



Department for International Development  
Research and Evidence Division

Development Research Uptake in Sub-Saharan Africa (DRUSSA)  
**PROGRAMME ANNUAL REPORT**  
October 2014 – September 2015

DRUSSA Programme: 202004101



The Association  
of Commonwealth  
Universities



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## 1. PROGRAMME DESCRIPTION

Development Research Uptake in Sub-Saharan Africa (DRUSSA) is a 5 year programme (£4,961,955) designed to improve the capacity of universities to contribute research evidence in the development of pro-poor policy and practice. The programme began on 1 October 2011, and on 1 October 2013 it was granted a funding extension (of £1,261,955) to add a supplementary and complementary programme of work, with activities implemented from 2014 to 2016.

The premise of the DRUSSA programme has been that sub-Saharan African universities with development research capacity can play an important role in contributing applied research findings to address specific development challenges, and in meeting demand for validated and contextualised evidence. University research can be a key resource for policy makers, people working in development, and beneficiaries of evidence-based practice – however, university capacity to fulfil this role has been under-resourced and not adequately prioritised resulting in research output being under-utilised and under-connected to its audiences.

The programme has evolved in recognition that demand is growing amongst sub-Saharan African development policy and decision makers for reliable evidence from applied science, technology and social science research to stimulate sustainable development across a range of development challenges; and that quality evidence can contribute to improving outcomes in: agriculture, health, education, governance, climate change, rural and urban infrastructure development, economic growth, sustainable livelihoods and pathways out of poverty. It was also recognised that sub-Saharan African universities emerging capacity to stimulate the application and use of scientifically validated evidence is constrained by poor linkages, limited public access to university research and weak interactions between policymaking and research communities. All of these factors are often impeded by institutional and organisational barriers within potential research users, especially within government bodies.

The programme, working directly with 22<sup>1</sup> universities in Nigeria, Ghana, Cameroon, Ethiopia, Kenya, Uganda, Rwanda, Zimbabwe, Zambia, Botswana, Mauritius and South Africa, seeks to build capacity in and across universities at individual, organisational and systems levels.<sup>2</sup> The ethos of the programme is not to prescribe any particular model to institutionalise research uptake capacity, but instead to work with each university and the group of universities collectively to assist them to identify and develop policies, strategies and capacity to manage research uptake that meets the needs of their organisational environment and engages their stakeholders.

In recognition that research uptake includes all the activities which facilitate and contribute to the use of research evidence by policy makers and practitioners, encompassing both 'supply' and 'demand' capacity, the programme was, in October 2013, awarded a funding extension to expand the supply-side intervention in the universities with actions that will lead to improvement of connections with demand-side capacity. The additional activities are creating sustainable resources and fora with the aim of increasing mutual understanding and awareness of the supply, demand and use of development focused research evidence. Specifically to strengthen the demand-side capacity to utilise research evidence, the programme is undertaking a pilot initiative in Uganda and Ghana to build capacity amongst public sector officials.

## PROGRAMME PARTNERS AND EXPECTED RESULTS

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<sup>1</sup> In 2013, the number of universities in the programme was revised from 24 to 22, taking into account of merger of the Kigali Health Institute and the National University of Rwanda into the University of Rwanda, and the withdrawal of the University of Zimbabwe from the programme.

<sup>2</sup> It takes the approach in the earlier scoping study: Kirkland, J., Coates, D., Mouton, J. (2010). Communicating Research for Utiliastion (CRU) Specialist Professional and Institutional Capacity Building in sub-Saharan Africa.

DRUSSA works directly with 22 universities across sub-Saharan Africa (see Annexure 1) as beneficiaries of the programme, as well as six government ministries in Ghana and Uganda. The programme is led by knowledgeable partners from whom we draw guidance to shape programme initiatives and ensure they meet on-going demand.

The Accountable Grant holder for the DRUSSA programme is the Association of Commonwealth Universities (ACU), based in the United Kingdom. The core programme is delivered in partnership with the Centre for Research on Evaluation, Science and Technology (CREST) at the University of Stellenbosch, South Africa and Organisation Systems Design (OSD), an independent consultancy based in Cape Town, South Africa.

The demand-side pilot is being implemented through the Council for Scientific and Industrial Research – Science and Technology Policy Research Institute (CSIR-STEPRI), Ghana; Institute of Statistical, Social and Economic Research (ISSER), University of Ghana; Uganda National Council for Science and Technology (UNCST); and the Economic Policy Research Center (EPRC), Makerere University, Uganda, in collaboration with the University of Ghana and Kwame Nkrumah University of Science and Technology in Ghana, Makerere University and Mbarara University of Science and Technology in Uganda.

