus public policy influence.

### **Recommendations**

There is need to:

- Develop public policy networks and to establish maps and data bases of knowledge production that can make the work of TTs more visible.
- Undertake joint research efforts in the field of public policy that promote regional exchange of researchers and “mixed” publications, for example through regional journals focused on public policy applied research.
- Facilitate linkages between researchers and policy makers that stimulate the demand and generate spaces for periodic meetings.
- Provide incentives for donations towards projects focused on public policy research.
- Think of new ways to disseminate research results.
- Organize training programs for public policy specialists and specifically target talented researchers for further training.
- Stimulate the demand amongst policy stakeholders for research and analysis.

## **3.3 Research Case Studies for South Asia**

### **3.3.1 Research Findings from India**

#### **Background**

The study was carried out by a team from ICSSR/IIDS, India, namely: Anuradha Banerjee, Vinod Mishra, and Nidhi Sadana Sabharwal with Prof. Sukhadeo Thorat as Research Advisor. It was based on a survey of 12 TTs (nine IDRC TTs and three non IDRC TTs), and four Universities (19 faculties) in India. TTs in India (or Research Institutes) are often set up with well-defined research agenda, stated policy issue and goals mostly by motivated individuals, but in some cases by government (to focus on neglected issues). Their strength often lies in empirical and evidence based policy research but some confine to research to understand issues and suggest policies. Others go beyond and are also engaged in policy advocacy. TT relationships with Government and policy making bodies assume various forms, which vary across TTs, and some TTs are engaged in basic and theoretical research as well. Universities in India on the other hand, primarily engage in teaching and in research that is often more theoretical but also selectively empirical. Given the commonality of goals, TTs and Universities do engage in relationships and try to benefit from the different expertise that they possess. The study was an effort to capture an understanding of this relationship.

#### **Research questions and methodology**

The research sought to: (1) Understand the nature of relationship between the TTs and Universities; (2) Study the spheres of two-way interactions between TTs and Universities; (3) Explore reasons why Universities get involved with TTs, what motivates them; (4) How such interactions facilitate the

quantity and quality of research, the ultimate purpose of these institutions; (5) How TTI grantees have encouraged the interaction and enhanced research capabilities.

The sample included; 12 TTs (9 IDRC funded and 3 non IDRC funded) and 4 Universities – in different regions. The research methodology included: (i) Data collection from secondary sources (literature reviews, annual reports and other documents/policy documents); (ii) Collection of quantitative and qualitative data through structured questionnaires; (iii) Collection of qualitative data through Focus Group Discussions and Face-to-Face Interviews.

### **Key findings**

The 12 TTs studied are located in the North, South East and South of India, with great diversity in age, constitution and focal areas, faculty strength and nature of funding. Their main functions are theoretical, empirical and policy research and research information is disseminated through publications, symposiums, workshops, seminars and conferences (WSCs), capacity building and policy advocacy. The TTs have broad sources of funding including: (a) Own endowment, fixed grants for limited period and projects; (b) Annual grants from government; (c) Fixed grants for limited period and projects; (d) Projects funding only.

- Universities collaborating with these TTs include Central Universities and State Universities (both are government funded); private Universities; foreign Universities particularly in the United Kingdom and United States of America. The TTs collaborate with Universities in various fields: board of governors, research advisory committees (RAC), research projects, reports and publications; policy documents; training or capacity building of the TT; dissemination activities e.g. WSCs; policy dialogue and advocacy by TTs. The TTs benefit from University faculty through academic inputs in governance, joint research projects, research publication and capacity building through WSCs. However, among all the activities the interaction has been stronger as Board members and RAC, in research, joint publication and capacity building. The linkages are less in policy advocacy work.

### **Lessons**

- Core grants from IDRC to TTs have enhanced credibility of the TTs, particularly young TTs through research funding, increased quality and quantity of research, and attracting University faculty to collaborative research; the grants have also enhanced policy advocacy and impact.
- The inter-relationship between TTs and universities appears mutual – faculty reach out to TTs to meet their needs.
- Reasons for collaboration between TTs and Universities include specialization in policy research in the faculty which provides opportunity to work, more visibility of research findings due to mechanism for dissemination in TTs and opportunities for policy impact due to policy advocacy. The relationship between TTs and Universities gives the faculty exposure to contemporary, cutting edge research themes while more research output helps in improving the research profile of both Universities and TTs. They also provide opportunities for PhD students to work with faculty for empirical research and later for jobs. Therefore linkages meet needs of both TTs and University faculty, but beneficiary is the society and country as more quality research is produced.

### 3.3.2 Research Findings from Pakistan

#### Background

The research was carried out by a team made up of: Arif Naveed, Abid Suleri, Zalla Khattak, Abdur Rab, Abrar Ahmad and Wajeeha Javaid. Policy research institutions in Pakistan are clustered in Islamabad, Lahore and to some extent Karachi; there is virtual absence of public sector organizations and the institutions of higher education from the landscape of policy research. There are numerous structural barriers to undertaking research and its uptake, and weak state of social sciences even after a decade and half of higher education reforms: total research outputs increased six times from 2002 to 2012 but social science outputs increased only by 4.5%. Research funding and commissioning is heavily dominated by the international donors and donor funded short term research projects limit the prospects of the long term capacity building. There are also fragmented narratives that are not coherent with the core development narrative of the country.

#### Objectives and methodology

The broader objective of the study was to understand: (i) The patterns, drivers, consequences of the relationship between TTs and Universities; (ii) Ways in which both groups have developed mutually beneficial relationships; and (iii) How does external support affect these relationships? The study used existing landscaping database of DFID-SDPI study based on 70 institutions, policy makers and research commissioners (August – December 2012). In-depth individual interviews were carried out with heads of 17 major TTs and 15 University departments in Islamabad, Lahore and Karachi, during October and November 2013. Web based data gathering and case studies of various forms of collaboration in the process were other methods.

