

Developing Sustainable and Culturally Sensitive Ethiopian University Community Engagement  
through a Multi-University International Partnership: A Concept Mapping Analysis

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A Dissertation

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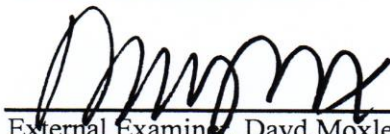
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## **Abstract**

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The study explores the concept of international academic partnerships among three higher education institutions and their community linkages. Using concept-mapping techniques, this exploratory and descriptive case study investigated a Triangle Partnership among three schools including both North-South and South-South components. With the objective of understanding the development of a community-inclusive-partnership model, this case study examined group perceptions of purpose, process and product of the Triangle Partnership between Addis Ababa University School of Social Work (AAU, SSW), Institute of Social Work Tanzania (ISW) and the Jane Addams College of Social Work/Midwest AIDS Training and Education Center (JACSW/MATEC) at the University of Illinois at Chicago. A total of 72 participants contributed their perspectives to the study. They were organized into three equal groups of 24 which consisted of: (1) representatives of community-based organizations in Ethiopia, (2) faculty members from all three institutions, (3) students from AAU, SSW. A set of 82 statements were "brainstormed" by these groups to describe the purpose, processes, products as well as challenges within the partnership. After sorting the 82

statements for conceptual similarity, all study participants also rated each statement's importance three times: once for their importance to capacity building, and once for their importance to sustainability, and finally for their importance for cultural sensitivity. Using the concept maps developed by the groups, a set of 17 pattern matches were performed to investigate stakeholder divergence and convergence both within (intra) and between (inter) groups. Correlation (Pearson  $r$ ) coefficients were also calculated for each pattern match and displayed in tabular form for comparison. The overall results revealed that all stakeholder groups agreed reasonably well about the importance of the partnership for its significance to capacity building. However, substantial differences were found regarding the partnership in terms of its importance for sustainability and to cultural sensitivity. These differences were further found to correspond quite well with the unique institutional interests of each stakeholder group. Based on the findings, a system-level community inclusive partnership model is suggested and the results are discussed in terms of the potentials and limitations of concept-mapping analysis in partnership-model development and their implications for social work practice.

For my wife Sara, and for my mom, Almaz; I am blessed to have you by my side.

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My family members, friends, and colleagues have extended their relentless support and encouragement during the last six years. At this juncture I would like to acknowledge the most important ones as I cannot list all of them.

I express my deepest love and appreciation to my wife, Sara Tabit, for pushing me to persist during those hard times. I would like to thank my son whose affection imparts me the energy to keep on working. Special thanks to my daughter Rose, for being eager to see the final outcome of my study. Also, I would like to express my deep gratitude to my parents who have laid the foundation of education in my life despite their limited literacy skill. I would like to thank my sister and brothers: Fikire, Fasil, Habtamu, and Abe for always believing in me.

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with me and opening their doors which made the process of my study rewarding and enjoyable. I am glad to share this study on their behalf.

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**Abbreviations and Acronyms**

AAII	African AIDS Initiative International
AAU	Addis Ababa University
ABCD	Asset Based Community Development
AIHA-TC	American International Health Alliance-Twining Center
BSW	Bachelor of Social Work
CIPUSA	Council of International Program in USA
CM	Concept Mapping
CSO	Civil Society Organizations
CCRDA	Consortium of Christian Relief and Development Association
CWLC	Community Work and Life Center
EEF	Ethiopian Employers Federation
EIFDDA	Ethiopian Interfaith Forum for Development Dialogue and Action
ESSWA	Ethiopian Sociologist, Social Workers and Anthropologists Association
HED	Higher Education for Development
HEP	Higher Education Partnership
IHE	Institute of Higher Education
I-TECH	International Training and Education Center for Health
ISW	Institute of Social Work
JACSW	Jane Addams College of Social Work
MATEC	Midwest AIDS Training and Educational Center
MOE	Ministry of Education
MSW	Master of Social Work

NIP	National Implementing Partners
NGO	Non-governmental organization
NTWG	National Technical Working Groups
PLWHA	Persons Living with HIV/AIDS
PV	Participatory Video
RT	Rival theory
SSW	School of Social Work
THEP	Trans-national higher education partnership
UCP	University-community partnership
UIC	University of Illinois Chicago
USAID	United States Agency for International Development
WB	World Bank

## **Chapter One: Introduction**

### **Background on Higher Education Partnerships**

An old Ethiopian proverb says “When spider webs unit they can tie up a lion.” This proverb is more applicable in the country’s current scenario of socio economic crisis with all communities faces severe challenges while many claim expansion of education and innovation are in progress. In this twenty-first century, universities face “a new wave of educational theory and practice as a result of the endless turmoil created by the new economic and social realities that are transforming enterprises everywhere, whether public or private, big or small” (Clark, 1997, p. 24). Without the vigorous examination of their purpose, “universities simply will not have the intellectual capacity to resolve the huge, almost intractable social, economic, and ecological problems they face both nationally and globally” (Boyer, 1990, p. 38).

Globally, universities have demonstrated a continuing change in response to the challenges from their environment (Skilbeck, 2001). To face this changing direction, many institutions have changed themselves and developed new initiatives determined from internal objectives and undertake all inclusive reform endeavors in response to the multifaceted challenges the institutions encountered (Webber, 2000).

In Africa, this vigorous self-examination within universities undertake prioritizes the need to avoiding “romanticizing African knowledge systems” over how to best meet the challenges of the global context of the twenty-first century (Assié-Lumumba, 2004, p. 6). While it is necessary to refute the assertion that the “canon and orthodoxy of knowledge is from the West; such effort should not be conceived in a framework whereby African and Western or other knowledge systems are thought of as mutually exclusive” (Ng’ethe, 2003, p. 17). Rather, each

can be creatively channeled toward resolution of African problems, within the philosophy of fusion through the governance of partnership (Assié-Lumumba, 2004).

Recent studies show that “partnership” as unit of analysis is dependent on the process; taken to forge the partnership, the mode of the partnership, the culture and context of the partnership as well as the institutionalizing values and norms of partnership (Arbuckle & DeHoog, 2004). Often during partnership processes one of these elements is ignored or undervalued. This lack of attention leads to a dilemma which the literature calls “partnership paradox” (Kearney & Candy, 2004). Partnership paradoxes occur in situations in which an inherent and often unstable tension exists between the goals of the institutions involved; this presents a scenario can lead to a great deal of dissatisfaction among partners and may end up in dissolution of the partnership, altogether. If, however, the collaborative process can be enhanced it will improve the collaborative outcome and produce what the literature calls an “authentic partnership” (Wiewel & Lieber, 1998).

In Ethiopia, the aim of the current “development university” movement in higher education expansion is to engage these universities on the socio-economic development of the larger community. Involving community as major stakeholders and participants is critically needed to effectively transform educational institutions into a tool for national development (Teshome, 1999; Yesuf, 1973;). By 2007, enrollment in Ethiopian tertiary educational institutions had reached 210,456 students in 21 public universities, more than tripling enrollment in a space of only eight years. There are currently over 60 private tertiary educational institutions, enrolling about 17 percent of students (World Bank, 2003). These institutions are either operated as foreign branches of well-established European, American, or other universities or as for-profit independent private institutions.

While expansion of higher education and reduction of poverty is highly important, the unmet challenge is to discover how the quality can in terms of academic and professional excellence be harmonized with the quantity of education (Mulu Nega, 2005). Quality is not only a matter of input, throughput and output of student populations and academic departments (Derebssa, 2007). Globalizing the quality through partnerships, while maintaining local relevance by learning from other experiences is the challenge Ethiopian and other African higher education institutions are confronting (Assie-Lumumuba, 2004).

Wessenu (2006) observed the problems in the practice of evaluating and accrediting Ethiopian institutions of higher education, both private and public, and proposed ways of tackling these problems with a broad purpose of enabling these institutions to meet social expectations to address community problems including poverty, HIV/AIDS, threats to the environment, and violence through higher education partnerships. Wanna (2006) stated that while partnership in higher education is an emerging theme in raising quality of higher education, the studies of partnership are focused on experiences of Sub Saharan countries and offers valuable lessons in south-to-south partnerships. However there is a dearth of literature on the improving quality of education through higher education partnerships between North and South. Wiewel and Guerrero (1998) pointed out:

For all institutions and organizations, partnerships are a potentially very rewarding way of achieving their goals. There is an opportunity for universities to create a niche and enhance their usefulness by taking the topic of partnership development itself as one worthy of research and teaching. Obviously, one can only do so by being engaged in partnerships, experimenting with them, and reflecting on the experiences (p.12)

Benefits of globalizing the quality of education through higher education partnership are multifold. Partnerships are seen as a way of making more efficient use of scarce resources, increasing institutional sustainability, improving participation, and sharing skills, knowledge and learning (Hatley, 1997). The reason many institutions in the developing countries enter into partnerships with overseas institutions are to improve their image and reputation. Making solid partnerships can in turn help them to form further partnerships with other universities abroad as well as increase the credibility of their education by addressing their internal limitations and maintaining relevance by addressing social challenges faced by local communities (Hailey, 2000).

In the wider context of Ethiopia's higher education proliferation and the subsequent movement of these institutions towards engagement with other academic institutions as well as the community, this research performed a case study on a three-part partnership between three universities and their local communities. The studied partnership was established in 2008 and named the "Triangle Partnership." This study focused on the Ethiopian side of the partnership and how the partnership among Addis Ababa University/School of Social Work (AAU/SSW), Tanzania Institute of Social Work (TISW), and Jane Addams College of Social Work/ Midwest AIDS Training and Education Center (JACSW/MATEC) facilitated or challenged the processes of community engagement.

### **Pilot Study**

I have served as Research Assistant in the study of *Developing a Model of International Higher Education Partnership: Learning from HED Partnership in Ethiopia* (Butterfield & Tafesse, 2007; Tafesse, 2009). The research collected primary data from eight higher institutions partnerships in Ethiopia within the period of 1998-2005, which were sponsored by Higher

Education for Development (HED) with funds from the U.S. Agency for International Development (USAID). The study emphasizes the principles, processes, practices and evidence based outcomes that can be utilized as bench markers for the globalization of higher education. As an assistant researcher, I designed instruments for the research, carried out all interviews and filed research learning new software for data management and concept mapping and analyzing data from the eight partnerships. These partnerships are listed below with the years shown in parenthesis:

1. Addis Ababa Commercial College / Middlesex Community College, *Small Business Assistance Center Partnership* (1998)
2. Debu University, Hawassa College of Agriculture / Langston University, *An Institutional Partnership to Enhance Food Security and Income Generating Potential of Families in Southern Ethiopia through Improved Goats Production and Extension* (1998; 2000)
3. Unity University College / University of Georgia, *Partnership for International Mass Communication Training and Research* (2001)
4. Mekelle University / University of Alabama, *Joint Legal Education Development Project* (2001)
5. Haramaya University / Langston University, *Improving Ethiopian Household Food Security and Enhancing the Teaching, Research and Extension Ability of Alemaya University* (2002)
6. Addis Ababa University / University of Illinois at Chicago, *Social Work Education in Ethiopia Partnership* (Project SWEEP)

7. Bahir Dar University / Cornell University, *Training and Research in Integrated Watershed Resource Management and Sustainable Agricultural Development in the Lake Tana Basin in Northern Ethiopia* (2003),
8. Wondo Genet College of Forestry Debub University / Oregon State University, *Strengthening Institutional Collaboration: Natural Resource Education and Research in Ethiopia* (2003)

In order to be familiar with community engagement issues related to higher education partnerships, I conducted an exploration using a previous study before the actual research began. For this purpose I have evaluated the data obtained from a prior study I was involved in on the above listed 8 partnerships to identify key partnership issues. I conducted a meta-analysis of the data giving special emphasis on the community linkages of the eight partnerships. The main findings are presented here:

The higher education partnership with community linkage between Debub University and Oregon State University showed how it is important to have people from different countries with different experiences to enrich cultural exchange of higher education between two continents. However, the challenge came when the local university became suspicious that it was not benefiting from the partnership as well as suspicious of the role of the overseas university in the collaboration. Because the overseas university covered the greater financial cost, the donor-recipient power differential felt in the partnership affected the accountability of the overseas university.

Hawassa University and Langston University formed a partnership to provide income-generating activities through animal credit by providing pregnant goats to low-income women farmers. Farmers in the vicinity were involved in goat credit and animal husbandry service to

improve their daily income. The people from the partnership gave ear-tagged goats to community farmers. Farmers were aware that the ear tags on the goats indicated some kind of ownership by the donors. Thus, the farmers realized that the goats did not belong to them, but belonged instead to the institution or “government” as they called it. Since the tagged goats were not their own, the farmers became suspicious and fed only the goats that belonged to them. The credit goats starved to death and the service failed. In regard to community-engagement, exploratory interviews showed that failures of community-participation from the inception of a program hindered success of any future programming.

The same kind of goat credit project was implemented in Haramaya University in partnership with Langston University. The beneficiaries of the program were low-income women farmers in the community. The husbands of the poor women thought that the university “loved” women more than men. Since husbands were not included in the community awareness program, it was common for husbands to sell their wives’ goats. When the program was not being productive, the poor women informed the university leaders of their challenges and insisted their husbands be included in the sensitization program.

Mekele University and the University of Alabama were providing free legal aid to the poor through their Human Rights Center, which is engaged in the promotion and education of human rights in the local community. As a result of the partnership community service became integral to the main policies of the university. The partnership was led by staff from the overseas university and participation by local staff was limited. This created lack of ownership by the local staff the partnership effect could not stay beyond the partnership period.

Bahir Dar University in collaboration with Cornell University reviewed and improved the curriculum and developed a new interdisciplinary Watershed Management department. Previously, a science student was directed to the science field, a social science student directed to social sciences. But the integrated watershed management brought the different disciplines together, and this approach changed the image of the university. The problem was the curriculum was adopted from Cornell University and courses were given by instructors from the same university. Besides students earned their degree from Cornell University which made the local institutions completely dependent on the overseas university.

The partnership between Addis Ababa University School of Social Work at and Jane Addams School of Social Work introduced wise use of resources and innovative teaching methods. This partnership also led to the successful creation of both a Masters in Social Work (MSW) and PhD program in Social Work and Social Development at Addis Ababa University. Both are the first of their kind in the country's history.

The school has also established a Bachelor's in Social Work (BSW) and an extension of its MSW program. The School of Social Work augmented their partnership structure with relationships to other social work-education faculty at many international universities. This is the only higher education partnership that is still functional in various forms.

Document review from secondary sources shows that there have been success stories and challenges to higher education partnerships in Ethiopia. Main achievements include: three Centers of Excellence have been established at Assela College of Education, Debre Birhan College of Teacher Education and Vocational Training, and Jijiga Teacher Training Institute through USAID. Through exploration from primary and secondary data, the pilot study revealed gaps in the partnership for further exploration and study. As shown in Figure 1, from the local

universities' perspective, partnership process issues are lack of trust, feelings of dependency, lack of commitment, disregard for community agenda, low sense of ownership and poor community linkage. From the overseas university side, power dominance, donor-recipient approach to community and local university, lack of transparency and low accountability may have endangered the partnership with the local universities (Figure 1).

Even in each successful case, challenges occurred including lack of continuous financial, technical, and material support and the main challenge was the extended dependency on external financial sources.

### **Purpose and Goals of the Study**

The purpose of this research was to explore and identify implications for appropriate model development of a system model of university community partnership that can be applicable in the social work profession in Ethiopia. This case is selected as a holistic case as it involves diversified partners, who are working on HIV/AIDS and universities from Tanzania, Ethiopia and USA. The study focused on the existing partnership model of the three universities (AAU/SSW, ISW, JACSW/MATEC) as well as with American International Health Alliance Twinning Center (AIHA-TC) and with other community institutions; it examines from the Ethiopian partner side how the involvement of JACSW/MATEC and ISW facilitates the activities, process and outcomes of the partnership.

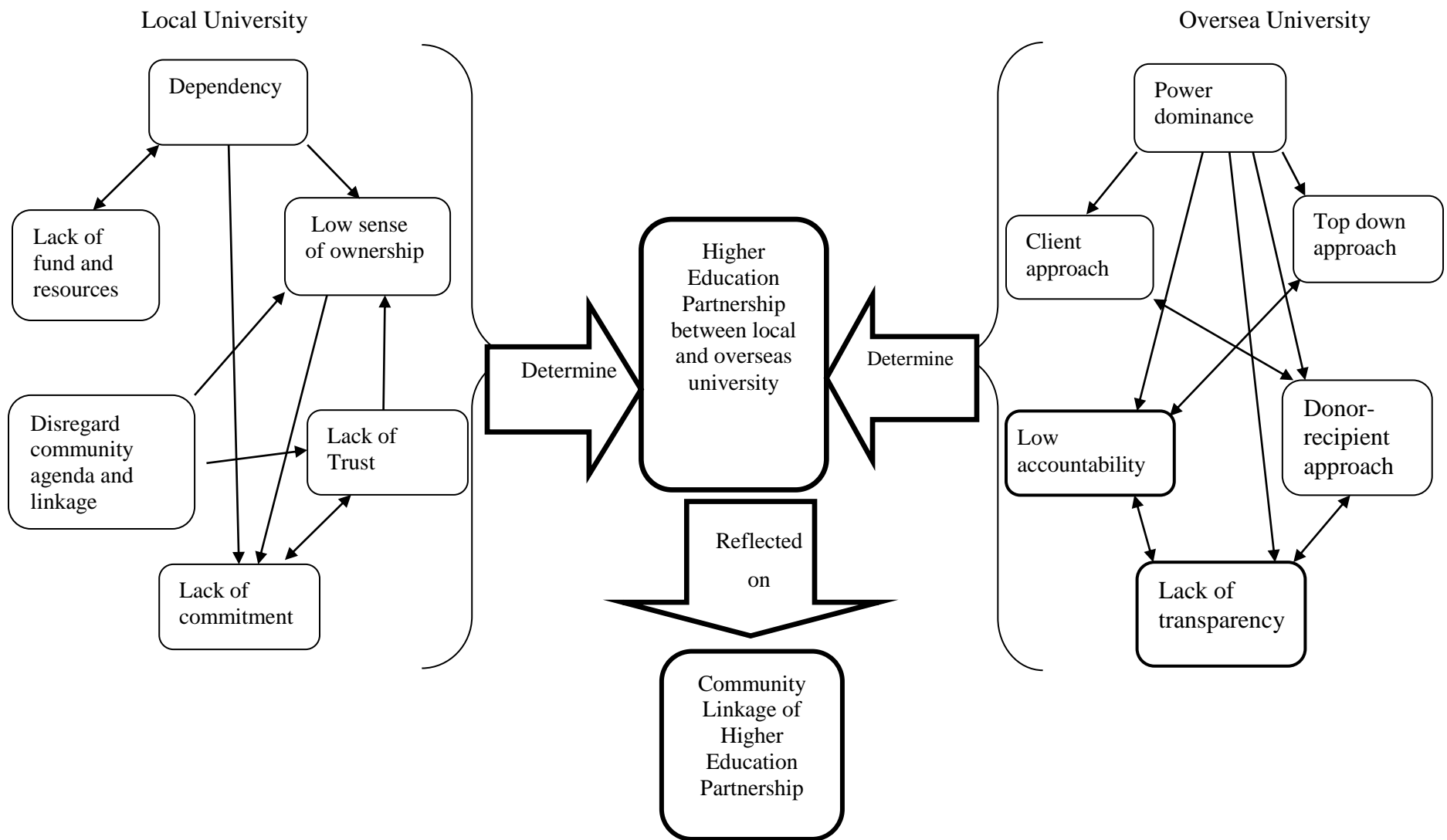


Figure 1. Problem Diagram: Partnership Issues between Higher Education Institutions and Community

The goals of this study are envisaged within variety of contexts. At the theoretical level the goal of the research is to bridge the gap of knowledge about the impact of higher education partnerships and the benefits communities may gain from these partnerships. At the practice level the goal of this research is to document and describe a higher education partnership between north and south by considering community as their main constituencies of knowledge advancement. The study also examined higher education institutional activities in relationship to community engagement, which is elicited by their effort to solve the existing challenges of local communities.

At a policy, educational and research-level, the research also highlights the need of higher institutions toward community engagement, especially in terms of the capability of higher education institutions systems to develop real and effective partnerships with professionals and practitioners of social change.

At a personal level, the goal of this research is to satisfy a personal interest in studying university-community partnerships as an effective approach to revitalize local communities; and paving a stepping stone for further studies on higher education partnership and their community engagement. In this regard Wiewel and Guerrero (1998) pointed out:

For all institutions and organizations, partnerships are a potentially very rewarding way of achieving their goals. There is an opportunity for universities to create a niche and enhance their usefulness by taking the topic of partnership development itself as one worthy of research and teaching. Obviously, one can only do so by being engaged in partnerships, experimenting with them, and reflecting on the experiences (p.12).

## **Research Questions**

The fundamental dissertation question was: What are the Triangle Partnership's mode of collaboration as well as challenges and successes in order to develop academic, professional and civic excellence through community engagement? Detailed research questions are:

- What kind of partnership was forged between AAU-SSW, JACSW/MATEC and ISW as well as with AIHA-TC? Questions asked about “partnership” included aspects of partnership-purpose process, product as well as mode and structure of partnership; power relation and negotiation for resources and performance between partners.
- What community engagement components were envisaged and are occurring with regard to the partnership? Questions were asked about capacity building, cultural sensitivity and sustainability of community service and community involvement.
- In what ways is the partnership harnessing its challenges and yielding ongoing programs that may continue beyond the partnership funding period, particularly with regard to community engagement? Questions asked are challenges and “actionable points” for win-win partnerships for the community and the academic institutions.

## **Significance of the Study**

This study has significance at various levels. At the systems-level, this study may contribute to the quality and relevance of social work education in terms of relevance, and improved pedagogy as well as cost effectiveness to address community issues and service learning. At the institutional level, the study may help articulate the needs of institutionalizing university community partnership and civic engagement in the mission and structures of School of Social Work at Addis Ababa University and other social work programs in the country.

At the level of academic programs, the findings are intended to provide grounds to inform the social work profession in organizing, planning, development and change in community development through the scholarship of engagement. This study addresses the gap of knowledge in the area of university-community engagement particularly to the knowledge-base of the social science literature regarding partnership development with specific emphasis on inter-country /inter-agency collaboration.

### **Professional Interest**

My engagement during the course of data collection and analysis was in ITECH Ethiopia as partner development specialist with core responsibility of identifying technical gaps of sustainability and capacity building of higher institutions, education associations and community based agencies. These roles gave me a chance to observe process and products of partnership. My previous experience was in I-TECH AIDSTAR project as Social Work Pre-service Specialist with key roles of gap assessment to six social work/pre-service institutions and preparing training pedagogy, facilitating placement of students (graduates, and undergraduates) in National Implementing partners (NIPs) and Civil Society Organizations(CSOs) as well as facilitating curriculum discussion among the six pre-service institutions to integrate HIV/AIDS into the curriculum. I have played a key role in forging a strong partnership between Ethiopian Society of Sociologist, Social Workers and Anthropologists (ESSSWA), AIDSTAR international partners, National Technical Working Group (NTWG), NIP/CSOs and pre-service institutions.

Previously I was working in the Community Work and Life Center (CWLC) established by the graduate School of Social Works in collaboration with the Jane Addams College of Social Work of the University of Illinois at Chicago (UIC) and Cleveland University at Ohio. The Community Work and Life Center (CWLC) targeted the student population at AAU in providing

educational and job searching services aimed at workforce readiness and connecting qualified graduates to appropriate employment opportunities. As a coordinator of the center I played a key role in partnership formation among local and international partners. Furthermore, I played a key role in forging partnership among Council of International Program in USA (CIPUSA) and with several local organizations: The Ethiopian Employers Federation (EEF), the Consortium of Christian Relief Development Association (CCRDA), and the African AIDS Initiative International (AAII).

I have been working in Ethiopian Interfaith Forum for Development Dialogue and Action (EIFDDA) for two years as Peace Task Force Chairperson and I have been instrumental in the development of a concept proposal on small arms and light weapons reduction among conflict prone areas in the country. This proposal was funded and more than 10 faith based organizations have worked together for its implementation (Tafesse & Tamerat, 2003).

The combination of this scholarly preparation as well as the experiential knowledge gained through working in higher education and community based organizations prepared me for this dissertation research study. My keen interest is in understanding of successful partnerships. From the onset, I have hoped to gain an understanding from this research study that enabled me as a professional in university community partnership to contribute to increasing the effectiveness these partnerships in Ethiopia.

### **Structure of the Dissertation**

Like traditional dissertations, this dissertation has been written in six chapters. In addition to this introductory chapter, there are five other chapters, including: Literature Review, Methodology, Results, Discussion, and Recommendation and Conclusions.

Chapter Two is a literature review that explores some of the concepts that are crucial in understanding higher education and community partnership in its entirety. Section one sets out the framing and definition of concepts such as: “community”, “university” and “partnership”. Section two discusses higher education partnership with special emphasis on benefits, challenges and models of partnership. Section three presents the scholarship of engagement; Section four elaborated a system-approach as theoretical framework used to conceptualize the literature review. Section five detailed a rhetorical argument in support of this dissertation research, identifying the gaps in the research, and the importance of new research and its contribution to the field.

The third chapter covers the methodology and the selected method of qualitative inquiry using a case-study tradition. The participatory-research approach is elaborated in the context of the study. Definition of the methods and the rationale for the decision to use a participatory-research approach is also presented. The rationale for designing the case study in the qualitative paradigm is presented along with the boundaries of the study. The rationale for selecting concept mapping as data collection methods of the study of the case selected is presented. The case selected is also presented with the boundary and timeline of the study. Data -collection procedures, limitations and ethical issues of the research are presented. Particular emphasis is placed on the development of concept mapping analysis, showing how the concepts are selected from the data; and the process of involving additional participants in the rating and sorting of the selected concepts and statements.

Chapter Four is a reflection on the research process and analysis of the findings. Key findings and concepts in the inquiry of the process and product of partnership are presented

along with participatory sorting and ratings results. Point maps, cluster maps, pattern matching and go-zone charts that correlate communities with faculties and students are presented

Chapter Five is a reflection on the importance of previous research in relationship to the key findings and analysis. In addition, Chapter Five discusses the limitations and transferability of the study. In Chapter Six, I present recommendations for future research as well as implications to policy, theory, social work practice and education.

## Chapter Two: Literature Review

This literature review explores some of the concepts that are useful for understanding the higher education partnership in its entirety. Section one sets out the framing and definition of concepts: “community”, “university” and “partnership”. Section two discusses higher education partnerships with special emphasis on benefits, challenges and models of partnership. Section three presents previous research on scholarship of engagement; Section four presents systemic approach as theoretical framework used to conceptualize the reviewed literature.

### Framing and Defining Key Concepts

To create a foundation for understanding higher education partnerships and their community engagements, framing and defining its sections as parts of the whole is important. Baum (2000) called “university,” “community” and “partnership” vague concepts; and even in short-term partnerships, clear conception of these terms make collaboration very hard. Hence clarifying these concepts is imperative.

**University.** The high proliferation and great diversity of universities all over the world leads to diversified meanings to the concept of “university”. Traditionally its meaning ranges from a “handful [of] faculty members and associated students to an organized anarchy” (Baum 2000, p. 2). In line of this traditional thought Skillbeck (2001) defined university as: An institution, whether public or private, which aims to advance knowledge through inquiry and research; educate students for entry into careers with a high knowledge base and requiring intellectually demanding competences and skills (p. 81).

Opposing these traditional meanings, Fallis (2005) argued great universities should not be defined just by the “quality of their research, the learning of their students, and the contributions and accomplishments of their graduates.” The author further adds that critical

scrutiny of the concept “university” reveals a wider and more comprehensive notion that transcends knowledge economy.

Semantically “the term “university” originates from a Latin term, *universitas* meaning “completeness” , “universe”, “community”, “society” or “corporation.”(Ujang 2009, p. 7). Hence, according to Ujang the notion of university originated from the concept of universality” and community is a central notion to its fuller meaning. Wagner (2007) further investigated the meaning of “*UNiversity*”—with the emphasis on “oneness of community, oneness of vision, oneness of purpose and aspiration, oneness of enterprise.” (p. 6). Wagner (2007) gives tribute to Clark Kerr’s Godkin Lectures at Harvard University in 1963 for invention of the word “multiversity” as opposed to “university” and he reminds us of wider constituencies of the university:

“multiversity” that had been born was a congeries of communities—“the community of the undergraduate and the community of the graduate; the community of the humanist, the community of the social scientist, and the community of the scientist; the communities of the professional schools; the community of all the nonacademic personnel; the community of the administrators.” These various communities, with their often-conflicting interests, reach out in turn to other communities, of alumni, government officials, town neighbors, business leaders, foundation heads, NGOs, and many others. (p.6)

In his popular conception of “*Scholarship of Engagement*,” Boyer (1990) argued that philosophically community engagement is central in the conception of “university” as it is embedded in research and teaching of mission universities. Denton and Brown (2009) also

pointed out that philosophically the meaning of “university” calls for community engagement. For without community, universities are non-existent, “community engagement” is the core aim of universities and they are supposed to meet the needs of wider community; “wider community” appears to be a synonym for society at large” and engagement seems to be mean providing services to society” (p. 252).

Symbolically Percy and Zimpher (2007) define university as a prophet with societal responsibilities:

University, I contend, is this prophet -the agency established by heaven...its war-cry being: “Come, let us reason forth with buoyant spirit to comfort and give help to those who are downcast; taking up its dwelling in the very midst of squalor and distress... The university, I maintain, is the prophetic interpreter of democracy; the prophet of the past, in all its vicissitude; the prophet of her present in all its complexity; the prophet of her future, in all its possibilities” (Percy, pp. 19-20).

To sum up the definition of “university” evolved from a handful faculty members dedicated to the advancement of knowledge through inquiry and research as well as teaching and piecemeal service delivery, to a “multiversity” with a citizenry role and with multitude constituencies spearheading social and economic development of larger society through the principle of engagement.

**Community.** The concept of “community” is “charged with ambiguity and interpreted differently in various situations” (Capraro, 2004). Denton and Brown (2009) deconstruct the notion of community, arguing that “it carries both realist and idealist connotation. In the realist tradition, community is measured by geographical boundaries in terms of how its boundaries are defined; emotional attachment-how extensive the bonds between people are; and community also

measures values and goals (how widely values shared among people in this so-called community” (Denton & Brown 2009, p 254).

A very simple geographic explanation of community is forwarded by Garvin (1995) who asserted “a community exists when a group of people form a social unity based on common location, interest, identification, culture, and / or activities are located together”. An idealist definition of community is forwarded by Kennedy (1999) as “a social unit based on common location, interest, identification, culture and/or activities-a definition that reaches beyond a geographical community to acknowledge communities not always visible” (p. 26).

Contrary to the simple definition of community forwarded above, Baum (2000) observed the concept of “actual” or “nominal” community notions. He stated “any community is not inherently defined; it is pragmatically defined by leaders, often the self-selected elite, who act in a community’s name and may form or lead an organization which may be unrepresentative of the community by virtue of their leadership, or education.” (p 3) Denton and Brown (2009) stated:

We hold reservations about self-proclaimed community groups in that they tend to be single-issue groups brought together through adversity. Whilst we value and work with many of these groups and recognize they are community led – they, in the main, do not have broad representation either of students or the more disadvantaged members of their communities (p. 254).

A different meaning attached to community other than idealist/geographic or nominal/actual is a deficit/capacity approach. Sullivan and Kelly’s (2001) define “communities” as those entities that share a common position in society that places them in a disadvantaged position in structural or cultural terms

The deficit approach to community excludes service providers, institutions, government, and other similar organizations as part of the community thinking these institutions are trying to help a community when they have no community base. In addition, in all the times this conception of community refers to those persons who are “twice-removed” (Sullivan & Kelly, 2001, p. 16).

Contrary to the deficit approach Kretzmann and McKnight (1993), co-directors of The Asset-Based Community Development Institute for Policy Research, proposed capacity approach to community in their article “*Building communities from the inside out: A path toward finding and mobilizing a community’s asset.*” They show the concept of community from an asset based approach, categorizing the units of community as:

Individuals and organizations controlled by the community including private and non-governmental organizations and public institutions found within the community but not controlled by the community. The Asset-Based -Community-Development (ABCD) approach helps to define community from asset or capacity standpoint, which draws the essence of community from their initiatives on the skills, talents, and capabilities of individuals and local associations within impoverished communities (p. 57).

The general range of meaning of “community” goes from geographical community to communities not always visible, a nominal self-representing community to an actual representative community, a disfranchised community to a community with capacity and assets. Although each of these definitions of community is correct, as a conceptualization tool, idealist, nominal and deficit approach to the community

impede university-community engagements. Hence assets based, actual, geographic conception of community have been adopted by this study since these notions involved reckoning and mobilization of local community capacities and forming partnership on equal footing with these communities (Kretzmann & McKnight, 1993).

**Partnership.** Partnership is an “unclear” concept but key in understanding university - community engagement (Baum 2000). Partnership and collaboration are often used interchangeably, hence it is worthwhile to broadly distinguish between when something is a formal partnership, and when it is collaboration or to work together in a joined-up way.

Rhetorical definition implies that a partnership is a “shared commitment, where all partners have a right and an obligation to participate and will be affected equally by the benefits and disadvantages arising from the partnership’ ...whereas collaboration suggests two or more individuals must be involved in a joint venture, typically one of an intellectual nature, in which participants willingly participate in planning and decision making (Carnwell & Carson, 2009, p. 7).

Carnwell and Carson (2009) also summarize attributes that distinguish partnership from collaboration. Some of the main characteristics of partnership that are not common in collaboration were: members of partnerships share the same vested interest, they work jointly, and they rely on trust and confidence in accountability, reciprocity, empathy and high involvement (Table 1).

Table 1. Defining Attributes of Partnership and Collaboration

Defining Attributes of Partnership	Defining Attributes of Collaboration
Trust and confidence in accountability	Intellectual and cooperative endeavor
Respect for specialist expertise	Expertise more important than role or title
Joint working	Joint venture
Teamwork	Team working
Blurring of professional boundaries	Participation in planning and decision making
Members of partnerships share the same vested interests	Nonhierarchical relationship
Appropriate governance structures	Sharing of expertise
Common goals	Willingness to work together towards an agreed purpose
Transparent lines of communication within and between partner agencies	Trust and respect in collaborators
Agreement about objectives	Inter-dependency
Reciprocity	Highly connected network
Empathy	Low expectation of reciprocation
High involvement	Low involvement

Within the management and organizational development literature, partnership is considered a form of organizational affiliation that can be explained by several theories (Holland, 2003). Legal definition of partnership signifies “relationship based on a contract between two or more entities, to carrying on a business of common interest with a view of profit or benefit in mind for a limited time” (Deards 1999, p. 2). Taking an economic development perspective, Osborn (2000) defines partnership as a scheme with involvement or funding from more than one agency. Partnership can be also defined as a way of making more efficient use of scarce

resources, increasing institutional sustainability, improving participation, and sharing skills, knowledge and learning (Hatley, 1997).

From sociological stand point McQuaid (2000) argued that there is no single authentic mode of assigning meaning to terms such as partnership and that meaning is “constructed in the context of power and domination where official discourses have privileges over others” (p. 5). From the Social Work perspective Baum (2000) defined partnership with their traits as altruism, exchange, and mutualism:

Most university-community partnerships offer one-sided altruism. The university gives things to a “needy” community, compensating it with warm feelings and a grant until it ends. There may be exchange, where faculty and students learn some things and learn to practice in certain ways. Exchange gives both parties reasons to continue together.

Rarely, however, do partnerships develop into mutualism, where the parties discover they have common interests they can satisfy only by acting together and for some long period of time. Thus, often, once resources to succor altruism or reciprocal exchanges of benefits fail, relationships are likely to end (p. 4).

These conditions suggest four concluding remarks. First, although interchangeably used “partnership” and “collaboration” are not exactly the same. The former is more on the top of hierarchy of involvement and inviting non-expert partners. Second, partnerships might be for a limited time. Third, partnerships are collaborations where all parties bind willingly. Fourth, partnership is legitimate when partners stay together to do something good together and then move on.

Higher education institution partnership and university community partnership are alike in the sense most higher education institutions have a community linkage element directly or indirectly. The Triangle Partnership had both—cross national institutional partnerships as well as university community partnerships and the literature review covers both concepts as they are intertwined.

### **Theories of Partnership**

This section explores some of the theoretical issues concerning the reasons for developing and operating partnerships. Theory is important in understanding what to do in order to solve a problem. Wandersman (2009) in his prominent work of empowerment evaluation stated about the importance of theory for change and failure of theory:

A theory is a tool for developing solutions to complex social problems. A basic theory explains how a group of early and intermediate accomplishments sets the stage for producing long range results. A more complete theory articulates the assumptions about the process through which change will occur and specifies the ways in which all of the required early and intermediate outcomes related to achieving the desired long-term change will be brought about and documented as they occur. (p.2)

Many projects and case studies of such partnership exist; however the more general theoretical basis for understanding and analyzing those researches remains poorly developed. Some of the reasons for creating partnership include: a belief in the overall advantage of partnership; the move towards enabling local government; and recognitions that any one local actor often does not have all the competencies or resources to deal with the interconnected issues

raised in many policy areas; and greater agreement that community revitalization should include the genuine participation of the local communities (Osborn, 2000).

The Triangle Partnership, as a project or case, can be situated in one or more of these views of partnership. However the theoretical and empirical validity of these views needs further analysis by considering the nature of their relationship with networks of and partnership between other actors, including the flow of resources, power, and information within the partnership, operational difficulties, impacts on other services and the influence of differing philosophies of partners (Wiewel, 1998). In order to capture these factors a combination of the critical consciousness approach, multicultural approach, feminist approach, civic engagement approach and social planning model of partnership are presented and a system level university-community partnership is conceptualized to frame this study.

**Critical Consciousness Approach towards Partnership.** According to Lasker and Weiss (2003) empowerment is experienced by individuals through critical thinking; bridging social ties are created dyadically between people; and synergy is the product of the group. Considering empowerment as an individual-level outcome, Young (1990) defined empowerment as the ability of the people to make decisions and have control over forces that affect their life. Belay (2004) argued that participatory research principles of study, consultation, action, reflection can be guideline to empower local community during collaboration with authentic process by putting community at the center of collaboration.

Through their critical consciousness, people understand the debate that occurs during the formulation of ideas in any issues of collaboration with higher education. They not only analyze and assimilate these ideas but they also accommodate themselves for change (Young, 1990). The philosophy and orientation of higher learning institutions can be tuned accordingly. People are

not fully empowered when their participation in a collaborative process is limited to providing a lead agency with input or advice or in helping the lead agency obtain additional resources. The participants in a collaborative process should challenge the conventional wisdom and achieve the significant breakthroughs in thinking and action that are required to understand and solve complex problems even if the process is constrained by the agenda or paradigm of a dominant stakeholder (Laker & Weiss, 2003).

To conclude, Paulo Freire (1970, 1978) describes the importance of reflexivity in examining the social justice aims of learning and to explain how teaching about social change as necessary as it is, yet differs from doing social change. Giroux (2006) takes this argument a step further by situating the need for social action as part of the critical pedagogy in an examination of the ethics of instructing students to engage in the struggle against societal inequality, stating:

...a politics of ethics, difference, and democracy grounds the practice of critical pedagogy. An ethic that recognizes humanity and struggles overtly against oppression and injustice is central. We are part of communities within which we are members, agents. There is no emancipation without context or accountability. We work to make context evident and to establish and acknowledge accountability. Recognition of difference and the importance of many voices is a postmodern development in critical pedagogy.... Dialogue, a long-valued element of Freire's critical pedagogical practice, facilitates the voicing of difference and enables differences to reside openly within relations rather than to be suppressed. A relentless commitment to democracy requires social critique and transformation of social, political, and organizational structures. For radical educators, this

politics of ethics, difference, and democracy requires praxis. This work cannot be solely an intellectual exercise (p. 2).