The programme is delivering the following outputs through five work packages (as numbered) (see Annexure 2 for full logframe):

1. A core of specialist trained and qualified university staff who can provide the strategic and operational leadership and expertise for research uptake management in their university including:
  - a. At least 16 MPhil and PhD graduates in Science and Technology Studies (specialisation in research uptake and utilisation)
  - b. A minimum of 40 staff members per year from the universities completing short courses to strengthen in-service research uptake management capacity
  - c. A minimum of 20 delegates per year completing the online short course in science communication from 2014
2. Strengthened strategic leadership and organisational capacity within DRUSSA partner universities to achieve greater uptake of their research by external users, by way of engagement with: university leadership; individually tailored support to a core team in each university; collaborative and peer learning; provision of training and learning resources, and; comparative benchmarking of university management structures, process and practices including:
  - a. At least 18 universities have research uptake strategies or policies and can demonstrate specific examples of projects that have benefitted as a result of implementation
  - b. At least 18 universities have achieved 50 % targets in their university change programmes to embed practices that support research being made more accessible to external users
3. New contributions to the evidence base regarding research uptake and impact assessment in Africa and globally, including:
  - a. a literature study of scholarship on research uptake and utilisation
  - b. 10 case studies of university practice in research uptake
4. DRUSSA Network that is well informed about all elements of the programme, encourages peer learning and information sharing and strengthens relations in the region to sustain universities' capacity for research uptake.
  - a. At least 18 universities have participated in the RUC coaching process.
  - b. DRUSSA communication and engagement platforms have maintained and increased interactivity, content and readership.
  - c. Research Uptake awareness in sub-Saharan Africa and RIMA commitment to sustainable inclusion of RU as a specialist area of Research Management has been established.
5. Political leaders and civil servants within 6 development oriented government ministries in Ghana and Uganda have improved capacity and incentives to use research evidence within the formulation and implementation of development policy.

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<b>Budget items</b>	<b>Total</b>
PROJECT BUDGET as of OCTOBER 2011 (not exceeding):	£3,699,627
ADDITIONAL FUNDS APPROVED OCTOBER 2013 (Known as Amendment No1: 2013)	£1,262,328
SPEND TO 31 <sup>ST</sup> August 2015:	£3,529,163
OVERALL PROJECT BUDGET FROM 1 OCTOBER 2013	£4,961,955

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## 2. OVERVIEW OF THE YEAR

### PROGRESS AND ACHIEVEMENTS

DRUSSA is currently nearing the end of the fourth year of a five-year programme, with the programme making significant progress during the period from October 2014 to September 2015. In implementing this penultimate phase of the programme, we have been resolute in applying lessons learned to ensure that the most appropriate means are employed to deliver the most relevant results for participating universities and for the programme overall. This has consolidated changes to the overall structure and programming of DRUSSA and the introduction of additional activities during reporting period.

The programme has addressed a series of changes recommended through the DFID Annual Review 2014, including reviewing the types and levels of work undertaken with the universities across the different activities. Resources have also been redirected to increase support to universities in the delivery of their change programmes. This support is assisting the universities develop and monitor the implementation of the action plans they have developed, and to address the capacity development needs identified in these plans.

Sufficient resources to carry out the demand-side pilot have been made available and this element of the programme is on track.

The demand for in-service, onsite or online delivery training packages is being met by the development of a range of intersecting packages. These include the provision of a digital Learning Resource (or migrated DRUSSA.net resource) for which a scoping questionnaire was disseminated to Leaders and Champions to establish demand (August 2015); a Science Communication-Research Uptake Guide (under development, with scoping of undertaken in April 2015), a Research Uptake Management training package to be embedded within existing training provision at partner universities (Outline Plan designed in July 2015), and policy-maker training packages. All of these contribute to sustaining capacity in the universities and ministries and respond to the need to implement a responsible programme exit strategy.

Along with training provision directed towards establishing sustainable capacity, the programme has also undertaken initiatives to bed-down emerging institutional structures. This has involved the hosting of a Vice-Chancellors' Leadership Seminar (May 2015) to ensure universities' executive management has opportunity to reflect upon good practice and to establish pathways for sustained strategic direction for research uptake; the hosting of an all-university Training and Progress Conference (December 2014) with a focus on strategy, monitoring and evaluation, assessing long-term research impact and workshopping institutional change programmes; planning of regional university site visits (with plans established June-August 2015 [based on university demand], for undertaking Sep-Dec 2015) to support nascent offices, to consult on Learning Resource long-term demand and to progress institutional change programmes for the final year of the DRUSSA programme.

These developments have placed the programme in a strong position to achieve the Outcomes, both in terms of the range of portfolio activities and in more effective partner collaborations to pull together activities and outputs. They demonstrate a commitment to ensuring that lessons learned over the course of the programme continue to be practically applied in meeting the outcome and output targets.