#### Key findings

Sources of funding for Universities and TTs are almost mutually exclusive and policy research is largely funded by international donors. Overall there is minimal interaction between Universities and TTs. Institutional research collaborations are rare but informal, individualized and personalized engagements are common. The key drivers of collaboration include tapping skilled human resource potential; methodological and theoretical rigor; increased chances of funding with academic curriculum vitae with the bids; legitimacy and credibility and increased chances of academic publications on joint projects.

Collaboration with TTs increases dissemination of personal research at a wider scale; influence over policy given TTs networking; access to research funds – particularly the international development funds; and access to the appropriately qualified human resources as visiting faculty members (particularly for low ranked Universities). Satellite institutional arrangements have merged with 'star' academics and researchers based at prestigious Universities (usually abroad), collaborating with each other to form research centers in Pakistan, loosely organized around research programmes/projects and winning large internationally competitive grants. Barriers to collaboration include the distinct mandates of TTs and Universities, missions, visions, objectives as well as distinct organizational structures and public- private/non-government distinction. Other barriers are weak state of social sciences and poor research tradition at the Universities (due to political nature of policy change and policy research and a depoliticized academia).

#### Lessons

- Funding through short term projects promotes short term behavior, particularly in the absence of well networked epistemic communities.

- Trends in funding priorities represent the changing priorities of the international development agenda rather than of the national policy needs affecting the interaction between TTs and universities.
- Funding alone is insufficient - increased financial autonomy is likely to strengthen the in house capacity rather than reliance on external capabilities.
- There is need to address the structural barriers to create synergies between the two groups of institutions.

### **3.3.3 Research Findings from Bangladesh**

#### **Background**

The research was carried out by Prof. Geof Wood (University of Bath) and Dr. Mathilde Maitrot, (Pakistan). The research framework viewed the TTs and Universities as architects and contractors. Architect refers to more autonomous, supplier driven research while contractor refers to more demand driven, commissioned research and subject to interference in outputs. The rationale also sought to explore the metaphors and trade-offs; autonomy at price of policy irrelevance (Universities); dependence on donors/government commissions to have a relevant profile and convergence, competition, collaboration and cooption.

#### **Objectives and methodology**

The research sought to understand the issues that encourage or discourage certain forms of relationships and to explore the complex relationships between knowledge creation and policy-making, by addressing two key questions: (a) what are the relationships between TTs and Universities in Bangladesh? (b) How do these relationships influence policy? The research methodology included a systematic qualitative approach with 21 in-depth interviews of selected senior researchers and public figures in the civil society and Universities. The study was centered in Dhaka due to political unrest in the country.

#### **Key findings**

There are 76 private and 34 public Universities in Bangladesh with different core mission and challenges. Universities have faculty capacities and undertake some research. However they have low funding capacities, face internal political challenges and research "inertia". There are 35 TTs (loosely defined) which are centralized in Dhaka, and they are highly dependent on donor funding. TTs are involved in project research, policy advocacy, trainings and seminars. TTs are heavily influenced by diverse demand forces (donors and governments) and struggling to maintain autonomy. Drivers of relationships between TTs and Universities include: (a) From University staff perspective - exposure, commissioned-projects, research interest, financial incentive - strategy of multiple affiliations (with TTs and Universities); (b) From TTs' perspective - expertise, status and recognition and potential recruitment. The relationships are based on individuals' personal connections; mutual benefits; members of board of research; research input (methodology, data analysis or paper review); conference guest speaker / public advocate.

Barriers to effective/more collaboration include lack of core funding, institutional barriers at University level, need for more vision, need for more autonomy and need for coherent investment in research capacities in relation to TTs' mission. Other barriers are political neglect; bureaucratic resistance to criticism; capital centric research/policy networks; cultural sensitivities (women, ethnicity and religion) and donor volatility.

## **Lessons**

Lack of effective/more collaboration results in fragmentation, output-focused TTs, lack of ownership, goal displacement, consultancy type institutions, projectization of knowledge production, low longer-term strategic investment in research capacities, low autonomy, and low institutionalization of the knowledge production and policy-making process and development of research wings under University umbrella (TT function).

### **3.4 Case Study on Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED)**

#### **Background**

Ms. Antonie Kraemer (Norad, Norway) shared a case study on NORHED which is implemented by Norad and supports higher education institutions in Low and/or Middle Income Countries (LMICs), including Universities and research institutions. The focus of this program is policy research that addresses gaps in socio-scientific research in Africa and encourages south to north collaboration, hence its importance in the context of relationships between TTs and Universities. NORHED sub-programmes include: education and training; health; natural resources/climate; democratic and economic governance; humanities, culture, media; capacity development in South Sudan; and Norad's programme for Master Studies in Energy and Petroleum. Gender Mainstreaming is a main priority for NORHED and crosscutting issue for the whole program. This includes both gender as a dimension in education and research programmes, and gender equality in student recruitment, staff recruitment etc. Countries registered on OECD DAC list of ODA recipients are eligible for NORHED funding, with regional priorities per sub-program per call.

#### **Objectives and methodology**

The case study sought to document and share Norad experience in supporting higher education and research for development through academic collaborative partnerships that are demand driven with thematic and geographic focus, small-scale infrastructure and administrative systems. The programmes include Master and PhD programmes, scholarships, Post-doctoral fellowships and joint research.