The imbalance of power in contemporary partnerships between university and community may not involve overt tyranny, but rather due to imbedded, structural, well-institutionalized, social norms and beliefs extending over long periods of time (Fisher, Fabricant & Simmons, 2004). Another term for this is “hegemony” or domination with “a velvet glove” (Burton & Kalgan, 1996). For instance many institutions used low-income neighborhoods as labs for student learning, or as sites for externally funded research projects that did not ultimately accrue benefits back to an unforgiving local community (Fisher, Fabricant, & Simmons, 2004). This power differential stated by Soska and Butterfield (2004):

Community members often cite examples of when university faculty parachuted into the community to “study it” through needs assessments and various research projects only to abandon them when studies were completed and that was the “memory” of the community about their friends in the ivory tower encounters (p.3).

At one extreme of the participation debate is the “expert” or planning-for-others position, which has been adopted implicitly or explicitly by many professionals in health and human services (Wandersman, 2005). The basic premise of this position is that, by virtue of their educational training and understanding of people, professionals are in the best position to design a collaboration that will satisfy people and meet their health needs. This approach argues that it is not necessary, and is often even undesirable, for the eventual users to participate in the planning of the collaboration, since they would get in the way and do not have the necessary expertise (Wandersman, 2005). Critical consciousness

praxis of university-community partnership must take sides with, and be immersed in the lived experiences of communities who are “marginalized, oppressed and dispossessed”. Without this:

Academic knowledge is partial. It can only be indirect knowledge, informative and explanatory. It lacks that firm footing in raw reality that turns knowledge into a mobilizing force capable of leading to action ... Moral and political responsibility as well as scientific rigor, demand that the academic world turn its attention to people living in poverty, not in the first instance to teach, but to engage in a dialogue and to learn from it ... (Kalgan & Burton 2001, p. 43).

Percy, Simper, and Burckhardt (2007) suggest the three democratic P’s of participation namely: product, purpose and process-could not fully answer the power imbalance between universities and communities, but people, their assets and critical consciousness should be in the center of collaboration, as evidenced by the critical feminist praxis of partnership.

### **Multicultural University-Community-Partnership (UCP) Approach**

This approach to UCP considers and values the cultures and social location of multiple community groups in order to address social justice and oppression (Gutierrez, Alvarez, Neon, & Lewis, 1996). The organizer must understand his or her individual social location and culture to fully realize the position of others. Ethnic competence by itself is insufficient; structural inequalities remain the fundamental obstacles to dismantling cultural barriers. Communities are composed of multiple racial and social groups including immigrant populations and cultural groups that consist of numerous subgroups, each of which has its own unique culture and language (Rubin & Rubin, 2001). Frequently these groups are disempowered by racial stereotypes that oversimplify characteristics of its members against other group members.

Successful multicultural organizing utilizes existing structures such as family, social organizations and community networks. Within these structures collectivity is valued over individuality and respect and trust is vital for collaboration (Gutierrez et al., 1996). Linking the university to the community means that university representatives must be willing to meet in, and actively engage with, pre-existing community institutions (Thompson, Minkler, Bell, Rose, & Butle, 2003). In this regard it is worth mentioning the definitions of empowerment forwarded by Lorraine Gutierrez:

It is the process of increasing personal, interpersonal or political power so that individuals, families, and communities can take action to improve their situations. It is a means of addressing the problems of powerless populations and the role powerlessness plays in creating and perpetuating social problems in both developing and developed societies” (Gutierrez et al., 1996: 249–50)

Stout (1996) found that college-educated people are comfortable with a classroom model where people speak in theoretical and impersonal terms, but this approach is unfamiliar to many low-income people. People of different cultures may be reluctant to speak with strangers and may need more time to process their thoughts as well. Participation in final decisions may also work better by voting than by consensus as this may indicate an equal voice to all participants. The importance of communication and language requires organizers to be attentive to the pace of the meeting and the translation needs (Rubin & Rubin, 2001). Cherry and Shefner (2004) found that the expert jargon used by community planners and city official’s intimidated the residents and eroded trust, leading to failure (p. 72). Hence, cultural sensitivity can be taken as an indicator for partnerships working with communities.

**Feminist Approach to Partnership.** The feminist approach to UCP addresses inequalities that perpetuate disempowerment of oppressed populations (Gutierrez et al., 1996). The overarching goal is to eliminate hierarchies that affect an oppressed group. For university-community partnerships, leaders must be grounded in feminist principles that include valuing the process, consciousness raising, wholeness and unity, democratic structuring, and an orientation toward structural change (Weil, 2001).

Feminist principles facilitate achieving partnership goals such as community involvement and joint decision-making as well as capacity building. Leadership roles must be shared. Ordinary language and storytelling are useful feminist methodologies for problem definition and analysis (Fischer, 2000).

Reflecting the need to validate the human experience is a step towards empowerment. Proportional representation in meetings and intentional rotation of leaders and task assignment ensures that disadvantaged voices are heard and helps eliminate hierarchies. Finally, small group meetings are generally preferred over large forums (Gutierrez et al., 1996). If the attributes of equity, joint decision making, and community leadership are ignored, as is the case in many communities, “significant barrier to expanding the community focused skills of social service has a history of disempowering relationships between academic institutions and local communities” (Livermore & Midgley, 1998, p. 105). According to this model, capacity building that addresses structural inequalities is one indicator of success in partnership.

**Civic Engagement.** The civic engagement literature offers further solutions for bridging the structural disparity between academic institutions and communities. Civic engagement implies making meaningful connections between citizens, issues, institutions and the political systems (McCoy & Sully, 2002). Power differentials between planners (experts) and citizens

(amateurs) are similar to barriers between universities and communities, as is the search for common ground and common language amidst diversity. A two-phase strategy called “deliberative dialogue” promises genuine structural change (McCoy & Sculy, 2002). This strategy is central and facilitates other approaches in a way, participants are first encouraged to honestly share ideas and to try to listen and understand each other through storytelling, brainstorming and reflection on personal experience. Second this approach promotes the use of critical thinking and productive argument as a tool to reach decisions about public policy. The combination of these approaches allows participants to simultaneously build relationships and solve public problems despite structural differences.

Why would a college or university undertake such an endeavor to fit a civic engagement model? Moxley (2003) explained that “Civic responsibility indicates that the purpose and role of higher education is changing dramatically in our society; no longer are institutions of higher education secular monasteries sealed from their communities.” (p. 242). These institutions possess considerable resource-knowledge, expertise and capacity and they are critical actors nationally, regionally and at the state levels. Nine case studies framed in this model showed that a good sense of time, trust, power, control, and the blending of knowledge and expertise, remain essential while “the studies reveal that strain occurs between knowledge for the sake of knowing and knowledge for the sake of action” (Moxley 2004, p. 242).

**Community Planning Approach to Partnership.** The community-planning approach towards partnership emphasizes the need for common language. Important meanings and motives underlying human speech and behavior are likely to be obscured in situations marked by stark power imbalances. Community planning settings will likely reflect the shifting influence of several positions vying for influence within and among interest groups. These dynamics

underscore the need for the partnership facilitator to interact and gain rapport with a variety of group members in a given setting. Additionally, it is important to conduct varied citizen encounters to gain access to potentially hidden agendas. The degree of full and honest disclosure by participants in a diverse community is directly related to the level of sustainable results that may be expected (Umemoto, 2001). Research studies show that successful collaborations are based on the ability of each partner to make their needs and goals explicit. While maintaining the flexibility required negotiating needed changes in the project's goal or strategies in a sustainable manner (Chaskin, 2003; Maurrasse, 2002). One major partnership indicator according to this model is sustainability.

### **Towards a Systems Approach of Partnership: A Conceptual Framework**

One of the most difficult elements of university-community partnership is the existence of multiple constituencies (Nyden, Figert, Shibley, & Burrows, 1997). Local communities, university administrators, faculty, graduate and undergraduate students work in varying ways with universities, federal and local governments, and emergent and long standing community groups. Such complex environments not only pose difficult questions on how to build partnerships but also on who gets what out of the relationships. Creative strategies for bridging structural differences can be conceptualized by the amalgamation of multicultural, critical feminist, civic engagement and community planning models. While these models do overlap in terms of addressing different facets of structural issues or barriers to university-community partnership, they have their own special interests agendas and limitations as well as strengths. Combining these models in a creative way will result in a systems-approach of university

community partnership that can best address challenges of partnership at all levels: micro, mezzo and macro.

Although each of the above mentioned approaches to partnership are vital they are not all inclusive. Hence this study strives to bring together the strong points of each model in a systemic approach (Table 4 and Figure 2). A system approach to the partnership integrates critical thinking, cultural and social issues, ensures community involvement, shared leadership, meaningful connections between communities and institutions and partners and its explicit goals in forging productive partnership. I have depicted Critical Feminist approach, Multicultural approach and Social Planning approaches in the diagram presented below. The Civic Engagement approach is bridging the structural disparity between academic institutions and communities; hence I just put it in the middle to achieve the bridging effect during and approach of partnership by two way deliberate dialogue among partners.

Table 2 Summary of Models of Parnership

Partnership Models	Models Contribution to Partnerships
Critical Consciousness	Empowerment and Capacity building
Multicultural approach	Cultural sensitivity
Feminist Approach	Capacity building and empowerment
Civic engagement	Deliberate dialogue
Community planning	Sustainability
System approach	Empowerment, capacity building, cultural sensitivity, sustainability and deliberate dialogue

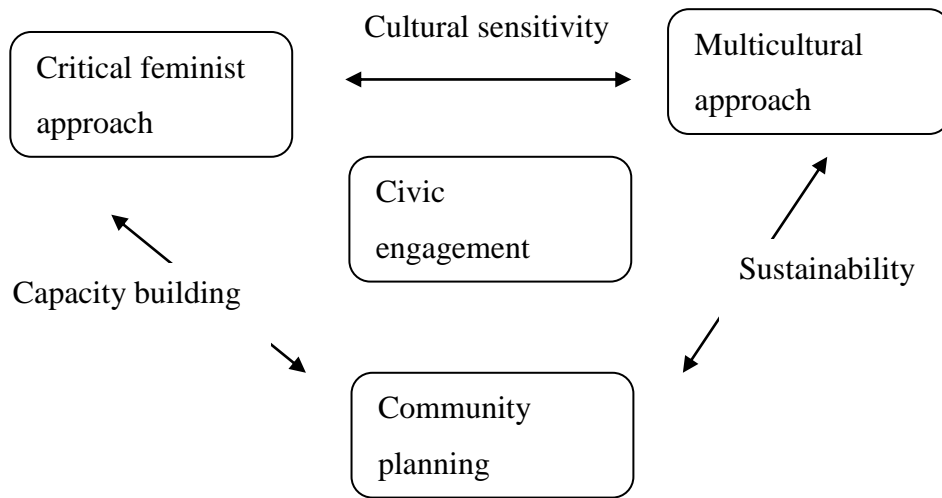


Figure 2. System approach toward partnership: A conceptual framework

A systems model as a conceptual framework is helpful to assess university-community partnership status and show a room for improvement towards a functional partnership. Consistent community meetings, open communication, focused community leadership, community networking, and collaboration of community organizations with university are the factors that reinforced the empowerment process by adopting interventions informed by systems model (Yoo, Weed, Lempa, Mbondo, Shada & Goodman, 2004). The three partnership indicators as conceptualized in the system model are cultural sensitivity, sustainability and capacity building.

During the process of mobilizing diverse organizations the systemic model is also highly effective in conducting community diagnosis and needs-assessment activities, establishing goals and objectives within a social framework, and integrating evaluation during the development phase (Maciak, Guzman, Santiago, Villalobos & Israel, 1999). Wandersman (2009) suggested four keys to successful collaborations namely theory, implementation, evaluation and

resource/system support. He further suggested these key elements can be enhanced by a participatory process that includes key stakeholders in the design and implementation of each of them, which likely takes a long time, but promotes ownership, meets needs and values, and offers individuals, communities, and nations a sense of control over their own destiny. Similarly Minkler (2004) argued that the system level framework is useful for helping explore several key challenges during university-community partnership. These are (a) achieving a truly “community-driven” agenda; (b) normalizing insider-outsider tensions; (d) addressing the limitations of “participation”; and (e) resolving issues involving the sharing, ownership, and use of findings for action.

### **Higher Institution Partnerships**

**Benefits of Higher Education Partnership.** In order to refine the concepts underpinning differing types of partnerships it is necessary to consider some benefits and challenges of partnership. The main assumption for using partnerships is that the “partners are not in a zero sum game; by co-operating the total output is increased for a given level of resources... they are seen as allowing each partner to gain benefits from co-operation while still retaining their autonomy” (McQuiad 2000, p 14).

The motivation for many private institutions to enter into partnerships with overseas institutions is to improve their image and reputation that can help them to form further partnerships with other universities abroad as well as increased credibility of quality of education” (Mabizela 2005, p. 58).

Hately (1997) suggests partnership and capacity building are inextricably linked, and that strong partnerships can only be implemented through a coherent capacity building program.

Pugh and Spear, (2005) in their work “*Can higher education partnerships teach a person how to*

*fish?*” mentioned many ways that the institution from the donor country can benefit from a development project on higher education partnership. Some of these benefits are “joint research, joint curriculum development, professor and student exchanges, projects for a professor’s students, online courses taught by a professor in the other institution, lectures or presentations by the professors from the developing country and internships” (p. 48).

**Challenges of Higher Education Partnership.** There are many problems in working through partnerships, which may vary according to the form of partnership. “These include unclear goals, resource costs, unequal power, cliques usurping power, impacts upon other “mainstream” services, differences in philosophy between partners and organizational problems (McQuaid 2000, p. 18). In a higher education partnership it is common for one partner to have access to money, expertise and political power, while the other has few resources to act as counterweight (James, 1996).

Because of the inbuilt biases and paternalistic behavior of the staff of some institutions in the developed countries, tensions may arise, which may be related to anxiety about loss of control and fear about maintaining their reputation. These in turn relates to their lack of transparency among the universities: the organizational weaknesses of institutions in the developing countries and their lack of self-criticism; dependence on one funding source; and deep rooted suspicions as to the motives of universities from the developed countries. This state of affairs is often exacerbated by the differences in language, culture and mores; and the fact that many institutions from developed countries employ relatively young, inexperienced staff to handle partnership relations and liaise over major policy issues with senior staff of their partners in the developing countries (Fowler 1997, p. 67).

King (2004) argues that with a substantial number of developing countries receiving major shares of their recurrent budgets from outside sources, instead of putting recipient countries in the driver's seat, it has the effect of increasing the dependency of developing countries on foreign aid and creates new “welfare states.” Instead of helping people learn how to fish for themselves, the task managers need to show that they have “given out a certain number of fish” or even better that they have helped set up a “fish distribution system” (Ellerman, 2002).

To conclude, the benefits of higher education partnership include creating an opportunity for efficient use of resources and helping to maintain quality of education, as well as providing a means for capacity building while partners maintain their autonomy. Challenges of higher education partnership can be summarized as mismatch of purpose, process and product of partnership between partners.

**Models of Higher Education Partnership.** Hatley (1997) proposed models of partnerships based on the concept of “authentic partnerships” and the “partnership paradox”.

An authentic partnership is a collaboration which is based on trust and commitment, shared beliefs, values, or culture, accepted standards of legitimacy, transparency and accountability. The partnership paradox occurs when an inherent and often unstable tension exists between the aims of the leading institution or funding organization and the desire to involve the members of local communities in a positive way, people involved in may lack abilities in facilitating participation which, in turn can lead to misunderstanding and failure (p. 7).

Hately (1997, p 11) further discussed “conventional partnerships” as short-term, bureaucratic, one-way, or unequal and “reciprocal partnerships” as being two-way horizontal relationship based on solidarity and equity. Lewis (2000) defines “active partnerships” as based

on negotiated process, with common purpose, shared risks, marked by debate, learning, and information exchange and “dependent partnership” to mean those based on fixed-term blueprints with rigid roles, static assumptions, and poor communication; and are commonly motivated by access to funds and individual interests) (p. 15).

McQuaid (2000) suggests five main dimensions of partnership “the purpose of the partnership, who is involved, when (the timing or state of development of the partnership process and changing relationships and activities over time), where (the spatial dimension), and how the activities are carried out” (p. 6).

Unlike McQuaid (2000) Martelia and Schank (1997) suggest:

The structure and dynamics of any partnerships will depend primarily on its purpose, and that partnerships are either a “contracted resource”, “a way of working” or on “acquiring critical consciousness”. Thus, if a partnership is seen merely as resource based it is about contracted delivery of tangibles with emphasis on cost-effectiveness and implementation. If the purpose is to develop a “way of working” then it is intended to build linkages, decentralize responsibility promote sustainability and empower staff and beneficiaries through shared decision making. The third type of partnership exists to promote a critical consciousness for the development process. One consequence of this is that institutions in developing countries need to take more responsibility for the design and progress of the development process in which they are involved, while institutions from developed countries need to adopt more of a consulting role (p. 18).

Hately (1997) listed characteristics of successful higher institutional partnerships as being “clarity of purpose, and process in terms of mutual trust and respect, investment of time and resources, negotiations of roles and responsibilities and long-term sustainability” (p. 7). Contrary

to this, Lewis (2000) observed that while there may be apparent consensus among the partners on the surface, this often reflects unclear roles and responsibilities. In donor based dependent context the likelihood is that institutions will come together in “dependent” partnerships in order to gain access to resources rather than for the purpose of mutual exploration and learning (p. 10). One example is a franchise operation between two institutions in which a loose cooperation between educational institutions with one partner having the authority to award a qualification and the other partner being responsible for the delivery of the educational product and service. Table 3 summarizes the models of higher institution partnership in the context of partnership paradox and authentic partnership.

Partnerships where traditional developed countries dominate by top-down assistance have failed to provide sustainable improvements, and in fact partners from developing countries need to assume ownership of their partnerships with others (Jones, 1998). These models, which identify institutions in relation to others, suggest that a few clear dimensions are most appropriate if one is to distinguish a partnership. The dimensions of function and purpose seem to be critical (Table 2) and such models are useful at least in two ways: 1) as a tool for research 2) as a tool for analysis by revealing the different kinds of structure that combine with different modes of partnerships (Hatley, 1997).

Table 3. Models of Higher Institutions Partnership

Partnership Paradox	Authentic Partnership
<p>Conventional Partnership</p> <p>Short term, bureaucratic, one way, and unequal.</p>	<p>Reciprocal partnership</p> <p>Two-way horizontal relationship based on solidarity and equity.</p>
<p>Dependent Partnership</p> <p>Based on fixed-term blueprints with rigid roles, static assumptions, and poor communication; they are commonly motivated by access to funds and individual interests.</p>	<p>Active partnership</p> <p>Based on negotiated process, with common purpose, shared risks, marked by debate, learning, and information exchange.</p>
<p>Contracted partnership and a way of working</p> <p>Resource based it is about contracted delivery of tangibles with emphasis on cost-effectiveness and implementation.</p>	<p>Acquiring critical consciousness partnership</p> <p>Intended to build linkages, decentralize responsibility promote sustainability and empower staff and beneficiaries through shared decision making. The third type of partnership exists to promote a critical consciousness for the development process.</p>

### University-Community Partnership

#### **Research on University-Community Partnership: The Scholarship of Engagement.**

This section explores the evidence based and theoretical issues concerning university-community partnership. In particular the focus is on how to promote the scholarship of engagement that should be central to higher education partnership. Literature shows that “Higher institutions increasingly realize that knowledge production, a central mission of higher education

institutions, can be enhanced through civic engagement which adds new voices and ideas to the intellectual process” (Boyer, 1996, p. 65). Boyer, in presenting the Carnegie Foundation quantitative study, in his report *Scholarship Reconsidered: Priorities of the Professorate* comes up with the four scholarships of academic life: discovery, interpretation, application, and teaching. In the report he has presented the findings of the 1989 national survey conducted by mailed questionnaires to nearly 10,000 faculty members from 34 colleges and universities found in US. The response rate was 5,450 (54.5%). He asserted that there is some understanding that faculty obligation must extend beyond the classroom, and that both the academic and civic dimensions should serve the new constituencies including the community. He also concluded his study by affirming the need of scholars who not only “skillfully explore the frontiers of knowledge, but also integrate ideas, connect thoughts to action” (p. 77)

From a social work point of view Fisher, Fabricant and Simmons (2004) conducted a survey to explore the common intersections between university and community through a historical lens and to understand their contexts, practices and challenges. The main findings of this study showed that universities must develop greater linkages with communities and serve a more useful purpose or they risk social irrelevance and institutional decline. Modes of contemporary civic engagements they enlisted are: service learning, local economy development, community based research, social work research. Some of the gaps they have identified are absence of clear intellectual and theoretical moorings for civic engagement that weakens faculty interest for civic engagement. They have also stated that there is a close correlation between civic engagement initiatives and recent efforts of universities to more effectively prepare students for democratic moral and civic responsibility

Similarly Rogge and Rocha (2004) conducted a qualitative case study of university-community partnership from a social work point of view to outline the challenges and benefits for of involvement with an established center for university-community partnerships in eastern Tennessee. They concluded that with careful planning and coordination, such centers can be excellent vehicles through which to achieve important mutual benefits for community-based organizations, student learning and faculty responsibilities in research, teaching and service. The major gap they have identified is lack of emphasis on communities' strength. A community member gently reflects to an academically trained professional that "our community is like a woven cloth; we see the treads and spaces between, you only see the holes." (p. 113).

Berg-Weger, Tebb, Cook, Gallagher, Flory and Cruce (2004) conducted a qualitative case study to describe the four collaborators, their benefits and challenges of the research collaboration model in facilitating university-community partnership at Saint Louis University. They used two focus group discussions (FGDs) comprised of faculty members and agency personnel with convenience sampling with 8 individuals in each FGD. The benefit they found was that the students who participated in the partnership strengthened their research skills and observed and participated in an effective collaboration. The challenge mentioned in the study was the lack of extending the practicum time and the failure of students to participate in dissemination of findings. Facilitating factors of productive university community partnership are: 1) early and ongoing clarification of roles 2) acknowledgement of each member's strengths and areas of expertise; 3) development of a realistic time frame for completion of the project 4) regular meetings to discuss the project. Gaps identified in the study are lack of commitment to an equal partnership among the students, faculty members and practitioners and lack of ongoing commitment to the community.

Kearney and Candy (2004) conducted a case study on a trans-national university-community partnership to explore the nature of trans-national university-community partnerships and the need to see partnership as a process committed to engaging all participants. The questions raised by the researchers are: What are some of the processes that enable a partnership to work? How do we align the rhetoric that “we must have a partnership” with actual collaborative practice between different people, organizations and communities? In response, the findings of the study show that the partnership paradox is often seen when the partnership is viewed as a “product” which can be created by bringing a group of people together or by following a fixed series of steps.

In contrast, authentic partnership should see the partnership as a “process” which is formed through collaboration with other groups and which changes and develops over time. A process model by consulting role of universities of constructing partnership is crucial to achieve long term change. Gaps the researchers identified in trans-national university-community partnership are: first, a strategy was needed for the effective converging of multiple actors from two continents, many of whom have not met before. Second, a large amount of complex background information on both countries would be required. Third, there was a wish to move beyond basic information sharing to engaged dialogue.

The above empirical studies on scholarship of engagement are focused on 1) the essence of scholarship of engagement; 2) context, practice and challenges of partnership with community; 2) Social Work and engagement with community partnership and 3) the process of trans-national civic engagement.

## Typologies of University Community Partnership

*Partnership Paradox.* Product oriented partnerships see partnership as a product or as a “thing” (Kearney & Candy, 2004). Partnership can be achieved by bringing people together or by following a fixed series of steps. The social planning model is one example. This model is interested in converging groups, gathering data, crafting a solution, and moving into action (Rothman, 1998). It pays no attention to the purpose and process of collaboration (Sullivan & Kelly, 2001).

This kind of engagement is problematic since the process is not considered. Kaufman (2004) recommended a methodology of facilitation that is “always customized to fit the unique circumstances of each community and each public dialogue event” (p. 167). He argued that a lack of attention to the engagement process leads to a partnership paradox. Like the higher education paradox of partnership, may also occur during university-community partnerships. These are situations in which an inherent and often unstable tension exists between the aims of the leading institution, or funding organization, and the desire to involve the members of local communities in a positive way, hence process is not seen as a critical component and though skilled in other areas, the people involved in may lack skills in facilitating participation which, in turn, can lead to misunderstandings and ultimate failure (Daley & Marsiglia, 2000).

*Authentic Partnership:* Sullivan and Kelly’s (2001) description of planning as it applied equally to partnership process indicates success depends on “patience, flexibility and the ability to meld disparate interests” (p. 155). This is difficult to attain without paying due attention to the processes of partnership—that is, the factors that are important in establishing and maintaining partnership relationships. Partnership should be seen as a process, which is formed through

collaboration with other, groups and which changes and develops over time (Wiewel & Lieber, 1998). Kearney & Candy (2004) highlights this concept:

This view of partnership is important if desired change is to emerge in complex systems. This approach is more reflexive. It focuses both on the process of collaborating and on its outcomes, and sees the two as interconnected in a reciprocal relationship. How the partnership is set up, resourced and facilitated, and how imbalances of power are dealt with, affect the outcomes achieved. It is a systemic approach with focuses attention on the wider systems in which any particular group exists and also acknowledges the importance of different levels of context (p. 181).

Table 3 summarized the typologies of university-community partnership based on their emphasis on Product or process.

## **Conclusion**

Existing literature on higher education partnerships places emphasis on the benefits and challenges inherent to particular models of partnership. Capacity building and critical consciousness are often seen as the main benefits of partnerships in higher education for all collaborators. Power differentials, dependency, donor-recipient cooperation among other factors create challenges to the effectiveness of the partnership. There are many approaches to university-community partnerships, including multicultural, critical feminist, civic engagement and social planning. The systemic approach towards partnership creates a model of partnership for higher education institutions that can build linkages, decentralize responsibility promote sustainability and empower “town and gown” through shared decision making. This systemic framework can be a tool to increase the human ability to understand deep social realities, to

engage in “dialog with others, and to increase democratic participation in the production and use of knowledge among partners.” (Feagin & Vera, 2002, p. 2)

Table 4. Typologies of University-community Partnership

Partnership Types	Product Partnership	Process Partnership	System Level Partnership Model (Process + Product)
Models/theories	Social Planning approach, (Rothman 1995) and civic engagement	Appreciative inquiry and Action research (Hammod, 1996) Critical feminist approach, multicultural approach	Social planning, civic engagement, critical feminist, multicultural approach towards partnership Critical thinking and Critical pedagogy (Friere, 1992, 1973, 1970)
Emphasis	Product or impact (long term, intermediate and short term)	Process	Liberty, people, process, purpose and product
Orientation	Scholarship of discovery	Scholarship of application	Scholarship of engagement (Boyer, 1990)
Features	See partnership as a thing Follow fixed series of steps to bring people together Concerned on convening a group, gathering data, crafting a solution and moving into action Clientalism Project based Top-down	See the process and goal interconnected in a reciprocal way Effective governance is important, Integration of services from the inception to the end. Move toward efficiency Accountability valued, Subject to subject relationship Reflexive and Bottom up	Issues of gender, power and reciprocity valued highly Highly developed tradition of partnership Participation and ownership Community empowerment Highly participatory Theory and practice are integrated Subject-subject relationship through dialogue Research, service and education is a single process (integrated) The community and researcher together produce critical knowledge aimed at social transformation

Partnership Types	Product Partnership	Process Partnership	System Level Partnership Model (Process + Product)
Loop of the partnership	<p>Project initiated by university</p> <p>Poor participation by community members</p> <p>Misunderstanding and failure</p> <p>Time and energy waste in conflict resolution</p> <p>The stronger group controls the leadership</p> <p>Dissatisfaction by the weak partners and end up in dissolution</p> <p>(Partnership paradox)</p>	<p>Projects launched by the university or community, at the completion of the project the collaboration may continue over time and develop in response to changing research needs and as new opportunities emerge for additional collaboration.</p> <p>(Participatory partnership)</p>	<p>Project initiated by the community. It will be community based participatory approach by the principles of action research where the faculty persons are mainly “facilitators” of change imitated by the community</p> <p>Collaborators define shared goal, responsibility, resource and reward</p> <p>Since the partnership is beneficial for all collaborators it will be sustainable long term collaboration.</p> <p>(Critical Consciousness Partnership)</p>

### **Chapter Three: Research Methodology**

The purpose of this research was to describe a university-community model that is applicable in Ethiopia for institutions of higher education and their community partners. The unique aspect of this study was that it framed with a participatory-research method of inquiry and a participatory approach that fully includes participation from community, students, and faculty members in the Triangle Partnership. The research question was: What are communities’ and universities’ agreed upon processes and/or related activities and products during the period of the Triangle Partnership in order to develop academic, professional and civic excellence in Ethiopia?

Chapter One introduced the study, and Chapter Two provided a broad overview the literature and selected research on higher education partnership and university community partnership to support the rationale of the study. Chapter Three outlined the design of the study and detailed procedure of data collection, a basis of analysis, a means of quality assurance for the findings including potential biases, limitations, and ethical consideration of the study.

#### **Positionality of the Researcher**

Positionality is defined as a relational term that reminds researchers to identify the nuances of how they position themselves with regard to their setting and participants (Herr & Anderson, 2005, p. 32). It is important to define the positionality of the researcher to avoid what Clandinin and Connelly (1995) called the “rhetoric of conclusion” by being a complete outsider. Being a complete insider also exposes the research to possible contamination in terms of bias and possible self-promotion. While the two positionalities are extremes in the continuum of participatory-research positionality, this study sought to achieve the position of an “outsider

within” as a true collaboration among insiders and outsiders in a way articulated by Collins (1990), as participatory or collaborative research or insider/outsider research team, which establishes an equitable power relationship between the researcher and the research participants (p.30).

My involvement in the Triangle Partnership and my career development as a partnership expert put me in a position, where I needed to be aware of and relinquish authority to become a humble researcher, ready to learn from participants, hence to increase the legitimacy and trustworthiness of the findings of the study.

### **Study Design: Qualitative Case -Study**

Maxwell (2005) pointed out that qualitative research describes life worlds from the inside out, from the point of view of the people who participate in the partnership. Obtaining an in-depth understanding of peoples” experience on a given subject is outside of the domain of quantitative research (Patton, 1990). Moustakas (1994) also explained that qualitative research methods are the best way to generate results, models and theories that are understandable and experientially credible, both to the people being studied, and to others. Hence, qualitative methods helped me to explore the various models of higher education partnership with community linkage which are understandable and experientially credible for partners from local as well as overseas universities.

Although both quantitative and qualitative methods may be included in case-study design, I chose qualitative approaches over quantitative, because I wanted to study a higher education partnership and its community linkage in-depth, from the participants’ point of view in a given context. Stake (1995) and Yin (2003, 2006) explained that case study is an approach to

research that facilitates exploration of a phenomenon within its context using a variety of data sources which allows for multiple facets of the phenomenon to be revealed and understood.

### **Case Selection: Holistic Case**

Once the nature of research question is determined in a way it can be best answered using a qualitative case study, then the type of case study is settled. Yin (2003) differentiates between single, holistic case studies and multiple-case studies.

Guided by my research question and my findings from the pilot study, Yin's rational criteria for designing a single case study namely single holistic case study best fit with the nature of the Triangle Partnership. In single case study design the first selection criterion is to maximize learning and understanding as Stake (1995) asserted and he also pointed out the real business is particularization not generalization.

We take a particular case and come to know it well, not primarily as to how it is different from others but what it is, what it does. There is emphasis on uniqueness, and that implies knowledge of others that the case is different from, but the first emphasis on understanding the case itself (Stake 1995, p. 4).

McQuaid(1995) suggested that three main dimensions which can make holistic partnership worthy of scrutiny: (a) who is involved? It represents an unusual partnership between a US university, two African universities, and community partners; (b) what is the partnership is seeking to do? This includes purpose, strategic program and underlying basis of the partnership; (c) when? At different points of time there will be different balances of power between actors.

In terms of McQuaid's dimensions (1995),the five practical selection criteria that make the Triangle Partnership a holistic case are: (a) the multiplex nature of the partnership: between south-south and south-north universities as well as with local communities and the strong tie

among the institutions; (b) while leveraging and efficiently utilizing resources, the partnership focuses on a critical national agenda of psycho-social care and support for persons living with HIV/AIDS (PLWHA) including those affected and infected by HIV and AIDS, and supported by a preliminary national survey of need assessment; (c) at different points in time the observed balance of power between actors and the leadership is shared among partners; (d) it involves both faculty and students from the south institutions and; (e) the partnership stayed relatively stable for a longer period of time. By considering the partnership as a holistic case, I designed a single case study which enabled me to obtain an in-depth understanding of the process of partnership purpose, and its product in context. As I am interested in the different roles of partners within the Triangle Partnership, then a holistic case study with embedded units-in this case the individual partners, would enable me to explore the case-the partnership as a whole while considering the influence of various partners on the partnership, The findings of this holistic case study are generalizable to theoretical propositions, not to populations or to universes, my goal was to expand and generalize theories that may be useful if not directly generalizable to other Ethiopian universities (Yin, 2009).

### **Case Description**

**School of Social Work at Addis Ababa University.** The School of Social Work at AAU originated in the 1950s, but it was closed in 1974, under the military regime that felt there was no need for social workers and sociologists, because there was no longer to be a class system. The school was reestablished in 2004. The school is training social workers at the Bachelor (BSW) and Masters (MSW) as well as the PhD levels in Social Work and Social Development (Addis Ababa University, School of Social Work, 2011).

**Institute of Social Work-Tanzania.** Tanzania's Institute of Social Work in Dar es Salaam, is a Governmental Institution established by the Parliament Act No. 26 of 1973. The institute conducts educational programs in social work and other related courses at the level of undergraduate certificate, diploma and bachelor degrees in social work, human resource management and labor relations. According to the original project work-plan "the Institute of Social Work is pleased and looking forward for the partnership with Jane Addams College of Social Work with the view that the partnership will revolve around some major areas including curriculum development, researching, consultancy, enhancing peer relationships, exchange of staff, student field-work placement and supervision, joint teaching and experience sharing (Tanzania Institute of Social Work/MATEC -Jane Addams College of Social Work Partnership, 2012)

**Jane Addams College of Social Work (JACSW)/ Midwest AIDS Training and Education Center (MATEC).**Jane Addams College of Social Work at the University of Illinois at Chicago carries forward the mission of an early social work pioneer-Jane Addams and the Hull-House movement, adapting social work to the needs and realities of today's urban settings. As a premier institution for graduate study, the college is a recognized leader in social work research, education and service training (Jane Addams College of Social Work at the University of Illinois at Chicago, 2012).

Midwest AIDS Training and Education Center (MATEC) is a US Department of Health and Human Services Health Resources Services Administration funded Regional AIDS Education and Training Center that educates health providers to help prevent HIV and care for HIV infected and affected people. It provides HIV training and support services through local

sites in seven Midwestern states including Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, and Wisconsin (Midwest AIDS Training and Education Center, 2012).

**American International Health Alliance, Twinning Center (AIHA-TC).** “Twinning” refers to the partnering of two entities with shared characteristics to achieve a common goal. As an international development tool, twinning is flexible, collaborative, and it can lead to concrete and positive changes. The HIV/AIDS Twinning Center is an AIHA program that creates peer-to-peer relationships between organizations working to improve services for people living with or affected by HIV/AIDS. With support from the US President's Emergency Plan for AIDS Relief (PEPFAR), these twinning partnerships establish an effective framework for building sustainable institutional and human-resource capacity through the open exchange of knowledge, information, and professional experience (American International Health Alliance, 2012).

The HIV/AIDS Twinning Center has established partnerships that have strengthened health-system capacity in 12 countries, including 11 that are situated in sub-Saharan Africa. Many of these institutional twinning partnerships link schools of the health professions to support the development and expansion of sustainable pre-and in-service education and training capacity in disciplines such as general medicine, adult and pediatric urgent care, nursing, clinical pharmacy, medical technology, social work, among mid-level medical healthcare workers such as South Africa's clinical associates programs.

Through the Triangle Partnership the HIV/AIDS Twinning Center facilitates transferring of knowledge and expertise as well as best practices among the three institutions. This knowledge and expertise transfer was achieved through staff exchange, co-teaching, field placement, training and international workshops as well as auditing courses among staff and students of the institutions (Addis Ababa University School of Social Work/ Jane Addams

College of Social Work and Midwest AIDS Training and Education Center, University of Illinois -Chicago, 2007)

**Triangle Partnership.** The Triangle Partnership is a higher education partnership between Addis Ababa University-School of Social Work, Addis Ababa, Ethiopia; Institute of Social Work, Dar es Salaam, Tanzania; Midwest AIDS Training and Education Center (MATEC)/Jane Addams College of Social Work (JACSW), University of Illinois at Chicago, IL. The partnership was started in April 1, 2008.

*Partners.* The first partner, Addis Ababa University (AAU), is the oldest institution of higher education in Ethiopia. AAU's mission is to develop and disseminate knowledge relevant to solving basic problems of development through teaching, research, scholarship, and services to the community. AAU engaged in a university-to-university partnership which established Ethiopia's first master's degree in social work and a new School of Social Work. The Social Work Education in Ethiopia Partnership (Project SWEEP) utilized extensive two way faculty exchanges to accomplish a needs assessment and planning, and the co-development of a curriculum framework, course outlines, teaching materials, and teaching support. The curriculum for the new graduate degree is designed to prepare professional social workers to manage community-based services and develop new programs in the areas of health, poverty reduction, child welfare, HIV/AIDS care, and community development (Butterfield & Linsk, 2005).

Tanzania's Institute of Social Work (ISW) in Dar es Salaam began in 2006 partnership with the Jane Addams College of Social Work/Midwest AIDS Training and Education Center to support ISW degree programs, faculty development and community education efforts (Linsk, et al., 2010). In 2008 an additional partnership with Addis Ababa University was established with the view that the partnership would revolve around some major areas including curriculum

development, research, consultancy, enhancing peer relationships, exchange of staff, improving student field work placements and supervision, joint teaching and ongoing experience sharing.

The Master of Social Work program at Jane Addams College of Social Work is one of the ten largest programs of its kind in the United States preparing students to work as practitioners, case workers, administrators, policy advocates, and community organizers in a variety of settings and with diverse populations, including children and families facing acute and chronic health problems such as HIV/AIDS (Jane Addams College of Social Work at the University of Illinois at Chicago, 2012). Until 2011 MATEC resided at the Jane Addams College of Social Work; it is now relocated to the University of Illinois. Department of Family Medicine within the College of Medicine.

AIHA's-Twinning Center Established the Triangle Partnership to train cadres of psychosocial workers (PSCW) to assist and support PLHA, vulnerable children and families. Psychosocial care workers are volunteers and direct service staff working at government and nongovernmental organizations who are trained in psychosocial care or case management for HIV infected people and their families. The Twinning Center brings together prospective partners and in-country collaborators, and US government funders to strengthen collaboration, a strategic development of work force for sustainable interventions and sharing of best practices in HIV prevention and care.