Sustainability and responsible exit strategies are being implemented, while the potential for further support to focus on elements of the programme that have emerged as key capacity needs is being considered. On the supply side, the capacity of universities to produce research that is of sufficient quality to contribute to the evidence base is needed, as is the capacity to consolidate communication and engagement pathways with key stakeholders. These elements converge with the appreciation of demand-side stakeholders (in particular, government officials) of the role of evidence-based research that is emerging in the pilot demand-side intervention. And so, while we can express confidence that our measures to safeguard the sustainability of programme outcomes are in place, we also see real benefit to a potential

deepening and broadening of individual and institutional capacity to effect system-level change through post-programme interventions as well.

Programme management has benefitted from the clear reporting requirements issued by DFID. This has resulted in less time being spent on retrospective programme review and opened up more time for partners' inclusion in programme planning and implementation.

Work package	Key achievements against targets
<p>WP 1: Build and strengthen individual capacity to manage Research Uptake and impact assessment</p>	<ul style="list-style-type: none"> <li>• All 15 Masters student supported on the DRUSSA programme are expected to complete course work by end of 2015</li> <li>• 6 Masters students are making progress towards completing their research projects in 2015 and 9 Masters students will complete their research projects in 2016</li> <li>• 3 Doctoral students have completed their course work and are making progress towards developing literature reviews (expected graduation in 2017);</li> <li>• Final short course took place with 39 DRUSSA delegates attending in June 2015 with key focus on a consolidated view on the range of key skills taught in the six preceding DRUSSA short course series to university champions and leaders;</li> <li>• Africa's first online short course in science communication has concluded in March 2015 with in 87 students completing the course (exceeding the milestone target by 400%) A second short course will be offered in November 2015.</li> </ul>
<p>WP 2: Strengthened strategic leadership and organisational capacity within DRUSSA partner universities to achieve greater uptake of their research by external users.</p>	<ul style="list-style-type: none"> <li>• The DRUSSA Vice Chancellor's Leadership Seminar was held in Johannesburg (May 2015), involving 11 DRUSSA executive heads and senior representatives.</li> <li>• DRUSSA/CAAST-Net+ Sessions held within ACU-SARIMA joint conference in Johannesburg in May 2015.</li> <li>• Two Higher Education Symposia were held in Ghana and Uganda, involving universities in-country and representatives of each country's Ministry responsible for Higher Education.</li> <li>• 12 Universities have confirmed that they have introduced Research Uptake into the formal institutional policies and strategies that govern research, or have otherwise published standalone Research Uptake-focused policies, and that these policies are either published or are currently before committee.</li> <li>• All DRUSSA university Training and Progress Conference (focusing in part on developing and implementing institutional policies/strategies that support research uptake and measuring research uptake) was held in Cape Town on 8-10 December 2014.</li> <li>• 18 universities have met 40% of targets in their university change programme, reporting positive change that is enabling research to be made more accessible to external users.</li> <li>• Integration of the RUC coaching and learning activities and the Research Uptake Communication Community of Practice activities took place in Kigali in April 2015.</li> <li>• Integration of RUC coaching and learning methodologies and the online Science Communication –Research Uptake Guide is underway.</li> <li>• Development and design of the expanded Learning Resource (incorporating policy content from the Research Uptake Management eLibrary [RUMeL] within a comprehensive digital platform of programme learning materials) has begun. An Outline Plan has been completed and shared (July 2015), and is to be finalised as an output of the Annual Review 2015.</li> <li>• Research uptake training review was completed, which helped to inform the design of an Online Training Resource Outline Plan (July 2015), outlining the timeframe and activities to be carried out from September 2015</li> </ul>

WP 3: Conduct research and M&E to access and document learning from successful RU and M&E

- Learning from the 2 completed case studies and Literature Review was disseminated through presentation at the December conference, a series of blogs as well as online on the DRUSSA.net platform.
- 6 new case studies to be completed by end of the academic year in 2015 which will raise the tally of case studies to 9 for the programme. Dissemination to take place upon completion of academic assessment by end of 2015 – possibly in January 2015;
- In support of the short course held in June 2015, a short course digital learning resource was co-developed, informed by all Work Package leads, with a comprehensive list of a range of resources available which includes the literature review, practical handbooks, and university generated outputs.
- Continued M&E support provided by the CREST team e.g. the June short course included a workshop for supporting DRUSSA universities to develop M&E frameworks for their research uptake strategies.
- CREST continues to play a role in the synthesis of work package activities in the annual review period.