#### **Key findings**

The case study indicates that to date the programme has resulted in an increase in graduates and publications. The 2013 1st call attracted 173 applications that were evaluated by six Independent Review Committees. This resulted in 46 projects being recommended for funding and agreements were entered with 36 projects. The NORHED Results Framework was developed as part of the design of the new programme, with long term time frame and gender as prominent, impact-level goal. Standard performance indicators for the NORHED programme were developed during a NORHED workshop in Addis Ababa in March 2014. Some of the indicators are to be reported on annually, others only year 1 and year 5.

The NORHED programme is subject to a real-time evaluation commissioned by the Evaluation Department in Norad. The University of Southern California's Development Portfolio Management Group is conducting the evaluation. The first draft report which analyses existing theories of capacity development in higher education and research focuses on: system-level enabling conditions, institutional-level enabling conditions, and a sequence of causal links within the institutions in order to achieve: (1) More and better graduates; and (2) More and better research. Challenges include



institutional sustainability; need for holistic approach and thematic relevance; Norwegian partner role; gender equality and synergies (thematic areas and education/research).

### **3.5 Summary of Findings, Issues and Lessons from the Research Case Studies Findings**

This section presents a synthesis of issues, lessons and recommendations emerging from review of the research case studies in Africa, Latin America and Asia. The review was carried out through panel interviews and plenary discussions, group discussions and reports to plenary and summary of emerging issues.<sup>2</sup>

#### **Study objectives and methodologies**

The studies were overlapping, with common research objectives. The researchers used a variety of techniques and tools for data collection, for example secondary data, structured questionnaires, focus group discussions and web tools to collect a variety of quantities and qualitative data. However, there was no standard methodology for the studies - for example the Africa case study used survey tools and focus group discussions while the study in Latin America used webometric and bibliometric analyses, among other tools. Despite the regional differences in approach and methodology, the research findings highlight many similarities in the nature of relationships between TTs and Universities.

#### **Relationships between TTs and Universities**

The research demonstrated that the overall extent of the relationships between TTs and Universities was underdeveloped in all regions; where engagement exists, it tends to be informal rather than formal; however, academicians and TTs are engaging with each other in terms of policy advocacy. The major drivers of collaboration are similar, for example improving quality of research, among other concerns. In terms of differences one of the issues that came out of the regional studies is that context matters, and it will influence the outcomes of the study. However, there are more similarities than there are differences.

Collaborations between TTs and Universities result in positive synergy and complementarities – this synergy operates around the movement of individuals and the capacity of the institutions to engage with each other, independent of the constraints of the individual structures. Plenary discussions indicated that the nature of these linkages is related to the history of the formation of TTs in relation to the status of Universities when the TTs were formed. TTs have been viewed as a repository of public intellectuals but the Universities are also now really producing young intellectuals. In India for example, the institutional/individual relationship between the University and TT is rooted either formally or informally. The drive to undertake policy and issue based research has led individual teachers to undertake research at the TT while simultaneously maintaining teaching responsibilities at the University. Regarding autonomy of TTs, it was noted that in SSA there is a tendency for TTs to be autonomous while in Latin America there is a more mixed picture – for example some TTs have transformed into Universities and vice versa. This demonstrates major differences in the nature of TTs.

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<sup>2</sup>Panel members: Dr. Nicholas Awortwi (PASGR, Kenya); Ms. Adriana Arellano (Grupo FARO, Ecuador); Mr. Arif Naveed, (SDPI, Pakistan); Prof. Geof Wood (University of Bath/SDPI, UK); Prof. Sukhadeo Thorat (ICSSR, India); Mr. Orazio Bellettini (Grupo FARO, Ecuador); Dr. Abid Qaiyum Sulehrie (SDPI, Pakistan); Prof. Felix Asante (ISSER, Ghana); Dr. Ifediora Amobi (AfriHeritage, Nigeria); Ms. Antonie Kraemer, (Norad, Norway). Facilitator: Mr. Julius Nyanganga (Right Track Africa, Kenya).

TTs have expertise in certain issues but they also lack capacity to address certain issues, in which case they may approach Universities to fill this gap through collaborative research. Likewise, the teachers in the Universities can link up with TTs to undertake research on the issues of their interest. Through these linkages, teachers gain access to research facilities, more freedom to carry out research and available funding hence motivating the teacher. Teachers also get visibility through the research and this process builds and strengthens linkages.

Despite the finding that in some cases research by TTs does not inform teaching at Universities in SSA, there are good models of collaboration in the region. For example the collaboration in Zimbabwe between a think tank and university was viewed by both sides as a good collaboration, and in Ethiopia a collaboration was also successful. However, the discussions highlighted the persistent question of the underlying assumption that there is competition between TTs and Universities or that if Universities produce knowledge just as TTs do, competition arises. Although the research did not address the question of competition between TTs and Universities in detail, it was noted that government affiliated TTs do compete with University TTs and competition for resources, creating conflicts in some cases. Some workshop participants argued that competition can be healthy, however.

### **Challenges affecting relationships between TTs and Universities**

Low levels of effective collaboration result in constraints such as fragmentation, output-focused TTs, lack of ownership and goal displacement. Other challenges are the emergence of consultancy type institutions which lose their research focus, projectization of knowledge production, low longer-term strategic investment in research capacities, and low autonomy. There may also be reduced institutionalization of the knowledge production and policy-making process and development of research wings under a university umbrella (seen as a typical TT function). Other challenges are dependence on external funding, lack of sustainability of donor driven research, and competing interests for faculty members. Universities need to restructure so that they can go beyond academic research and demonstrate value and impact.