*Goal and Objective of the Partnership.* The overall goal and rationale of the Triangle Partnership is to develop and strengthen social work education programs in order to improve community services, HIV information and create linkages to care and support for people living with and affected by HIV/AIDS. Specific project objectives and strategies are:

- Objective 1: Improve capacity of partnerships to deliver pre-service quality and social work education and improve delivery of services to persons living with HIV/AIDS (PWHIVs) at Addis Ababa University. Strategies include faculty-development programs and technical assistance in strengthening the BSW and MSW programs.
- Objective 2: Design and implement training programs for MSW social workers (field instructors and alumna) to train and supervisors Social Workers and para-social worker case managers at the grass root level about HIV/AIDS information and linkages to care and support. Strategies include piloting of Training of Trainers (TOT), Para-professional case managers training, para-social work supervisor training, curriculum review, mental health and HIV/AIDS training module, developing standards of case management and supervision.
- Objective 3: Enhance networking and dissemination of information. Strategies include organizing a symposium, attending international professional association meetings such as the Council on Social Work Education (CSWE), and establishing an ongoing forum with key Minster offices in Ethiopia.
- Objective 4: Provide in-service educational programs on Psycho-Social Care and Support to PLHIV. Strategies include providing in-service training for untrained grassroots staff currently working for government, non-governmental, community based associations, and faith based groups on providing psycho-social care to PLHIVs (American International Health Alliance, 2012).

While community engagement is a cross cutting issue along all the objectives of the partnership, objective 4 particularly focused on community engagement elements as the

partnership provides psychosocial care and support to PLHIV through trainings and capacity building for agencies working in this area.

*Achievements of the Partnership.* Assessments and evaluation of the project shows that tremendous achievements have been associated with the Triangle Partnership; these include:

- National psychosocial care needs assessment was conducted in 7 regions of the country including Addis Ababa, the capital city, on the psychosocial need of HIV infected and affected people. Community capacity building support was provided through education and training programs.
- Education, Research, and Community Service are provided to address the assessed and identified needs and gaps in HIV care-giving support for HIV infected and affected people/community, in the existing AAU/SSW programs. A special focus was placed on the needs of vulnerable children which is an ongoing challenge in Ethiopia resulting from lack of adequate social welfare infrastructure, workforce, and educational programs at grassroots level.
- The new MSW Specialty Program in Health Care Social Work was supported in curriculum development. Out of seven required courses, four are directly related to the areas the Triangle Partnership has focused on; these courses are: Community Health and Social Work in the Health Care System, Social Work and HIV/AIDS, Social Work and Mental Health Issues, Substance Abuse and Social Work.
- Hospital-social-work units are established and strengthened to improve the capacity of four hospitals to deliver in-service quality of social services and psychosocial care for HIV/AIDS infected and affected people (Pilot Project). Trainings have been given for the

hospital health care staffs on HIV, psychosocial care and supervision. Office supplies and furniture have been supplied; Research was conducted and multiple MSW theses have been done in these institutions; Field-placement opportunities were also provided for MSW and BSW students.

- The national psychosocial care worker's Training Manuals have been developed and infused with competencies to address the need of HIV infected people, and vulnerable children and families. Culturally and competency-based-curricula trainings have been conducted for psychosocial care workers using interactive skills-building workshops, contextualized video case examples, and culturally attuned case-based learning. Community workers, at a grassroots level, are trained and supervised in outreach, case management, and referrals to help them better identify and address the needs of HIV infected people, vulnerable children and families. Ninety psychosocial care workers TOTs and 100 psychosocial care workers have been trained in this program.
- Trainings were conducted on field supervision. In this training 60 supervisors trained in two batches. This training helped to maximize field supervision of social work interns in health care settings. It also augmented the psychosocial care, giving support both in the pre/in-service HIV and psychosocial trainings.
- Teaching exchanges between AAU faculty and PhD students were conducted to visit and teach in co-partner institutions. Teaching staff spent one month in the US participating in teaching experiences at Jane Addams College of Social Work and attending the Council on Social Work Education meetings.
- The partnership also supported the development of an MSW program which was to begin at the Institute of Social Work in Tanzania. All partners were active in curriculum

development and resource sharing as well as planning for the initiation of AAU MSW program at ISW in Tanzania. The sustainability plan was to transfer the program to ISW when accredited.

*Community Linkage of the Triangle Partnership.* The Triangle Partnership became a formal partnership upon signing a memorandum of understanding renewed annually among the three higher learning institutions. There is also informal networking with many community based organization and HIV/AIDS caregivers in the community.

The informal partnership with the community followed from a needs assessment conducted by AAU School of Social Work staff to identify needs and gaps of the various interventions are run by human service organizations to address issues of HIV/AIDS (Addis Ababa University School of Social Work, Jane Addams College of Social Work and Midwest AIDS Training and Education Center, 2007). The study identified numerous psychological, social and economic challenges facing PLWHAs because of their HIV status. The information on psychosocial challenges was gathered from the PLWHAs themselves, care providers, community members and agency heads working with PLWHA in the six regions of Tigray, Amhara, Oromia, Benishagul Gumuz, Southern Nations and Harar.

Community-level recommendations were forwarded from the assessment including: (a) appropriate training in the psychosocial care should be prepared for community caregivers; (b) community-based institutions such as *Iddir*-a traditional support group for bereavement—should collaborate with hospitals and NGOs Community-capacity support should be enhanced through psychosocial training so that people living with HIV can get local support from their own community.

Based on the findings of the study the Triangle Partnership formed a working group to address psychosocial care and support training needs, develop a psychosocial care training curriculum, and conduct pilot training for trainers and community members. Subsequent trainings were anticipated for wider community member and community based organizations (Triangle Partnership Need Assessment, 2007).

**Data Sources**

Table 5. Data Sources

Method	Participants /Sources	Rationale
Focus group through Concept mapping	<ul style="list-style-type: none"> <li>• faculty persons</li> <li>• students</li> <li>• community members from NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Group negotiated data</li> <li>• Highly structured</li> <li>• Participatory</li> <li>• Visual perceived concept mapping data on partnership process and related activities</li> </ul>
In-depth Interview	<ul style="list-style-type: none"> <li>• faculty persons</li> <li>• students</li> <li>• community members from NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• To get interpretive, emic and in-depth understanding on the partnership process and related activities from community and academic staff partnership participants</li> </ul>
Participant video observation		<ul style="list-style-type: none"> <li>• Highly participatory data</li> <li>• Empowering data</li> <li>• Evaluative of the partnership process to understand the context and interaction of the partners among themselves and with the community.</li> </ul>

The case-study strategy of conducting research uses multiple sources of evidence. Therefore, this study utilizes several primary sources of data. Primary sources of data are focus group discussion through concept mapping, in-depth interview and participant observation (Table 5).

### **Concept Mapping**

Concept mapping is a structured conceptualization tool that mixes methods of participatory approaches by combining group discussion processes (brainstorming, sorting, group interpretation) with a sequence of multivariate statistical analyses (multidimensional scaling, hierarchical cluster analysis) (Trochim, 2005). The concept mapping method was first developed by Trochim (1989) and has been growing steadily over the past 15 years (Rizzo-Michelin, 1998).

Concept mapping is a method to organize the qualitative data to better describe the phenomena under study. In this study the conversion of the data in pictorial displays and numbers is used mostly to show relationships between the concepts. It is quite distinct from usual quantitative analysis is that it does not rely on a representative sampling and is not used to test a hypothesis or to infer a conclusion applicable to the whole population. The quantification here helps to compare and contrast the different groups of participants. It is consistent with practices common in qualitative studies to state “an average number”, or “small number of” or “most of” the participants respond in a specific context. . This is not quantification in the strictest sense, but in fact is used primarily in a descriptive way (Kane & Trochim, 2005).

Concept mapping can be broadly explained as an integrated participatory approach involving six steps: (a) preparation, (b) idea generation, (c) response structuring, (d) category

representation, (e) interpretation, and (f) utilization. The specific methods involved usually include brainstorming, statement analysis and synthesis, unstructured sorting of statements, multidimensional scaling and cluster analysis, and the generation of numerous interpretable maps and data displays (Trochim, 1989; Trochim & Linton, 1986), Figure 3 summarizes the process of concept mapping.

Concept-System software utilizes multivariate statistical techniques, including multidimensional scaling and hierarchical cluster analysis, to translate complex qualitative data into “maps” that display interrelationships among ideas in an objective form, depicting conceptual meanings from the perspective of different stakeholders within the specific context under study.

The reason I used focus group discussion through concept mapping is because its nature as a participatory research tool was useful for exploring and understanding complex phenomena from the inception to the completion of the study. Its application of quantitative analytic approaches to qualitative data produces visual representations of the relationship between ideas and provides unique insight into group thought and perspectives. Using the concept-mapping method helped in generating hypotheses and developing theory to capture the lived experience and meanings to participants (Trochim, 2005).

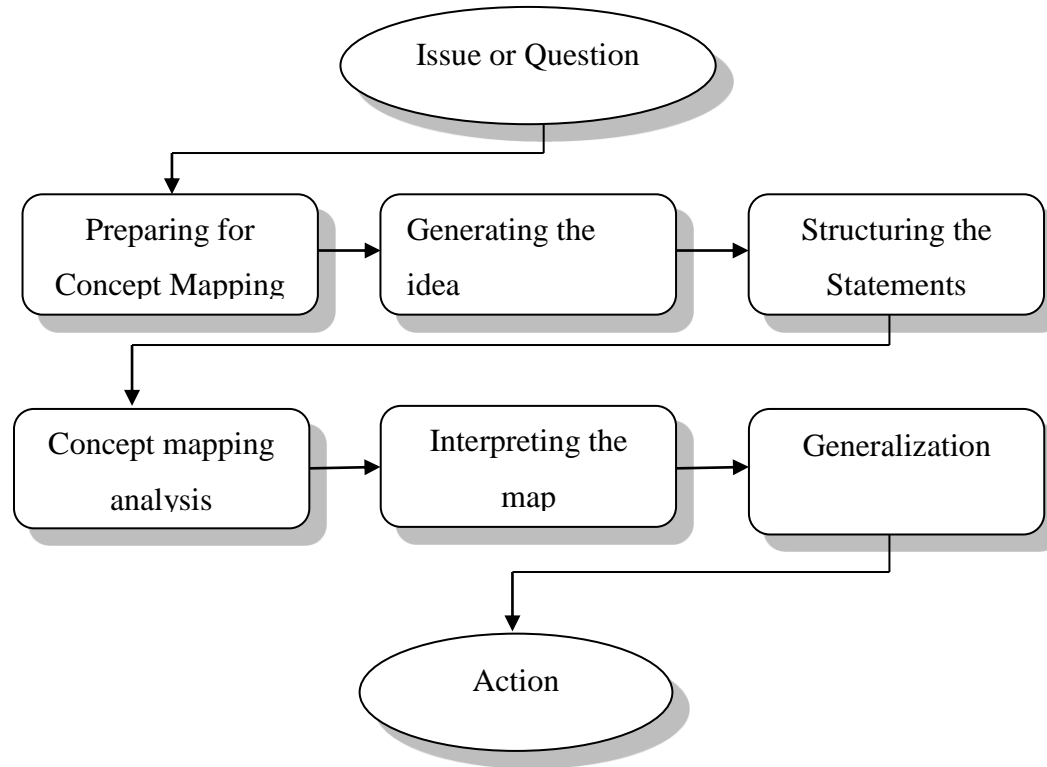


Figure 3. Concept Mapping Process

### Stage One of Concept Mapping-Idea Generation

**Group Discussion.** Concept mapping discussion was the main source of data.

Participants, selection criteria and procedure of group concept mapping process are presented below.

*Participants for Concept Mapping Discussion.* The participants for concept-mapping discussion groups were faculty from the Triangle Partnership, and MSW students trained to be trainers of psychosocial care workers from different NGOs who give direct services to PLWHAs. Six concept mapping group discussions were conducted with the above target groups: two groups of AAU, ISW, and JACSW staff (N=22), two groups of MSW Students (N=24), and two

groups of Community Members (N= 24.). All in all, 72 participants participated in concept-mapping group discussion.

*Selection Criteria for Group Discussion.* The selection criteria for concept mapping group discussion participants were persons with: (a) prior knowledge and experience in the Triangle Partnership; (b) those active in the Triangle Partnership as a coordinator, trainer or trainee; (c) those actively engaged in the Triangle Partnership during the course of this study and (d) those willing to give written consent to be part of this study.

*Procedures for Concept Mapping Discussion.* The concept mapping group discussion is quite different from the traditional focus group discussion. Concept mapping focus group discussion utilizes a two-stage process. Stage I includes idea generation. Developing a concept-mapping statement is key in this stage. The concept mapping statement, also called focused brainstorming, is the process of generating one or two statements that guide the focus of group discussion during concept mapping (Kane & Trochim, 2007). The whole concept mapping process will depend on these statements hence attention is given to its content and essence. The concept mapping methods require the concept statements to be representative of the research question (Trochim, 1989). Process activities or the product of the Triangle Partnership through community engagement was the crux of the study and this phase is vitally reflected in the statement. The statement was sent to the software company for validation and the company verified its suitability. During a pretest of the statement development, participants generated statements assessing strength of the partnership. Statements that mentioned challenges or limitations were not generated. To identify challenges of the partnership is one of the major research objectives and the statement was rephrased to include “challenges encountered in the partnership.” Instructions for the participants were:

*Please identify one specific purpose, process/activity and product that communities' and universities" agreed to accomplish in the Triangle Partnership in order to develop academic, professional and civic excellence in Ethiopia*

Six concept mapping group discussions were conducted during the first stage, five in Ethiopia and one in Tanzania. Faculty, community members and students were asked separately to think broadly about their experience in the Triangle Partnership. Then they were asked to generate a list of ideas for the focus statement. Participants from the three target groups generated 380 statements.

**In-depth Interview.** In depth interview was an additional source of data for this study. Participants, selection criteria and procedures are presented below.

*Participants for In-depth Interview.* Three representatives from each of the partner institutions were selected; so a total of nine interviews were held. Additionally three participants were identified from community members and three participants from the AAU student body which adds up to a total of 15 participants for in-depth interviews.

In-depth interviews with community members, faculty members and students were conducted to gain context, additional clarity on some of the topics, their new ideas and to further identify concepts expressed during the concept mapping discussions. Participants in the in-depth interviews were well acquainted with the Triangle Partnership and the issues that were identified during the concept mapping group discussions. In-depth interviews were used to collect and allow an open examination of the participants' experiences and their explanations of the attached meaning of these concepts. Interviews are "inexpensive, data rich, flexible, cumulative and elaborative" (Fontana & Frey, 2000, p. 365).

*Selection Criteria for In-depth Interview.* The selection criteria for participants were: 1) those who played key roles in the establishment and implementation of the partnership, with prior knowledge of and long-term experience in the partnership 2) willingness to participate and give written consent.

*Interview Guide for In-depth Interview.* The interview guide consists of categorical questions that comprise: (a) demographic data; (b) questions to understand the partnership; (c) questions about process, related activities and community linkage of partnership. The interview guide used open-ended questions that invited the interviewees to tell the story of their encounter to the researcher as a listener. Probing questions were also listed in case the question was not fully answered to allow the researcher to probe for more information.

*Procedure for In-depth Interview.* The interview guide was adapted from previous similar research conducted by the researcher (Annex One). It was piloted with partnership coordinators and students. Based on the findings and observations obtained during this pilot test, the interview guides were amended and finalized. Definitions of process, outcome and community linkages were clarified, inserted or modified on the interview guide. A tape recorder was used to record the interview. The tape was transcribed word-for-word and analyzed using concept-mapping software to identify themes and categories of the interview. A total of 430 statements were generated during this process.

**Participant Observation through Participatory Video.** Participant observation helped me to understand and get a rich data about the partnership process they forged together. The visual media plays a big part in social, political and economic life; “they have become social facts,” in Durkheim’s phrase, hence, they cannot be ignored (Monette, Sullivan & Dejong, 1998).

*Video Content.* Video recording done on the three universities showed me what is going on in the collaborations among the three universities. It allowed me to see partnership issues I could not see otherwise including context of the partnership and interaction among the collaborators. Fifteen hours of video was collected by the research team over the last three years. I conducted additional videotaping, so that I could ask about individual components of the partnership in context. Videotaping served two different purposes in the study: (a) ensuring the descriptive validity of my observation and (b) stimulating recall and reflection as a component of some of the interview with participants (Maxwell, 2005).

The data from participant observations consisted of detailed descriptions of people's activities and behaviors. They captured the full range of interpersonal interactions that are part of observable human experiences; it is a method of generating data that entails the researcher immersing herself or himself in research setting (Patton, 1990). The key approaches to participant observation include unstructured, non-interactive observation of activities, and conversations and other forms of communications. The unstructured observation is a situation in which a researcher becomes part of, or an actor in, the events that she/he is studying. The aim is as far as possible to become an entirely familiar presence in the lives of the people being studied, and to become invisible – to cease to have a major influence on the shape of events, on the interactions between people or their feelings, attitudes and behavior generally,

*Video Transcription.* The resulting texts, transcriptions of videotapes and pictures were analyzed using analytic memos which will be fed into analysis grid for context and interaction of the participation (Table 6). Notes for the respective elements in the table were filled in and summarized. The memo was used to corroborate with the findings of primary data from concept mapping.

Table 6. Analysis Grid of Participatory Video (PV)

Context and Interaction about the partnership	First phase of the partnership (formation)	Second phase of the partnership (activities)	Third phase of partnership (results)
How (process of partnership)			
What (activities within the partnership)			
Who (Community linkage)			

**Merging the Statements from Concept -Mapping Discussion In-depth Interviews and Participant Video.** During concept mapping focus group discussions a total of 320 statements were generated. During in-depth-interviews 430 statements generated. From participant video, 270 statements were generated. Statements from the three methods were merged into a total 970 ideas. Since the recommended number of statements to be handled by concept mapping software should not exceed 100 statements, a Key Word in Context (KWIC) analysis was done to minimize the number of statements to a manageable size (Trochim, 1989). During KWIC analysis key words for each statement are highlighted. Statements with repeated key words were merged together or canceled when repetitions occurred. Finally, the number of statements was reduced to yield 82 qualified statements.

### **Stage Two of Concept Mapping-Sorting and Rating**

During Stage II, the qualified statements were presented to the participants of the original group who previously agreed to participate in sorting and ranking (rating). They were asked to sort the 82 qualified statements into categories that made conceptual sense to them. The Sorting Prompt was:

*Please sort the brainstormed ideas manually in different piles according to your view of their meaning. All the statements should be sorted and put into piles that represent similar concepts. Then, use the sorting form to print each statement's number in the respective piles you created. Afterwards, all piles should be named.*

The participants were informed that all statements cannot be put in a single pile. Likewise, they were told that no single statement could comprise its own pile and no pile could be labeled, “Hard to Sort” or “Miscellaneous.” Following the sorting activity the participants were required to rate the statements with a set of four Likert-type rating sheets for each of the qualified statements. The Rating Prompt was:

*Rate each statement on a 1 to 5 scale of Rating each statement using three rating scales: Capacity building: 1=not at all important to 5=extremely important; Sustainability: 1=not at all important to 5=extremely important; Cultural Sensitivity: 1=not at all important to 5=extremely important*

### **Stage three of Concept Mapping: Analysis, Interpretation and Utilization**

After the sorting and rating of the statements point and cluster rating as well as pattern matching were conducted using Concept Mapping Software. Point and cluster ratings show the relative rating of the brainstormed ideas, as evaluated by the participants; the pattern matching is especially useful for high-level pattern assessment of the variables as rated by the participants. Pattern matching uses a “ladder graph” to represent the relationship between partnership

variables identified in the literature review namely capacity building, sustainability and cultural sensitivity against themes developed during data analysis. Concept mapping software suggests themes/clusters and their name by considering the statements and repeated terms in the respective clusters. This graphic map is so named because a perfect correlation would display straight lines between the two patterns or average cluster ratings, like rungs on a ladder (Poole, Duval, & Wofford, 2006). The Pearson product-moment correlation, which represents the relationship between the two variables, is displayed at the bottom of the graph to show the level of correlation (Trochim, 2005). High correlation value ( $r$ ) shows strong relationship between the variables.

The final stage of the concept mapping analysis is go-zone-graph, which is a bivariate plot of two patterns of ratings at the statement level. The bivariate space is divided into quadrants based on the average  $x$  and  $y$  values. The go-zone is the quadrant showing the statements simultaneously rated above average in both variables. Go-zones are particularly valuable for detailed use of the maps to formulate recommendations and conclusions of the way forward (Trochim, 1989).

### **Case Analysis**

There are three types of case study designs: exploratory, descriptive and explanatory (Yin, 1989). In an exploratory case study, the goal is to develop pertinent hypotheses and propositions to be investigated further. The purpose of a descriptive case study is to develop a better understanding of the dynamics of the social setting and to describe the intervention in the real-life context (Yin, 2003). In an explanatory case study, the purpose is to explain the presumed causal links, in a real life intervention, that are too complex for survey or experimental strategies (Yin, 2003). Hence, using an exploratory and descriptive case study approach enabled

me to develop pertinent model and proposition of higher education partnerships and community engagement for intervention in real life context.

This study is not a program evaluation per se, but it is evaluative in nature and utilizes concept mapping as a methodological approach which is primarily process focused as well as it making comparison among different stakeholders (Kane & Trokim, 2007). The evaluative nature of the study is theoretical in that it seeks to establish relationships between concepts rather than assessing the program against its goals and objectives In this regard Michalski and Cousins (2000) asserted:

Among the main consequences of evaluation is the utilization of results. Evaluation utilization is the subject of a considerable body of theoretical and empirical literature within the broader domain of inquiry known as knowledge utilization. Scholars continue to think of the utilization of research findings or program knowledge in instrumental, conceptual, and symbolic terms (p. 212).

This case was developed from data obtained from focus group discussions, in-depth interviews and participant observations. The most important advantage presented by using multiple sources of evidence is the ability to develop of converging lines of inquiry which lead to a process of triangulation (Figure 4). Thus, any finding or conclusion in this case study is likely to be much more convincing and accurate as it is based on several different sources of information, following a corroboratory mode (Yin, 2003).

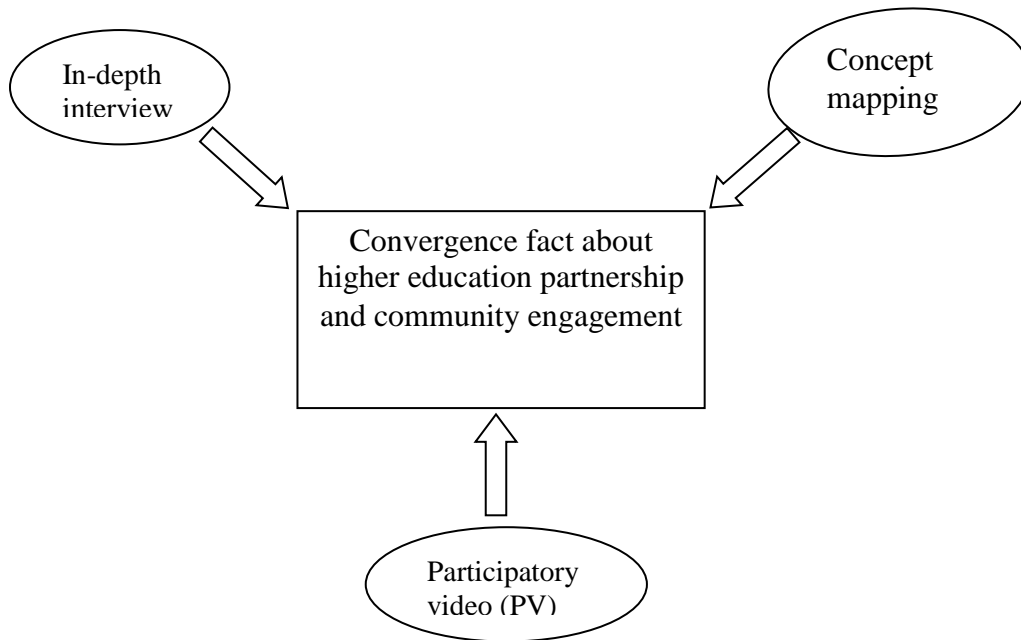


Figure 4. Convergence of Multiple Sources of Evidence for Case Building

According to Miles and Huberman (1994), *case* is defined as, “a phenomenon of some sort occurring in a bounded context” and the case is, “in effect, is a unit of analysis” (p. 25). In this study, the unit of analysis was the Triangle Partnership and its subunits are the concept mapping statements. Once the unit of analysis developed, a description of the case was presented in its chronology of events. Multiple sources of data were utilized to determine evidence for each step or phases in the evolution of the case followed by an axial coding.

*Axial coding* is a method wherein, during the second pass through the data, the researcher relies on labels and codes developed earlier in the literatures, to reveal causes and consequences, namely capacity building, sustainability and cultural sensitivity (Corbin & Strauss, 2008). The entire case analysis was conducted using the following steps (Figure 5).

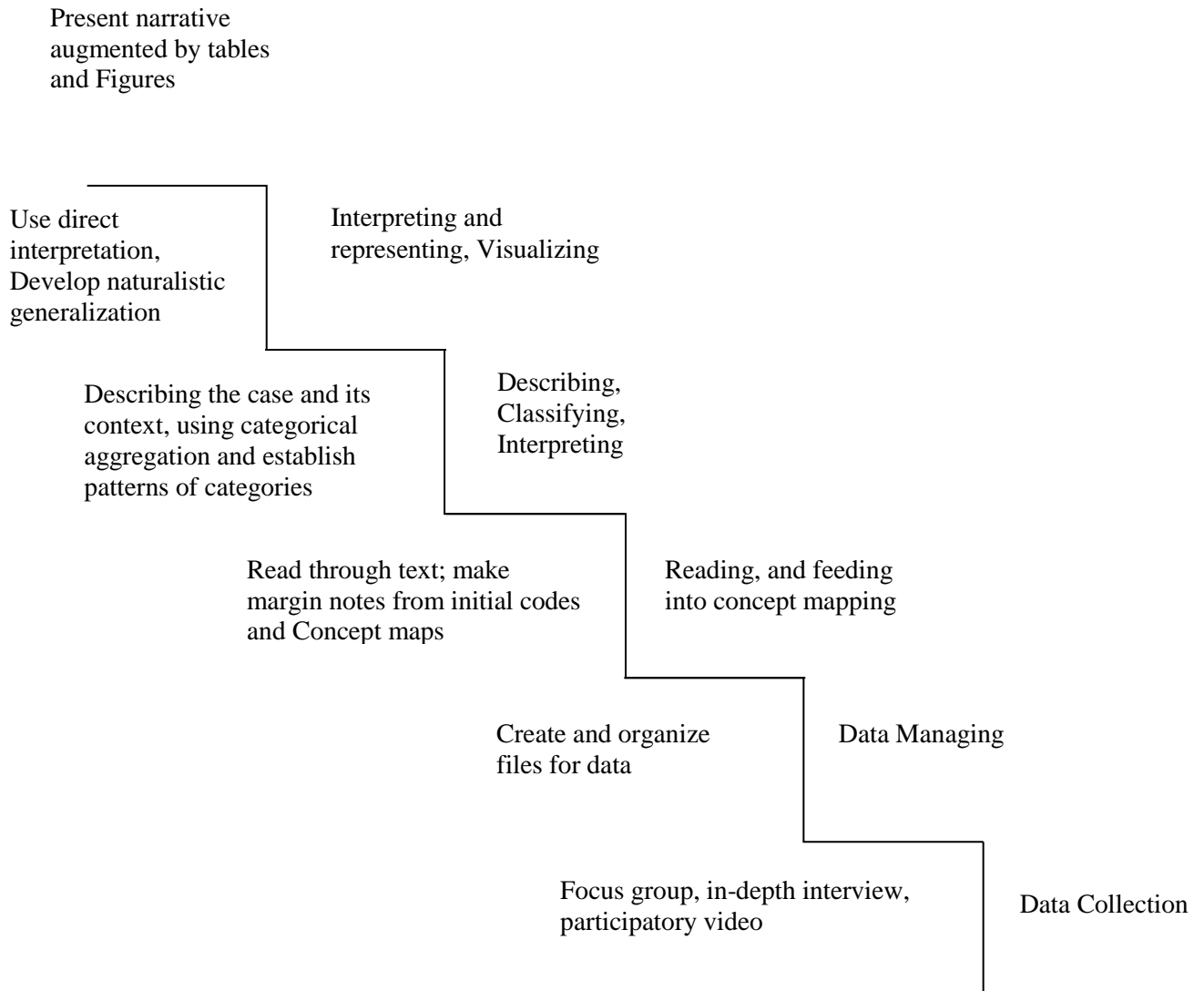


Figure 5. Data Analysis Steps for Case Study, Adapted from Creswell's Data Analysis Spiral (1998).

The first step of the case-analysis was data management, data management takes place in an early stage of analysis, and during this phase I organized data into file folders, index cards, and computer files. Creswell (1998) suggested the use of computer programs since the data generated by qualitative methods are voluminous. Hence I used concept-system software to analyze the data from focus group discussions, in-depth interviews and participant video observations.

The second step was getting a sense of the whole database. For this purpose I read the transcripts in their entirety several times. I immersed myself in the details, trying to get a sense of the interview as a whole before breaking it into parts. Writing memos in the margins of transcripts was also part of this step (Creswell, 1998). The memos in this context are short phrase or key concepts emerging during reviews of the transcripts.

The third part of the analysis was describing, classifying and interpreting the data. In this step I described in detail and develop themes or dimensions through a classification system, and provide an interpretation, following the principle of axial coding, in light of my own view of perspectives in the literature (Yin, 2003). Classifying pertains to taking the concept maps and looking for categories, themes or dimensions of information (Creswell, 1998). Interpretation involves making sense of the data, the “lesson learned” as described by interpretation based on hunches, insights, and intuition (Creswell, 1998). The concept mapping process helped me to develop themes and patterns of the findings, it also performed diagrams, created template in a visual picture for the case and this led to the final step (Figure 6).

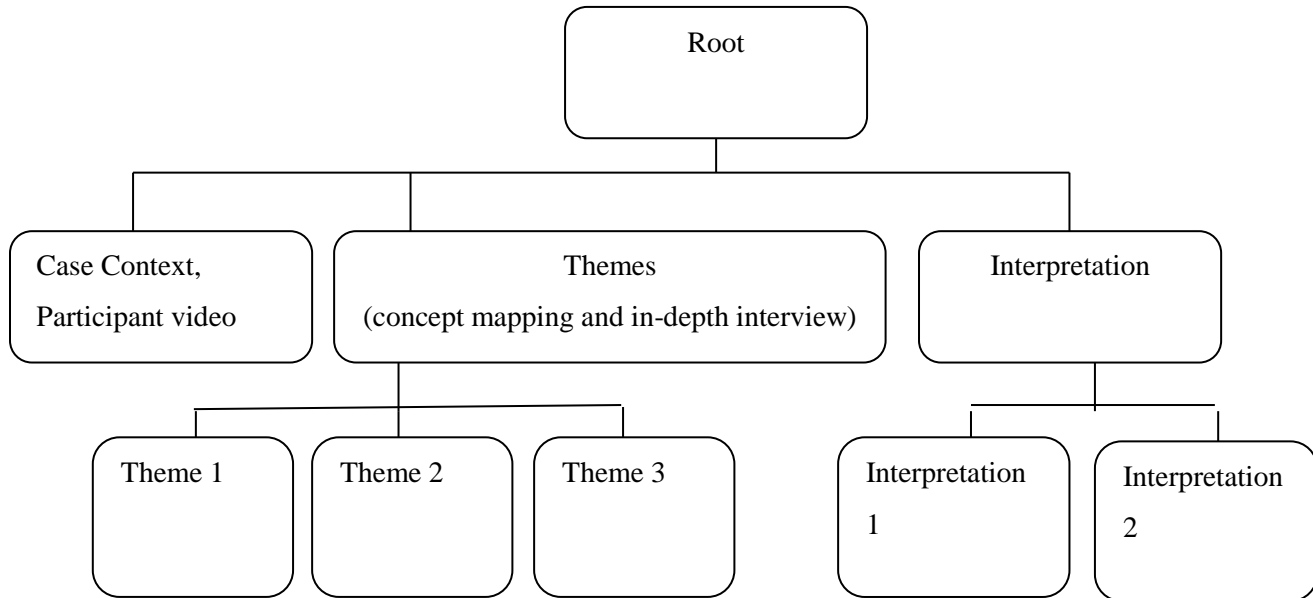


Figure 6. Case Interpretation Process, Adapted from Creswell (1998)

A thorough categorical aggregation and pattern matching connecting strategy helped to establish the themes of the analysis (Creswell, 1998, Maxwell, 2005). These themes or narrative structures were selected to corroborate with the literature review (Ryan & Bernard, 2000). Finally I compared an empirically base pattern with the theoretically predicted one in an exploratory and descriptive manner to propose the model of partnership with community linkage. The findings were particularly generalized to the Triangle Partnership, but analytical generalization as opposed to statistical generalization was also made to other higher education partnerships (Creswell, 1998). Figure 7 summarized the whole process of case-analysis in three phases.

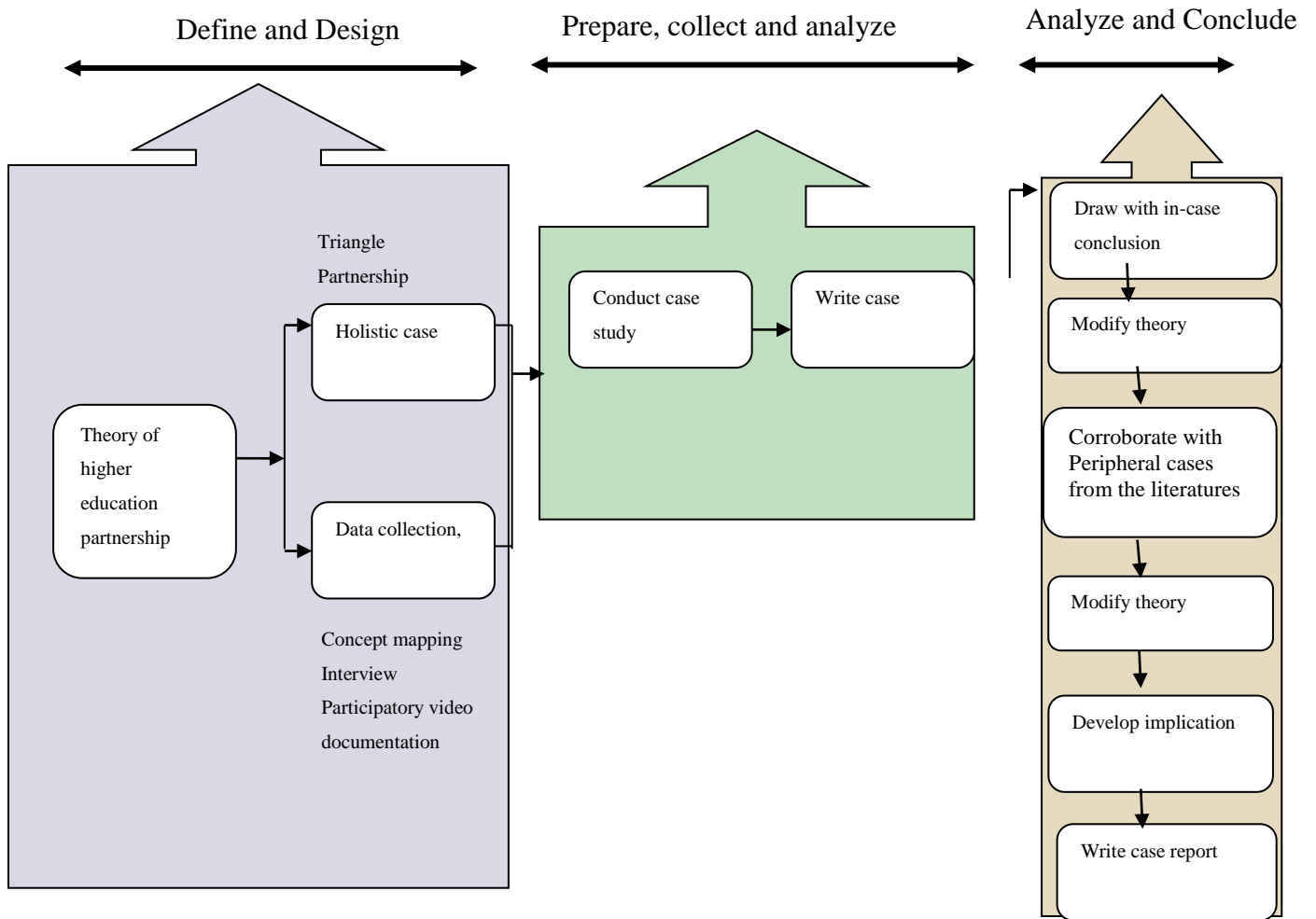


Figure 7. Three Phases of Data Analysis

As this was an exploratory and descriptive case study the following four points mentioned by Yin (2003) were considered for a rigorous analysis and interpretation:

- While each partnership is a function of particular historical, cultural, economic, social and political context the findings of the study will be presented in its own context for the period of four years

- My analysis addressed the most significant aspects of my case study in a way that demonstrates my best analytic skills to address the most important issues defined at the outset of the case study including the research questions.
- I demonstrated my awareness of current thinking and discourse about this case study and issues that I am studying.

### **Validity**

Validity refers to “the correctness of credibility of a description, conclusion, explanation, interpretation, or other sort of account” (Maxwell, 2005, p. 106). In order to insure the validity of a research, it’s important to know the possible traits and how to deal with them in case study. Yin (2003) has summarized four tests that have commonly uses to establish the quality of any empirical social research in general and case study in particular:

- Construct validity: establishing correct operational measures for the concepts being studied
- Internal validity: establishing a causal relationship whereby certain conditions are shown to lead to other conditions, as distinguished from spurious relationships. When several participants all developed a very similar theme it was considered to be verified.
- External validity: establishing the domain to which a study’s findings can be generalized
- Reliability: demonstrating that the operations of a study-such as the data collection procedures-can be repeated, with the same results. Table 7 summarized the whole process of quality assurance for this study.

Table 7. Quality Criteria for Case Study

Test	Case Study Tactic	Phase of Research in which Tactic Occurs
Construct Validity	Use multiple source of evidence	Data collection
	Establish chain of evidence	Data collection
	Have key informants review draft case study report	Composition
Internal validity	Do pattern-matching	Data analysis
	Do explanation-building	Data analysis
	Address rival explanations	Data analysis
Reliability	Use case study protocol	Data collection
	Develop case study database	Data collection

In addition to the above mentioned quality criteria for the case study, the overall quality of this case study were checked through the following key considerations.

**Triangulation.** Creswell (1998) defines verification as “ a process that occurs throughout the data collection, analysis, and report writing of a study and standards as criteria imposed by the researcher and others after a study is completed” (p.194). In addition, he recommends that qualitative researchers engage in at least two verification procedures in any given study. One procedure is triangulation. Maxwell (2005) defines “triangulation as the process of using multiple data-collection methods, data sources, analysts, or theories to check the validity of the findings” (p. 464). Triangulation involved substantiating emerging findings by using multiple sources, methods, and investigators.

**Members Check.** Members check was used to enhance the trustworthiness of the findings by returning to the informants and by presenting the entire written narrative, as well as the interpretations derived from the information. This helped in confirming the accuracy, credibility and utility of the findings by elevating the informant from the role of a participant in the study to the role of “co-researcher” (Dillard, 2000).

### **Limitations of the Study**

The participants of the primary sources of data (focus group discussion through concept mapping, in-depth interview and participant observation) were also participants in the partnership which might create high degree of subjectivity and relativism. This subjectivity might distort the findings of the study. Especially during interviews and focus group discussions lack of accuracy often occurs receiving the information due to fatigue, boredom, bias, and expectation of a specific answer, among other things can affect the findings of the study. Failure to probe as well as appearance and tone of the interviewer can subtly influence answers via personal mannerisms. Triangulation of information from different sources helped to minimize biases from the participants. My previous experience on other partnerships and my limited involvement on the Triangle Partnership as well as my enthusiasm for the issue might create bias while handling and analyzing the data. To minimize this risk I used triangulation of data and members check of preliminary analysis.