WP 4: DRUSSA communication, peer learning and development of relationships

- The RUC2014 campaign was completed by end December 2014 with outputs posted for public access on DRUSSA.net.
- RUC2015 was launched in December 2014 in conjunction with the call for nominations for the new Research Uptake Communicators Network. 20 universities have participated in RUC2015, selecting and producing blogs and documents for DRUSSA.net and university research uptake pages.
- 35 Communicators Networkers from 16 universities took part in event the RUC2015 coaching event in Kigali in April 2015.
- Public use of DRUSSA.net has increased with over 167,000 unique visitors; an increase of 285.6% over the target of 43,500.
- The DRUSSA Network now has over 1100 registrants; an increase of 13.4% over the target of 900.
- DRUSSA presence on social networking sites shows a steady increase, particularly on Facebook, with a 60% growth in page likes.
- 4 e-Digests and 6 e-Alerts have been published and emailed to the Network; 1 Newsletter for Vice-Chancellors distributed;
- 21 universities contributed at least 1 blog, 12 universities contributed between 2 and 10 blogs and 8 universities contributed more than 10 blogs to DRUSSA.net.
- 8 members of the RU Communicators Network serve on the eDigest editorial committee at any one time.
- Continued awareness building and workshops were held at RIMA conferences.
  - DRUSSA was invited to the ESSENCE RIMA meeting in Johannesburg to agree on level(s) of commitment and areas of support for Research Uptake awareness and training.
  - DRUSSA is in conversation with SARIMA and ARMA (UK) about adding RU modules to accredited Research Management professionalization training.
  - Awareness raising presentations and DRUSSA university case studies were presented at the WARIMA conference in November 2014.
  - Research Uptake Workshop was presented at the CARIMA conference in May 2015; designed and presented jointly by Leaders and & Champions of 2 DRUSSA universities – Buea and Yaoundé I
  - Awareness raising about Research Uptake and DRUSSA university case studies were presented at the ACU-SARIMA conference in May 2015.
  - Since September 2014 WP4 has provided facilitation to the EARIMA steering committee and the WARIMA secretariat to assist the RIMAs with accessing funding for secretariat and conferences.
  - A Basics of Research Uptake workshop is to be run at EARIMA conference in Kampala (August 2015).
  - DRUSSA university officeholders serve on RIMA committees bolstering programme exit and sustainability plans.

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WP 5: Build and strengthen demand side capacity - Political leaders and civil servants within 6 development oriented government Ministries in Ghana and Uganda have improved capacity and incentives to use research evidence within the formulation and implementation of development policy.

- For Ghana, 2 fellows (cohort 1) and 4 fellows (cohort 2) are in place and engaged with Ministry activities and DRUSSA Policy Symposia
- For Uganda, 3 fellows (cohort 1) are in place and engaged with Ministry activities and DRUSSA Policy Symposia. Second cohort to be in place by October 2015.
- Short course delivery in on track. 3 short courses have been held: 2 in Ghana (54 participants) and 1 in Uganda (14 participants) - 64 participants in total.
- All 6 Ministries have participated in 2 Policy Symposia each. All of these events generated animated discussion and a set of recommendations and follow-up activities
- Uganda-based fellows, UNCST and ACU jointly lead a panel discussion on “Policy-Research Engagement” at the EARIMA conference in Kampala (August 2015)
- Memorandum of Understanding with Ugandan Ministry of Public Service will aid with the scalability and sustainability of the DRUSSA short course material

**WP1: A core of specially trained and qualified university staff**

The skills of individual university staff have increased through the delivery of PhDs, MPhils and short courses (WP 1), facilitated co- learning and experience sharing (at WP2 and WP3 workshops) and tailored mentoring in communication skills (WP 4).

As far as the Masters and PhD in STS scholarships are concerned key milestones are expected to be achieved.

**Cohort 1:** CREST currently has 7 Masters and 4 PhD students from DRUSSA partner universities who registered in 2013; with the following achievements for this cohort:

- 5 of the 7 Masters students have all course work completed with 2 students that have 1 assignment outstanding but whom are both expected to submit in time for graduation;
- Estimated 6 Masters Candidates from Cohort 1 (entry in 2013) in progress to complete research assignment by end of 2015 and will then graduate in March 2016;
- 1 Masters student from cohort 1 is expected to submit her research assignment in 2016 and graduate in 2016;
- 2 Doctoral candidates from cohort 1 have submitted a draft of a literature review and have submitted assignments for modules attended;

**Cohort 2:** CREST currently has 6 Masters Students and 1 PhD students from DRUSSA universities who registered in 2014:

- All 6 Masters students are expected to graduate by 2016
  - 4 MPhil candidates from cohort 2 have completed course work and 2 more have completed at least 7 out of 8 modules;
  - All 6 Masters students have selected topics for their research projects with 4 proposals submitted;
- The 1 Doctoral candidate of cohort 2 has completed all 4 course work modules has a research proposal accepted;

**Cohort 3:** Due to 1 PhD student that has discontinued their studies in 2014 and 1 PhD student that was moved to the Masters programme, CREST has 2 Masters DRUSSA scholarship holders on the programme for registration in 2015:

- Both these students are expected to complete their course work in 2015 and continue on to complete their research projects in 2016 for graduation in 2016

In terms of short courses offered to DRUSSA participants, in June 2015 CREST offered the final 3-day short course presented in Stellenbosch which was focused on a consolidation of learning outcomes of the previous 6 short courses in RUM; 39 individuals from 21 universities attended the short course;

The purpose of developing a consolidated event helped the attendees to understand how the individual modules that have been developed form a unified whole for key skills towards institutionalising and implementing Research Uptake Management in universities;

Africa's first online short course in science communication concluded in March 2015. This took form of an accredited 6-week online short course leading to a Certificate of Competence from Stellenbosch University. The annual milestone of 20 participants was exceeded by more than 400% with 85 students completing the course;

The success rate of the course was excellent with 85 of the participants completing the course with a 77% average; Due to enormous demand, a second course will be presented over 5 October to 15 November 2015 with (at the early stage of writing this report) in excess of 40 applications.

### ***WP2: Strengthened strategic leadership and organisational capacity***

Initiatives to strengthen the strategic leadership and organisational capacity of universities continue to produce concrete results.

The DRUSSA Vice Chancellors' Leadership Seminar (May 2015) provided an opportunity for executive heads and senior representatives to review and share examples of good practice in improving strategic leadership in research uptake. The first of its kind, 11 DRUSSA institutions were represented at a day-long seminar. A detailed report of the event was produced and circulated to all 22 university Vice Chancellors (see Annexure 19) to ensure that the strategic leadership teams of all our partner universities are better informed and in a position to develop collaborative models and principles to improve research uptake.

The ACU drew on its extensive networks of institutional leaders to ensure that the Higher Education Symposia in Ghana (February 2015) and Uganda (March 2015) brought together senior representatives from a number of universities in each country to engage with policy-makers in discussing approaches to strengthen avenues for research into policy. These events drew on the knowledge and experience of universities not previously engaged in DRUSSA and provided a unique forum where they were exposed both to the DRUSSA programme as a whole and to a high-level policy debate with senior domestic policy-makers. These efforts at leveraging DRUSSA experience and achievements amongst external higher education stakeholders comprise an essential component to our strategy for both scalability and sustainability.

Inter-programme collaboration is also core to our objectives for scalability. We have been engaged in early discussions with another DFID-funded programme, Climate Impacts Research Capacity and Leadership Enhancement (CIRCLE), on opportunities for collaboration. We have since issued invitations to CIRCLE Visiting Research Fellows in place at DRUSSA universities and DRUSSA Champions in place at these universities to extend support for research uptake methodology and practice in the design of new and on-going developmental research into the local impacts of climate change. We have also led presentations at the UK Aid-supported ResUp MeetUp conference in Nairobi (February 2015), which provided opportunity to engage with other DFID- (and non-DFID) funded programmes focussing on research uptake to share cross-programme learning and to identify pathways to reinforce common objectives. We have also held discussions with other DFID-supported organisations and programmes including AURA, SciDev, INASP and the ReBUILD Consortium to identify opportunities for collaboration between ourselves and between programme beneficiaries.

On sustainability, over half of the DRUSSA partner universities (12) have approved policies or strategies with a research uptake focus over the lifespan of the programme so far, while several other institutions currently have such policies

before internal committees or senates awaiting approval. This exceeds the milestone for this year and has the programme on track to achieve next year's goal. The wide variation in policy approaches to research uptake amply reflects the myriad individual pressures each institution faces and validates the DRUSSA approach to non-prescriptive, context specific support for each university.

The emergence of this new body of legislation is driving an evolution in approaches to the universities' Institutional Change Programmes (i.e. Research Uptake "Action Plans,") (see Annexure 14) which are starting to reflect the lengthier timespans of the new policies. The end of the DRUSSA programme is no longer seen as the necessary end of the Action Plan process. Within this context, three University Coordinators at the ACU have been working closely with bi-regional groups of partners to ensure that these Action Plans also speak to the agreed Critical Success Indicator Framework (see Annexure 15). The all-university Progress and Training Conference in Cape Town (December 2014) greatly assisted in advancing this process and, at the time of writing, 18 universities have realised this year's milestone of 40% of the 23 Critical Success Indicators; of these, 17 have already surpassed next year's milestone of 50%.

The DRUSSA Communicators Community of Practice, a new activity for the programme, was also launched at the Progress and Training Conference, and was followed-up with an inaugural meeting of members in Kigali (April 2015). This activity, in which OSD plays a leading role, is designed to provide an avenue for communications staff and the beneficiaries of WP1 activities (CREST training) to engage more closely with the activities of their colleagues involved in WP2 institutional planning and implementation. Outputs planned for the year ahead include the production of a Research Uptake Guide and a science communication train-the-trainers course. Development of these resources has been commissioned and is currently underway.