### **Lessons learned**

- Collaboration builds networks involving TTs and universities that provide opportunity for members to work together on issues that would otherwise be more difficult to achieve alone. Each member participates due to the benefits of networking and ability to have influence at the regional level and members benefit from access to resources for institutional capacity building and sustainability that would otherwise be difficult to achieve without the networks.
- Requirements for effective policy research include human resources development, creation of networking frameworks, and information dissemination. Fundraising through transparent systems can be facilitated through a Memorandum of Understanding between institutions, which helps to pay for overheads and research.
- Networks are stronger when they have common goals that are clear. To achieve this, networks need serious facilitation and a good communication strategy, transparency and good leadership. Therefore there is need to think of how to identify leaders who can become connectors and key to the collaboration between TTs and universities, including building up a pool of young researchers for capacity building, and who also have access to University information resources such as e-libraries and e-books. There is a need too to address challenges such as language and communication barriers.

#### **4. RECOMMENDATIONS/WAY FORWARD**

Based on issues emerging from regional case studies, panel and group discussions the workshop participants recommended the following project ideas and strategies:

- Identify a broader typology of policy research and how this kind of work is communicated, its representation and function, as well as finding ways to achieve shared understandings through dialogue and consensus building.
- Support technical exchange through appropriate mechanisms, such as a journal containing research evidence of TTs and Universities working together. This can be developed through regional level sharing of ideas on: (i) Practical steps to facilitate collaboration; (ii) Exploring non-financial or cheaper options for collaboration; (iii) Encouraging the use of social media; (iv) Increasing autonomy of research units within Universities.
- Explore ways of getting a group of TTs to work together on defining a methodology for evaluating public policies and explore how TTs can jointly collaborate in policy evaluation with governments and CSOs. For example there is high demand for policy evaluations for regional economic communities such as Economic Community of West African States (ECOWAS).
- Do capacity building for strategic planning and promote RBM for more efficient and effective public policy; explore ways of motivating researchers to value policy papers and influencing policy in the same way they value academic papers; promote good research practices (such as verifying research relevance and using credible methodologies), and find ways of getting the research published in academic journals.
- Establish sustainable strategies for financing policy research and funding that goes beyond topics on to programmes.
- Find ways of motivating the private sector and government to fund TTs and Universities - build capacity through funding research.
- Explore the nature of informal and formal collaboration between TTs and Universities and enhance the relevance of TTs in society by establishing and demonstrating the sources and benefits of partnerships between TTs and Universities; this will enable them both to provide government and other actors with research for policy development.
- Undertake research on the history of formation and dynamics of TTs and Universities in the different regions in order to identify changing needs and priorities. For instance the role of TTs which were created out of the need for policy research and that of Universities is changing in terms of what is expected of both types of institutions.
- Support the formation of public TTs and address the challenge of the emerging role of TTs and Universities as repository of public intellectuals.

#### **5. CLOSING REMARKS**

Dr. Peter da Costa (Technical Officer, The William and Flora Hewlett Foundation, Kenya) said the workshop had been a fascinating two days. He congratulated the collaborators for organizing such a successful forum. "It was good to have this type of forum In Africa where we need policy research; the case for Asia and South America is not different. The discourse has helped us to determine our own path. We live in dynamic fear of that power, yet we need to accommodate change which is often resisted," he said.

Noting that the forum compelled delegates to assert urgent questions on policy issues, Dr. da Costa said: "Our Think Tank mission is to build the body of knowledge and to bridge the collaboration gap. We can also build new ways of collaborating that do not depend on donors. Like all visionary ideas the Think Tank Initiative will come to an end in five years but new TTs will definitely emerge. We hope that in the next five years we will build on the ideas we have shared in this forum. "

Mr. Diawara Barassou (Knowledge and Learning Officer, ACBF, Zimbabwe) said: "This has been a highly successful event and we completed every item on the programme. On behalf of the Executive Secretary of ACBF I thank IDRC and the entire organizing team who did a good job. Thanks to all the participants for making the forum successful – people spoke with such passion. Thanks to the keynote speaker who motivated the ideas to start flowing. Thanks to the three teams that did an excellent job of organizing the event, thanks to the TTs for sharing research findings. We achieved a lot in these two days. We now know that it is possible to bring TTs and Universities and politicians together in one forum. Secondly, as a result of this workshop we now know there is some literature on collaboration between Universities and TTs and this is an important lesson. Thirdly, TTs have a pertinent role to play."

After noting that the event was a culturally rich experience, Mr. Barassou said: "As the event comes to an end it is very important for the nature of collaboration to continue, and to sustain the relationships between TTs and Universities. Relations between the two tend to be very informal, which is a reflection of our economies. Factors that affect collaboration include focus of the knowledge and target, financial research and complementarities of capacities, as well as understanding of the relationship between TTs and Universities. The key message is the requirement to fulfill needs. The Africa case study used survey – they can learn from South Asia where they showed the voice of practitioners by quoting what others on the ground have said. The Latin America study used metrics which was descriptive but they could do more by using survey data. Likewise the African cases can learn on metrics." On the influence of the relationship between TTs and Universities Mr. Barassou said the discussions had raised useful issues, especially with regard to collaboration and leadership. Other important issues raised include funding, networking and platforms for follow-up action. All these ideas will be packaged and it is up to the TTI to follow-up. "The ACBF has an open door and you are welcome. Thank you all," concluded Mr. Barassou.

Dr. Peter Taylor (Program Manager, TTI, IDRC-Canada) said the challenge is to address the emerging issues. He noted: "We have questions that have generated and contributed to knowledge building. I hope you have learned and feel you have been able to contribute something. This is one point in a journey and we will continue with all of you and our funding partners to bring ideas into fruition." Dr. Taylor thanked all members of the organizing team including IDRC staff, workshop organizers, hotel staff, interpreters, funders, ACBF and EPRC for the collaboration, rapporteurs, Norad partners, key note speakers and other presenters and moderators.