The project was still in process and therefore definitive findings may be limited, the findings might not show the partnerships future development. However, the fact the project is ongoing allowed for a chance to track some changes over time. Hence the findings of the study are delimited to the last four years only. But the study is not an outcome or impact evaluation

and clearly the various events that took place within and alongside the program were of interest but only monitored in this study.

This is a very specific partnership and given the qualitative method as well as the fact it is a case study the findings cannot be generalized to other partnerships beyond the Triangle Partnership; despite this limitation the findings from the Triangle Partnership were framed to yield useful implications and theoretical generalization to other partnerships in general.

### **Ethical Issues**

From the onset of the research I was clear about the ethical standards needed from a qualitative research study. A study on process and product of partnership faces two main ethical issues in regard to subjects in social science researches, these are informed consent and emergence from experience unharmed (Rudestam & Newton, 2001). I have provided the necessary information for the participants about the objective of the study and procedures (Creswell, 1998). Participants were informed that the study was risk free and they could withdraw or decline if they sense anything that can put them at risk. All participants were willing to give written consent for their participation in the research which consists information about who is doing the research, why the particular participant was selected, participation in the study were voluntary, and no benefits or remunerations were given for their participations. The nature of the research presented no inherent risks.

All qualitative research has potential ethical issues regarding data collection and dissemination of findings (Merriam, 1998). Hence, ensuring confidentiality and the accuracy of the data collected was an essential aspect of this study. When I presented the interview and focus group discussion, the data were not manipulated. All findings clearly and accurately articulated the works of the participants.

IRB approval was secured from Addis Ababa University, School of Social Work and participants were given the opportunity to ask clarifying questions and make comments on the process at every point in the process of the research.

### **Summary**

In this chapter the main elements of research methodology designed for this particular study are discussed. To conduct an explorative and descriptive case study of the Triangle Partnership, and its community linkages, the relevant fit of qualitative research approach is presented.

To address the research questions sufficient data collection procedures and participants were selected from the three universities and community participants. Tools for data collection were developed and pre-tested. Data analysis procedures were designed to triangulate and get saturated data from the process of inquiry. Ethical issues were considered during the process of the study.

## **Chapter Four: Findings**

The purpose of this study was to examine the existing Triangle Partnership to understand and to develop a community-inclusive partnership model applicable between Ethiopian higher education institutions and their communities. The guiding research question was: What are the necessary communities' and universities' agreed upon purposes, processes and/or related activities/products during higher education partnership in order to develop academic, professional and civic excellence through community linkage?

The results and findings presented here were taken from the group concept mapping and in-depth interviews as well as participant observations. This includes demographic data, construction of concept mapping and interpretation using a sequence of concept mapping analytic techniques such as multidimensional scaling, cluster analysis, pattern matching and Go-zones. The first section presents point maps and cluster maps as well as point and cluster ratings to highlight the main findings in the form of unique statements identified and the clusters formed out of those unique statements.

Section two presents pattern matching for the identified clusters among different partnership stakeholders of faculty members, community members and students. This section focuses on presenting major findings in community outreach components and resulted activities of the Triangle Partnership in a way that ensured capacity building, cultural sensitivity and sustainability of community service and community involvement.

Section three presents go-zone analysis to compare and contrast different stakeholders' responses. It seeks to identify challenges and actionable points that may continue beyond the partnership funding period particularly with regard to community engagement.

## **Participants**

Seventy-two individuals participated in a total of five brainstorming sessions contributed their perspectives to the study (Table 8). They were organized into three equal groups of 24 that consisted of: (a) representatives of community based organizations in Ethiopia, (b) faculty members from the three institutions, (c) students from Addis Ababa University School of Social Work (AAU-SSW). A selected group of 18 participants from those who participated in brainstorming sessions were engaged in structuring the statements by sorting and rating.

## **Concept Map Construction**

Before conducting concept mapping analysis calculating the stress value must be found to know if concept mapping is the correct statistical fit to analyze the data. Stress value is the key diagnostic statistic in multidimensional scaling (Kruskal & Wish, 1978). The stress value offers a rough gauge of the degree to which the map represents the grouping data. All things being equal, stress values will be lower, with no significant variability in the statements and in the way people group and rate the statements. A high stress value implies that more complexity exists in the similarity matrix than can be represented well in two dimensions. This means that there is considerable variability both in the statements and in the way people group and rate the statements. High stress indicates high variability and hence concept mapping.

Meta-analysis studies across on a broader range of concept mapping projects estimate an average stress value of 0.285 with a standard deviation of 0.04 (Trochim, 1986). This means that approximately 95% of concepts mapping projects are likely to yield stress values that range between about 0.205 and 0.365. This stress value is a rough guideline of the degree to which the map represents the grouping data will be a better statistical fit. The stress value of this study is

0.31175. This is a high index value that signifies high variability of grouping of statements among groups. Hence, it is difficult to handle this data by methods other than concept mapping.

Table 8. Demographic Characteristics of Individuals Who Participated in the Brainstorming and the Rating Sessions (N = 72)

	Brainstorming (focus groups and in depth interviews)		Ratings	
	Female (n=30)	Male (n=42)	Female (n=9)	Male (n=9)
Job level				
Staff	9	15	3	3
Student	11	13	3	3
Community Representative	10	14	3	3
Affiliated institution				
Addis Ababa University (staff and students)	13	15	3	3
Institute of Social Work	4	8	2	2
JACSW/MATEC	3	3	2	2
Community Based Organization	10	14	2	2

**Point Map.** Once the stress value was calculated, the first step of concept mapping analysis is conducting multi-dimensional scaling to locate each statement on a point map. Point map is a two-dimensional display of the multidimensional scaling of the grouping data by showing points corresponding to each statement's number in relation to each other. In a point map closer statements mean they were frequently sorted together. After construction of a point map, the next the step is cluster analysis which helps to group statements into the same group based on their conceptual similarity.

Eighty-two statements generated by participants during brainstorming and in-depth interviews are listed in Table 9. Their representation in point map is also shown in Figure 5. The proximity of these statements/points is based on which statements were more likely to have been placed in the same pile by the participants. Once the eighty-two statements were fed into the concept-mapping software with the sorting and rating values, the software calculated the map as depicted in Figure 8.

This initial map shows all the elements in relation to one another; closer statements mean closer concepts; conceptually different ideas are further apart. This shows that statements in the right side of the map are more associated to each other whereas statements found in the left side are scattered; hence, represented but unrelated concepts. This step shows us how the clusters/merge of similar concepts forms in cluster. In the map shown, the points for statements 20 and 43 on the left side are physically far from each other. Hence, two statements (e. g. *Cultural difference was negotiated during the partnership and Information culture and technology improved among the three partners*) are unlikely to be in the same pile/group. Similarly, the points for statements 29 and 35 on the right side are physically near to each other.

Hence, the two (*Global engagement attracts more students and Faculties/staff exchange program among the three was rewarding.*) are most likely to be in the same group/pile.

Table 9. Verbatim statements generated by participants during brainstorming sessions, in-depth interview, and participant observations (numbers refer to coding)

<b>Statements</b>			
1	High accountability	23	Negotiation through frequent dialogue among partners and other stakeholders
2	Agenda setting and standardized training for NGOs	24	Welfare workforce developed by working with the government
3	Exemplar national needs assessment	25	Evidence based practice developed and nationalized
4	Associations and alumni network established	26	Donors interest was a challenge (para-social worker vs. psychosocial workers)
5	Applicable contextual, bottom-up and psychosocial training with no impact indicators	27	Empowerment of community HIV/AIDS workers with no impact assessment
6	BSW born and mature with strong field placement component	28	Engagement of faculties and students with communities
7	One source of funding which is managed by the partnership	29	Staff exchange program among the three was rewarding
8	High bureaucratic procedures at institutions	30	Expansion of the partnership to other African countries
9	Capacity building for capacity builders (systems, faculty, institutions, NGOs, government) but longer impact is unknown	31	Experience sharing visit and conferences give participants international exposure
10	Change of administration (deans and program coordinators) was a challenge	32	Government Program accreditation process was a challenge to be innovative
11	High commitment from the key individuals representing the partnership	33	JACSW initiates, AAU and ISW indigenize
12	Communication gap between AAU and JACSW	34	Field placement opportunity for students
13	Not many joint researches in the partnership.	35	Global engagement attracts more students and faculties
14	Conflicts and consensus building grows as the partnership grows	36	Government involvement ensures sustainability
15	Consulting among partners facilitates consensus	37	The partnership has matured and is ready for a graduating class
16	Win-win partnership for all partners	38	Harmonization meeting with other stakeholders to avoid overlapping of activities
17	Funders respect JACSW more	39	HIV/AIDS in-service and pre-service capacity building
18	High respect and credibility by community members	40	Curriculum development and revision
19	Critical mass of experts developed as a result of the partnership	41	Increase professional enthusiasm and confidence
20	Cultural difference was negotiated during the partnership	42	Ambitious individual initiated partnership and little institutional link with JACSW
21	Curricula was developed, revised at all levels	43	Information culture and technology improved among the three
22	Decision was made by JACSW, as the partnership grow AAU and ISW claims their share of decision		

- |    |   |    |   |
|----|---|----|---|
| 44 | Innovation in social work education but not in community service  | 64 | Political leadership will facilitate the partnership  |
| 45 | Principal investigator is inspirational and exemplar  | 65 | Leaders from JACSW are more powerful  |
| 46 | Institutionalize partnership (link with school system, involving local government)                      | 66 | Professional and personal satisfaction  |
| 47 | Interaction and application developed   | 67 | Recognition of social work profession in AAU and ISW  |
| 48 | Institutions are no more ivory tower (work with the community for the community, through the community) | 68 | Psychosocial manual and training in local languages by MSW students   |
| 49 | Leadership as a skill facilitates partnership from the three institutions                               | 69 | Publications in International Journals  |
| 50 | High legibility and marketability of the profession by community and government                         | 70 | Informal and multiple relationships as a challenge and opportunity (staff vs. PhD student and /or professor vs. coworker) |
| 51 | Power shift to local staffs as the partnership matures  | 71 | Reasonable Resource utilization (curriculum and expertise)  |
| 52 | Professional association membership (global and continental)  | 72 | Serendipity (the right partnership at the right time)   |
| 53 | Perceived as model partnership by other departments   | 73 | Service learning opportunity with no impact assessment  |
| 54 | Strong MSW was an entry point to start and expand the partnership effect                                | 74 | Emerging social work profession and institutions in Ethiopia and Tanzania   |
| 55 | Individual leaders related with lack of multidisciplinary approach                                      | 75 | A partnership based on Strengths approach   |
| 56 | Multiple role of faculty and students   | 76 | High participation and engagement of MSW students   |
| 57 | The partnership is maturing AAU and ISW as innovators and JACSW as advisor                              | 77 | High expats roles (Teaching, co-teaching, mentoring, consulting, advising)  |
| 58 | All partners have ownership feeling on the partnership  | 78 | Creates an opportunity to linking theory and practice   |
| 59 | Partnership niche in addressing NGOs malfunction  | 79 | Competing partnerships were external challenges   |
| 60 | Participatory partnership   | 80 | High transparency   |
| 61 | Partnership culture emerges   | 81 | Twinning center's catalyze role in the partnership  |
| 62 | MSW program grow to PhD program with engagement and application   | 82 | High volunteerism   |
| 63 | Change in government policy was a challenge   |    |   |

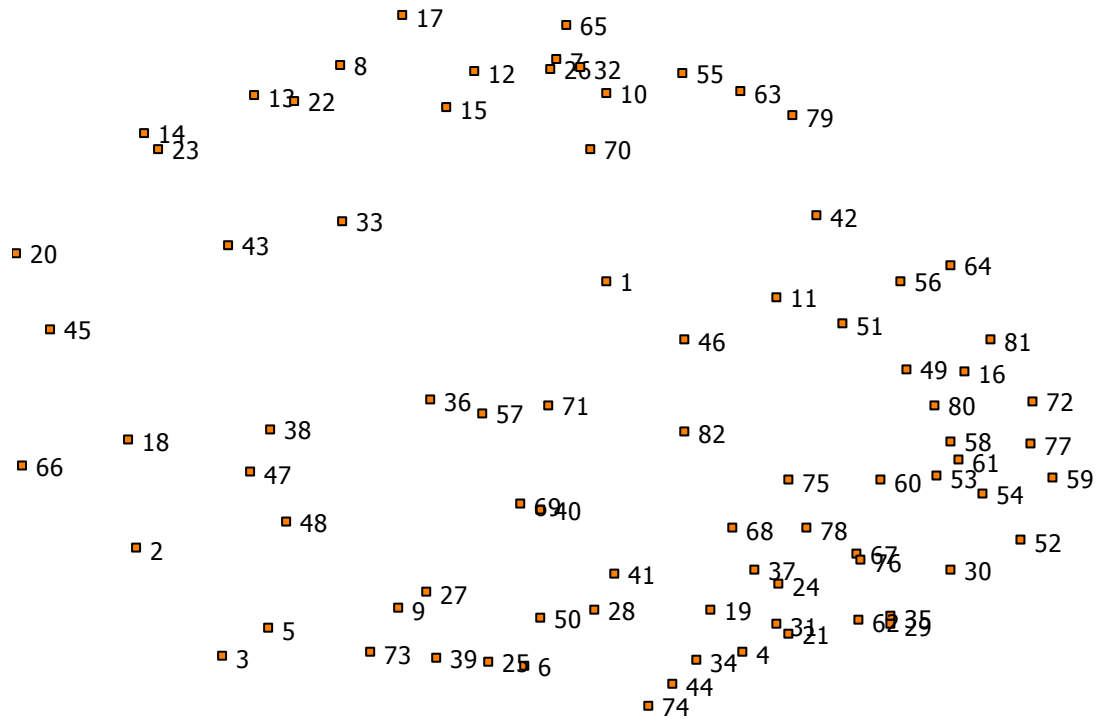


Figure 8. Point Map

**Point-Cluster Map.** After the point rating map construction, a cluster map was constructed. A point-cluster map is used to overlay the results from the hierarchical cluster analysis onto the original multidimensional scaling point map. The cluster map displays the labeled results of the cluster analysis and provides a “big picture” overview of the domain of ideas (Poole, Duvall & Wofford, 2006). The cluster analysis categorizes the related statements into discrete groups, represented by two-dimensional polygons. The point cluster map shown in Figure 8 is useful for relating each cluster to its relevant statements and for attaching labels to each cluster. There can be a single cluster map or several. Figure 9 and 10 show that all statements are grouped into six clusters based on the smallest number of clusters provided by a participant during sorting. Figure 11 and 12 also show that detailed ideas are organized into 12 groups based on the highest number of clusters from a participant during sorting.

Data analysis depends on the number of categories of analysis that are determined by the number of clusters of the concept-mapping process, hence determining the number of clusters between 6 and 12 clusters is a very important step at this junction. Small number of clusters might cause overt generalization of issues of partnership, and many clusters might cause too detail information that are difficult to handle during the analysis process. A twelve-cluster-map solution produced by participants was selected for subsequent concept mapping analysis in this study. This solution provided the maximum number of interpretable conceptual elements as suggested by participants, without losing distinctions between groups of statements, making it suitable for analysis of the remaining steps of concept mapping (Trochim, 1989).

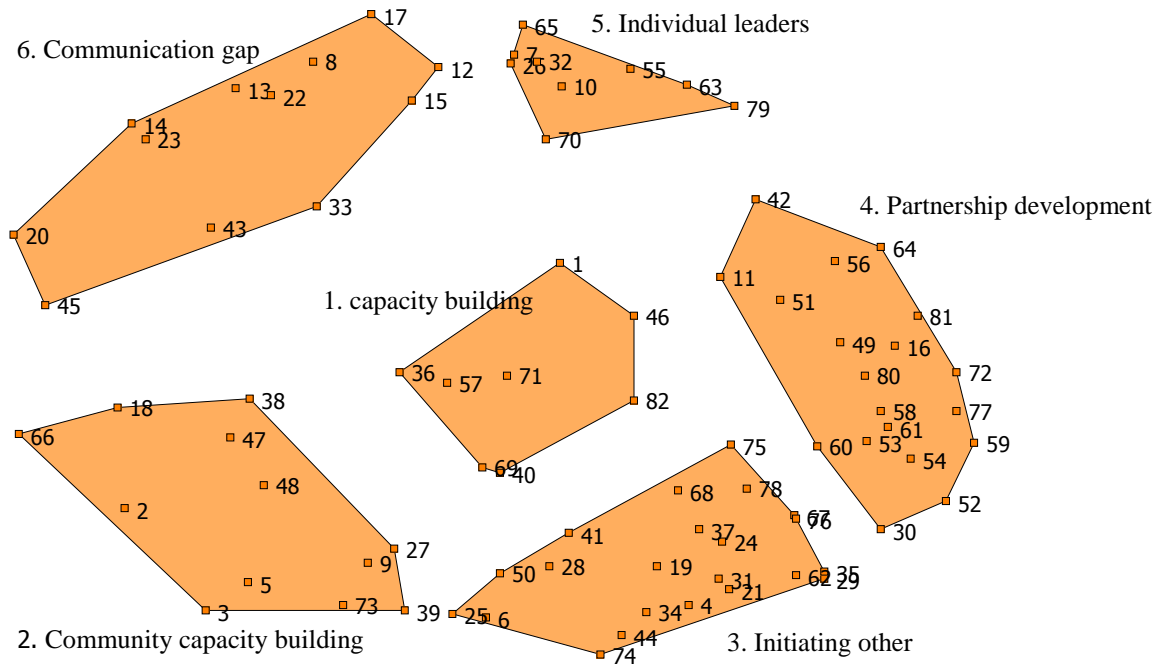


Figure 9. Points/Statements Merged to six clusters

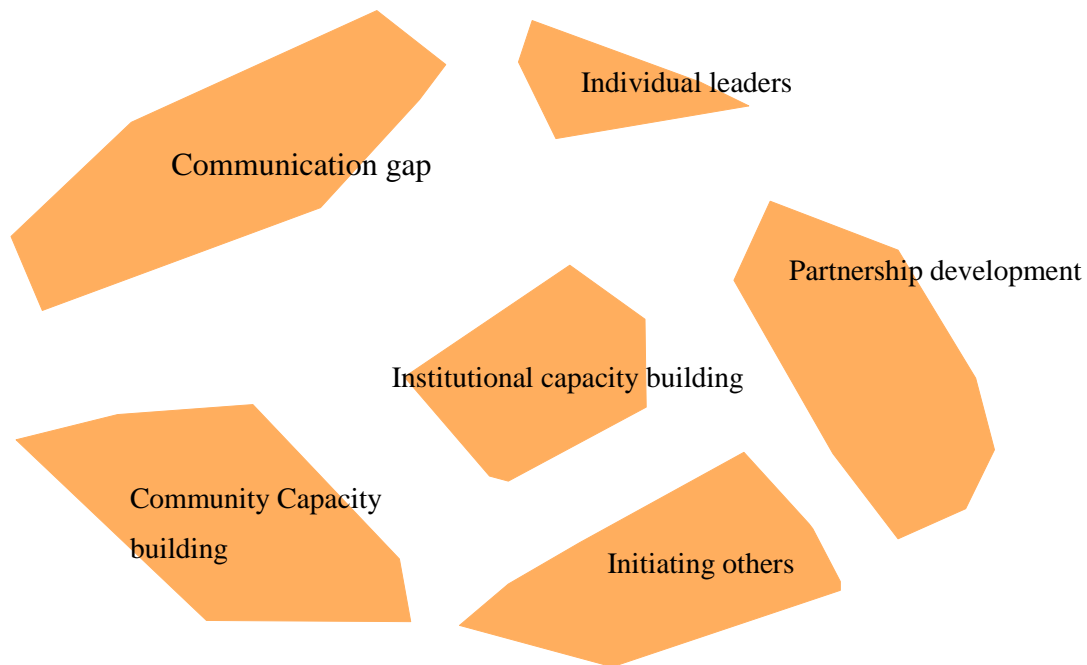


Figure 10. Six Clusters

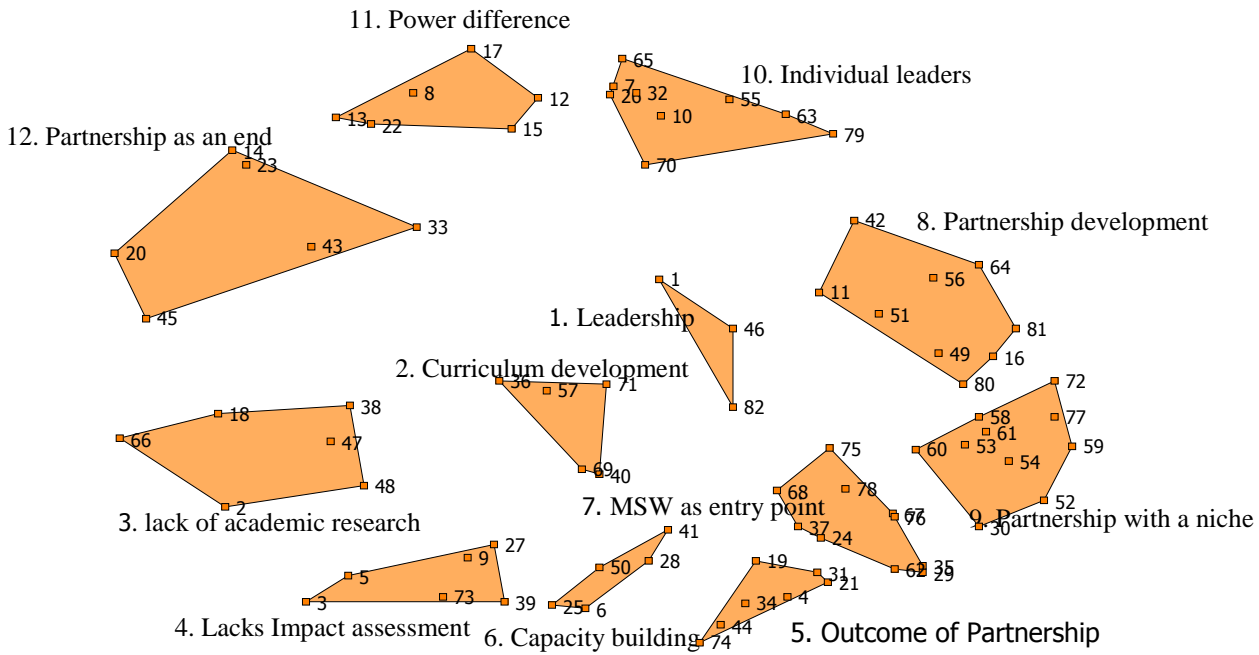


Figure 11. Points/Statements Merged to Twelve Clusters

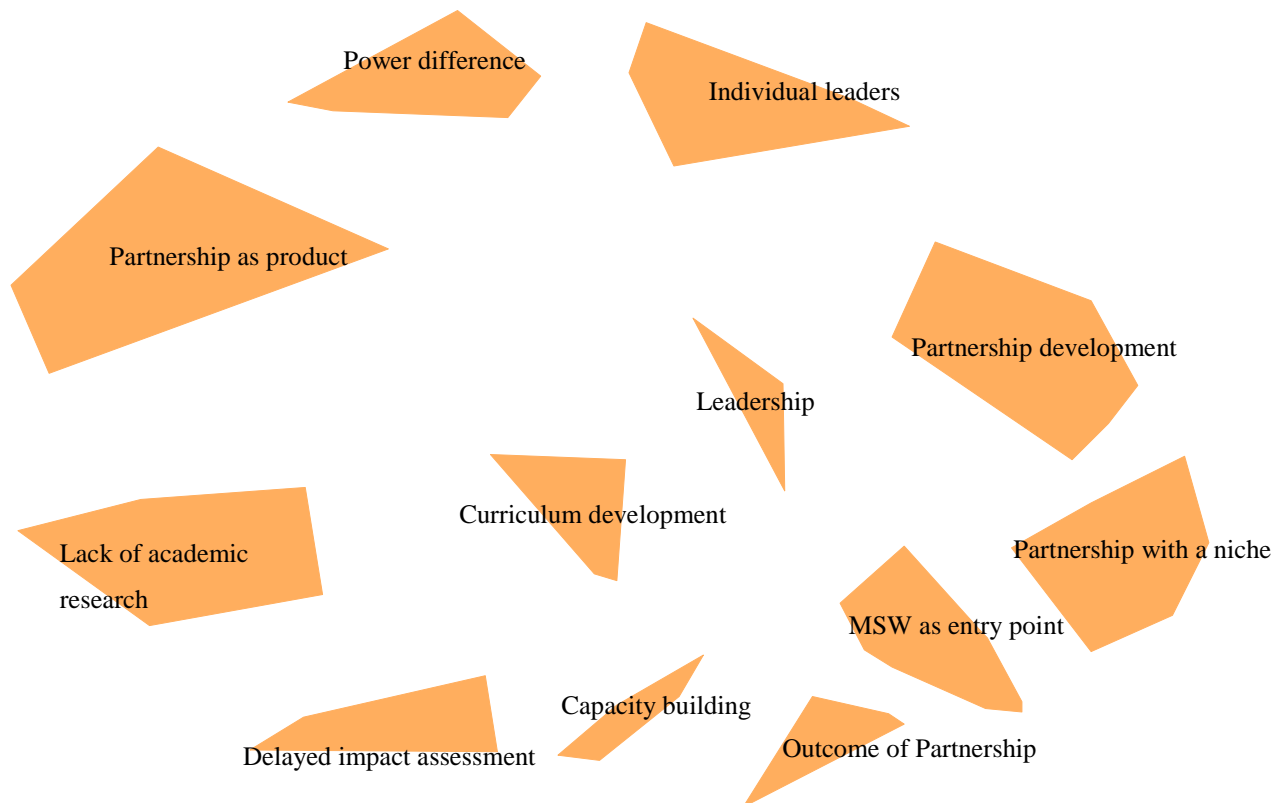


Figure 12. Finals Twelve Cluster Solution of the Triangle Partnership: Community Linkage Model for Higher Education Partnership

A complete list of statements within each of the 12 clusters is presented in Table 10. The size of each cluster does not reflect its importance or strength. Broader cluster shapes usually represent broader concepts, and compact clusters generally represent more narrowly-focused concepts (Trochim, 1989). As shown in Figure 12 partnerships as a product and partnership development are two broad concepts; whereas leadership and capacity building are narrower concepts. Table 10 summarizes clusters emerged from the 82 statements with average ratings. Each cluster represents distinct conceptual areas that participants identified as a key element in order to integrate community linkages into the higher education partnership. Statements within each cluster therefore belong together statistically and conceptually. For clarity and discussion sake a cluster map without points and numbers is presented along with cluster map with points and numbers (Figures 11 and 12). Concept mapping software labeled the clusters, based on the statistically best fitting one from participant-generated labels with each cluster (Poole, Duvall, Wofford, 2006, p. 13). The name of the cluster is suggested by considering the statements and repeated terms in the respective clusters. For ease of understanding I shortened the statements as it was fed in the software. The software also picks the statements rated highly during developing cluster names.

Table 10. Statements by Cluster with Average Ratings

<i>Cluster</i>	<i>Rating</i>
<b>Cluster 1: Leadership</b>	
82 High volunteerism by overseas leaders	3.50
1 High accountability by local and overseas leaders	3.44
46 Institutionalize partnership (link with school system, involving local government)	3.18
	Average: <b>3.37</b>
<b>Cluster 2: Curriculum development</b>	
40 Curriculum development and revision	3.29
36 Government involvement and direction during curriculum development ensures sustainability	3.22
57 The partnership is maturing AAU and ISW as innovators and JACSW as advisor	3.00
71 Reasonable Resource utilization (curriculum and expertise)	3.00
69 Publications on International Journals	2.35
	Average: <b>2.97</b>
<b>Cluster 3: Link between academics and community service</b>	
2 Agenda setting and standardized training for NGOs	3.82
18 High respect and credibility by community members	3.65
47 Interaction and application developed	3.47
38 Harmonization meeting with other stakeholders to avoid overlapping of activities	3.35
48 Institutions are no more ivory tower (work with the community for the community, through the community)	3.19
66 Professional and personal satisfaction	3.12
	Average: <b>3.43</b>
<b>Cluster 4: Delayed Impact assessment</b>	
27 Empowerment of community HIV/AIDS workers with no impact assessment	4.00
5 Contextual, bottom up and applicable psychosocial training with no impact indicators	3.82
39 HIV/AIDS in-service and pre-service capacity building with	3.72

<i>Cluster</i>	<i>Rating</i>
delayed impact assessment	
3 Exemplar national needs-assessment	3.61
9 Capacity building for capacity builders (systems, faculty, institutions, NGOs, government) but long term impact is unknown	3.53
73 Service learning opportunity with no impact assessment	3.24
	Average: <b>3.65</b>
Cluster 5: Outcome of Partnership	
21 Curricula was developed, revised at all levels	3.56
74 Emerging social work profession and institutions in Ethiopia and Tanzania	3.50
34 Field placement opportunity for students	3.24
19 Critical mass of experts developed as a result of the partnership	3.12
31 Experience sharing visit and conferences give participants international exposure	3.11
44 Innovation on social work education but not in community service	2.78
4 Associations and alumni established	2.75
	Average: <b>3.15</b>
Cluster 6: Capacity building	
28 Engagement of faculties and students with communities	4.00
25 Evidence based practice developed and nationalized	3.53
50 High legibility and marketability of the profession by community and government	3.12
41 Increase professional enthusiasm and confidence	3.11
6 BSW born and mature with strong field placement component	3.00
	Average: <b>3.35</b>
Cluster 7: MSW as entry point	
68 Psychosocial manual and training in local languages by MSW students	4.06

<i>Cluster</i>	<i>Rating</i>
75 A partnership based on Strength approach	3.76
78 Creates an opportunity to linking theory and practice	3.67
67 Recognition of social work profession in AAU and ISW	3.65
76 High participation and engagement of MSW students	3.41
35 Global engagement attracts more students and faculties	3.24
29 Staff exchange program among the three was rewarding but it was short with no research component	3.00
62 MSW program grow to Vibrant PhD program with engagement and application	2.94
37 The partnership has matured and ready for graduation	2.80
24 Welfare workforce developed by working with the government	2.59
	Average: <b>3.31</b>
Cluster 8: Partnership development	
16 Win-win partnership for all partners	3.65
81 Twinning center's catalyst role in the partnership	3.56
64 Political will facilitate the partnership	3.47
56 Multiple role of faculty and students	3.28
49 Leadership as a skill facilitates partnership from the three institutions	3.25
11 High commitment from the key individuals representing the partnership	3.17
51 Power shift to local staffs as the partnership matures	3.06
42 Ambitious individual initiated partnership and little institutional link with JACSW/MATEC	2.94
80 High transparency	2.89
	Average: <b>3.25</b>
Cluster 9: Partnership with a niche	
61 Partnership culture emerges	3.94
60 Participatory partnership	3.61
30 Expansion of the partnership to other African countries	3.27
58 All partners have ownership feeling on the partnership	3.22
77 High expats roles (Teaching, co-teaching, mentoring, consulting, advising)	3.17
72 Serendipity (the right partnership at the right time)	3.11

<i>Cluster</i>	<i>Rating</i>
53 Perceived as model partnership by other departments	3.06
54 Strong MSW was an entry point to start and expand the partnership effect	3.00
59 Partnership niche in addressing NGOs malfunction	2.81
52 Professional association membership (global and continental)	2.71
	Average: <b>3.19</b>
Cluster 10: Challenge from Individual leaders	
55 Individual leaders related with lack of multidisciplinary approach	3.18
70 Informal and multiple relationship as a challenge and opportunity (staff vs. PhD student and /or professor vs. coworker)	3.00
65 Leaders from JACSW are more visible	2.88
26 Donors interest was a challenge (para-social worker vs. psychosocial workers)	2.88
79 Competing partnerships were external challenges	2.82
63 Government policy change was a challenge	2.69
10 Change of administration (deans and program coordinators) was a challenge	2.41
32 Government program accreditation process was a challenge to be innovative	2.40
7 One source of fund which is managed by the partnership	2.39
	Average: <b>2.74</b>
Cluster 11: Power difference	
15 Consulting among partners facilitates consensus	3.35
22 Decision was made by JACSW, as the partnership grow AAU and ISW claims their share of decision	2.82
17 Funders respect JACSW more	2.72
12 Communication gap between AAU and JACSAW	2.40
8 High bureaucratic procedures at institutions	1.94
13 Not many joint researches in the partnership.	1.79
	Average: <b>2.50</b>
Cluster 12: Partnership as an end	

<i>Cluster</i>	<i>Rating</i>
45 Principal investigator is inspirational and exemplar	3.65
43 Information culture and technology improved among the three	3.18
23 Negotiation through frequent dialogue among partners and other stakeholders	3.11
33 JACSW initiates, AAU and ISW indigenize	2.81
20 Cultural difference was negotiated during the partnership	2.63
14 Conflicts and consensus building grows as the partnership grows	2.38
	Average: <b>2.96</b>

### **Interpretation of Point and Cluster Map: The Twelve Clusters of the Triangle Partnership**

What follows is a brief interpretation and description of the TrianglePartnersip model of partnering as a result of the guiding concept mapping question: what are the necessary communities' and universities' agreed upon purposes, processes and/or related activities/products involved higher education partnership in order to develop academic, professional and civic excellence through community linkage? The main ideas in each cluster of the map are stated based on the list of statements they contains in each cluster. These taken together depict a kind of qualitative story line that shows the participants' perceptions of what are the distinctive aspects of this multi-university partnership with the community. They are presented in alphabetical order.

**Capacity Building.** Capacity building was achieved at all levels (systems, faculty, institutions, non-governmental organizations, government, communities). Statements under this cluster were: engagement of faculties and students with communities; evidence based -practice developed and nationalized; high legibility and marketability of the social work profession was achieved and community and government officials are aware of the contribution of the

profession; increased professional enthusiasm and confidence emerged among the student body; Bachelor of Social Work (BSW) programs were born and mature with a strong field-placement component as a result of the partnership.

**Challenges from Individual Leaders.** Statements in this cluster showed that individual leadership as a challenge for the partnership. The main statements under this category were: individual leaders were unable to develop multidisciplinary approach of partnership; informal and multiple relationships as a challenge and opportunity (staff versus PhD student and /or professor versus coworker dilemma); leaders from JACSW/MATEC are more visible; donors interest was a challenge (para-social worker versus psychosocial workers); competing partnerships were external challenges; government policy change was a challenge; change of administration (deans and program coordinators) was a challenge; program accreditation was a challenge to be innovative; one source of funding which is managed by the partnership was also a challenge.

**Curriculum Development.** Curricula was developed/revised at institution and community level; statements under this cluster were: curriculum development and revision done for BSW and MSW programs as well as community psychosocial work trainings; government involvement ensures sustainability; the partnership is maturing AAU and ISW as innovators and JACSW/MATEC as advisor; reasonable resource utilization in sharing curriculum and expertise among the three partners.

**Delayed Impact Assessment.** Participants reported that impact assessment and program monitoring and evaluation issues seems overlooked in the course of the partnership. Statements in this cluster showed: empowerment of community HIV/AIDS workers seems achieved but no impact assessment was conducted to ensure results; contextual, bottom up and applicable

psychosocial training were conducted with no impact indicators; HIV/AIDS in-service and pre-service capacity building provided but impact assessment was delayed; the partnership provided capacitybuilding support for capacity builders for other community based organizations but impact is unknown.

**Leadership.** Leadership facilitates the results of the partnership. Statements under this cluster were: high volunteerism by faculty from all partners as well as staff and community members; high accountability; institutionalize partnership by linking it with school system, and involving all stakeholders.

**Link between Academics and Community Service.** Statements under this cluster were: agenda setting and standardized training conducted for NGOs; high respect and credibility observed by community members; interaction and application developed as a result of the partnership; harmonization meeting with other stakeholders were effective which helps to avoid overlapping of activities; institutions are no more ivory tower (they work with the community for the community, through the community).

**MSW as an Entry Point.** Strong MSW was an entry point to start and expand the partnership. Statements under this cluster were: psycho-social manual and trainings developed in local languages by MSW students; partnership was based on strengths approach; creates an opportunity to linking theory and practice; recognition of social work profession in AAU and ISW was observed; high participation and engagement of MSW students observed; global engagement attracts more students and faculties; staff exchange program among the three was rewarding.

**Outcome of Partnership.** Outcomes statements under this cluster were: curricula were developed, revised at all levels; emerging social work profession and institutions witnessed in

Ethiopia and Tanzania; field placement opportunity opened for students; critical mass of experts developed as a result of the partnership; experience sharing visit and conferences give participants international exposure; innovation on social work education resulted but not in community service; associations and alumni established.

**Partnership as as a Product.** Partnership culture emerges by working together among partners. Statements under this cluster were: principal investigator is inspirational and exemplar; information culture and technology improved among the three partnering institutions; negotiation culture developed through frequent dialogue among partners and other stakeholders; JACSW/MATEC initiates, AAU and ISW indigenize partnership agendas; cultural difference was negotiated during the partnership; conflicts and consensus building grows as the partnership grows.

**Partnership Development.** Multiple effect and expansion of the partnership were achieved; statements under this cluster were: win-win partnership achieved for all partners; Twinning center's catalyst role in the partnership improves the efficiency of the partnership; political will facilitate the partnership; multiple roles created for faculty and students; leadership as a skill by all partners facilitates the partnership; high commitment resulted from key individuals representing the partnership; power shifted to local staffs as the partnership matures; ambitious individuals started the partnership with little institutional link with JACSW/MATEC, ISW and AAU; high transparency shown among partners .

**Partnership with a Niche.** Statements under this cluster were: partnership culture emerged; the partnership becomes participatory in its nature; the partnership expanded to other African countries; all partners have feelings of ownership in the partnership; expat professors have high roles in teaching, co-teaching, mentoring, consulting, advising; wise use of serendipity

(the right partnership at the right time); the partnership was perceived as model by other departments; strong MSW was an entry point to start and expand the partnership effect; the partnership created its own niche of capacity building to address NGOs malfunction; professional association membership achieved (global and continental).

**Power Difference.** Statements under this cluster are: consulting among partners facilitates consensus; at the start of the partnership decision was made by JACSW/MATEC; as the partnership grew AAU and ISW claim their share of decisions; funders respect JACSW/MATEC more than AAU and ISW counterparts; communication gap between AAU and JACSW/MATEC was challenging; high bureaucratic procedures at institutions affect the partnership.

Compared to the six clusters, the twelve cluster solution was more descriptive and explanatory of the Triangle Partnership process and products as well as general activities that have been undertaken in the partnership (Figure 10 and 11). Hence the twelve clusters solution can be taken as a representative concept map or model unique to the Triangle Partnership.

### **Point Rating, Cluster Rating and Pattern Matching**

The second phase of concept mapping analysis is constructing maps which overlap the average ratings by point or by cluster (Point and Cluster Rating) and run convergence or divergence of participants' response on the clusters (pattern matching).

**Point Rating Map.** Figure 13 shows the rating priorities for the original statements in the earlier maps. Point rating map overlays the point map to show a graphical representation of the averaged rating priorities for each statement. In this map, the number of blocks in a column's height indicates the average relative importance for each statement, according to the stakeholders who contributed rating input (Michalski & Cousins, 2000). Higher rating values in the point legend reflect high rating by the participants. In Figure 11, for example, it is visibly apparent that

the items of highest importance tended to fall in the eastern or southeastern portions of the map as shown by the number of layers in the point legend/scale in Figure 8 (the higher the layer the greater the value) . Statement 8 (high bureaucratic procedures at institutions) was less rated by participants than statement 68 (psychosocial manual and training in local languages by MSW students). Grouping closer blocks leads to cluster rating and the resulting high rated or low rated clusters.