With an eye towards sustainability and ensuring a responsible programme exit, the ACU is also developing (in close consultation with partner universities and with all programme partners) further suites of materials and activities intended to be embedded within institutional structures for their utilisation post-programme. These materials and activities are based upon existing programme knowledge and documentation, and thus require configuration and migration to institutions, rather than the production of extensive new materials and activities themselves.

A primary component of this material is currently constituted as the Research Uptake Management eLibrary (RUMeL). RUMeL currently includes 148 research uptake documents, policies and strategies from universities worldwide, including from 16 DRUSSA partner universities, exceeding the 2015 milestone of 12 partner university policy contributions. In aim of ensuring that all policy content comprised within RUMeL is accessible and useable to partner universities post-programme (and to ensure that the full breadth of programme knowledge and documentation, including Benchmarking Survey reports, Handbook Series reports, Case Studies, Framework for Strategy guidelines, among others is also available), we attach to this report a WP2.3 Learning Recourse Outline Plan (July 2015) (see Annexure 5) which proposes a sustainable application for this cumulative body of knowledge through migration of the data, in a digital form, to each of the partner universities by the end of the programme. It is anticipated that this Plan will consolidate all programme knowledge – not merely the information currently stored in RUMeL – for future use and reference by the partner universities.

In preparation for this, and to support overall coordination and development of a cohesive learning strategy, we are also cognizant of the demand for sustainable and institutionally-owned training materials amongst partner universities. To first understand the breadth and depth of existing provision, the programme commissioned a review of existing training materials<sup>3</sup> for research uptake management and research uptake communications worldwide in March 2014. The report produced as a function of this study has influenced a WP2.2.2 Training Outline Plan (July 2015) (see Annexure 6), which proposes a sustainable and demand-led approach to making knowledge and material generated by the programme available to partner universities in an adaptable format (including programme knowledge identified in the

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<sup>3</sup> This work was undertaken by Comms Consult in 2014.

WP2.2.2 Outline Plan, as well as a training-of-trainers methodology). This would support institutions in the development of training modules and activities that are informed by DRUSSA knowledge and documentation, even post-programme.

A scoping questionnaire has been circulated to Leaders and Champions at all partner universities (August 2015) to gauge demand for how the materials and activities outlined in each of the above Plans should be configured and migrated to ensure maximum utility for universities in the long term.

### ***WP3: New contributions to the evidence base***

CREST is on track to exceed the outputs generated required to meet milestone 4 by September 2015; However, the actual publication in academic journals is outside of our control and it is not clear when it will be achieved:

- The full literature review was published and disseminated through a series of blogs and online publications.
- Two journal articles have already been submitted to journals but no feedback has been received to date. A third journal article is currently being authored on the development of an innovation platform to facilitate RU at the University of Fort Hare
- Over and above the literature review CREST has produced a wide range of documents and handbooks that have been disseminated to DRUSSA universities and beyond
- The research outputs generated for the programme has been disseminated far more widely than stipulated in the Logframe although the publications have not yet appeared in journals.

CREST has amended its initial plan to use research teams at DRUSSA universities to create case studies. Instead, a case study approach has been the basis of the Masters and PhD projects being completed by students. This will allow the case studies to have a broader coverage of topics in RU and also provide students with an opportunity to publish their project results in a case study format. Furthermore this is expected to improve the quality of the case studies as the individuals developing them have been trained and exposed to the extensive literature on RU.

- Thus far 2 case studies have been developed in total and 2 have been disseminated in previous years.
- An expected additional 6 case studies will be completed by Masters Students in the 2015 academic year for a total of 8 case studies to be completed by the end of 2015.
- Dissemination will however only take place in early 2016 due to the academic processes and assessment timelines of the Masters projects.

As far as supporting the M&E activity on the programme is concerned:

- CREST continues to advise on the review and revision of the Logframe;
- CREST assisted in synthesising the quarterly reports in preparation of the annual report;
- CREST has supported the development of the annual review report;
- CREST has begun discussions for the external review Terms of Reference.
- CREST continues to support M&E activity on the wider programme by integrating training of M&E into short courses to support DRUSSA universities in their strategic thinking, for instance.

### ***WP4: Communications, relationships and learning***

The DRUSSA.net site continues to attract visitors at pace, and has seen an increase of 285% in the number of unique visitors, in the 10-month reporting period. DRUSSA visibility on the social networking sites continues to increase pleasingly, particularly on Facebook, with a 60% growth in page likes since September 2014.

The DRUSSA Network, comprising registered users from the 22 universities and interested and affected parties in the SSA region and globally, continues to grow in number – an increase of 31.7% over the past 10 months.