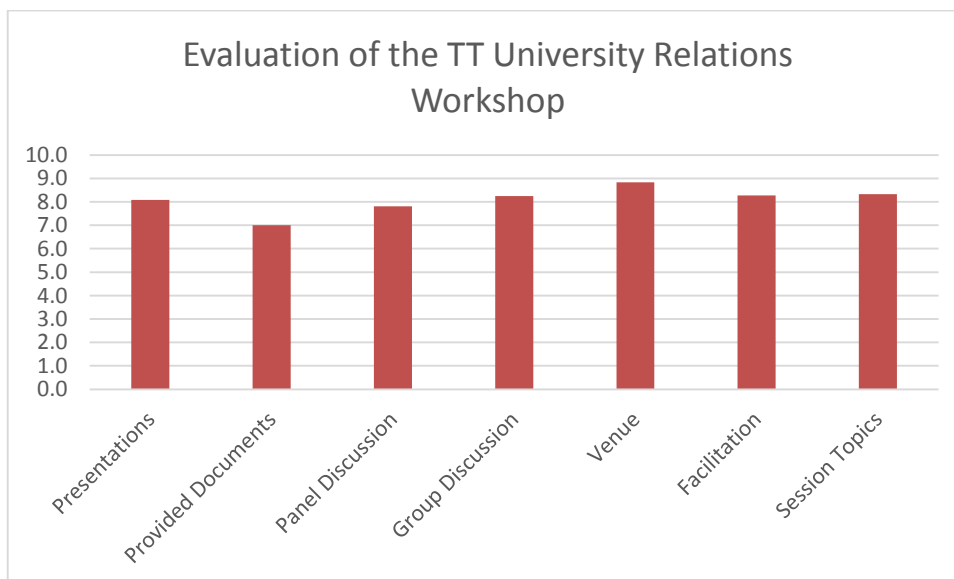
## APPENDICES

### Appendix 1: Evaluation of the Workshop

Participant feedback during the workshops was sought through a formal evaluation form (appendix 6) which was used by participants to assess various components of the workshop by ranking each session and by answering the following questions:

- i. What did you like most about this event?
- ii. What recommendations for improvement would you suggest for a similar event in the future?
- iii. If there was a single thing TTI/ACBF could do to help increase and improve collaboration between think tanks and universities, what would it be?
- iv. Other comments

On a scale of 10 (1 being the lowest and 10 the highest ranking), scoring was in general very positive, with an average, 8.5. The venue received the highest ranking with an average of 8.8 while the provision of documents had the lowest average ranking of 7. Group discussions received an average ranking of 8.2 and panel discussions received 7.8.



**Table 2: Participants' evaluation of the workshop**

Questions	Participants Answers and Comments	
<p>What did you like most about this event?</p>	<ul style="list-style-type: none"> <li>• Opportunity to share experiences and practices from different regions (26)</li> <li>• The inter regional presentations were clearly focused, informative, engaging and allowed participants to compare (4)</li> <li>• The venue was good (5)</li> <li>• The bilingual scope (2)</li> <li>• Excellent quality of participants (1).</li> <li>• the perspective seem to force a better future of the think tanks impact in Africa (1)</li> <li>• everything about this event was very useful as it provided opportunity to learn a lot about think tanks and universities as far as pursuing their mandatory activities and delivering results is concerned (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Panel and Roundtable discussions which involved everyone (21)</li> <li>• Level of organizations and scheduling of activities was exemplary (1)</li> <li>• The objectives and methodologies. (4)</li> <li>• Excellent facilitation and organization of ideas. Action oriented (1)</li> <li>• Design of the Agenda and the themes. All of the themes are relevant for the African think tanks and decision-makers (1)</li> <li>• new information on the challenges facing participation/linkages between universities and think tanks (1)</li> <li>• differences in relationship among individual institutions and regions (5)</li> <li>• <b>Some of the topics are good but the selection of presenters except those from Latin America and Asia is wanting (not precise, well thought out...) (1)</b></li> </ul>
<p>What recommendations for improvement would you suggest for a similar event in the future?</p>	<ul style="list-style-type: none"> <li>• Time Management - the facilitator may control the timing of each discussion (4)</li> <li>• ok as it is now (4)</li> <li>• Share documents for informed discussion. The folders did not have the research reports. Hence, contributions/discussion of findings was limited (12)</li> <li>• Clear/overt research on politics and the role of the state in promoting or blocking partnerships for policy research (2)</li> <li>• Limit the presentation to few and high quality presentations. This will help: a) participants learn and take the messages home, b) save time and less costly, c) elevate the level of discussions. (3)</li> <li>• assure clarity of purpose for panels. Day 2 morning session was disperse and unfocussed and there was some confusion in other sessions. Day 2 after lunch session was too short and could have benefited from 1-2 hours more. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend that more participants from the universities should be invited so as to be exposed to the difference between academic research and policy driven research (3)</li> <li>• To give the opportunity to the participants who have some initiatives to present their projects about the topics (2)</li> <li>• better involve all the think tanks to participate (French speaking TTs were not as participatory) (1)</li> <li>• Invite policy makers and donors, such as DIFID, World Bank, and embassies as they would have added an edge to the discussion as they are end-users (4)</li> <li>• more energizers (exercises) to break monotony of some of the sessions which were too long (1)</li> <li>• Presenters could have shared insights on their view of best practices. Mainly they raised questions about existing arrangements, but offered little in terms of what could be best practices (3)</li> </ul>