**Cluster Rating Map.** After settling the number of clusters, and conducting point rating the next step is to create the cluster rating map. During this step, the average rating values are computed for each cluster. Rating of each statement was done. Statements are displayed as a 3-D (three dimension) view on the side of the cluster map. As with the Point Rating Map, clusters with higher values in 3-D contain statements that participants gave higher average ratings (Kane & Trochim, 2007). The layers here reflect the level of ranking by the participants, so bigger layers shows concepts rated highly by participants for importance of capacity building, sustainability and cultural sensitivity. Likewise, the relative height of each cluster indicates the relative importance to each group of ideas. Figure 14 shows that delayed impact assessment, link between academics and community service, capacity building and partnership development are highly rated by participants. Less importance is given to power difference, individual leaders, and partnership as a product.

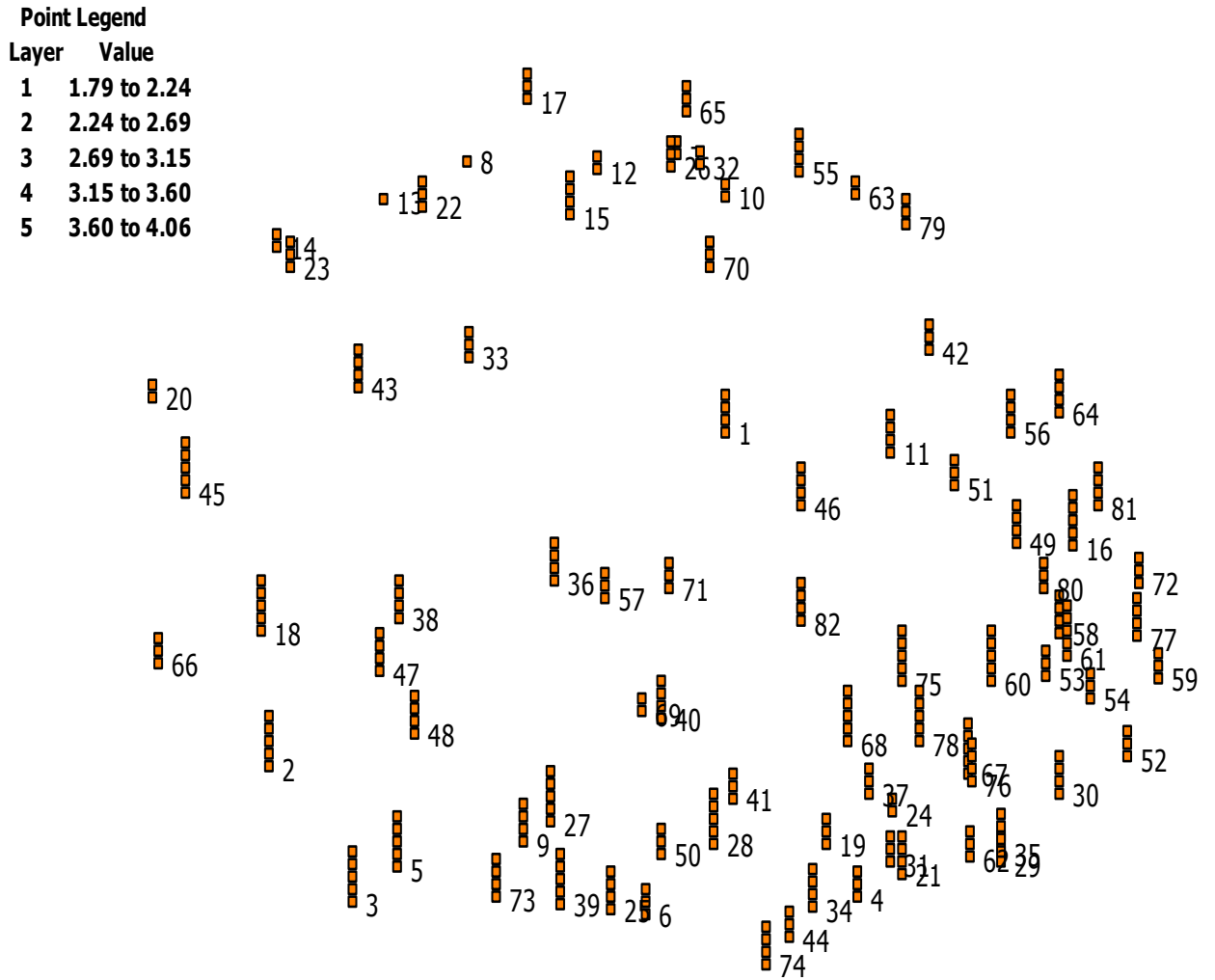


Figure 13. Point Rating Map

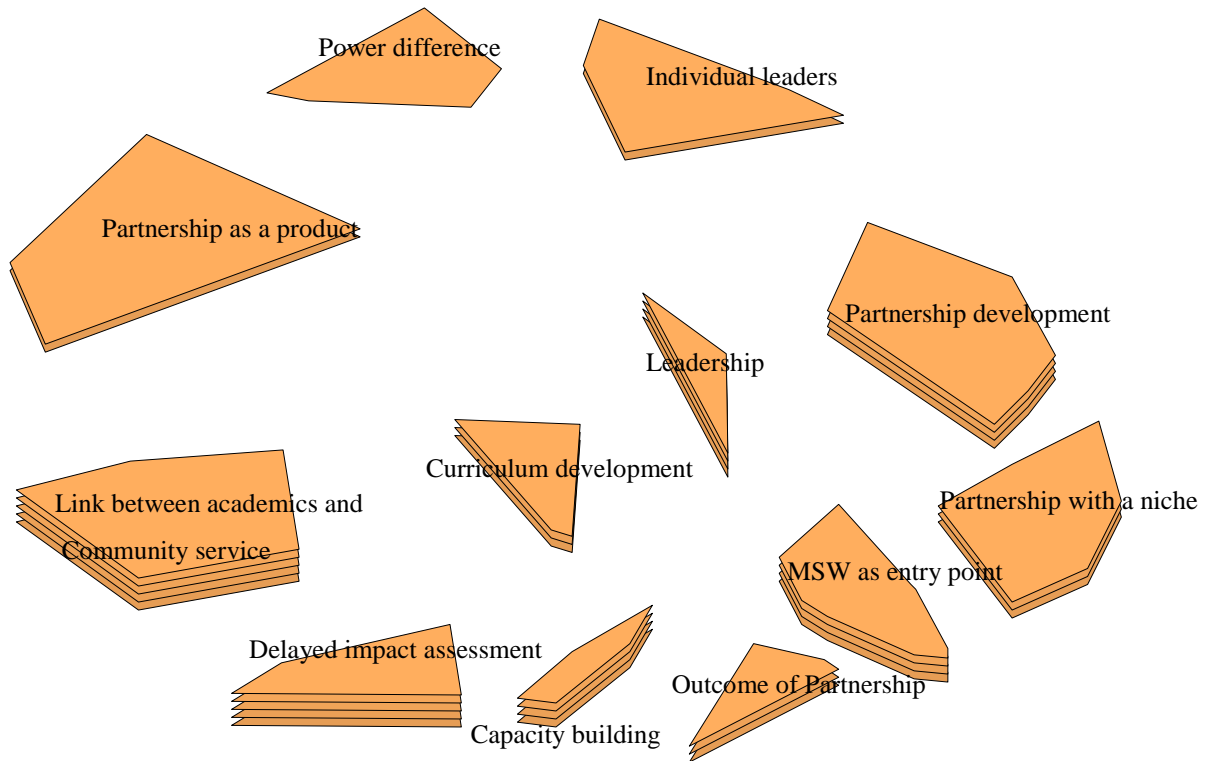


Figure 14. Cluster Rating map for the Triangle Partnership

**Pattern Matching.** What comes after the creation of cluster rating map is pattern matching analysis; Pattern Matching uses a “ladder graph” to represent the relationship between variables. This graphic is so named because a perfect correlation would display straight lines between the two patterns or average cluster ratings, like the rungs on a ladder (Poole, Duvall, & Wofford, 2006). A statistical measure known as the Pearson Product-Moment Correlation, which represents the relationship between the two variables, is displayed at the bottom of the graph(c.f., Kane & Trochim, 2007). High correlation value ( $r$ ) shows strong relationship between the variables.

Kane and Trochim (2007) argue that pattern matching provides a comparison of average cluster ratings between two variables, such as those:

- between two separate stakeholder groups;
- between two or more different rating variables, such as capacity building, sustainability and cultural sensitivity

The relationships in the Ladder Graph match the same patterns as are those shown in the cluster rating map (Figure 14). Matching ladder is two dimensional and handles two variables at a time. Hence matching ladder analysis is done for all of the variables by comparing two of the three at a time, then merging all ratings for the three variables together (Figure15).

### **Interpretation of Point Rating, Cluster Rating and Pattern Matching**

What follows is interpretation of the pattern matching analysis which is based on point rating and cluster ratings of importance to capacity building, cultural sensitivity and sustainability. These three indicators are indicators of partnership that were identified during literature review. The pattern match shows strong correlation ratios for the twelve clusters ( $r=0.87$  and  $0.93$ ) between sustainability, cultural sensitivity and capacity building (Figure 15). This means that the three variables are strongly related in this partnership. Although they show similar concepts, the three concepts are different. Figure 15 showed delayed impact assessment, capacity building and link between academics and community service are top rated clusters for their importance to capacity building by all participants. Delayed impact assessment, partnership as a product and MSW as an entry point are also top rated clusters for their importance to sustainability by all participants. Delayed impact assessment and MSW as an entry point were top rated to cultural sensitivity by all participants. Their similarity shows that the partnership is holistic and representative for deep scrutiny of related but different concepts to develop a partnership model.

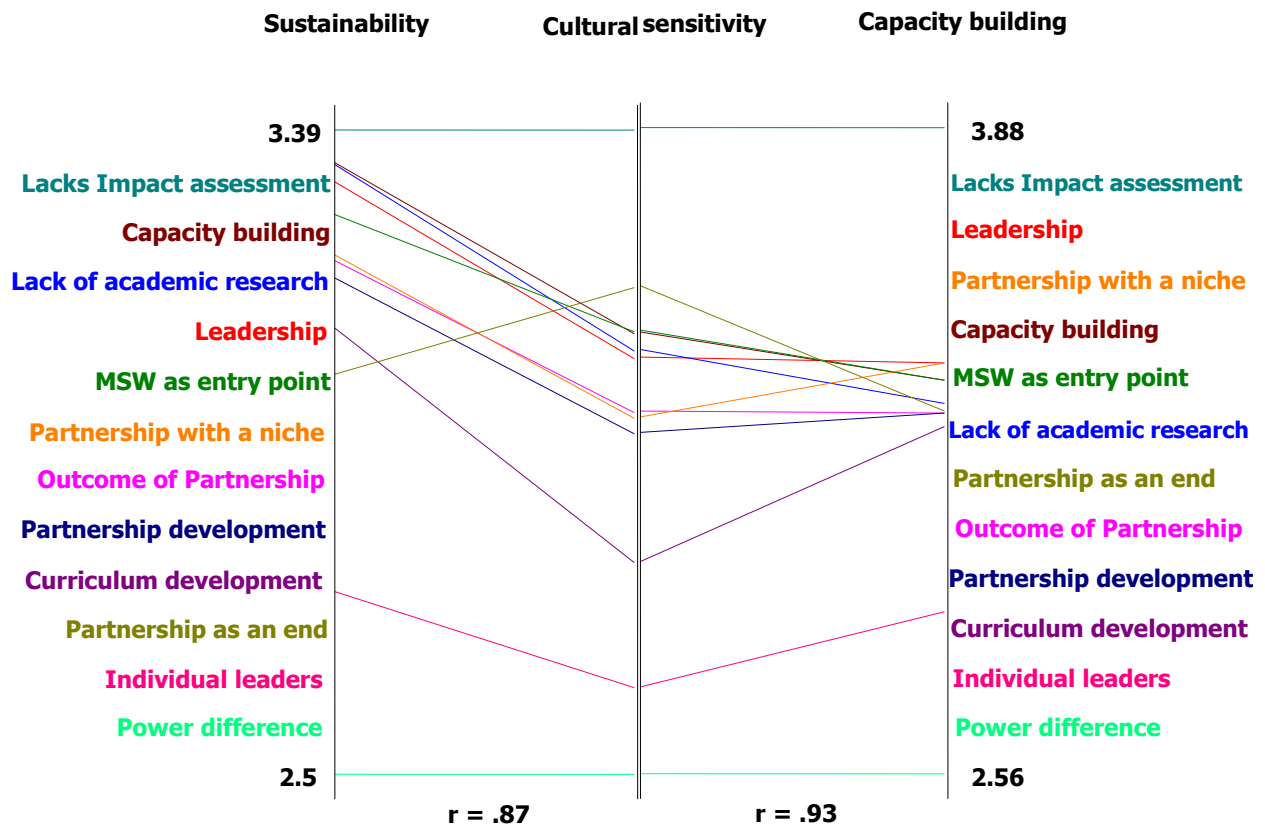


Figure 15. Pattern Matching, for Sustainability, Cultural Sensitivity and Capacity Building for the 12 Clusters

**Community Engagement for Capacity Building.** The pattern matching in Figure 16 shows that delayed impact assessment, leadership and capacity building are the highest rated clusters by all participants for their importance of capacity building and sustainability combined. The Pearson correlation coefficient shows a strong relation ( $r=0.91$ ) between capacity building and sustainability.

A patternmatching analysis for importance of sustainability to capacity building was conducted among all participants. The results showed delayed impact assessment, leadership and

partnership with a niche were top rated clusters for their importance to capacity building. Delayed impact assessment, partnership as an end and MSW as an entry point were also top rated clusters to their importance of sustainability.

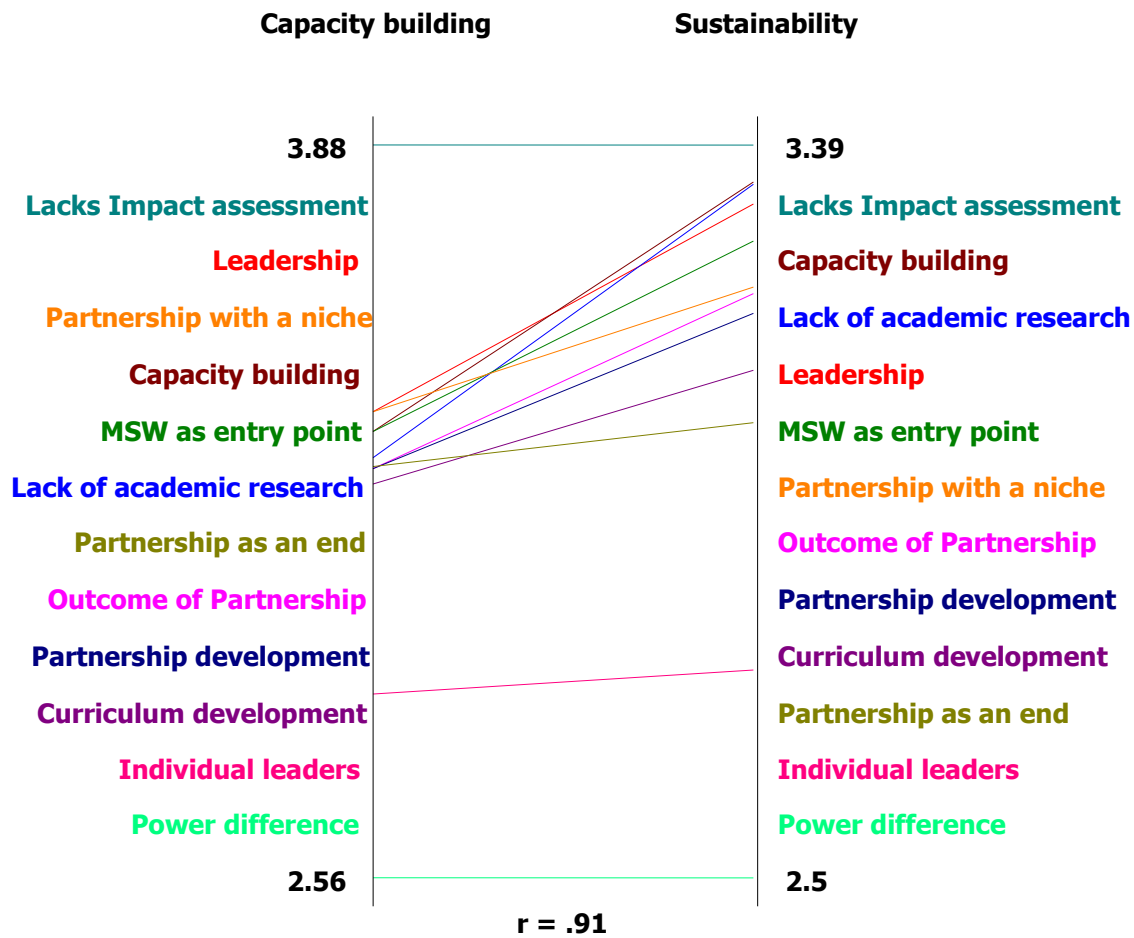


Figure 16. All Participants Pattern Match Comparing 12 Clusters for Importance of Capacity Building and Sustainability

Pattern matching shows that delayed impact assessment, leadership and capacity building are the highest rated clusters by all participants for their importance to capacity building and cultural sensitivity combined. The Pearson-correlation coefficient shows a strong relationship ( $r=0.93$ ) between capacity building and cultural sensitivity (Figure 17).

In the Triangle Partnership, community engagement is a matter of capacity building with the aim of achieving sustainability and cultural sensitivity. The Pearson correlation coefficient (r) shows a strong correlation or agreement (0.91 and 0.93) between capacity building, sustainability and cultural sensitivity among all participants (Table 11).

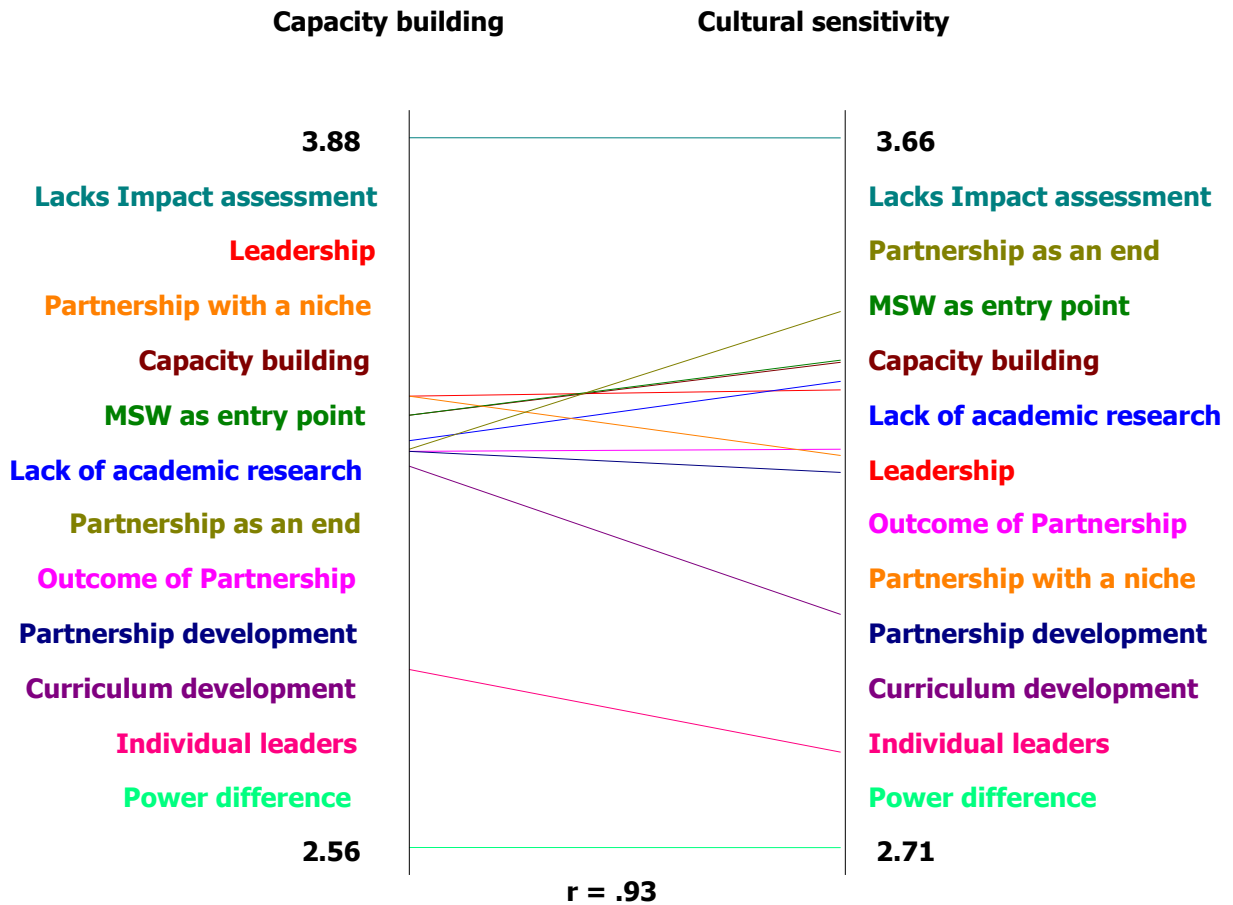


Figure 17. All Participants Pattern Match Comparing 12 Clusters for Importance to Capacity Building and Cultural Sensitivity

Table 11. Pearson-correlation Coefficient between the Three Variables

Community Engagement	Capacity building Sustainability	Capacity building and Cultural sensitivity
Pearson correlation coefficient (r)	0.91	0.93

A pattern matching analysis was conducted for importance to capacity building among different stakeholders to get in-depth views of the concurrence and deviation among stakeholders throughout the course of the partnership. Hence concept mapping analysis of pattern matching between community participants against staff and students is presented below.

The pattern match between community members and staff (Figure 18) showed that delayed impact assessment, limited community based research projects and leadership are top-rated clusters by community members for their importance to capacity building. Delayed assessment, partnership as an end and partnership with a niche are top rated clusters for their importance to capacity building by staff.

All stakeholders were in agreement in delayed of impact assessment as shown on a horizontal line. Partnership as a niche, partnership as an end and MSW as an entry point are also top important clusters for community member and staff combined ( $r=0.68$ ). The moderate correlation shows that staff members are interested in partnership as an end but community partners tend to be more focused on the niche of the partnership.

The pattern match between community members and students (Figure 19) showed that similar to the match between community members and staff delayed impact assessment, few community based research and leadership are top rated clusters by community members for their

importance to capacity building. Leadership, delayed impact assessment, and partnership development are top rated clusters for their importance to capacity building by students.

All participants agreed in their concern for perceived delay of impact assessment as shown in the top horizontal line, leadership and partnership with a niche are also top ranked clusters for community members and staff alike ( $r=0.59$ ). The moderate correlation shows that students are interested in the leadership of the partnership but community partners report they tend to be focused on research.

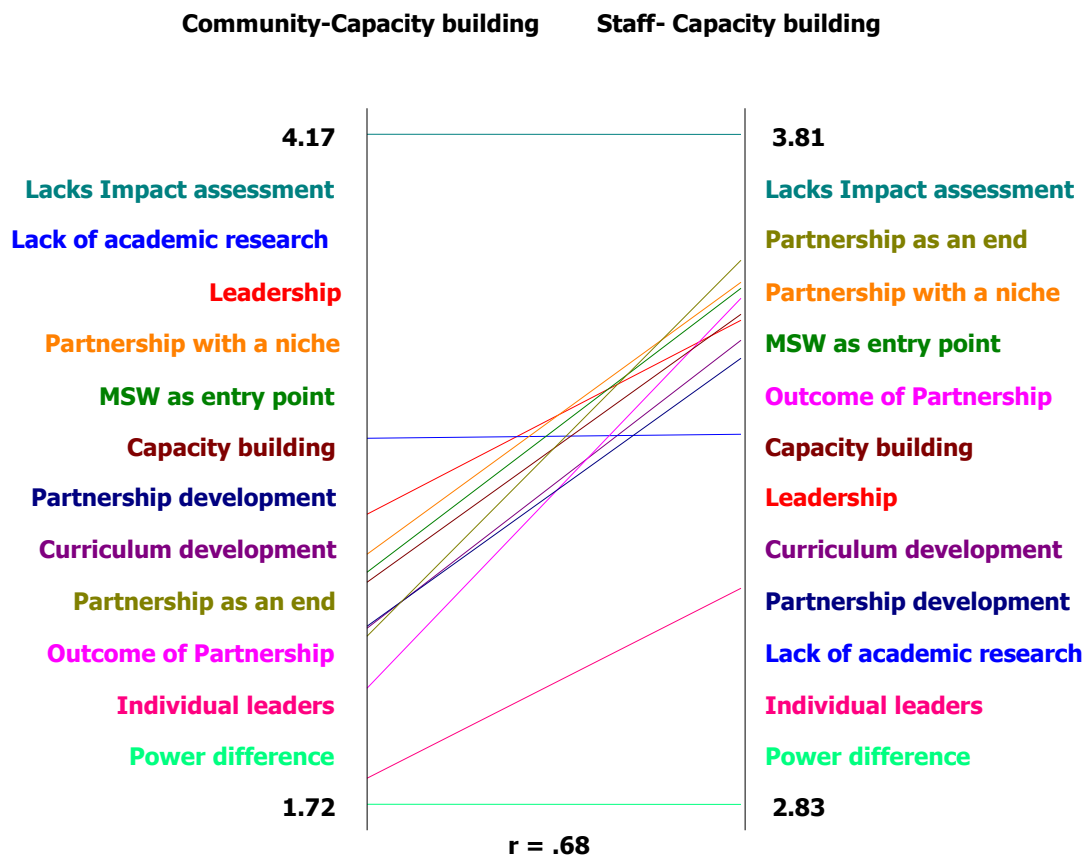


Figure 18. Pattern Match Comparing Importance to Capacity Building between Community and Staff.

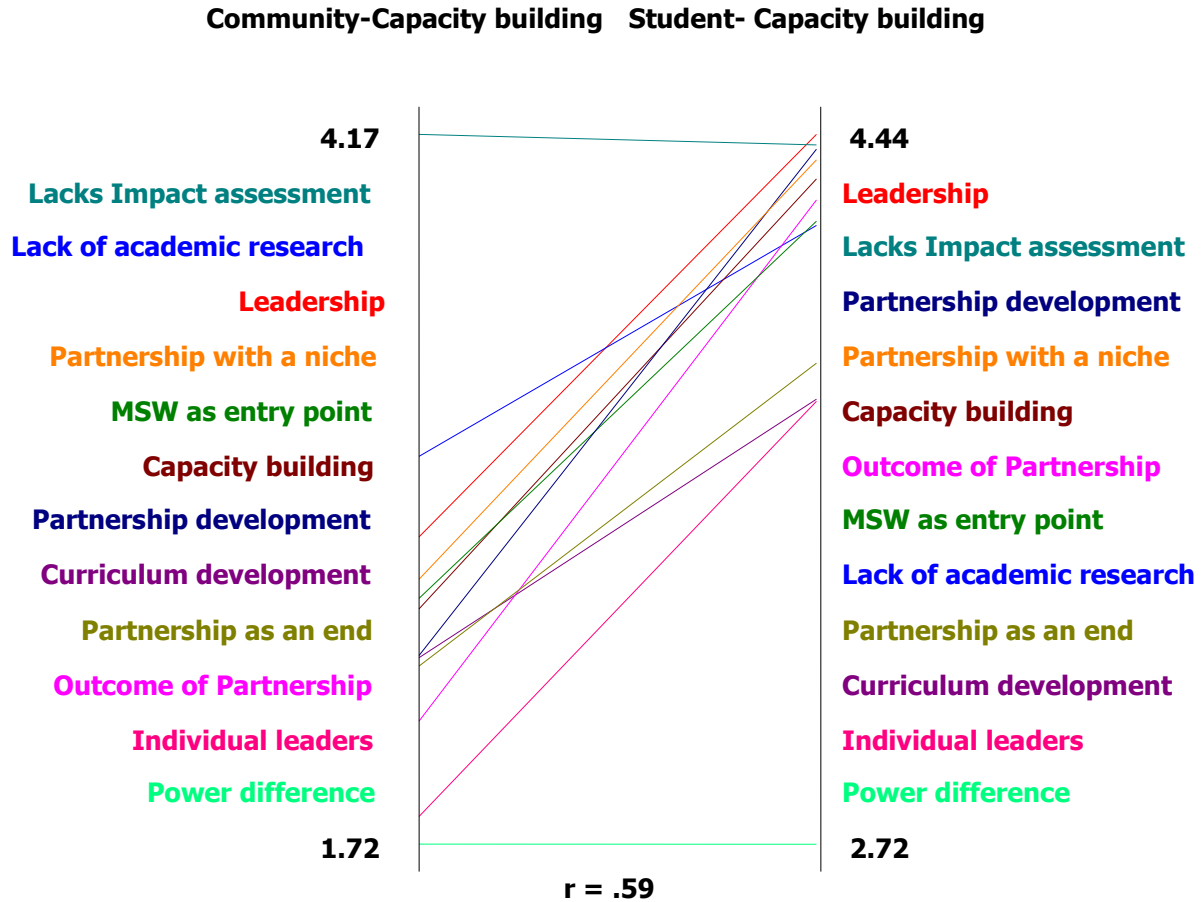


Figure 19. Pattern Match Comparing Importance of Capacity Building between Community and Students

The pattern match between student and staff (Figure 20) showed that leadership, delayed impact assessment and partnership development are top rated clusters by students for their importance to capacity building. Delayed impact assessment, partnership as an end and partnership with a niche are top rated clusters for their importance of capacity building by staffs. All stakeholders are in agreement in delayed of impact assessment as shown on the top horizontal line; partnership with a niche and capacity building are also top ranked clusters for students and staff combined ( $r=0.83$ ). The relatively strong correlation shows that students are

interested in the leadership of the partnership while staff tend to focus on partnership as an a product by itself.

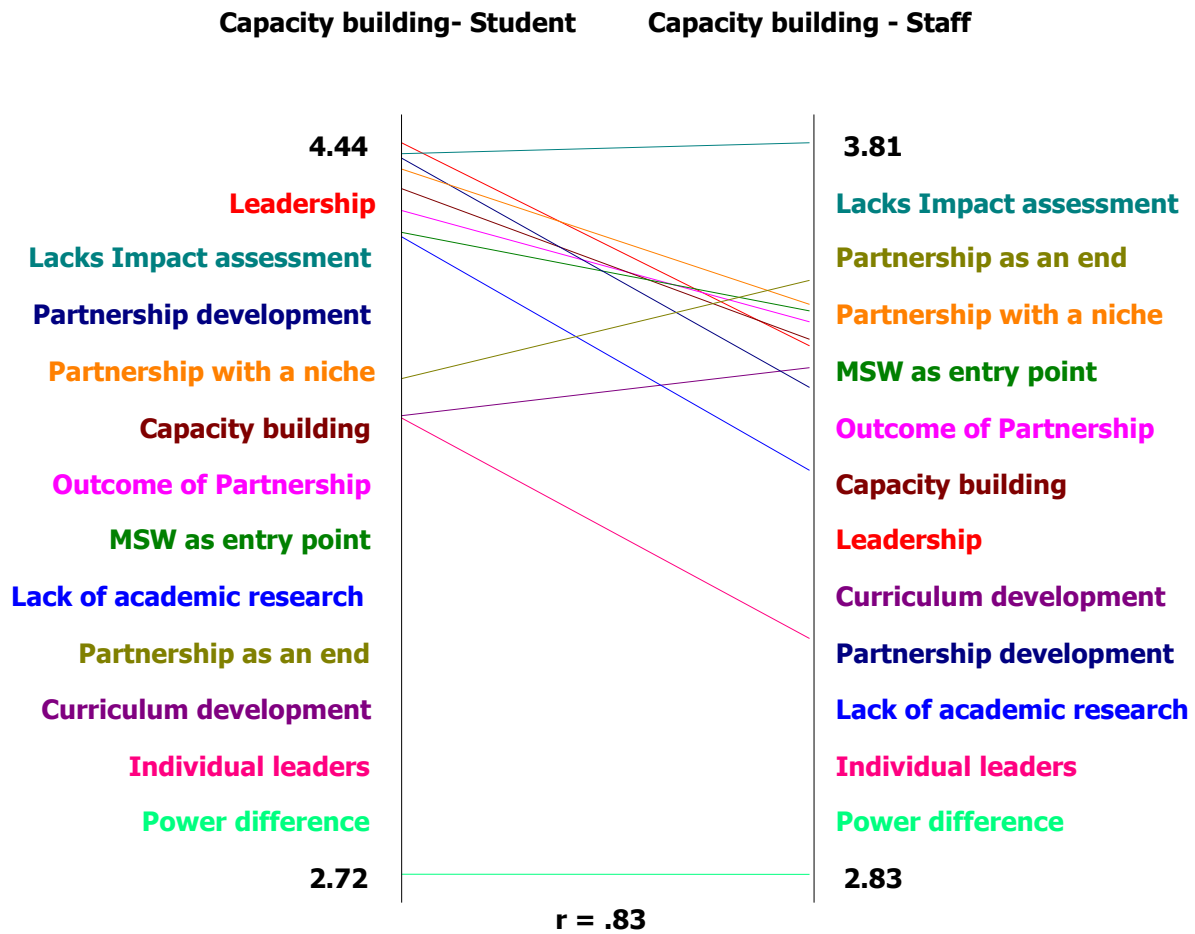


Figure 20. Pattern match Comparing Importance of Capacity Building between Students and Staff

The pattern match between AAU staff and JACSW/MATEC staffs (Fig. 21) showed that capacity building, delayed impact and outcome of partnership are top rated clusters by AAU staff for their importance to capacity building. Delayed impact assessment, capacity building and partnership with a niche are top rated clusters for their importance to capacity building by JACSW/MATEC staff. Capacity building, delayed impact assessment and outcome of partnership

are top important clusters for staffs of both institutions combined ( $r=0.97$ ). The strong correlation shows that AAU and JACSW/MATEC staff are interested in capacity building and impact assessment.

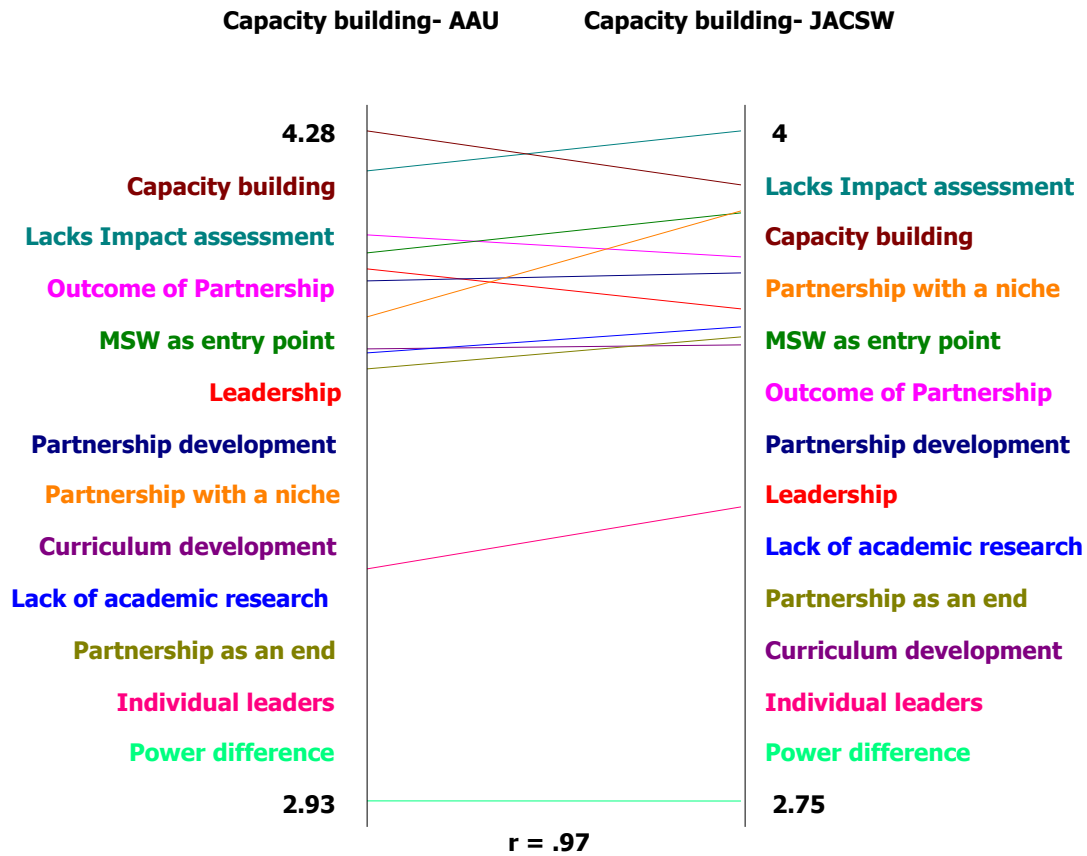


Figure 21. Pattern Match Comparing Importance to Capacity Building between AAU Staff and JACSW Staff

The pattern match between AAU staff and ISW staff (Figure 22) showed that capacitybuilding, delayed impact and outcome of partnership are top rated clusters by AAU staff for their importance to capacity building. AAU staff are more concerned for institutional capacity

building of their university, which was not the prime objective of the partnership. Leadership, delayed impact assessment, and partnership as a product are top rated clusters for their importance of capacity building by ISW staff members. ISW staff are enjoying community capacity building and hence the partnership. Leadership, outcome of partnership and partnership development are the most important clusters for staffs of both institutions combined ( $r=0.65$ ). The moderate correlation shows that AAU staff are interested in capacity building while leadership is the top priority for ISW.