Networkers receive the quarterly eDigest and an e-Alert in intervening months. The purpose of the two types of publication is to keep readers informed of DRUSSA activities, particularly in the universities, firstly by telling the short story in the publications, and secondly drawing readers to the full story featured on the blogsite. A number of themes have been highlighted this year - "It's Happening in Africa", stories from the universities being a dominant one. Following the recommendation of the Annual Review team in 2014, another theme explored in Digest 4:1 was to have the universities write about the processes used to identify and select evidence-based research suitable for uptake and use. Though the WP4 mandate to identify and feature articles that deepen understanding of Research Uptake was limited in 2013, the free app, Scoop-It, is used to draw attention to suitable materials that we curate. In the period, 438 blogs have been published, many of which draw attention to the 344 documents that are directly relevant materials. These are stored in the document index (see Annexure). Work has been undertaken to improve search engine optimisation (primarily Google search) and categorisation of documents in the Document Index.

Following the request made in the 2014 Annual Review, investigations have been made to establish alternatives for DRUSSA.net, post programme. These include 'mothballing' the entire site as it will be as of September 2016, with minimal hosting charges ensuring continued access to what will become an archive; placing the site under the management of a DRUSSA university's RUC team in the final months, with WP4 team training and SOPs available; and an all-university migration of materials, as established in the WP2.3 Learning Resource Outline Plan (referenced above under subsection *WP2: Strengthened strategic leadership and organisational capacity*. See Annexure 5). As with RUMeL (which constitutes a collaborative strand of activity between WP2 and WP4), each of these options to ensure a responsible exit for DRUSSA.net material and knowledge will involve close collaboration between WP4 leads and each programme partner, in order to consolidate and migrate learning material for utilisation, adoption and maintenance by partner universities. Decisions on the appropriate approach to this is contingent in part on results from the Training and Learning Resource scoping questionnaire (see Annexure 7) and on agreement to be finalised at the Partners Planning Meetings scheduled in September 2015.

The programme team utilises the e-publications to keep the universities informed of events and deliverables. As the programme deliverables reach completion, for example the WP3 literature review and case studies and the WP2 Benchmarking Reports and Framework for Strategy guide, a Handbook series has been published in e-format, but also limited numbers in hard copy for distribution at all-university meetings, RIMA conferences, the Communicators Network meeting and the like. (See Annexure 20 for sample report from the Handbook Series).

The user-centred coaching approach as exemplified in the RUC2015 activity within WP4 will continue to support the university RUC team from each university in developing skills, a strategic approach, and good practice to manage communications campaigns that promote and communicate research evidence to policy makers, business, local communities and wider public. This approach builds on the strategic approach to strengthening communication skills in *Platform 2013*, RUC2014 and RUC2015. Seven universities have already set up their RUC team, comprising the Leader, the Champion, Researcher(s) whose research results are recognised to be suitable for a RUC campaign and the formally appointed Communicators (See Annexure 12 for RUC Self-Assessment feedback report). More universities are considering this approach for RUC2016.

- 53 Communicators from 19 universities took part in the RUC2015 coaching process. About 50% of the participants were newly appointed and this was their first practical learning experience.
- 35 Communicators from 17 universities took part in event the RUC2015 face to face coaching event in Kigali in April 2015. Workbooks and learning materials were made available to participants at the workshop. Workshop materials packages were made available to Communicators to take back to RUC team colleagues for a post-event de-brief. All documents for public access were posted on DRUSSA.net.
- The DRUSSA Programme was represented and also made contributions to awareness raising and capacity development of Research Uptake at RIMA conferences; WARIMA 2014, CARIMA 2015, SARIMA 2015 (a joint event co-hosted by the ACU), and the forthcoming EARIMA 2015 conference to be held in August.

### ***WP5: Political and policy leaders increased capacity to use research evidence***

Senior Ministry representation at the DRUSSA Policy Symposia has been uniformly high across both countries. Ministry participation in Uganda comes uniformly from the senior-to-mid level civil service, while the Ghanaian ministries also routinely make political decision makers available, including Cabinet Members, Ministers and Deputy Ministers.

The high participation is due, in no small part, to the topics selected for discussion by our in-country partners STEPRI and UNCST in concert with government ministries. All Symposia discussions and recommendations have addressed issues with a high level of contemporary relevance. A further contributing factor to participation and engagement has been DRUSSA's preparedness to adapt to participants' expectations and work patterns regarding Symposia. The Ugandan approach to the Symposia has been for each individual Ministry to establish a developing narrative between events, where specific follow-up activity drives subsequent Symposia topics. In Ghana the nature of the participating Ministries' responsibilities has fostered inter-Ministry collaboration at Symposia, where representatives from multiple Ministries contribute to stand-alone topics. We anticipate that this flexible approach will continue to drive engagement over the remaining Symposia.