	<ul style="list-style-type: none"> <li>• We need to develop a means by which each topic can be exhausted. This means that we should streamline the number of topics of platform guests and more time to be allowed for table-based discussion (13)</li> </ul>	<ul style="list-style-type: none"> <li>• Move to specific practical challenges as was focused on more facts less ideas (4)</li> </ul>
<p>If there was a single thing TTI/ACBF could do to help increase and improve collaboration between think tanks and universities, what would it be?</p>	<ul style="list-style-type: none"> <li>• Build a network of its members and engender their collaboration in a variety of relevant spheres (11)</li> <li>• To organize forums for discussions and sharing ideas between actors (27)</li> <li>• Fund collaborative projects that have clearly defined project interventions (13)</li> <li>• Establish a Journal of Public Policy Research (as a platform) to promote dialogue, info sharing and policy influence (1)</li> <li>• build up data base regionally-based about think tanks and its researchers (professions, topics of research) (1)</li> <li>• Reinforce the connections between TTI/ACBF (1)</li> <li>• Regional workshops in organizing by continent before organizing an international workshop with the participation of European think tanks and American ones (1)</li> <li>• Foster and institutionalize collaboration activities focusing on cross-cutting themes (1)</li> <li>• distill best practice from outside the 3 regions and disseminate to identified players across the think tanks and universities (vice-chancellors, heads of centers), that think tanks already have relations with (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Take up the challenges suggested by the theory of change subgroup (1)</li> <li>• Strengthening the capacity of both institutions to carry out their shared mandate which is thinking through research to inform society for better public policy output (2)</li> <li>• see both institutions as dynamic, evolving, almost organic organizations, not as variable types that are stereotyped and static (2)</li> <li>• think tanks have evolved from living in the past (ex-post analysis) to live in present (present-time analysis) (2)</li> <li>• These institutions should work and design to improve the level of discourse among TTI participants. Otherwise the money and time spent cannot be justified if the type of discussion continues the way it is. Without naming anyone: except the case studies, all the other presentations were below standard. They were neither exports nor well prepared for it. (1)</li> </ul>
<p>Other comments/concerns:</p>	<ul style="list-style-type: none"> <li>• Review access to electricity at each table (1)</li> <li>• Reflect on the financial autonomy of think tanks in the strategy of mobilizing financial resources autonomously (1)</li> <li>• I thank you for allowing me to join you for this conference even though I have not been involved previously. I would be very happy to stay involved. It is a valuable project that is clearly making an important contribution to viable, dynamic organizations that are of great importance in incipient democracies (5)</li> </ul>	<ul style="list-style-type: none"> <li>• The studies did not address the political economy of the seemingly informal individual, competitive relationship between think tanks and universities (2)</li> <li>• With this knowledge gap, the discussion overemphasized "smaller" issues like theory-oriented research in universities, etc. The dichotomy created seemed superficial in the absence of the reasons behind these.</li> <li>• This event will be encouraged and can be organized once every two years (3)</li> <li>• Congrats (1)</li> </ul>

- the TTI/ACB should remember the think tanks in their collaboration with the universities when financing the activities which can be leading the researchers in think tanks and universities (1)
- Very interesting event that dealt with something as important as this relationship (1)
- Consider more thinking about the relations between think tanks and other policy framers and voices in the society - e.g. quality journalism, NGOs, trade unions, professional associations, rather than an over focus on think tanks/university relations. Although many questions to pursue, IDRC and friends need to assess the opportunity cost of pursuing those questions. Perhaps that will be clearer when report on conference is consolidated (1)
- this conference enhanced the thrashing out of the aspects of think tanks and universities that are draw backs on one hand and also value adding on the other. It will thus be practically appropriate for think tanks and universities in the different countries team up to look at the areas of common interest that they can work together and where applicable respond to calls for proposals together as ways of optimizing results and impacts (1)

- This was an excellent workshop; well organized, and highly participatory. I learned a lot from the workshop (2)
- it was indeed a learning event (1)
- promoting collaboration is the role of universities and TTI so as to promote quality research, dialogue, and general quality of life and policy beneficiaries (1)
- This gathering was ground breaking because rarely do think tanks and universities ever engage to analyze and discuss their relationship. (1).
- Share the report of the meeting and the results of the regional research findings with the world!! We have some new ideas to contribute from this gathering (1)
- Think tanks and university collaboration is very important. The weak linkages that exist depends on the nature of think tanks itself. For instance at the beginning of establishment of think tanks it was not meant to collaborate with university. This is good observation of collaboration for the new think tanks. (1)
- the relations between think tanks and universities would be better enforced if the 2 institutions are better equipped in financial resources and in techniques to mobilize resources (1)
- develop networking capacities on think tanks (1)



## Appendix 2: Workshop Evaluation Questionnaire

### CONFERENCE: Think tank and university relationships: finding the synergies

Name:

Organisation:

1. How would you rate the following aspects of this event, please circle? (1=poor; 10=excellent)

#### Day 1

Presentations            1      2      3      4      5      6      7      8      9      10

Provided documents    1      2      3      4      5      6      7      8      9      10

#### Day 2

Panel discussion        1      2      3      4      5      6      7      8      9      10

Group discussion       1      2      3      4      5      6      7      8      9      10

#### Full event

Venue                    1      2      3      4      5      6      7      8      9      10

Facilitation            1      2      3      4      5      6      7      8      9      10

Session topics         1      2      3      4      5      6      7      8      9      10

Overall                  1      2      3      4      5      6      7      8      9      10

2. What did you like most about this event? Why?

3. What recommendations for improvement would you suggest for a similar event in the future?

4. How did the event's discussions on the relationship between think tanks and university contribute to your thoughts and perspectives on this phenomenon?