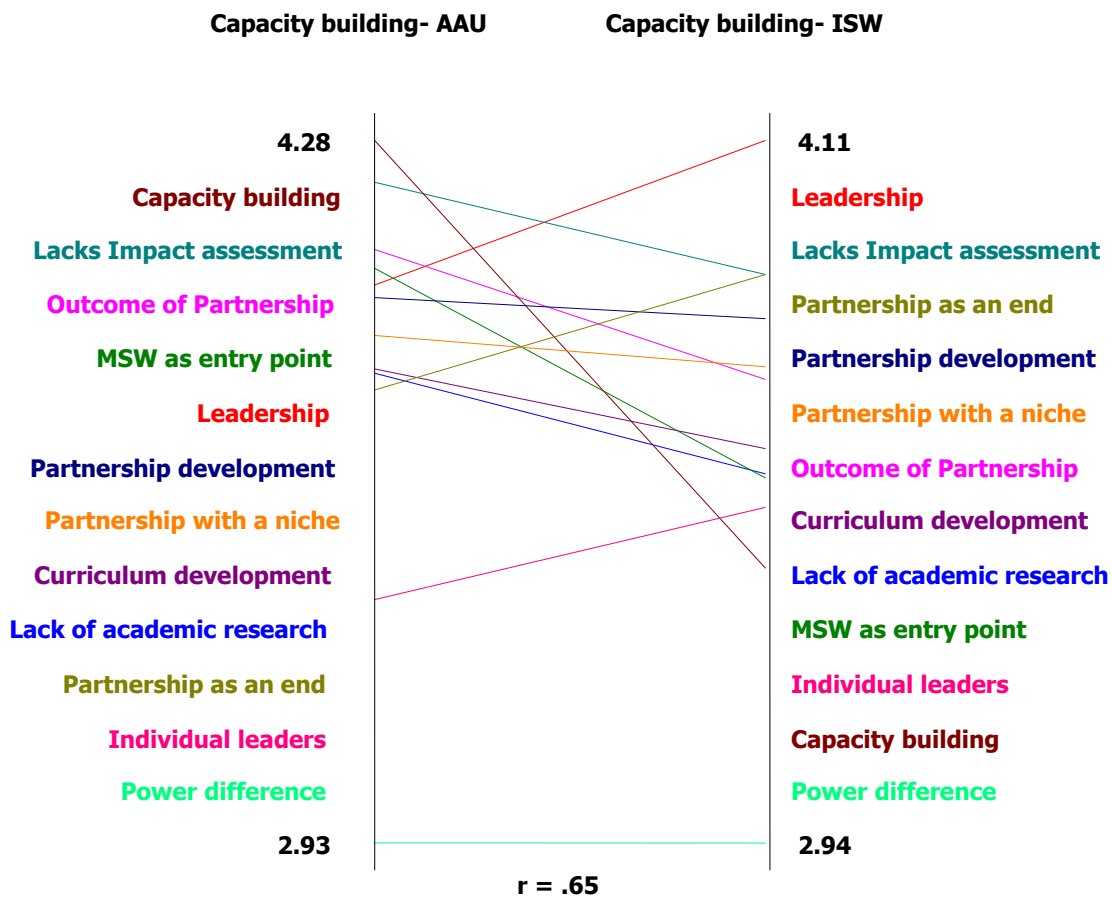


Figure 22. Pattern Match Comparing Importance to Capacity Building between AAU and ISW Staff

In the Triangle Partnership when community engagement is conceptualized as an issue of capacity building, partnership as a product and partnership leadership are the top concerns of community members. Partnership leadership and capacity building are the top concern of staff and students. Overall the correlation between the stakeholders is strong (Table 12).

Table 12. Pearson-correlation Coefficients (r) for Community Engagement with Capacity Building Element

Community engagement	Capacity - building between community and staff	Capacity building between community and student	Capacity building between student and staff	Capacity building between AAU and JACSW/MATEC	Capacity building between AAU and ISW
Pearson correlation coefficient (r)	0.68	0.59	0.83	0.97	0.65
Importance among stakeholders	Partnership as an end vs. partnership niche	Partnership leadership vs. research	Partnership leadership vs. partnership as an end	Capacity building vs. Impact	Capacity building vs. partnership leadership

**Community Engagement for Sustainability.** A pattern matching analysis for importance of community engagement to sustainability among different stakeholders was also conducted to calculate the in-depth concurrence and deviation of stakeholders in the course of partnership. Hence conceptmapping analysis of pattern matching between community participants against staff and students is presented.

The pattern match between community members and staff (Figure 23) showed that delayed impact assessment, few community-based research projects and lack of research are top rated clusters by community members because of importance of sustainability. Lack of research, MSW as entry point and partnership as an end are top-rated clusters because of importance to sustainability by staff. Few research opportunities, leadership challenges and MSW as entry point, are top important clusters for community members and staff ( $r=0.66$ ). The moderate correlation here shows that community members are interested in long term impact where as staff are focused on research.

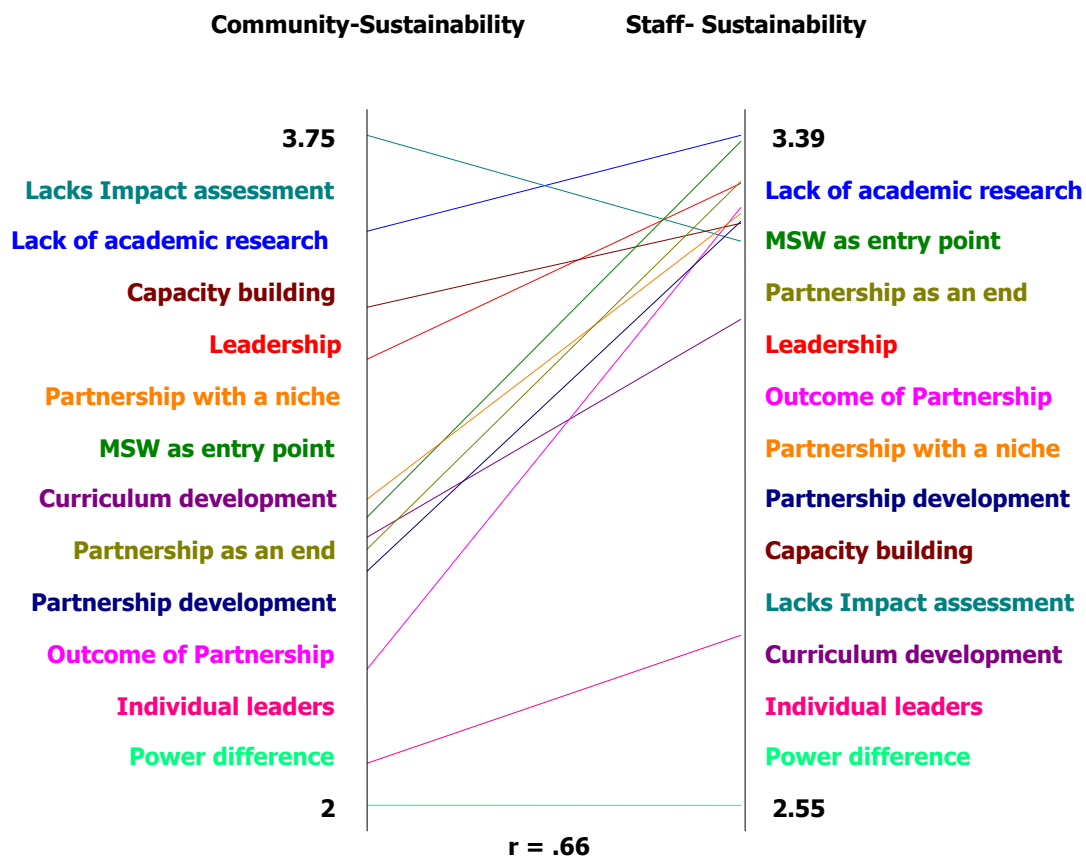


Figure 23. Pattern Match Comparing Importance to Sustainability between Community and Staff

The pattern match between community members and students (Figure24) showed that delayed -impact assessment, few community based research projects and capacity building are top rated clusters by community members because of importance of sustainability. Capacity building, delayed impact assessment and leadership challenge are top rated clusters by students because of sustainability. Delayed impact assessment, capacity building and leadership are top important clusters for community member and staff combined ( $r=0.65$ ) because of importance of sustainability. The moderate correlation shows that community members are interested in impact but students are focused on capacity building.

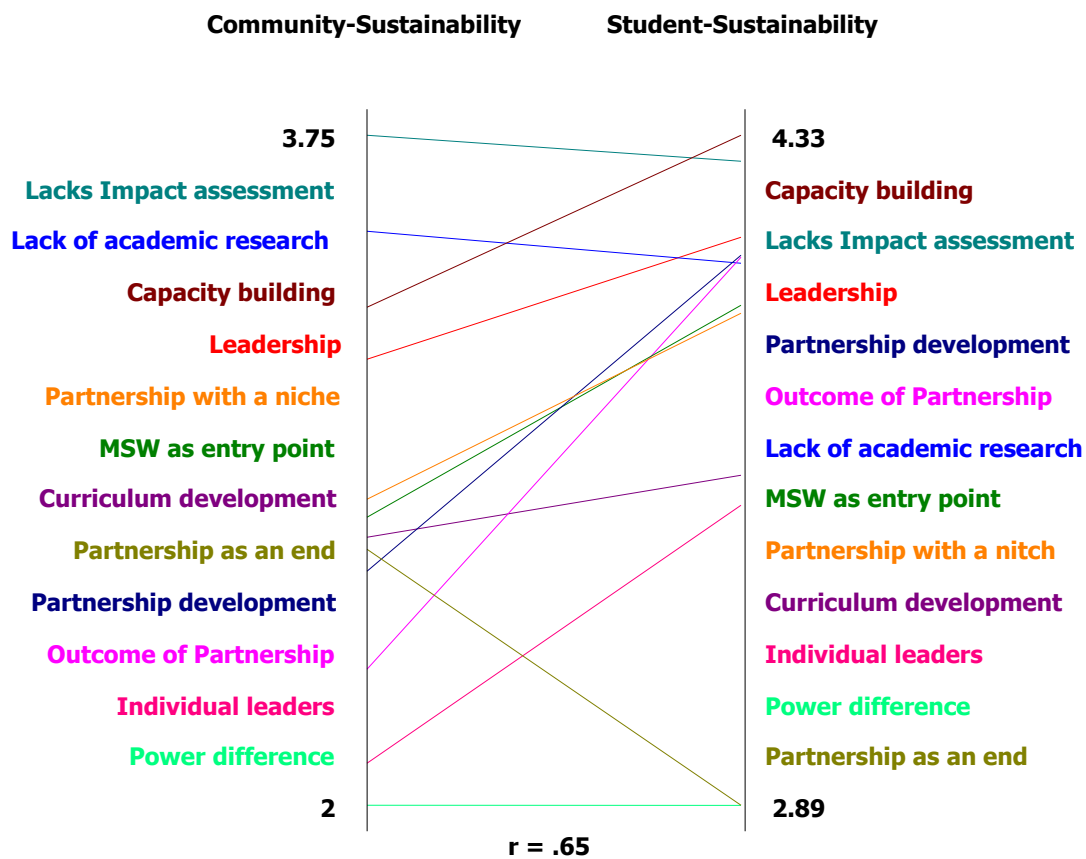


Figure 24. Pattern Match Comparing Importance to Sustainability between Community and Students

The pattern match between student and staff (Figure 25) showed that capacity building, delayed impact assessment, and leadership are top rated clusters by students because of importance of sustainability. Few research, MSW as entry point and partnership as an end were top rated clusters because of importance to sustainability by staff. Leadership, outcomes and lack of research are top important clusters for community members and staff combined ( $r=0.60$ ) because of importance of sustainability. The moderate correlation shows that students are interested in capacity building where as staff are focused on research.

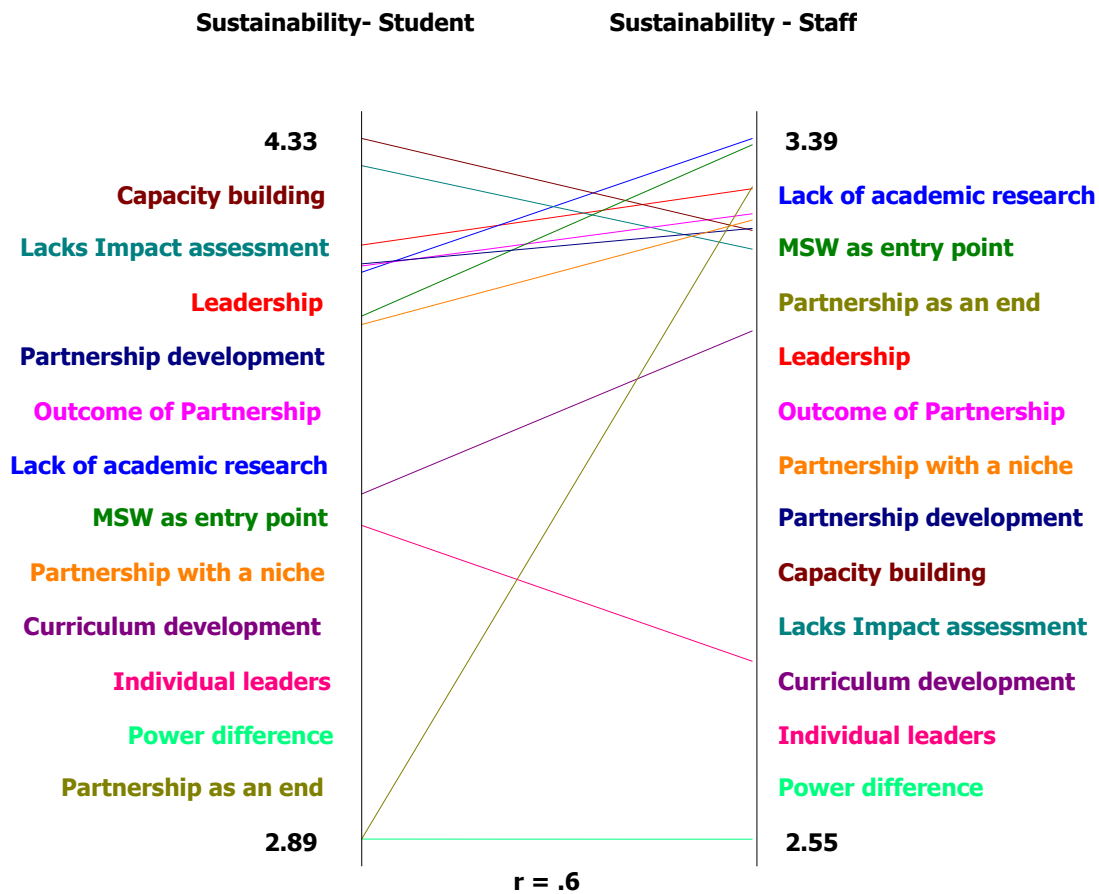


Figure 25. Pattern Match Comparing Importance to Sustainability between Student and Staff

The pattern match between student and staff (Figure 26) showed that capacity building, delayed-impact assessment, and research are top rated clusters by AAU staff because of importance of sustainability. Partnership with a niche, MSW as entry point and outcome are top rated clusters because of their importance to sustainability by JACSW/MATEC staff. Impact, outcome and capacity building are top important clusters for community members and staff combined ( $r=0.67$ ) because of importance of sustainability. The moderate correlation shows that AAU staff are interested in capacity building where as JACSW/MATEC staffs are focused on Partnership as a niche.

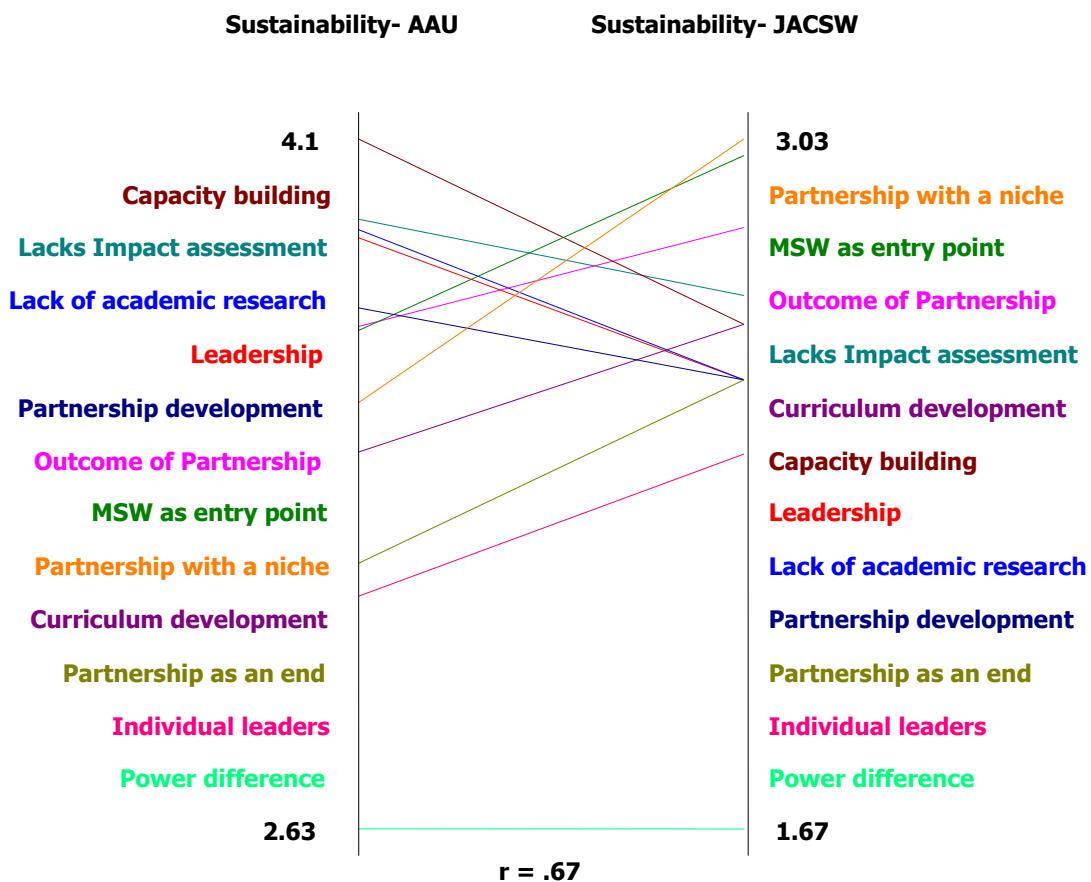


Figure 26. Pattern-Match Comparing Importance to Sustainability between AAU Staff and JACSW Staff

The pattern match between student and staff (Figure 27) showed that capacity building, delayed impact assessment, and research are top rated clusters by AAU staff because of importance of sustainability. Partnership as an end, partnership development and lack of research are highest rated clusters because of importance to sustainability by ISW staff. Partnership development, research and leadership are top important clusters for AAU and ISW staff combined ( $r=0.12$ ) because of importance of sustainability. The extremely weak correlation shows that AAU staff are interested in institutional capacity building for the university, whereas ISW staff members are interested on partnership as an end and develop community capacity-building. At later stages of the partnership AAU planned to give institutional support for ISW and ISW to give community service support for AAU. The original plan between the partnership and its donors was to provide community support by linking the three institutions. While this plan works for ISW, AAU prefers institutional building for the university and then secondarily, the university to go to the community; this creates some misunderstanding with the overseas institutions and donors and power difference is related to indecision making. This also shows that the power difference between AAU and ISW is understood differently.

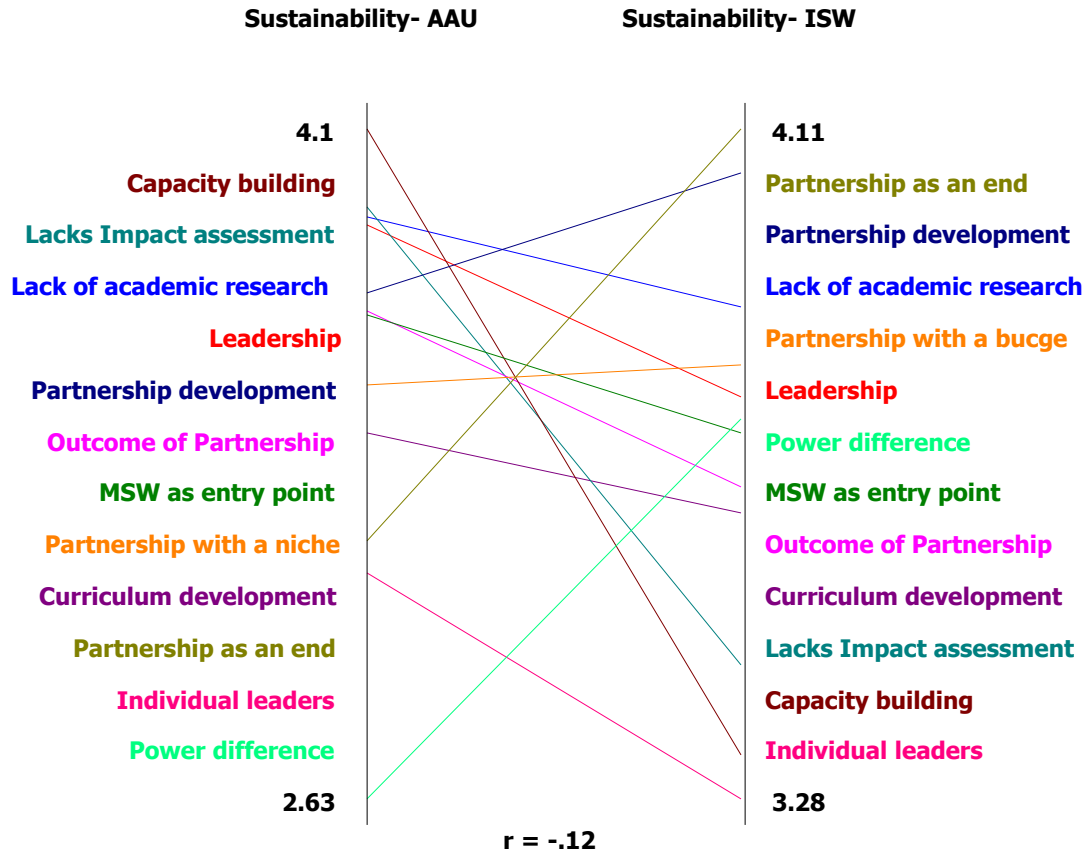


Figure 27. Pattern Match Comparing Importance to Sustainability between AAU Staff and ISW Staff

In the Triangle Partnership when community engagement is conceptualized as an issue of sustainability, while impact and capacity building are the top concern universally among community members. Research, partnership niche and partnership as an end are the top concern of staff and students. Overall the correlation between the stakeholders is moderate (Table 13).

Table 13. Pearson Correlation Coefficients (r) for Community Engagement in terms of Sustainability

Community engagement	Sustainability between community and staff	Sustainability between community and student	Sustainability between student and staff	Sustainability between AAU and JACSW/MATEC	Sustainability between AAU and ISW
Pearson correlation coefficient (r)	0.66	0.65	0.60	0.67	-0.12
Importance among stakeholders	Partnership impact vs. research	Partnership impact vs. capacity building	Capacity building vs. research	Capacity building vs. Partnership with a Niche	Capacity building vs. partnership as an end

**Community Engagement for Cultural Sensitivity.** A pattern matching analysis taken for importance of community engagement to cultural sensitivity among different stakeholders was conducted to get in-depth look at the concurrence and deviation of stakeholders positions in the course of partnership. Conceptmapping analysis was applied to the pattern matching done between community members and paired against that of staff and students. The resulting data is presented below.

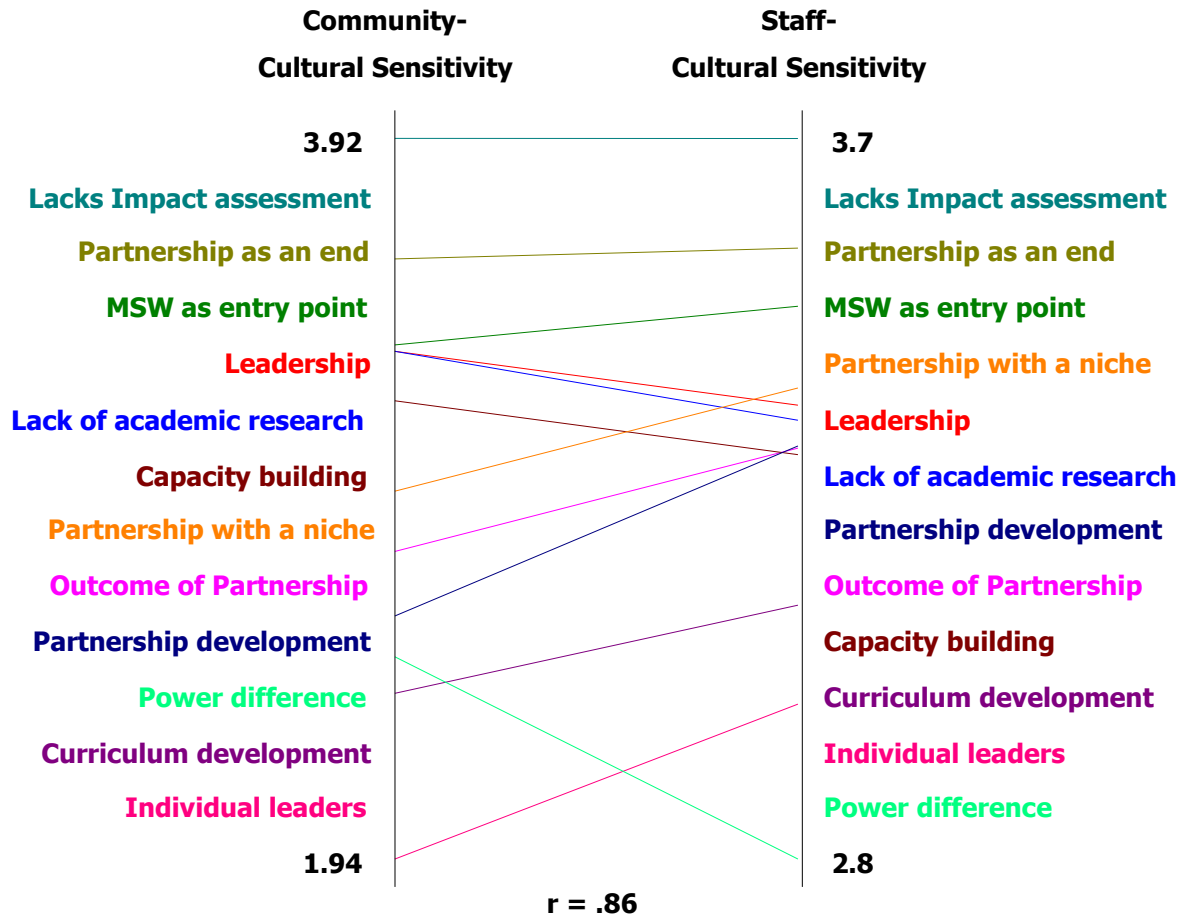


Figure 28. Pattern Match Comparing Importance to Cultural Sensitivity between Community and Staff

The pattern match between community members and staff (Figure 28) showed that delayed-impact assessment, partnership as an end, and MSW as entry point are top rated clusters by community members and staff because of importance to cultural sensitivity (0.86). The strong correlation shows that community members and staff are equally interested in impact, partnership as an end and MSW as entry point because of their importance to cultural sensitivity.

The pattern match between community members and student (Figure 29) showed that delayed-impact assessment, partnership as an end and MSW as entry point are top rated clusters by community members because of importance of cultural sensitivity. Capacity building

building, delayed-impact-assessment and leadership are top rated clusters because of importance to cultural sensitivity by students. Delayed impact, capacity building and leadership are top important clusters for community members and students combined ( $r=0.68$ ) because of importance to cultural sensitivity. The moderate correlation shows that community members are interested in impact where as students are focused on capacity building.

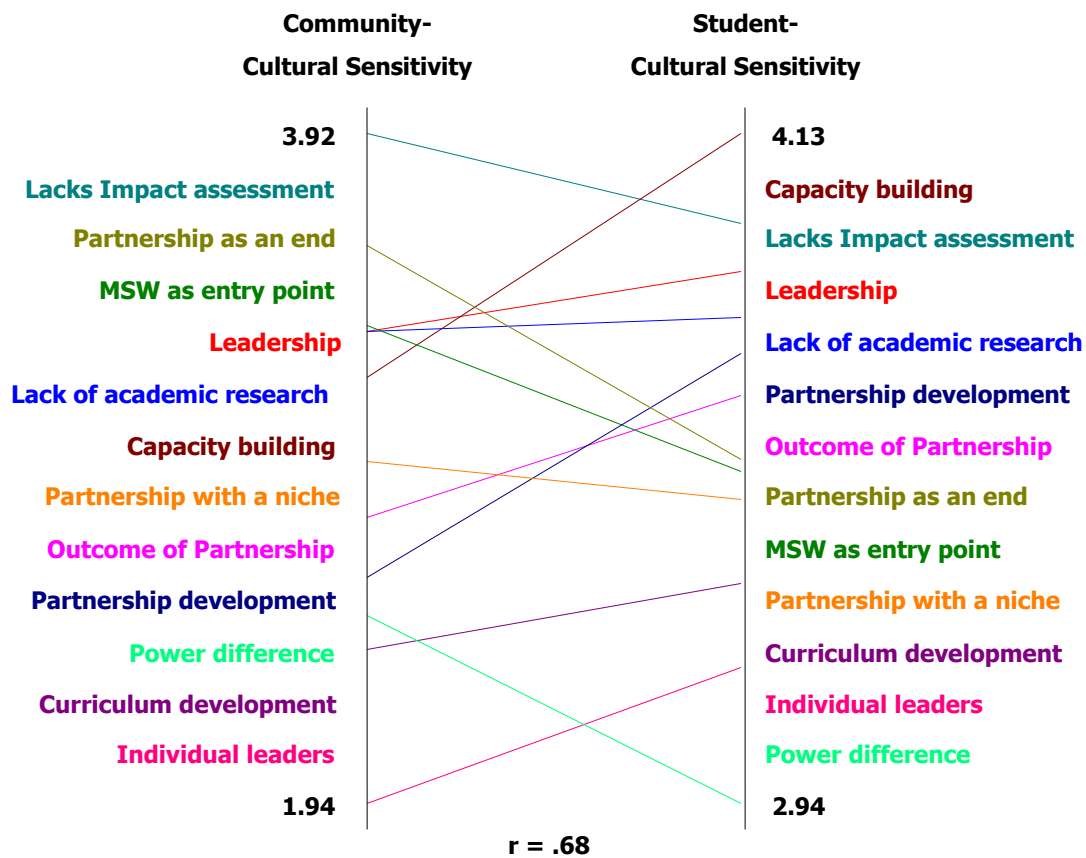


Figure 29. Pattern Match Comparing Importance to Cultural Sensitivity between Community and Students

The pattern match between student and staff (Figure 30) showed that capacity building, delayed-impact assessment, and leadership are top rated clusters by students because of importance of cultural sensitivity. Delayed-impact assessment, partnership as an end and MSW as an entry point are top rated clusters because of importance to cultural sensitivity by staff.

Delayed-impact assessment, leadership and lack of research are top important clusters for students and staff combined ( $r=0.72$ ) because of importance to cultural sensitivity. The relatively strong correlation shows that students are interested in capacity building whereas staff are focused on impacts

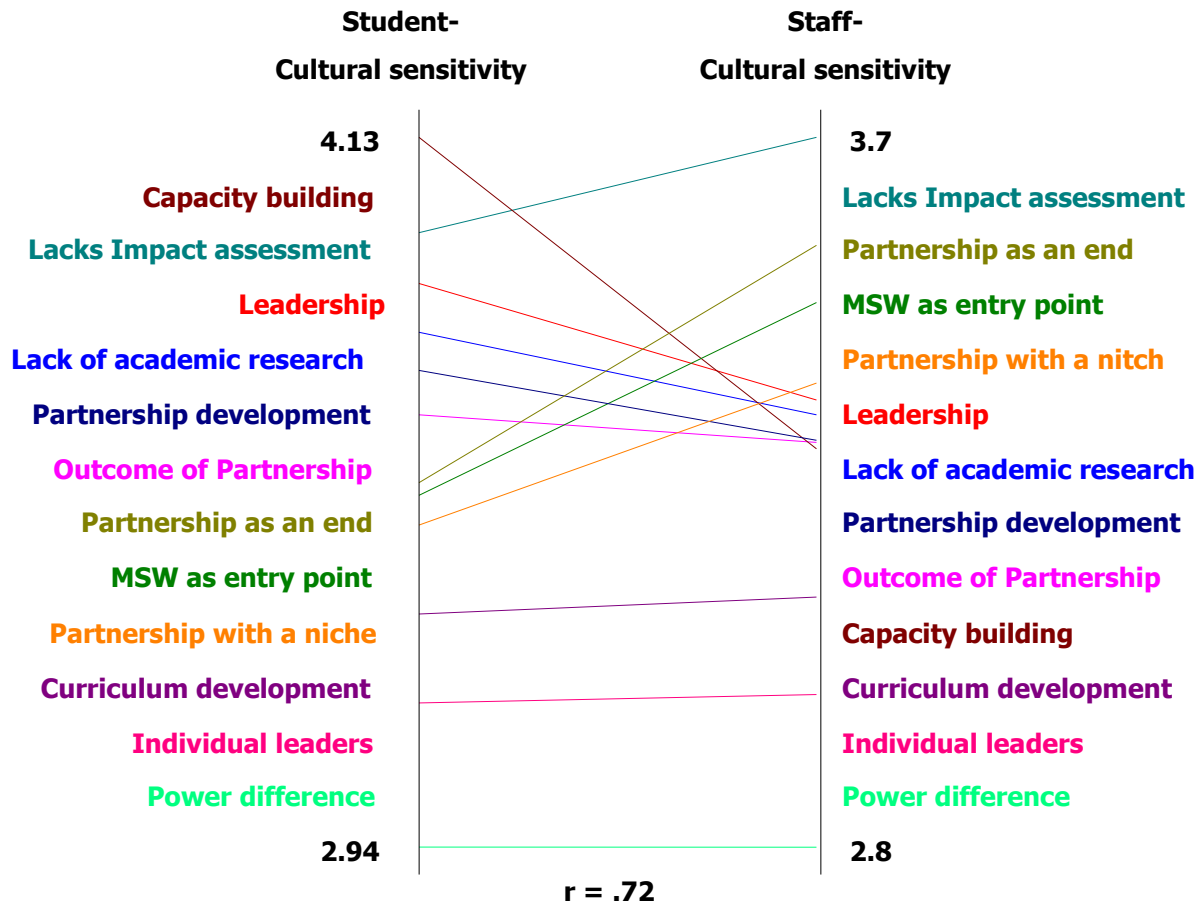


Figure 30. Pattern Match Comparing Importance to Cultural Sensitivity between Student and Staff

The pattern match between AAU staff and JACSW/MATEC (Figure 31) showed that delayed-impact assessment, capacity building and lack of research are highest rated clusters by community members because of their importance to cultural sensitivity. Partnership as an end,

partnership with a niche and delayed-impact assessment are top rated clusters because of their importance to cultural sensitivity by JACSW/MATEC staff. Delayed impact and MSW as an entry point are top important clusters for AAU and JACSW/MATEC staff combined ( $r=0.49$ ) because of importance to cultural sensitivity. The moderate correlation shows that AAU members are interested in impact where as JACSW/MATEC are focused on partnership as an end.

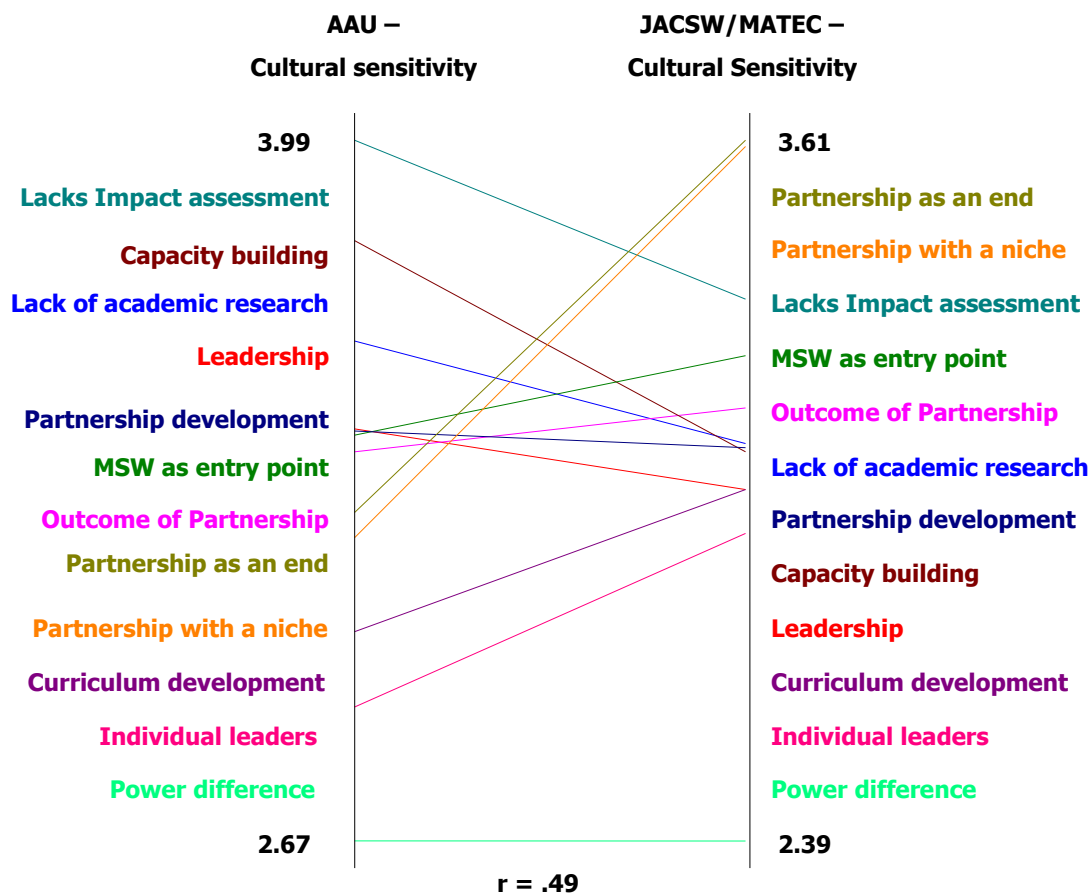


Figure 31. Pattern-match Comparing Importance of Cultural Sensitivity between AAU and JACSW/MATEC

The pattern match between AAU staff and ISW staff (Figure 32) showed that delayed-impact assessment, capacity building and lack of research are top rated clusters by AAU staff

because of importance of cultural sensitivity. Leadership, partnership as an end, and MSW as entry point are top rated clusters because of importance to cultural sensitivity by ISW staff. Leadership, delayed impact and partnership development are top important clusters for AAU and ISW staff combined ( $r=0.05$ ) because of importance to cultural sensitivity. The weak correlation shows that AAU members are interested in impact where as ISW members are focused on leadership. In their concern of impact AAU prefers culturally sensitive interventions as they are long term. ISW is more interested in leadership transference to its communities and institutions. ISW seems more eager to tap the benefits of the partnership than AAU, hence culturally more open to work with new collaborators. As a direct consequence of the Triangle Partnership in Tanzania nearly 12 new social work institutions with emerging MSW and BSW have begun to collaborate together.

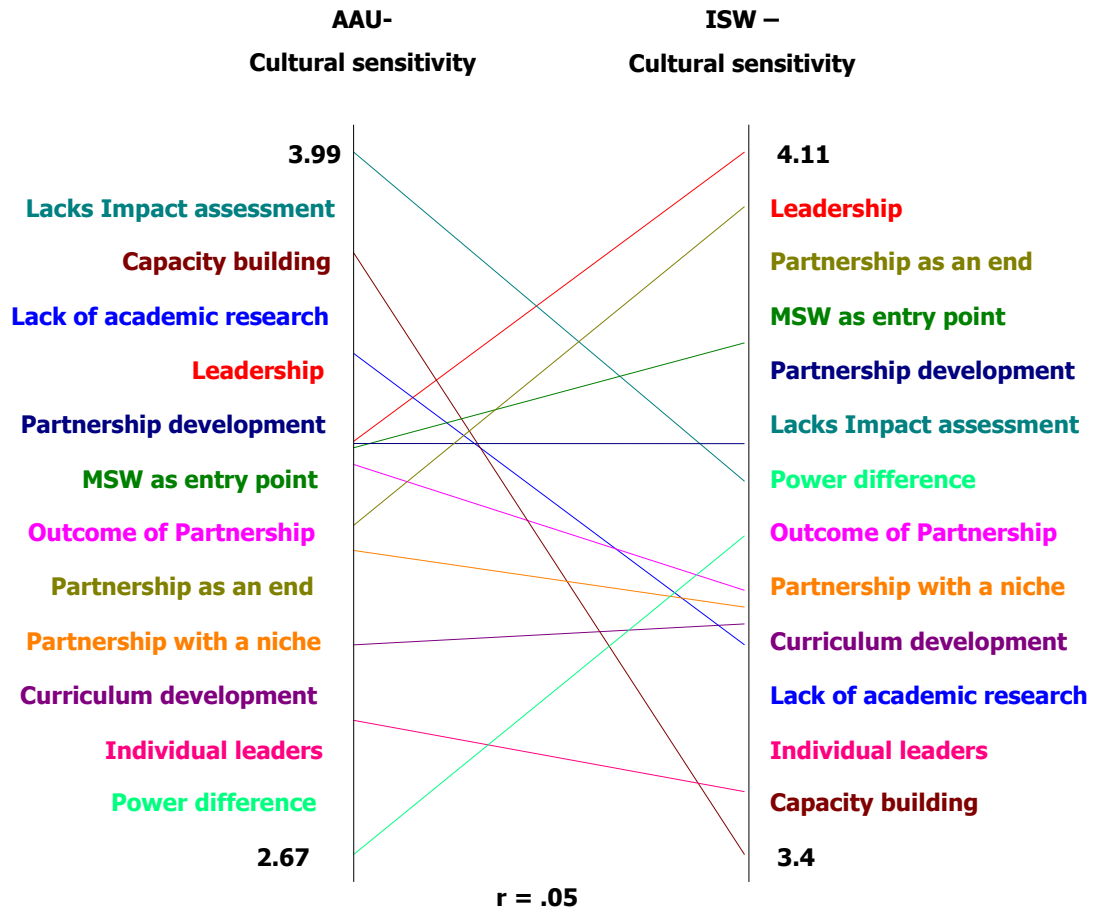


Figure 32. Pattern Match Comparing Importance to Cultural Sensitivity between AAU Staff and ISW Staff

In the Triangle Partnership when community engagement is conceptualized as an issue of cultural sensitivity, impact and capacity building are the top concern of community members. Capacity building and partnership as an end are the top concern of staff and students. Overall the correlation found in this area between the stakeholders is medium (Table 14).

Table 15 summarizes community engagement elements of the Triangle Partnership in terms of capacity building, sustainability and cultural sensitivity. The whole analysis of pattern match between stakeholders to importance of capacity building, sustainability and cultural

sensitivity is remarkable as represented by the graph (Figure 33). The findings showed that the highest r value scored for capacity building elements of the partnership. The lowest r value is represents sustainability of the partnership and cultural sensitivity is represented with an average r value.

Table 14. Pearson Correlation Coefficients (r) for Community Engagement in terms of Cultural Sensitivity

Community engagement	Cultural sensitivity between community and staff	Cultural sensitivity between community and student	Cultural sensitivity between student and staff	Cultural sensitivity between AAU and JACSW/MATEC	Cultural sensitivity between AAU and ISW
Pearson correlation coefficient (r)	0.86	0.68	0.72	0.49	0.05
Importance among stakeholders	Partnership impact and partnership as an end	Partnership impact vs. capacity building	Capacity building vs. partnership impact	Partnership impact vs. partnership as an end	Partnership impact vs. leadership

The pattern match analysis for importance of capacity building, sustainability and cultural sensitivity showed that the partnership is highly rated for its importance to capacity building. The partnership also rated with a medium value for its importance to cultural sensitivity but it was rated very low for its importance of sustainability.

Table 15. Community Engagement in terms of Capacity building, Sustainability and Cultural Sensitivity

Community engagement	Capacity building					Sustainability					Cultural Sensitivity				
Stakeholders	Capacity building between community and staff	Capacity building between community and student	Capacity building between student and staff	Capacity building between AAU and JACSW/MATEC	Capacity building between AAU and ISW	Sustainability between community and staff	Sustainability between community and student	Sustainability between student and staff	Sustainability between AAU and JACSW/MATEC	Sustainability between AAU and ISW	Cultural sensitivity between community and Staff	Cultural sensitivity between community and student	Cultural sensitivity between student and staff	Cultural sensitivity between AAU and JACSW/MATEC	Cultural sensitivity between AAU and ISW
Pearson correlation coefficient (r)	0.68	0.59	0.83	0.97	0.65	0.66	0.65	0.60	0.67	-0.12	0.86	0.68	0.72	0.49	0.05
Importance among stakeholders	Partnership as an end vs. partnership niche	Partnership leadership vs. research	Partnership leadership vs. partnership as an end	Capacity building vs. Impact	Capacity building vs. partnership leadership	Partnership impact vs. research	Partnership impact vs. capacity building	Capacity building vs. research	Capacity building vs. Partnership with a Niche	Capacity building vs. partnership as an end	Partnership impact and partnership as an end	Partnership impact vs. capacity building	Capacity building vs. partnership impact	Partnership impact vs. partnership as an end	Partnership impact vs. leadership

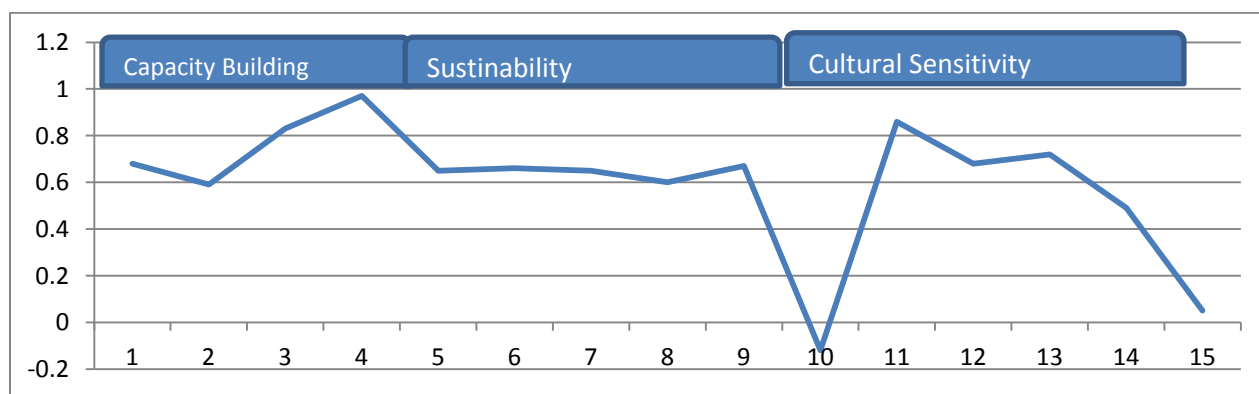


Figure 33. Graphic Representation of r Value for Importance to Capacity Building, Sustainability and Cultural Sensitivity

## Go-Zone Analysis

In addition to the point maps, cluster map, cluster ratings and pattern matches, the Go-Zone analysis is a major part of concept mapping. Before presenting the Go-Zone analysis of the concept mapping data for the Triangle partnership, it is important to understand the use and purpose of the Go-Zone graphic. The Go-Zone is a specific type of bivariate plot of the data in a pattern match, generally used to show the averages for each statement within a cluster (Burke, O'Campo, Peak, Gielen, McDonnell & Trochim, 2005). The computer program plots the average for each of the statements onto an X-Y graph, which is divided in quadrants above and below the mean value within the cluster of each rating variable. The Go-Zone graphic uses different shaded colors to clearly differentiate the statements plotted below the mean and above the mean.

The Go-Zone graphic uses the colors of red, yellow, and green similar to a stop light. The top right quadrant is shaded green when the graphic is viewed in color. The right top quadrant represents the Go-Zone or the place that the plotted variables are highest on both the X and Y axis. For example, if the X axis is used to plot the average of respondents' ranking of items as to their feasibility, and the Y axis is used to plot the average of respondents' ranking of items as to their top priority, then the points in the top right quadrant would represent items that are a top priority and those that are viewed as doable. For example, if concept mapping process were used as a part of a community planning process, the concepts plotted in the right quadrant would indicate the place to start work.

Go zone is not for "go" for the partnership but "go" for the conclusion and recommendations of this study. The go zone shows issues of focus for future partnerships that address capacity building, capacity building and sustainability. Hence there is no need to run go-

zone between AAU and ISW. The focus includes both the partnership between North-south-south, this analysis takes care of South-South partnership as well.

### **Go-Zone analysis for Actionable Points and Challenges**

Go-Zones contain items of top priority and also those viewed as a feasible place to start new programs or collaborative initiatives, as well as the place where for evaluating the importance of such concepts and initiatives (See Ridings, Powell, Johnson et al., 2008). The concepts plotted in the green quadrant give researchers and stakeholders the green light, and thus, the graphic is called the Go-Zone. In each case, the Go-Zone analysis is carried out with all clusters. Figure 34 showed the variables in each of the three clusters: Some of top priorities or actionable points are those found in the green zone: high respect and credibility by community members (18), HIV/AIDS in-service and pre-service capacity building (39), a partnership based on Strengths approach (75), creation of a psychosocial manual and training in local languages (68). Table 16 summarized all actionable points (go/green zone) and all challenges (red zone).

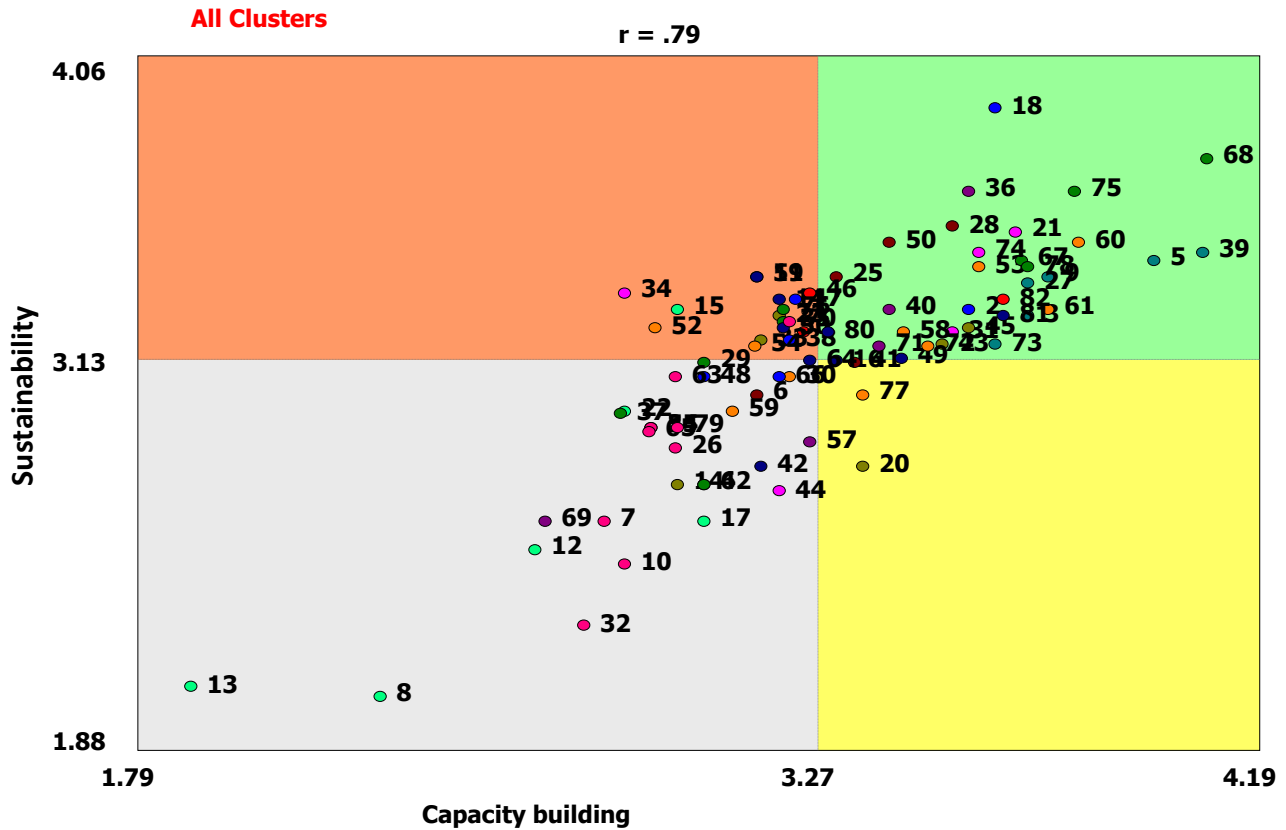


Figure 34. Go-Zone Analysis of Capacity building and Sustainability for all Clusters

By merging the lists in Tables 16 and 17 the final actionable points and challenges of the Triangle Partnership are listed on Table 18.

Go zone analysis showed that the top actionable points are: psychosocial manual and training in local languages, high respect and credibility by community members, a partnership based on the Strengths approach, engagement of faculties and students with communities, empowerment of community HIV/AIDS workers, Partnership culture emerges, evidence based practice may be developed and nationalized. Similarly challenges of the partnership are also: absence of research element in the partnership, high bureaucratic procedures

at institutions, program accreditation was a challenge to be innovative, change of administration (deans and program coordinators) was a challenge, communication gap, and publications on international journals were limited.

Table 16. Go-Zones and Challenges for Capacity Building and Sustainability

Go-Zones for capacity building and Sustainability		Challenges for capacity building and Sustainability	
1.	Psychosocial manual and training in local languages	1.	No research element in the partnership.
2.	High respect and credibility by community members	2.	High bureaucratic procedures at institutions
3.	A partnership based on Strength approach	3.	Program accreditation was a challenge to be innovative
4.	Engagement of faculties and students with communities	4.	Change of administration (deans and program coordinators) was a challenge
5.	Empowerment of community HIV/AIDS workers	5.	Communication gap
6.	Partnership culture emerges	6.	Publications in International Journals was limited
7.	Evidence based practice developed and nationalized	7.	Single source of funds which is managed by the partnership
8.	HIV/AIDS in-service and pre-service capacity building	8.	Funders respect JACSW more
9.	Curricula was developed, revised at all levels	9.	Conflicts grows as the partnership grows
10.	Participatory partnership	10.	PhD program less involved with engagement and application
11.	Recognition of social work profession in AAU and ISW	11.	Donors interest was a challenge (Para social worker vs. psychosocial workers)

Go-Zones for capacity building and Sustainability	Challenges for capacity building and Sustainability
12. Creates an opportunity to linking theory and practice	12. Competing partnerships were external challenges
13. Interaction and application developed	13. Innovation on social work education but not in community service
14. High volunteerism	14. Partnership niche in addressing NGOs malfunction
15. Twinning Center's catalyst role in the partnership	15. Government policy change was a challenge
16. Exemplar national need-assessment	16. Institutions are no more ivory tower (work with the community for the community, through the community)
17. Principal investigator is inspirational and exemplar	17. Individual initiated partnership and little institutional link with JACSW
18. Accountability	
19. High participation of students	
20. Consulting among partners facilitates consensus	
21. Impact assessment, Monitoring and Evaluation is overlooked in the partnership	
22. Field placement opportunity for students	
23. Institutionalize partnership (link with school system, opening partnership office, involving government)	

### **Go-Zone Analysis of Capacity building and Cultural Sensitivity**

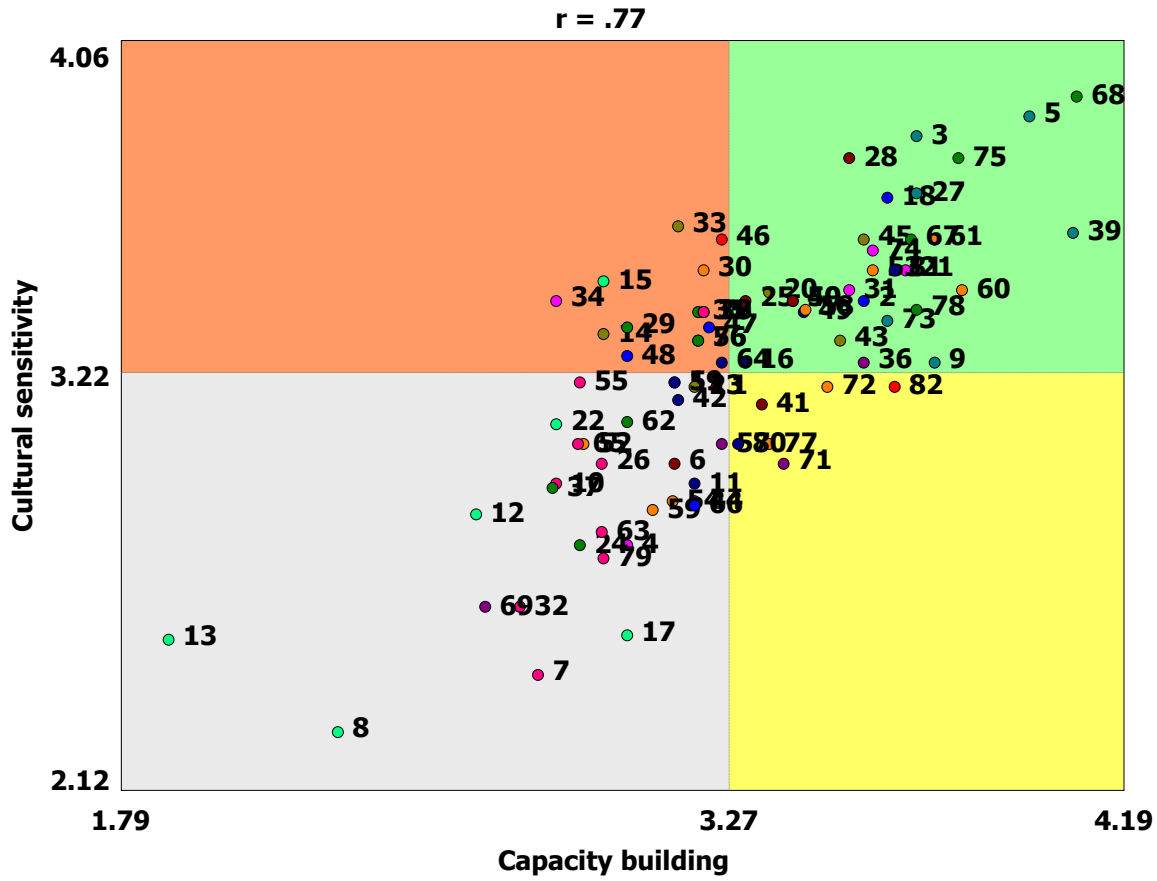


Figure 35. Go-Zone Analysis for Capacity Building and Cultural Sensitivity

Table 17. Go-Zone and Challenges for Capacity Building and Cultural Sensitivity

Go-Zones for capacity building and cultural sensitivity	Challenges for capacity building, and cultural sensitivity
1. Psychosocial manual and training in local languages	1. No research element in the partnership.
2. Contextual, bottom up and applicable psychosocial training	2. High bureaucratic procedures at institutions
3. HIV/AIDS in-service and pre-service capacity building	3. One source of fund which is managed by the partnership
4. A partnership based on Strength approach	4. Publications on International Journals
5. Exemplar national need assessment	5. Program accreditation was a challenge to be innovative
6. Engagement of faculties and students with communities	6. Communication gap
7. High respect and credibility by community members	7. Funders respect JACSW more
8. Empowerment of community HIV/AIDS workers	8. Welfare workforce developed by working with the government
9. Recognition of social work profession in AAU and ISW	9. Competing partnerships were external challenges
10. Partnership culture emerges	10. Associations and alumni established
11. Emerging social work profession and institutions in Ethiopia and Tanzania	11. Government policy change was a challenge
12. Professional association membership (global and continental)	12. The partnership has matured and ready for graduation
13. Curricula was developed, revised at all levels	13. Change of administration (deans and program coordinators) was a challenge

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14. Participatory partnership	14. Decision was made by JACSW, as the partnership grew AAU and ISW claims their share of decision
15. Creates an opportunity to linking theory and practice	15. JACSW is more powerful
16. Service learning opportunity	16. Professional association membership (global and continental)
17. Program accreditation was a challenge to be innovative	17. Donors interest was a challenge (Para social worker vs. psychosocial workers)
18. Agenda setting and standardized training for NGOs	18. BSW born and mature with strong field placement component
19. Cultural difference was a challenge for the partnership	19. High commitment from the key individuals representing the partnership
20. High legibility and marketability of the profession by community and government	20. Innovation on social work education but not in community service
21. Leadership as a skill facilitates partnership from the three institutions	21. Vibrant PhD program with engagement and application
22. Government involvement ensures sustainability	22. Lack of multidisciplinary approach affects the partnership
23. Capacity building for capacity builders (systems, faculty, institutions, NGOs, government)	23. Individual initiated partnership and little institutional link with JACSW
24. Evidence based practice developed and nationalized	
25. Political will facilitate the partnership	
26. Win-win partnership for all partners	

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Table 18. Go Zones and Challenges of Community Engagement for Capacity building, Sustainability and Cultural Sensitivity

Go-Zones for capacity building, sustainability and cultural sensitivity	Challenges for capacity building, sustainability and cultural sensitivity
1. A partnership based on Strength approach	1. Change of administration (deans and program coordinators) was a challenge
2. Creates an opportunity to linking theory and practice	2. Communication gap
3. Curricula was developed, revised at all levels	3. Donors interest was a challenge (Para social worker vs. psychosocial workers)
4. Empowerment of community HIV/AIDS workers	4. Funders respect JACSW more
5. Engagement of faculties and students with communities	5. Government policy change was a challenge
6. Evidence based practice developed and nationalized	6. Highly bureaucratic procedures at institutions
7. Exemplar national needs-assessment	7. Individual initiated partnership and little institutional link with JACSW/MATEC
8. High legibility and marketability of the profession by community and government	8. Innovation on social work education but not in community service
9. High respect and credibility by community members	9. Not many joint research element in the partnership.
10. HIV/AIDS in-service and pre-service capacity building	10. One source of fund which is managed by the partnership
11. Participatory partnership	11. Program accreditation was a challenge to be innovative
12. Partnership culture emerges	12. Lack of Publications in international Journals
13. Political will facilitate the partnership	13. Lack of PhD program engagement on

Go-Zones for capacity building, sustainability and cultural sensitivity	Challenges for capacity building, sustainability and cultural sensitivity
14. Recognition of social work profession in AAU and ISW	the partnership
15. Service learning opportunity	
16. Psychosocial manual and training in local languages	

To conclude point and cluster mapping showed that the Triangle Partnership can be summarized by a model of 12 clusters namely leadership, curriculum development, link between academics and community service, delayed impact assessment, outcome of partnership, capacity building, MSW as an entry point, partnership development, partnership with a niche, challenges from individual leaders, power difference and partnership as an end. Pattern matching also showed that when the partnership evaluated for selected three indicators it was highly rated by all participants for its impotence of capacity building, medium rated for cultural sensitivity and very low rated for its importance of sustainability. Go zone analysis also showed that the partnership had tremendous actionable points (go zones) as well as challenges that should be considered to create better results in community engagement.

## Chapter Five: Discussion

The main research question of the study was: What are communities' and universities' agreed upon purposes, processes and/or related activities and products during a higher education partnership in order to develop academic, professional and civic excellence through community engagement of the partnership?

- What kind of partnership was forged with AAU-SSW, JACSW/MATEC, ISW as well as with AIHA-TC? Questions asked about “partnership” include, the joint leadership; process, product as well as mode and structure of partnership; power relation and negotiation for resource and performance between partners.
- What community outreach components were envisaged and are occurring with regard to the partnership? Questions asked about “activities” include capacity building, cultural sensitivity and sustainability of community service and community involvement
- In what ways is the partnership harnessing its challenges and yielding ongoing programs that may continue beyond the partnership funding period particularly with regard to community engagement? Questions asked are challenges and “actionable points” for win-win partnership for the community and the academic institutions.

This chapter addresses each research question in light of the findings and the three axial codes identified during literature review namely capacity building, sustainability and cultural sensitivity. The chapter has three sections and each section deals with each of the research questions.

**The Triangle Partnership: Process, Product and Typology**

**Processes of Triangle Partnership.** The 12 clusters solution can be taken as a model unique to the Triangle Partnership. The 12 clusters in the model can be categorized as process and product elements. Figure 36 shows map representation of the process and product of the Triangle Partnership. Those clusters located in the middle of the map represents processes of the partnership namely, power difference, leadership, leadership challenge, MSW as an entry point and delayed impact assessment. What follows is a tabular presentation (Table 19) and a brief description of each process and product element in their alphabetical order.

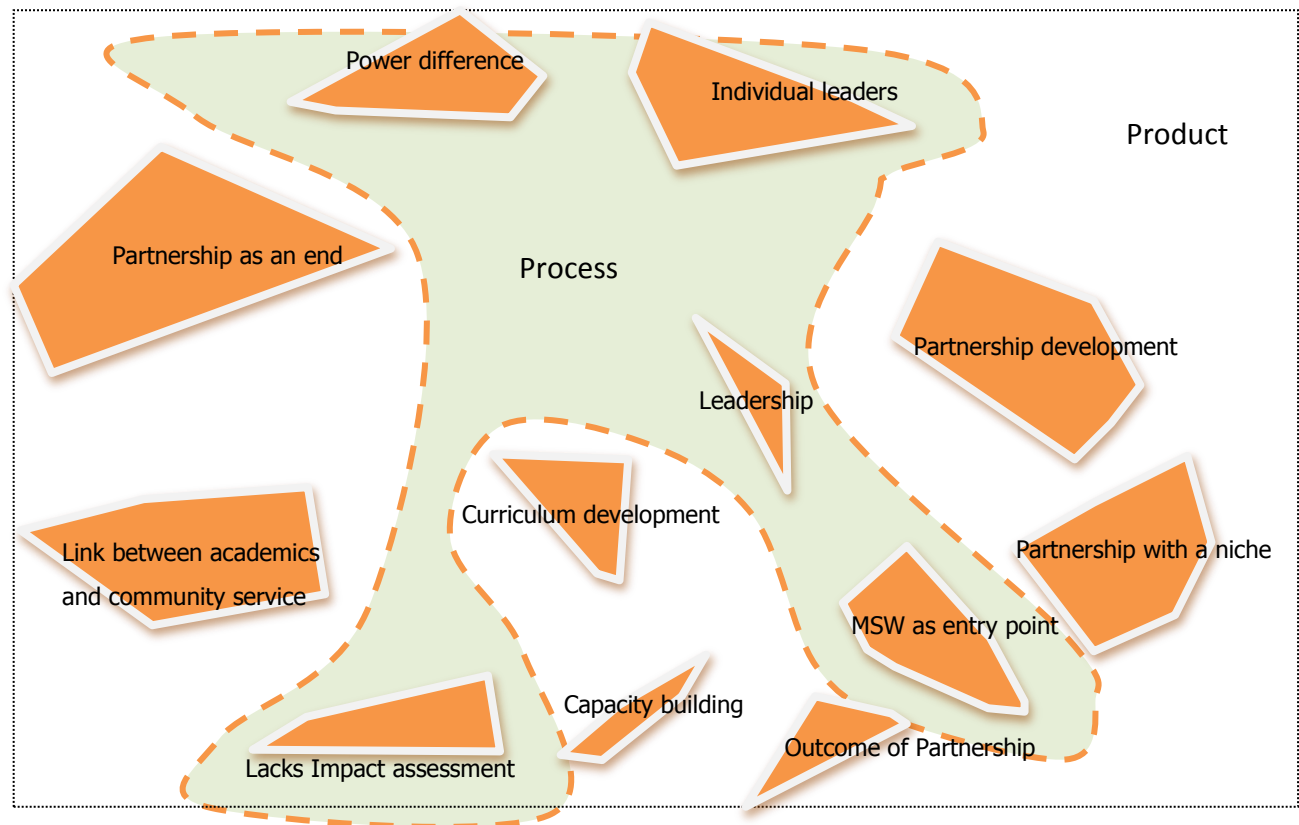


Figure 36. Process and Product of the Triangle Partnership

Table 19. Process and Product of the Triangle Partnership

Process	Product
Power difference	Partnership as a product
Individual Leaders	Partnership with a niche
Leadership	Curriculum development
MSW as an Entry Point	Capacity building
Delayed-impact assessment	Outcome
	Link between academics and community service

*Delayed Impact Assessment.* Findings in this research showed that participants’ perception indicated that impact assessment seems overlooked in the course of the partnership. Empowerment of community HIV/AIDS workers seems achieved but impact assessment was not yet conducted to ensure results; contextual, bottom up and applicable psychosocial training were conducted but there were no impact indicators for the achievement of the intended results; HIV/AIDS in-service and pre-service capacity building provided but impact assessment was delayed; the partnership provided capacity building support for capacity builders of other community based organizations but impact is unknown.

As stated by McQuiad, (2000) in partnership “partners are not in a zero sum game, by co-operating the total output is increased for a given level of resources while still retaining their autonomy. The concern by all partners to reckon impacts of the partnership to avoid “zero sums” at the end is a valid concern, and this relates to the need to develop impact indicators and conduct impact assessments based on the indicators.

*Leadership.* Findings showed that there are key characteristics of leadership in the Triangle Partnership including high volunteerism by faculty from all partners as well as staff and community members; high accountability; institutionalizing partnership by linking it with school system, and involving all stakeholders. As Sullivan and Kelly's (2001) put it rightly, these leadership elements play a great role in facilitating the Triangle Partnership by "meddling desperate interest" through patience and flexibility.

Findings also showed that individual leadership as a challenge for the partnership. Individual leaders were unable to develop the multidisciplinary approach toward partnership; informal and multiple relationships as a challenge and opportunity (staff versus PhD student and/or professor versus coworker dilemma); leaders from JACSW/MATEC are more visible; donors interest was a challenge (parasocial worker versus psychosocial care workers). This challenge showed that there is a misunderstanding in the rhetoric in terms of the definition of partnership as implied by Carnwell and Carson (2009) who have stated partnership as a shared commitment between equal or unequal partners, where all partners have a right and an obligation to participate and will be affected equally by the benefits and disadvantages arising from the partnership. To what extent individual leaders know the essence of partnership will determine the rest of the partnership course.

*Link between Academics and Community Service.* Findings show the Triangle Partnership is exemplar in linking academics and community services. Particular engagements achieved by the partnership were: agenda setting and standardized training conducted for NGOs; high respect and credibility observed by community members; interaction and application developed as a result of the partnership; harmonization meeting with other stakeholders were effective which helps to avoid overlapping of activities; institutions are no more ivory tower (they work

with the community for the community, through the community). To borrow Boyer's word, partners in the Triangle Partnership are aware that knowledge production, their central mission, was enhanced through community engagement which adds new voices and ideas to the intellectual process" (Boyer, 1996, p. 65).

*MSW as an Entry Point.* Findings showed that strong MSW was an entry point to start and expand the partnership. Statements under this cluster were: psycho-social manual and trainings developed in local languages by MSW students; a partnership was based on strength approach; the partnership creates an opportunity to linking theory and practice; social work profession gets fast recognition in AAU and ISW; high participation and engagement of MSW students observed; global engagement attracts more students and faculties; staff exchange program among the three was rewarding. While these findings are empirically based and unique to the Triangle Partnership there are no literatures focused on MSW as a strategy to start higher institutions partnership and this needs further study.

*Power Difference.* Findings showed that there were some forms of power difference among partners of the Triangle Partnership. There were people on both sides who were involved in motivating the startup of the project, which moved from a stronger connection to JACSW/MATEC and ISW, and a little connection to AAU to more decision making at AAU. At the start of the respondents felt partnership decisions were made by JACSW/MATEC partnership leaders. As the partnership grew ISW and AAU claimed their share of decisions. Respondents reported that funders respected JACSW/MATEC more than AAU and ISW counterparts and there were communication gaps between AAU and JACSW/MATEC staff on the how, when and which issues of the partnership. At times consulting among partners facilitates consensus. The data showed that in terms of power stratum, at the later stage of the partnership ISW seems to

occupy the last power layer; AAU is in the middle and JACSW/MATEC on the top. For ISW being in the last stratum was due to the fact that Social Work education was at its early stage at the degree level and the focus was on community service. As the partnership grew AAU may have had more voice and representation in the partnership and started to come up with its own agenda and try to challenge and shift donors' direction from community capacity building to institutional capacity building for their educational institution. JACSW/MATEC counterparts were not opposing it directly but tried to open deliberation and harmonization to reach a consensus. With this new dialogue ISW also benefited to get institutional capacity for emerging social work education in the country. AAU started to set the agenda and confront JACSW/MATEC at the later stages of the partnership while ISW had a reduced role in the later stages. But later on ISW also invited AAU to extend support for a new school of social work at the MSW level in Tanzania with the consulting services of JACSW/MATEC.

Findings showed that knowingly or unknowingly the Triangle Partnership is guided by social planning model and there is a tendency from partners to see partnership as a “thing” (Kearney & Candy, 2004). This model focuses on converging a group, gathering data, crafting a solution, and moving into action (Rothman, 1998). It gives no attention to the purpose and process of collaboration and ends up in partnership paradox (Sullivan & Kelly, 2001). As a remedy to this paradox, Daley and Marsiglia (2000) recommended the need for facilitating skills of the partnership. Kaufman (2004) also recommended facilitation of “customized methodology to fit the unique circumstances of each partnership” (p. 167).

Findings showed that although the Triangle Partnership is a noteworthy partnership there is a room for improvement as shown by literature. One characteristics of the partnership was processes were ascribed in a negative sense; words such as “difference,” “individual,” “delayed”

have been suggested. This shows that the process in the Triangle Partnership has to be improved more to satisfy all partners. Process is not only seen as a critical component of partnership but also as a skill by individuals leading the partnership.

**Products of Triangle Partnership.** Findings from the 12 cluster solution suggested partnership products observed in the Triangle Partnership. The main products were those observed in the periphery of the map (Figure 12) namely, partnership as a product, partnership with a niche, curriculum development, capacity building and partnership outcome. What follows is a brief description of each product of the Triangle Partnership in their alphabetical order.

*Capacity Building and Curriculum Development.* Findings show that capacity building was achieved at all levels (systems, faculty, institutions, non-governmental organizations, government, communities). Major capacity building achievements were: engagement of faculties and students with communities; evidence based practice developed and nationalized; high visibility and marketability of social work profession achieved and community and government aware the contribution of the profession; increased professional enthusiasm and confidence emerged among the student body; Bachelor of Social Work (BSW) born and mature with strong field placement component as a result of the partnership. Curricula was developed/revised at institution and community level as well as for BSW and MSW programs.

Findings also show that as the partnership matured AAU and ISW increasingly began to take the role of innovators and JACSW/MATEC played the role of advisor. Overall reasonable resource utilization was observed; curriculum and expertise also shared among the three partners. The motivation for many local institutions in the south to enter into partnerships with overseas institutions in the north is to improve their image and reputation that can help them to form further partnerships with other universities abroad as well as increased credibility of quality of

education” (Mabizela 2005, p. 58). In this sense the Triangle Partnership is successful in addressing major capacity gaps of the three institutions. Other new partnerships are also being formed with their experience of the Triangle Partnership.

*Outcome of Partnership.* Findings show that as a result of the partnership emergence of the social work profession and institutions was witnessed in Ethiopia and Tanzania; wide field placement opportunities were opened for students; critical mass of experts developed as a result of the partnership; experience sharing visit and conferences gave partners international exposure; innovation on social work education resulted but not in community service; associations and alumni established. Pugh and Spear, (2005) in their work “*Can higher education partnerships teach a person how to fish?*” mentioned many ways that the institution from the donor country can benefit from a development project on higher education partnership. Some of these outcomes are “joint research, joint curriculum development, professor and student exchanges, projects for a professor’s students, online courses taught by a professor in the other institution, lectures or presentations by the professors from the developing country and internships” (p. 48). In the Triangle Partnership it seems they are accomplishing partnership outcomes that teach them “how to fish” to use the multiple effects of the existing partnership and creating other partnership opportunities.

*Partnership Development as a Product.* Findings show that partnership culture emerged through joint working together among partners. Main product elements of the partnership were: principal investigator was inspirational, ambitious and exemplar in facilitating the partnership; information culture and technology improved among the three partners; negotiation culture developed through frequent dialogue among partners; JACSW/MATEC initiated the partnership and the partnership went smoothly in the first phase, AAU and ISW indigenized the partnership

agendas and processes that need more institutional link with the overseas university; cultural differences were negotiated during the partnership: the overseas staff created the partnership with a sense of ambition and achievement but the local staff has distrusted it and developed “suspicion” of their motives which lead to conflicts and misunderstandings. As the partnership progresses consensus-building and trust must be developed between partners.

Findings also show that multiple effects and expansion of the partnership were achieved: win-win partnership was achieved for all partners both as an outcome and process of the partnership. A vibrant social work education program with BSW, MSW and PhD degrees has been achieved at AAU, a strong community based para-social work training program was achieved at ISW and international experience in enjoyed by JACSW/UIC staff in supporting both AAU and ISW programs. The Twinning Center’s catalytic role in the partnership improved the efficiency of the partnership by ensuring institutional linkage with both institutions as the partnership progresses; political involvement will facilitated the partnership; multiple community roles created for faculty and students; high commitment resulted from key individuals representing the partnership; power shifted to local staffs as the partnership matures; high transparency shown among partners. This showed that a successful partnership can be an end by themselves that can help achieve other partnership products. Partnership literature in general support the products of partnership listed above but there is a dearth of literature which sees partnership development as an end by itself and this is a new findings of this study unnoticed by previous literatures in the area.

*Partnership with a Niche in the Community.* Findings from the Traingle Partnership also show that partners secured their own niche as civic entities through the partnership. Elements under this concept were: partnership culture emerged; the partnership becomes participatory in

its nature; the partnership expanded to other African countries; all partners have ownership feeling on the partnership; high expat professors roles in teaching, co-teaching, mentoring, consulting, advising; wise use of serendipity (the right partnership at the right time); the partnership was perceived as model by other departments; strong MSW was an entry point to start and expand the partnership effect; the partnership created its own niche of capacity building to address NGO's malfunction; professional association membership achieved (global and continental).

From a Social Work perspective Baum (2000) defined partnership with their traits including altruism, exchange, and mutualism, through these traits the Triangle Partnership was able to secure its niche among the institutions and in the community where the parties discover they have common interests they can satisfy only by acting together and for some long period of time. Building NGOs capacity is the niche they secured which also gives them an opportunity to learn from these organizations.

In line with Percy, Zimpher and Brukardt's (2007) emblematic expression of university, which emphasizes higher institutions as "prophetic," the partners in the Triangle Partnership have been largely successful at avoiding being an ivory tower. Apart from the teaching-learning process, partner institutions have fully engaged on a number of community issues by the exchange of information skills and technology. This shows that the institutions are reconsidering their scholarship by putting community engagement the central element of their existence as Boyer (1990) notes of engagement scholarship.

**Typology of the Triangle Partnership.** It is hard to categorize the Triangle Partnership according to Daley and Marsiglia's (2000) proposed models of partnerships, namely authentic partnerships or paradox partnership. The 12-cluster map ladder matching analysis suggested that

the donor initiative to train community members is not a priority for AAU-SSW, rather addressing the institutions capacity was the priority for AAU-SSW partners. Hence, they are in contention with the leading institution and/or funding organization, these were some typical signals of partnership paradox according to Daley and Marsiglia (2000).

Contrary to the partnership paradox, the Triangle Partnership shows that it has individual leaders who facilitate the progress of the partnership. Members in the Triangle Partnership also tend to enjoy the partnership and perceive it as an end by itself. They have also enjoyed the multiple effects of the partnership. Findings show that the partnership has a niche as “capacity building for capacity builder” and they are achieving this in all level namely system, faculty, institutions, non-governmental organizations and local communities.

One interesting finding from the above explanation is that the Triangle Partnership was not conforming with the extremes in Daley and Marilia’s (2000) “dichotomy of partnership”, namely authentic or paradox of partnership. Rather the Triangle Partnership is more of an authentic partnership and less of partnership paradox. In other words findings from this research showed a continuum of partnership development rather than a formulaic dichotomy based on partnership outcome.