5. Do you think further collaboration between think tanks and universities would be useful to your organisation? If so, why, and what will you do to encourage these relationships?

6. If there was a single thing TTI/ACBF could do, to help increase and improve collaboration between think tanks and universities, what would it be?

E.g. introductions, events/opportunities/forums for discussions, networking etc.

Other comments/concerns:

### **Appendix 3: Profiles of IDRC, ACBF and EPRC**

**IDRC** is a Crown Corporation created in 1970 by the Parliament of Canada. IDRC builds the capacity of people and institutions in developing countries to undertake the research that they identify as most urgent. It works with researchers as they confront contemporary challenges within their own countries and contribute to global advances in their fields. It builds on decades of work on gender issues, international relations and global governance, and the role of information and communication technologies (ICTs) in development, and integrates these dimensions into all research themes.

IDRC supports research in four broad areas, making knowledge a tool for improving lives across the developing world through the following program areas:

- Agriculture and the Environment
- Global Health Policy
- Social and Economic Policy
- Science and Innovation.

**ACBF** which was established in 1991 promotes a holistic approach towards capacity building in Africa and coordinates partnerships with different developmental agencies including international donors supporting projects in Africa. The Foundation focuses on the following six core areas:

- Policy analysis and development management
- Financial management and accountability
- Enhancement and monitoring of national statistics
- Public administration and management
- Strengthening of policy analysis capacity of national parliaments
- Professionalization of the voices of the private sector and civil society

**EPRC** aims to improve the welfare of citizens through expert guidance of decision makers in various issues of the economy, capacity building of public institutions and civil oversight of budgetary expenditures. Its functions include:

- Laboratory of ideas – generating policy recommendations that are based on global experience, substantiated by objective and technically sound research and analysis, and fine0tuned to reflect the country’s reality.
- Capacity-building of civic institutions, government agencies and the media for effective engagement in the economic policy making and budgetary processes; empowering the general population with innovative tools to take active part in the country’s economic life.
- Civil oversight – in partnership with other civil society representatives, conducting monitoring and producing analysis of key governmental programmes and budgetary expenditures.

#### Appendix 4: List of Workshop Participants

	Title	First name	Surname	Position	Organization	Country	E-mail
1.	Prof	Abdoulaye	Diagne	Executive Director	CRES	Senegal	<a href="mailto:cres_ucad@yahoo.fr">cres_ucad@yahoo.fr</a>
2.	Mr	Abid	Suleri		SDPI	Pakistan	<a href="mailto:abidsuleri@gmail.com">abidsuleri@gmail.com</a> ; <a href="mailto:suleri@sdpi.org">suleri@sdpi.org</a>
3.	Ms	Adriana	Arellano		Grupo FARO	Ecuador	<a href="mailto:aarellano@grupofaro.org">aarellano@grupofaro.org</a>
4.	Dr	Akilou	Amadou		Centre Autonome d'Etudes et de Renforcement des Capacités pour le Développement du Togo (CADERDT)	Togo	<a href="mailto:caderdtmpdat@gmail.com">caderdtmpdat@gmail.com</a>
5.		Akinpelu	O. Olutayo	-	University of Ibadan	Nigeria	<a href="mailto:lantopamtu@yahoo.com">lantopamtu@yahoo.com</a>
6.		Amadou	Kanouté	Directeur exécutif	CICODEV	Senegal	<a href="mailto:ackanoute@yahoo.com">ackanoute@yahoo.com</a>
7.		Andrés	Felipe Gómez			Colombia	<a href="mailto:anfego@gmail.com">anfego@gmail.com</a>
8.	Prof	Andrew	Onokerhoraye	Executive Director	CPED	Nigeria	<a href="mailto:agonoks@yahoo.com">agonoks@yahoo.com</a>
9.	Dr	Andrew	Riechi	Associate Fellow, Social Sector Programme	IPAR - Kenya	Kenya	<a href="mailto:andrewriechi@gmail.com">andrewriechi@gmail.com</a>
10.		Antonie	Kraemer		NORAD	Norway	<a href="mailto:Antonie.Lysholm.Kraemer@Norad.no">Antonie.Lysholm.Kraemer@Norad.no</a>
11.		Arif	Naveed	Visiting Associate	Sustainable Development Policy Institute	Pakistan	<a href="mailto:arif.naveed@gmail.com">arif.naveed@gmail.com</a>
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## **Appendix 5: Workshop Programme**

May 21 & 22, 2014 (Bougainvillea Lounge, Safari Park Hotel, Nairobi, Kenya)

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### **DAY 1**

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**8:30** – **Registration - Bougainvillea Lounge**

**9:15** *Coffee and tea available outside room from 7:30am – 8:00am*

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**9:15** – **Introductions**

**9:45** Chair: Peter Taylor, Program Leader, TTI

Facilitator: Julius Nyanganga

- Welcome/introduction and housekeeping
  - Outline schedule and expectations for the 2-day event
- 

**9:45** – **Opening Remarks**

**10:15** Speaker: Dr. Ifediora Amobi, Executive Director, AfriHeritage, Nigeria

- How do TTs and Universities fit as knowledge actors in the knowledge landscape?
  - How do TTs and Universities interact and respond to this environment?
- 

**10:15** –

**10:45** **Coffee/teabreak**

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**10:45** – **Presentation 1 – Research findings from Africa**