The Triangle Partnership also can be considered in terms of the fit with Hatley’s (1997) dichotomy of “conventional partnerships” (short term, bureaucratic, one way, and unequal) and “reciprocal partnerships” (two-way horizontal relationship based on solidarity and equity). The Triangle Partnership tends to be a reciprocal partnership with some elements of conventional partnership. Hence the Triangle Partnership was not following Hatley’s categorization of partnership based on process of partnership.

The findings of this study embrace more of both the Lewis (2000) and McQuaid (2000) models of partnership as their classification of partnerships purpose and process. Lewis (2000) talks of “active partnerships” (based on negotiated process, with common purpose, shared risks, which are marked by debate learning, and information exchange) and “dependent partnerships” (based on fixed-term blueprints with rigid roles, static assumptions, and poor communication; they are commonly motivated by access to funds and individual interests). Findings of the study shows that the Triangle Partnership is marked by negotiated process, with common purpose, shared risks, debate, and learning and information exchange hence it can be ascribed as an active partnership.

McQuaid’s (2000) nomenclature of partnership mode has more room to accommodate the findings from the Triangle Partnership as it considers the partnership in a systemic manner; or what Percy, Zimpher, & Brukardt (2007) called a reciprocal partnership where the three *Ps* of partnership: namely purpose, process and product are observed. The Triangle Partnership is characterized with the three *Ps* hence it can be typified as a reciprocal partnership.

Martelia and Schank (1997) define “a way of working” or “acquiring critical consciousness” partnership. Acquired critical consciousness partnership is intended to build linkages, decentralize responsibility, promote sustainability and empower staff and beneficiaries through shared decision making but the climax level of critical consciousness for the development process is not yet reached. But reaching critical consciousness level took a long time of engagement between partners. Hence, the Triangle Partnership can be categorized as active, reciprocal and a way of working partnership.

**Community Engagement: Capacity Building, Sustainability and Cultural Sensitivity**

This part of the research addressed what university-community partnership model evolved from the data when the data is examined against the three axial codes obtained during literature review, namely, capacity building, sustainability and cultural sensitivity. Based on these three codes the data was analyzed to forward a community inclusive systemic partnership model.

**Community Engagement and Capacity building.** Findings show that in the Triangle Partnership when community engagement is conceptualized as an issue of capacity building, partnership as a product and leadership is the top concern of community members. Leadership and capacity building are the top concern of both staff and students (Table. 12). These findings align with what Soska and Butterfield (2004) observed in community members, often citing examples of when university faculty parachuted into the community to “study it” through needs assessments and various research projects, only to abandon the community when studies were completed, and such was the bitter “memory” of the community about their “friends” in the these ivory tower encounters. This shows community members in the Triangle Partnership are interested in the process of partnership and perceived the partnership a product by itself.

The findings also showed that staff and students were interested in partnership niche; hence they tend to perceive the community as niche or laboratory of their existence. The community members are curious about the leadership of the partnership. This suggests that the partnership did not focus on what Belay (2004) argued “participatory research principles consultation, action, and reflection, can be guideline to empower local community during collaboration with authentic process, by putting community at the center of collaboration.”

The Triangle Partnership accomplishments in terms of needs assessment and cascading multiple training on major social issues does not guarantee community capacity building as Laker and Weiss (2003) noted: people are not fully empowered when their participation in collaborative process is limited to providing a lead agency with input or advice or in helping the lead agency obtain additional resources. In a truly collaborative process, the participants should challenge the conventional wisdom and achieve the significant breakthroughs in thinking and action that are required to understand and solve complex problems, even if the process is constrained by the agenda or paradigm of a dominant stakeholder.

Fisher, Fabricant and Simmons (2004) also noted that partnerships may seem to overlook partnership power imbalance between university and community, which does not involve overt tyranny, but rather imbedded, structural, well-institutionalized, and more or less hidden, social norms and beliefs, extending over long periods of time.

To conclude, when community engagement is conceptualized in terms of capacity building, community members were interested in partnership as an end/product by itself and leadership of the partnership, whereas staff and students are interested in the niche of the partnership. The Critical Consciousness model of partnership as described by Martelia and Schank (1997) helps to address the gaps of capacity building felt in the Triangle Partnership by ensuring community involvement from the inception of the partnership.

**Community Engagement and Sustainability.** Findings in Triangle Partnership showed that when community engagement is conceptualized as an issue of sustainability, impact is the top concern of community members (Table 13). In this regard the community-planning approach towards partnership emphasizes the need for common language in terms of the goal which can be achieved by a partnership facilitator who interacts and gain rapport with a variety of groups in a

given setting about their expectation (Matsuoka, Mulroy & Umemoto, 2002). Meeting community expectations also requires maintaining the flexibility to negotiate needed changes in the project's goals or strategies (Chaskin, 2003; Maurrasse, 2002). This negotiation means changing the priorities of staff and students, namely linking academic research with community service and capacity building or redefine these priorities of staff and students in a way that can ensure community sustainability of the partnership results.

**Community Engagement and Cultural Sensitivity.** In the Triangle Partnership when community engagement is conceptualized as an issue of cultural sensitivity, findings show that impact and partnership as an end are top concern of community members (Table 14). Partnership as a product is one cultural factor that helps all partners to work together and achieve their goals while being culturally relevant to all partners. This shows that multicultural accommodation or sensitivity characterized by respect and trust is being developed in the partnership; in this regard Gutierrez et al, (1996) stated successful multicultural organizing utilizes existing structures, such as social organizations and community networks, and within these structures collectivity is valued over individuality and respect and trust prove vital for collaboration. Hence, when community engagement is conceptualized in terms of cultural sensitivity, partnership as an end is one element that requires framing partnership model in multicultural approach.

### **A Community Inclusive Engagement Model**

The study examines in depth the purpose, process and product of a Triangle partnership between Addis Ababa University School of Social Work (AAU, SSW), Institute of Social Work Tanzania (ISW) and Jane Addams College of Social Work (JACSW/MATEC) and its community linkages. One of the complexities of university-community partnership is the existence of multiple constituencies and the contributions by local communities, university administrators,

faculty, graduate and undergraduate students work in varying ways with universities, federal and local governments, and emergent and long standing community groups.

The Triangle Partnership revealed the difficult questions of how to build partnerships and who gets what out of the relationships. From the findings summarized in Table 11, creative strategies for bridging structural differences can be best addressed by the amalgamation of multicultural, critical feminist, civic engagement and community planning models along with the 12 cluster solution of the research. While these models do overlap in terms of addressing different facets of structural issues, or barriers to partnership they have their own special interests and strengths. Combining these models in a creative way will result a systems approach of higher education partnerships with strong community engagement which can address challenges of local communities at all levels: micro, mezzo and macro (Figure 37).

Each of the above mentioned, approaches to partnership are vital but they are not all inclusive. Hence this study strives to weave together the strong points of each model into a Systemic Approach (Figure 37A). A system approach of the partnership takes care of essential aspects critical thinking, cultural and social issues, community involvement, shared leadership, meaningful connections between communities and institutions and partners and puts in place explicit goals in forging productive partnerships. The actual model I explored and constructed from the findings is shown on Figure 37 B. What establishes the object as a model of community-inclusive partnership is this partnership model constructed in order to capture partnership concerns of community participants hence it is community inclusive partnership model.

A system model of partnership is helpful to assess constituent status and develop action plans during ongoing partnerships. Consistent community meetings, open communication,

focused community leadership, community networking, and collaboration between community organizations and universities are the factors that reinforcement of the empowerment process by adopting variations of the systems model (Weed, Lempa, Mbondo, Shada & Goodman, 2004).

During the process of mobilizing diverse institutions, the system model along with critical consciousness and feminist model are also highly effective in managing confluence for capacity building issues while enjoying the process of partnership. Sustainability issues are addressed with the approach of social planning model to address common needs of capacity building, partnership niche, linking academic research with community service and impact-assessment while enjoying partnership as an end/product. The multicultural model facilitates the cultural issues to achieve impact, leadership and capacity building while enjoying partnership as an end/product.

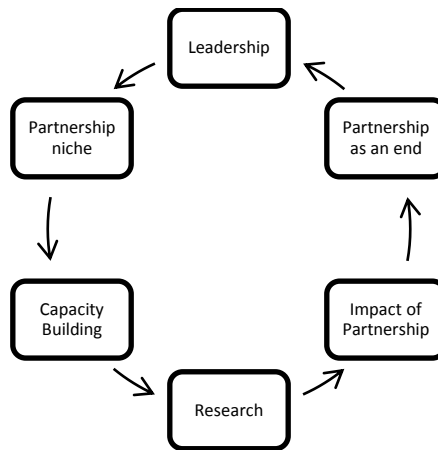
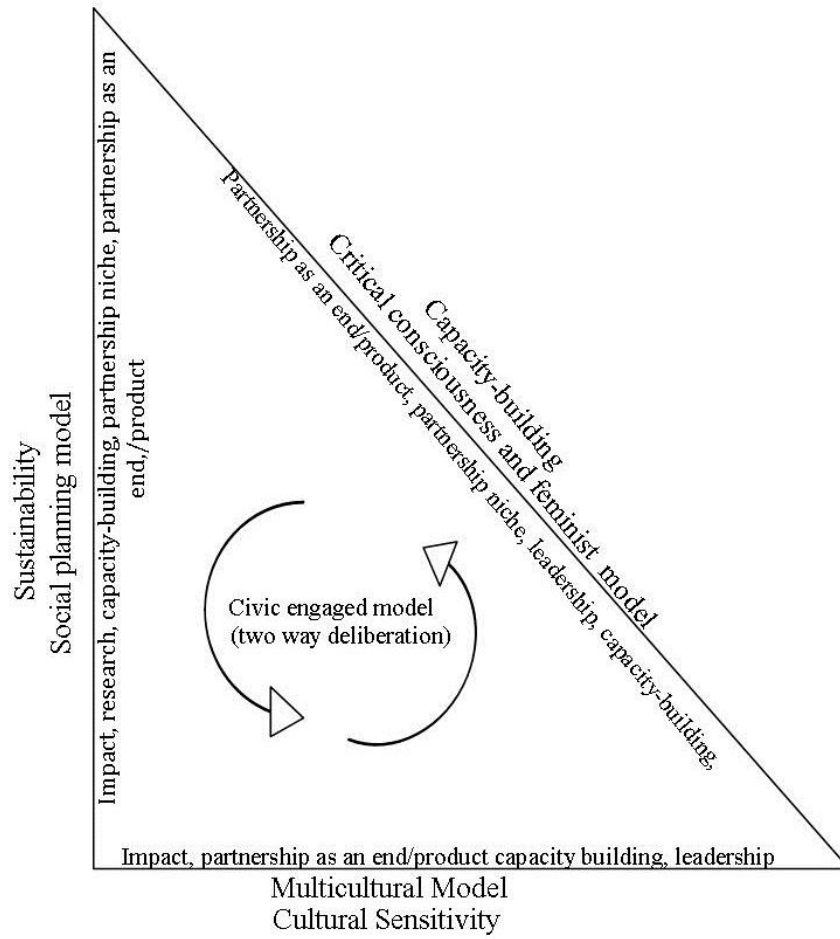


Figure 37 A &B. A Community Inclusive Systemic Higher Education Partnership Model - Theoretical and Operational Model

A Civic Engagement model will facilitate the interaction of stakeholders, helping them to reach their goals of capacity building, sustainability and cultural sensitivity. Embedded in the Civic Engagement Model is a two-phase strategy called “deliberative dialogue” which promotes genuine structural change by encouraging participants to honestly share ideas and to try to listen and understand each other through storytelling, brainstorming and reflection on personal experience. The combination of these approaches allows participants to simultaneously build relationships and solve public problems (McCoy & Sculy, 2002).

This system-level approach as Minkler (2004) argued, helps stakeholders in exploring several key challenges during higher education partnership and enables them to (a) achieve a true "community-driven" agenda; (b) normalize insider-outsider tensions; (d) address the limitations of "participation"; and (e) sharing, the ownership, and properly use findings for a given course of action.

### **Challenges and Benefits of the Triangle Partnership**

This part will answer the last research question of the study: When tested against three axial codes obtained from literature in what ways is the partnership harnessing its challenges and yielding ongoing programs that may continue beyond the partnership funding period particularly with regard to community engagement? Questions asked are challenges and “actionable points” for win-win partnerships for the community and the academic institutions.

**Challenges in the Triangle Partnership.** Findings from the Go-Zone analysis for Challenges for Capacity building, sustainability and cultural sensitivity have shown the following list:

1. Communication gap

2. Donors interest was a challenge (Para social worker vs. psychosocial workers) and more respect for JACSW
3. One source of funds
4. Change of administration (deans and program coordinators)
5. High bureaucratic procedures at institutions
6. Individual initiated partnership and little institutional link
7. Innovation on social work education but not in community service
8. No research element in the partnership.
9. Lack of publications on international journals
10. Limited PhD program engagement in the partnership

In the Triangle Partnership there was only one source of funds and the donor seemed to respect JACSW/MATEC more than AAU-SSW and ISW. When one entity has access to money, expertise and political power, and the other has few resources to act as a counterweight as commonly observed that a substantial number of developing countries receiving major shares of their recurrent budgets from outside sources, instead of putting recipient countries in the driver's seat, increases the dependency of developing countries on foreign aid and creates new “welfare states” (James, 1996; King, 2004).

In such partnerships, power tensions likely stem from controversy between donors and local institutions and fear of little institutional linkage of the partnership to the institution overseas, which inevitably creates in built biases and fear as well as paternalistic behavior on the part of the staff at local institutions (Fowler, 1997; Manji, 1997). Staff from all three partners appeared anxious about loss of control and fearful of damage to their reputations, and this fear, in

turn, leads to the inherent lack of transparency and causes communication gaps among the universities (Fowler, 1997).

Lack of transparency and communication gaps are exacerbated by the differences in language, culture and norms (James, 1996). Low innovation in community service, limited research element in the partnership, limited publications in international journals, limited PhD-program-engagement within the partnership all pose still more challenges unique to this partnership.

**Benefits of the Triangle Partnership.** Findings from concept-mapping analysis of Go-Zones for capacity building, sustainability and cultural sensitivity have shown the following concepts:

1. A partnership based on Strengths approach
2. Creates an opportunity to linking theory and practice
3. Curricula was developed, revised at all levels
4. Empowerment of community HIV/AIDS workers
5. Engagement of faculties and students with communities
6. Evidence based practice developed and nationalized
7. Exemplar national need-assessment
8. High visibility and marketability of the profession by community and government
9. High respect and credibility by community members
10. HIV/AIDS in-service and pre-service capacity building
11. Participatory partnership
12. Partnership culture emerges
13. Service learning opportunity created

#### 14. Psychosocial manual and training in local languages

##### **Summary**

The findings showed that AAU-SSW and ISW have all benefited in terms of “improving their images” which is the primary motivation for many private institutions to enter into partnerships with overseas institutions. These achievements are in line with Hatley's (1997) observation that partnership and capacity building are inextricably linked, and that strong partnerships can only be implemented through a coherent capacity building program.

In their work “*Can Higher Education Partnerships Teach a Person How to Fish?*” Pugh and Spear, (2005) mentioned many ways that the institution from the donor country can benefit from a development project in higher education partnership. In the Triangle Partnership two of these are empowerment of community HIV/AIDS workers and engagement of faculties and students with communities. As Pugh and Spear, (2005) observed joint curriculum development, professor and student exchanges, and projects for a professor’s students, online courses taught by a professor in the other institution, lectures or presentations by the professors from the developing country, and internships are also benefits observed in the Triangle Partnership.

To conclude the Triangle Partnership has faced many challenges and benefits. Challenges created by missing the objective of the partnership or by power difference among partners leads to communication and transparency gap. This gap expands, grows among partners and erodes the partnership bit by bit. The same is true for the benefits of the partnership. The more beneficial the partnership is the better the image of the partners by the community, government and funders. Hence better opportunity is created to grow and contribute to the wider society.

## **Chapter Six: Conclusions and Recommendation**

This final chapter begins with a synthesis of the findings from the study. Then based on the findings from this study, I made several conclusions and recommendations for future research that will add to the scholarship of community engagement of higher education partnerships. The conclusions and recommendations are directed toward education, community service, research and policy.

### **Conclusion**

In Ethiopia, embedded in the notion of “development university” the aim of the current higher education rapid expansion is to boost universities’ role in the national effort of poverty reduction and reduction of related social, economic and health problems (Teshome, 1999). Many universities in Africa are engaging in partnerships with universities in Western countries to ensure credibility of quality of education by addressing their capacity needs and maintaining relevance by addressing local communities. In Ethiopia higher institution partnership and university community partnership is not getting due attention. Even if some higher institutional partnerships are emerging, the community linkage is negligible. Hence the globalizing quality of education to contribute for social and economic development is at risk.

The purpose of this research was to explore the Triangle Partnership and to develop a systems model of higher education partnership that can be applicable in Ethiopia. The Triangle Partnership was selected as an holistic case as it involves diversified partners: Tanzania, Ethiopia and the USA (AAU/SSW, ISW, JACSW/MATEC) as well as with AIHA-TC and with other communities; the study particularly examined from the Ethiopian-partner side: how the

involvement of JACSW/MATEC and ISW facilitated the activities, mode of partnership, capacity, sustainability and cultural/contextual issues of the partnership.

Prior to field work, literature in the area of higher institution partnership and university community partnership were explored. Some of the concepts like “partnership”, “university” and “community” were deeply examined. Typologies of partnership based on consideration of their purpose, process and product were reviewed. Benefits and challenges of partnership as well as grand theories of partnership were also examined.

The study adopted the exploratory and descriptive case study approach in a qualitative research inquiry with a participatory research approach. Qualitative research methods are the best way to generate results and identify models of partnership that are understandable and experientially credible both to the community and their university counterparts. A concept mapping tool was developed which was useful for its simplified, highly structured and participatory nature. During the study emphasis focused on the development of concept mapping maps (point mapping, cluster mapping, point rating, cluster rating, ladder matching and go-zones) and on utilizing the data collected from three-pronged data collection: namely focus group and in-depth interview, and participant observation for the period of three years since the partnership formation.

Findings of the study show that the Triangle Partnership created an opportunity to evaluate its civic relevance and to reconsider the scholarship of partner institutions by putting community engagement as the central reason of their existence. The description or model of the 12 clusters shows that the Triangle Partnership is a struggling partnership and in particular the process of the partnership has limitations as depicted by words like “power difference, leadership challenge, delayed impact assessment, individual leaders.” MSW as an entry point is one finding

of the study that showed that MSW students create a better opportunity to start vibrant education systems for the university and an opportunity to engage with the community.

The study also has shown the products of the partnership enjoyed by participants. Partnership as an end/ product is one finding enjoyed by partners. Partnership with a niche is also a product of the partnership; all participants are proud of securing their own, unique place in the community. Partnership serendipity is also another finding that shows the Triangle Partnership as an exemplary place in terms of time and location. Some of its stellar contributions are curriculum development, capacity building for capacity builders (NGOs) and community based research studies.

In this partnership, power is related mostly with financial support, and even if JACSW/MATEC is not supporting the partnership financially, AAU-SSW and ISW perceived themselves as recipients rather than donors. Here the main element of authentic partnerships is missed-- namely power difference which leads to a communication gap and lack of trust created a continuous loop of partnership paradox.

The partnership has also shown authentic partnership elements. In this sense, individual leaders were facilitating the progress of the partnership despite frequent challenges; partners also tend to enjoy the partnership and perceive it as an end/product by itself; they have also realized the multiple effects and benefits of the partnership; and unequivocally affirmed that the partnership has a niche of service—"capacity building for capacity builder", and the partnership is achieving capacity building in all level namely, system, faculty, institutions, non-governmental organizations and local communities.

In regard to partnership structure/mode/typologies, the Triangle Partnership is not complying with the extremes dichotomy of partnership, namely "authentic" or "paradox" of

partnership which were conceptualized by considering partnership products. The findings showed a continuum of partnership model based on purpose and process which is best suited for the Triangle Partnership rather than a formulaic dichotomy based on outcome.

The Triangle Partnership is characterized more by the more reciprocal nature of “active partnerships” (based on negotiated process, with common purpose, shared risks, marked by debate, learning, and information exchange) than a “dependent partnership” (based on fixed-term blueprints with rigid roles, static assumptions, and poor communication; they are commonly motivated by access to funds and individual interests). The partnership has not yet reached a level of Critical Consciousness Partnership where institutions like JACSW/MATEC play an advisory role and AAU-SSW and ISW plays a leadership role.

The concept mapping analysis showed that in the Triangle Partnership capacity building is most highly rated by all participants; sustainability rated lowest and cultural sensitivity was an average. These findings are in line with the previous pilot study finding that the motivation for many institutions to enter into partnerships with overseas institutions was to improve their image and capacity as well as reputation that can help them to form further partnership with other universities abroad as well as credibility of quality of education. Sustainability issues are overlooked as participants show their concern of delayed impact assessment of the partnership.

Overall the correlation between the community members versus students and staff is weak when community engagement is conceptualized as an issue of sustainability; impact assessment is the top concern of community members in this regard. The priorities of staff and students are research and capacity-building. Another interesting finding this study is community members were more interested in the process of partnership than its product. Contrarily staffs

and students are interested in partnership niche perceiving partnership as product as less significant; hence, community serves as laboratory in their existence.

From the findings of this study, creative strategies to accommodate purpose, process and product issues of partnership can be addressed by the amalgamation of multicultural, critical-feminist, civic-engagement and community-planning models. While these models do overlap in terms of addressing different facets of structural issues or barriers of partnership they have their own special interest and strength. Combining these models in a creative way will result a system approach of higher education partnership with strong community linkages that can address challenges of partnership paradox. A systems approach of the partnership also takes care of critical thinking, cultures and social issues, community involvement, shared leadership, meaningful connections between communities and institutions and partners' explicit goals in forging productive partnership.

## **Recommendations**

**Recommendations for Education.** Ethiopian higher education is at a crossroads of building its own capacity and engaging local communities to be or not to be “development universities.” As a solution, developing higher education partnerships with community linkages will be a quick fix and the MSW program is a useful entry point for this kind of educational/development endeavor. This new finding was not seen in previous studies in the area. MSW or MA level education program with strong theory and practice concentration will be an ideal entry point to bring the academic interest and practice element of the community. I suggest further study to use MSW or MA level of education to start up partnerships. AAU has rich experience in Social Work education; ISW's openness to invite AAU staff to assist ISW

staff for the emerging social work in Tanzania paves the way for an ongoing south-south partnership. Similarly, AAU staff should learn to invite ISW's expertise on community service and enjoy the benefits of partnership from their south counterparts. The main finding of the Triangle Partnership is related to impact or long term outcome. Hence, the community service and social work education in AAU and ISW should consider quality-assurance and impact assessment scheme during the partnership process. Both JACSW/MATEC and Twinning Center facilitated by US government provided PEPFAR funding for the Triangle Partnership. African Universities should link together and approach these funders by themselves and get involved in a long time partnership in diverse issues of capacity building and community engagement. Both AAU and ISW benefited and enjoyed the partnership; they can develop a joint south-south partnership concept and tap expertise and financial resources by themselves.

ISW's social work development needs further research as it has its own trend contrary to AAU's trend. AAU started social work education from the MSW as an entry point. MSW graduates were engaged as faculty members when they were also involved in PhD programs and were instrumental to start a new BSW program with a focus of community practice, which was a descending trend from the higher level MSW program to the BSW. ISW started with a range of diploma programs and a focus during the existing Twinning Program on community based para-social work training and then started BSW and MSW programs. This ascending trend began with basic programs and then moved to more advanced study. In the case of AAU it was necessary to start at the more advanced MSW level to prepare leaders and teachers before a BSW program could be put in place. While this study covered and examined the AAU's descending trend in the context of the Triangle Partnership, a full fledged study on ISW experience of ascending trend is recommended. As ISW has trained a dozen of thousands community workers and more than 12

social work institutions have emerged, a comparison case study between the two is also an ideal study for south-south partnership.

Further research is needed to evaluate BSW and MSW as well as PhD courses to integrate these courses into a partnership concentration. Faculties and students' approach to the community can be enhanced if they can perceive a community as a place to learn. To this end, additional courses with content on community/university partnerships should be infused into existing courses on community and generalist practice

As a result of the findings of this study, I suggest rigorous and research-based evaluation of the criteria for faculty and students in their academic pursuits which focuses on the community service and civic engagement in a practical way. Only in this way can the knowledge production role of academia leads to organic scholarship-a scholarship capable of solving local societal issues.

**Recommendations for Practice.** Establishing ongoing partnerships as an intervention may also lead to ongoing institutional relationships is one major finding of this study which was not seen in other literature in the area. The usual trend guided by the Social Planning model dictates to follow an improved partnership process to reach to a given agreed upon goal. Unlike this trend, establishing and maintaining partnerships as a product or an end by itself will open the partnership door for long time engagement as the aim of their engagement is not goal but the process of being together. This needs further study on how to engage communities and universities in the long run with the process of the partnership in mind.

The Triangle Partnership created a south-south-north model of partnership between universities with community linkage. Participants from the three institutions showed that they have already secured a niche or place in the community. While this is appreciable partners

should also secure their niche among each other and particularly the community should also secure its niche in the universities. University community engagement is an emerging theme in Ethiopia and Social Work is famous in bringing together theories from different disciplines. In this regard, further study on partnership should focus on the development of multidisciplinary university community engagement models to represent communities' voices in universities as the nature of partnership is usually prone to power imbalance.

**Recommendations for Research.** Qualitative research in the social sciences is subject to great subjectivity and irregularities and it is very difficult to control research processes framed with this method. Concept mapping gives a rewarding opportunity for handling qualitative data with visual representation of clusters and categories, sorting, and rating them in quantitative parameters. This research pushes one step ahead in handling participatory video materials along with texts from focus groups and in-depth interviews. The tool's best quality is that it is very participatory and highly structured; its limitation is it hides personal stories and direct voices unless it is augmented by other qualitative methods. This tool should be further investigated for research and assessment purposes on issues to project evaluation, needs assessment, planning as well as academic research studies.

The findings of this study also have implications for research particularly in relation to conducting monitoring and evaluation as well as impact assessment of the project. As the findings showed, The Triangle Partnership did its own assessment on project monitoring and evaluation based on community input and made a program design from the outcome. However the assessment did not involve all partners, particularly community members. With a participatory research approach, the community partners require full representation during formulation of research questions as well as during monitoring and evaluation, all of which will

improve the utilization of the outcome of the assessment and gives an opportunity for faculty members to learn from community members.

Evidenced by low sustainability ratings among participants, impact of the partnership is a major concern for all participants, particularly community participants. Existing impact indicators and conducting impact assessment are highly commendable. But defining the impact indicators requires further research to capture the interest of all partners.

**Recommendation for Policy.** Higher education accreditation processes are usually overlooked in institutional contributions to community. Higher education institutions are facing a new wave of change that challenges their economy and philosophy without revising their curriculum based on the common challenges in the community. In order to address these challenges informed policies are needed that link higher educational institutions to the communities they are a part of; communities need to be seen as assets which help build educational institutions, not just as a context where education and research happen. As part of these new changes this study has implications for improved higher education accreditation policy to integrate community engagement elements into their mission, vision as well as the teaching-learning process.

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## Appendices

### Appendix A: In-depth Interview Guide

Developing Sustainable and Culturally Sensitive Ethiopian University-Community Engagement through a Multi-University International Partnership: A Concept Mapping Analysis

#### DEMOGRAPHIC DATA

1. Name of the Institution: \_\_\_\_\_

2. Informant Name: \_\_\_\_\_ 3. Title: \_\_\_\_\_

4. Mailing Address: \_\_\_\_\_

\_\_\_\_\_

5. Phone: \_\_\_\_\_ 6. Email: \_\_\_\_\_

7. Role in the Partnership: \_\_\_\_\_

8. Country Partnership Director(s): \_\_\_\_\_ 9. Email: \_\_\_\_\_

\_\_\_\_\_

10. Partnership Period: \_\_\_\_\_

*I am interviewing stakeholders representing the traingle partnerships in Ethiopia.*

#### UNDERSTANDING THE PARTNERSHIP

*First, I am interested in knowing about the trinagle partnership.*

1. Please describe the traingle partnership.
2. How did your university get involved?
3. Who participated in the project?
4. What are the partnership's principal goals and objectives? *[After this question is answered, ask the respondent to rank order their responses.]*

5. How were the principal purpose/ goals and objectives of the higher education partnership developed?
6. What were the partnership's intended development results? *[After this question is answered, ask the respondent to rank the order their responses.]*

*Now, I am interested in knowing about the process of partnership in the Trinagle Project.*

The process of partnership refers the influence on the partnership whether internally or externally driven and whether its approach values the partners' decision making role, communication, transparency, accountability and a bottom-up management approach as well as how the relevant constituencies relate to, or become involved in, the different stages of the innovations, ownership, consensus-building.

7. What were the main processes and phases of the partnership?
8. What external factors shape the process of partnership?
9. What internal factors shape the process of partnership?
10. How do you explain the partner's decision-making role from the inception to the present status of the partnership?
11. How do partners facilitate communication, transparency, accountability among themselves?
12. Which of these factors are within the ability of the partners to manage or control? *[After this question is answered, ask the respondent to rank order their responses.]*
13. How do the partners engage in the different stages of the partnership (innovations, ownership, consensus building)?
14. Which of these factors are within the ability of the partners to manage or control? *[After this question is answered, ask the respondent to rank the order their responses.]*

*Now, I am interested in knowing about the process of partnership in the trinagle project.*

What are the expected achievements of the partnership?

15. What outcomes were expected among the three partners in the area of teaching, research , and services (Probe: short term, intermediate and long term outcomes)
16. What institutional capacity has been created, developed and/or improved as a direct consequence of the partnership?
17. What factors facilitate partnership's ability to make progress in achieving its goals? Which of these factors were within the ability of the partners to manage or control? (After this question is answered, ask the respondent to rank order their responses.)

*Now, I am interested in knowing about the community linkage of the trinagle project.*

Community linkage can be defined as the engagements of the university with the community to share its knowledge and resources to enrich scholarship and research, enhance curricular content and process, prepare citizen scholars, endorse democratic values and civic responsibility, address critical societal issues, and in general contribute to the public good

18. How did the project participate people from the community?
19. What factors related to community involvement affect process and related activity of the partnership *[After this question is answered, ask the respondent to rank order their responses.]*
20. Which of these factors are within the ability of the partners to manage or control? *[After this question is answered, ask the respondent to rank order their responses.]*
21. The Ethiopian government has a stated national goal to reduce the impact of HIV and AIDS in Ethiopia. In what ways, if any, do the activities or programs and services of the partnership address this goal? *[After this question is answered, ask the respondent to rank order their responses.]*  
What, if any, changes occurred in university operations or proceeedures as a result of the parntership the activities or programs and services? *[After this question is answered, ask the respondent to rank order their responses.]*
22. What, if any, changes in university policy occurred as a result of the partnership the activities or programs and services? *[After this question is answered, ask the respondent to rank order their responses.]*  
Please tell me anything else that you think I should know about the Triangle partnership.

Thank you for participating in this interview.

**Appendix B: Concept Mapping Sorting Sheet**

Developing Sustainable and Culturally Sensitive Ethiopian University-Community Engagement through a Multi-University International Partnership: A Concept Mapping Analysis

NAME: \_\_\_\_\_

This sheet is to be used for Step 2: Sorting the brainstormed statements into piles

**Focus Prompt**

Please identify one specific process and/or related activity that the higher education partnership did or attempted to do in order to develop academic and professional excellence in Ethiopia through community engagement.

**Sorting Prompt**

Please sort the brainstormed ideas manually in different piles according to your view of their meaning; and then using the sorting form to print each statement’s number in the respective piles you created. All the statements should be sorted and all piles should be named afterwards.

Remember, all statements cannot be piled in a single pile; and each statement cannot be put in a different pile as much as the numbers of the statements; also there should not piles with “hard to sort” or “Miscellaneous”. You do not have to have as many piles as there are boxes on this sheet. The space is provided to allow for variability among participants in the way they group the items. The first box (Example pile) is filled out to serve as a guide for you.

<p>Example Pile Title or Main Topic: <u>Capacity building</u></p> <p>Record here the identifying number of each item in this pile, separating the ID numbers with commas. <u>2, 14, 20, 45, 66</u></p>
--

<p>Pile Title or Main Topic: _____</p> <p>Record here the identifying number of each item in this pile, separating the ID numbers with commas. _____</p>
--

<p>Pile Title or Main Topic: _____</p> <p>Record here the identifying number of each item in this pile, separating the ID numbers with commas. _____</p>
--

**Appendix C: Concept Mapping Rating Sheet**

Developing Sustainable and Culturally Sensitive Ethiopian University-Community Engagement through a Multi-University International Partnership: A Concept Mapping Analysis

**Focus Prompt**

Please identify one specific process and/or related outcome that the higher education partnership did or attempted to do in order to develop viable care and support for people affected and infected by HIV/AIDS?

Rate each statement on a 1 to 5 scale of Process/Activities /Community linkage (P/A/C); where :

- 1 = Relatively low P/A/C;
- 2 = Somewhat P/A/C;
- 3 = Moderately P/A/C;
- 4 = Very P/A/C;
- 5 = Extremely P/A/C

No	Statements	Scale	Rate				
1.		Process	1	2	3	4	5
		Activities	1	2	3	4	5
		Community linkage	1	2	3	4	5
2.		Process	1	2	3	4	5
		Activities	1	2	3	4	5
		Community linkage	1	2	3	4	5

## **Appendix D: Consent Form for Concept Mapping**

Developing Sustainable and Culturally Sensitive Ethiopian University-Community Engagement through a Multi-University International Partnership: A Concept Mapping Analysis

### **WELCOME**

There is no systematic research on the processes and related activity of International higher education partnerships. Neither is there a solid policy or practice base to guide the design and implementation of such partnerships. Thus, the information you provide will help us understand the higher education partnerships in Ethiopia. Therefore the objective of our meeting today is to investigate the process and related activity of the partnership you have involved with.

In this group, we will talk for about two hours (120 minutes). I'm a facilitator, and that means that I will ask questions and lead the discussion. You are encouraged to answer the questions from the interview guide/generate many statements and are told that there should be no criticism or discussion regarding the legitimacy of statements that are generated during the process/. The process may take in the form of live meeting, where facilitator records as you are responding the questions/generate statements. Remember that everyone has a right to his or her opinion, there is no right or wrong answers, and only one person should speak at a time.

Taking part in this study is voluntary. You may choose not to take part or you may stop answering these questions at any time. There are no negative consequences from the researchers or members of the Triangle Partnership for not responding to this interview or for not involving in the concept-mapping process.

This study will keep your name confidential. Only the researchers will know your name. The information that we learn from this study will be available in a written report submitted to the graduate school of Social Work as a partial fulfillment of a PhD study in Social Work and Social Development by the research. I may also use the information for academic purposes such as conference presentations, journal articles and book chapters.

You will receive no payment for taking part in this study. If you have any questions about your rights as a research subject, you may call the Office for Protection of Research Subjects at the Graduate School of Social Work 0114349392.

For further questions about this study, contact the researcher: Moges Tafesse, Graduate School of Social Work, Box 1176, Addis Ababa University, Addis Ababa, Ethiopia, Email: [mogesdigital@yahoo.com](mailto:mogesdigital@yahoo.com) Telephone 251-911-642670. Signing on this paper implies your consent to participate in the study.

Date\_\_\_\_\_

Signature\_\_\_\_\_

**Appendix E: Concept Mapping Participant Demographics Information**

*[Note Taker Complete]*

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Concept Mapping Location: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Note taker:(if any) \_\_\_\_\_

<b>Participant</b>	<b>Gender</b>	<b>Age</b>	<b>Name(?)</b>	<b>Faculty or Department (if applicable)</b>	<b>Year of Enrollment</b>	<b>Responsibility in the department or in the community</b>
<b>1</b>						
<b>2</b>						
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>9</b>						
<b>10</b>						

**Appendix F: Informed Consent for In-depth Interview**

Developing Sustainable and Culturally Sensitive Ethiopian University-Community Engagement  
through a Multi-University International Partnership: A Concept Mapping Analysis

I am Moges Tafesse, prospective graduate of PhD at School of Social Work at Addis Ababa University (AAU). Currently I am doing my dissertation to develop a model of Transnational Higher Education Partnership. This interview is conducted to understand your experience as part of the Triangle partnership among Addis Ababa University/School of Social Work (AAU/SSW), Tanzania Institute of Social Work (ISW), and Jane Addams College of Social Work/ Midwest AIDS Training and Education Center (JACSW/MATEC).

If it is okay with you, I will be tape recording our conversation in order to transcribe your feedback/responses word by word so that not to miss or misunderstand you. Everything that we are talking is kept confidential or its anonymity will be protected unless you give the permission to do otherwise. Furthermore, you are only asked to attempt questions that are comfortable to you and therefore you are not obliged to give response to every question. Therefore, please feel free to share your experience related to the Triangle Partnership.

Taking part in this study is voluntary. You may choose not to take part or you may stop answering these questions at any time. There are no negative consequences from the researchers or members of the Triangle Partnership for not responding to this interview.

The information that we learn from this study will be available in a written report submitted to the graduate school of Social Work as a partial fulfillment of a PhD study in Social Work and Social Development by the research. I may also use the information for academic purposes such as conference presentations, journal articles and book chapters.

You will receive no payment for taking part in this study. If you have any questions about your rights as a research subject, you may call the Office for Protection of Research Subjects at the Graduate School of Social Work 0114349392.

For further questions about this study, contact the researcher: Moges Tafesse, Graduate School of Social Work, Box 1176, Addis Ababa University, Addis Ababa, Ethiopia, Email: mogesdigital@yahoo.com Telephone 251-911-642670. Signing on this paper implies your consent to participate in the study.

Date \_\_\_\_\_

Signature \_\_\_\_\_

**Appendix G: Informed Consent for Photo and Video**

Developing Sustainable and Culturally Sensitive Ethiopian University-Community Engagement  
through a Multi-University International Partnership: A Concept Mapping Analysis

Good morning/afternoon. I am Moges Tafesse, prospective graduate of PhD at School of Social Work at Addis Ababa University (AAU). Currently I am doing my dissertation to develop a model of Transnational Higher Education Partnership. For the purpose of this study video and pictures will be taken to understand the context and interaction of partners in the Triangle project among Addis Ababa University/School of Social Work (AAU/SSW), Tanzania Institute of Social Work (ISW), and Jane Addams College of Social Work/ Midwest AIDS Training and Education Center (JACSW/MATEC).

If it is okay with you, I will video tape and take pictures of our conversation to understand context and interaction of the partnership. Previous footage of your images which shows your involvement in the partnership will be utilized and will be displayed for the purpose of this study. You are asked for your willingness to be videotaped and photographed. Taking part in this study is voluntary. You may choose not to take part or you may stop involving me this process at any time. There are no negative consequences from the researchers or members of the Triangle Partnership for not involving in this process.

The information that we learn from this study will be available in a written report submitted to the graduate school of Social Work as a partial fulfillment of a PhD study in Social Work and Social Development by the research. I may also use the information for academic purposes such as conference presentations, journal articles and book chapters.

You will receive no payment for taking part in this study. If you have any questions about your rights as a research subject, you may call the Office for Protection of Research Subjects at the Graduate School of Social Work 0114349392.

For further questions about this study, contact the researcher: Moges Tafesse, Graduate School of Social Work, Box 1176, Addis Ababa University, Addis Ababa, Ethiopia, Email: [mogesdigital@yahoo.com](mailto:mogesdigital@yahoo.com) Telephone 251-911-642670. Signing on this paper implies your consent to participate in the study.

Date\_\_\_\_\_

Signature\_\_\_\_\_