**12:00** Presenters :

- Joseph Hoffman, Interim Executive Director, Partnership for African Social & Governance Research (PASGR), Kenya
- Darlison Kaija, Program Coordinator, Research, Partnership for African Social & Governance Research (PASGR), Kenya

- Introduction to team, objectives, methodology and approach taken by PASGR and the research team
- Presentation of general findings and high-level results
- Case studies, lessons learned and good practices from region, implications for donors, and further areas to research

**Document provided:**

- Executive summary of African findings
- 

**12:00** – **Lunch –NyamaChoma Ranch (#6 on hotel map)**

**13:15** *Please retrieve lunch voucher on your way*

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**13:15** – **Presentation 2 – Research findings from Latin America**

**14:30** Presenters:

- Mr. Orazio Bellettini, Executive Director and co-founder of Grupo FARO, Ecuador
- Ms. Adriana Arellano, Research Director, Grupo FARO, Ecuador

- Introduction to team, objectives, methodology and approach taken by Grupo FARO and the research team
- Presentation of general findings and high-level results
- Case studies, lessons learned and good practices from region, and further areas to research

**Document provided:**

- Project Brief: Saber América Latina
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**14:30** –

**15:45** **Coffee/tea break**

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**15:45** – **Presentation 3 – Research findings from South Asia**

**16:00** Presenters:

- Arif Naveed, Visiting Associate, Sustainable Development Policy Institute (SDPI), Pakistan
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- Geof Wood, University of Bath, Sustainable Development Policy Institute (SDPI), United Kingdom
  - Prof. Sukhadeo Thorat, Professor and Chairman, Indian Council of Social Science Research (ICSSR), India
  - Dr. Mathilde Maitrot, Research Officer, University of Bath, Bangladesh

- Introduction to team, objectives, methodology and approach taken by SDPI/IIDS and the research team
- Presentation of general findings and high-level results
- Case studies, lessons learned and good practices from region, and further areas to research

**Document provided:**

- South Asian findings

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**16:00 – Closing Remarks**

**16:15** Chair: Innocent Matshe/AERC Director of Capacity Development - TBC

- Thoughts for follow day's discussions

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**18:00 –**

**21:00** **Gala Dinner –Nyama Choma Ranch (#6 on hotel map)**

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## DAY 2

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**8:30 – Re-cap**

**9:00** Chair: Dr. Diakalia Sanogo, Program Officer, TTI, Kenya

- Summarize previous day's discussions
- Introduce day's objectives and discussion structure

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**9:00 – Session 1 – Panel Discussion: “Learning together: Identifying and contrasting regional research findings”**

**10:30**

Panel Members:

- Dr. Nicholas Awortwi, Director of Research, Partnership for African Social & Governance Research (PASGR), Kenya
- Ms. Adriana Arellano, Research Director, Grupo FARO, Ecuador
- Arif Naveed, Visiting Associate, Sustainable Development Policy Institute (SDPI), Pakistan
- Geof Wood, University of Bath, Sustainable Development Policy Institute (SDPI), United Kingdom
- Prof. Sukhadeo Thorat, Professor and Chairman, Indian Council of Social Science Research (ICSSR), India

Discussion topics:

- Initial reactions to similarities/differences in regional research findings
- Identify examples of positive synergy and complementarities between TTs and Universities within their regions
- Raise challenges which might adversely affect the organization's complementarities, and propose means of addressing such challenges
- Global lessons and good practices

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**10:30 –**

**11:00** **Coffee/tea break**

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**11:00– Session 2 – Facilitated Discussion: “Building Blocks: the enabling structures and mechanisms of internal and external support”**

**12:30**

Presenters:

- Dr. Ifediora Amobi, Executive Director, African Heritage Institution (AfriHeritage), Nigeria
  - Dr. Abid Qaiyum Sulehrie, Executive Director, Sustainable Development Policy Institute (SDPI), Pakistan
-

- 
- Felix Asante, Executive Director, Institute of Statistical, Social and Economic Research (ISSER), Ghana
  - Antonie Lysholm Kraemer, Advisor, Department for Global Health, Education and Research, The Norwegian Agency for Development Cooperation (NORAD), Norway

Discussion:

- Considering current knowledge landscape, what kinds of enabling structures and mechanisms (both internal and external) have proven most successful for TTs and universities? Does one work for one type of organization and not the other?
- What kind of support (resources, support, collaboration etc.) work best: for TTs; for Universities?
- Are there enabling structures and mechanisms being discussed which are mutually beneficial for both TTs and universities? If not, can one be suggested from our discussion today?
- Which kinds of enabling structures and mechanisms can be applied globally and which kinds address needs which are national or region-specific?

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**12:30** – **Lunch –Nyama Choma Ranch** (#6 on hotel map)

**13:45** *please retrieve lunch voucher on your way*

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**13:45** – **Session 3 - Group Discussion: “Planting the seeds: nurturing a symbiotic think tank / university relationship”**

- 15:15**
- Reflecting on this event’s presentations and discussions, which mechanisms contribute the most strongly towards lasting think tank/university cooperation, collaboration and leadership? Which should we focus on in order to make a difference?
  - Identify examples of good practice – what are the common factors in these examples? What can we learn from these? Can they be reproduced elsewhere?

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**15:15-  
15:30**

**Coffee/tea break**

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**15:30** – **Final remarks and closing**

- 16:30**
- Dr. Barassou Diawara, Knowledge and Learning Officer, African Capacity Building Foundation (ACBF), Kenya
  - Dr. Peter da Costa, Technical Officer, The William and Flora Hewlett Foundation, United States
  - Overview of event – successes and points to follow-up
  - Participation on participant portal (to continue conversation and see future outputs, if interest is there)
  - Next steps
-