The first cohort of Policy Fellows saw the appointment of five academics: one to each participating Ministry (with the exception of the Ministry of Finance in Ghana).<sup>4</sup> The five Fellows currently in place are all engaged in the Policy Symposia as speakers and in Symposia follow-up activity in their respective Ministry. The Fellows compose the Symposia reports and all confirm indications of positive change in informal working culture regarding research uptake. This is variously manifest in high level symposium attendance, civil servant interest in DRUSSA short course attendance and the detailed work plans with specific outputs to support 'research into policy' initiatives developed between the Fellows and the Ministries.

The appointments for the second cohort of Fellows in Ghana have already been completed, while the appointment of Uganda's second cohort of Fellows is anticipated to be completed during October.

At the time of writing, 68 Ministry representatives across both countries have successfully completed short courses focusing on skills in incorporating research into policy-making. A further 30 participants in Uganda are anticipated to complete a short course in September. Planned activities by both the in-country course providers and the Policy Fellows will continue to monitor the impact of this training on the daily work of the participants once they return to work. Due to the limited time since the training, clear evidence for such a change will likely emerge later in the course of the programme. An early indication of the positive reception of the courses has emerged in Uganda, where the Ministry of Public Service (MPS) has signed a Memorandum of Understanding (MoU) with ACU and UNCST to provide training facilities for the courses and to integrate elements of the course into subsequent MPS training programmes. The MPS's mandate extends to all public service training across the country and its commitment has aided the short-term delivery of the courses and will contribute to the sustainability of the 'research into policy' training, which it anticipates will form a part of policy-maker training for all Ugandan ministries.

## **CHALLENGES AND DISAPPOINTMENTS**

### ***Changes in institutional leadership***

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<sup>4</sup> An additional Policy Fellow will join the next cohort in Ghana.

One of the programme's on-going challenges concerns executive and senior staff members who, while demonstrating significant leadership and commitment to DRUSSA initiatives in the long-term, may nevertheless also be on fixed-term contracts and may move on from their posts. DRUSSA Leaders and Champions are instrumental in driving change and ensuring that incoming office holders are able to align their own plans with the objectives of the programme, but the process can take time. This impacts on the speed and efficiency with which the institutionalisation of research uptake management can take place and that individual training may take effect.

We have worked to ensure, though, that the process of institutionalisation involves a broadening, as well as a deepening, of staff engagement at various levels in both professional and academic spheres. The Vice-Chancellor's Seminar held in Johannesburg in May 2015 has renewed executive management focus on institutional change, with aim of addressing sustained strategic direction for uptake despite any particular staff changes. Furthermore, the range of university staff engaged with newer DRUSSA activities or otherwise taking on new research uptake responsibilities (i.e., new posts dedicated to research uptake within existing research management offices; shared responsibility among various managerial and academic staff as outlined in Institutional Change Programmes; engagement in sub-groupings such as RUC2015, the RUMWG2014 and the Communicators Network) help assure a broadening of DRUSSA's reach among staff, and help alleviate the impact of individual staff losses to retirement or relocation over the course of their careers.

### ***Resources and time***

Aside from institutional staff changes, we also recognise that university staff time remains limited, and the creation of new posts or formal responsibilities for the management of research uptake work demands significant institutional commitment. It is important to recognise that all research uptake posts created within the participating universities have been entirely driven by and fully funded by the institutions themselves as has the time of existing staff. The programme has neither mandated nor funded the creation of any new posts. This approach greatly strengthens the prospects for these changes to be sustained beyond the life of the programme, but has required a trade-off in terms of the speed of change when compared to programmes that create and support posts with project funding. While we have met milestone targets for the year as regards institutionalisation, we also recognise that the sustainability of nascent processes will need to be a significant focus of our attention in this final phase of the programme.

Our measures to address sustainability and responsible exit are outlined in fuller detail in the sub-section *Sustainability, Responsible Exit, Continuation of Capacity Building* below. Regarding resource sustainability specifically, though, we are introducing processes to migrate programme knowledge and materials to institutional ownership and, where possible, to sync these materials within existing training and induction processes at each university. Furthermore, while, at the time of reporting, 12 institutions have approved new research uptake-relevant policies and strategies since 2012, several more institutions are awaiting such approval – by programme end, the resources and institutional commitment assigned to research uptake will be cast formally in a clear majority of partner universities.

### ***Assuring impact***

Tracking long-term impact of both institutional change and research impact is a task beyond the mandate of the programme, which somewhat impairs our ability to fully understand the depth (and not only the breadth) of institutional change that is currently taking place. That being so, the Benchmarking Survey process has been designed in a manner track change over the lifespan of the programme, including the direction of strategic travel, formal processes being introduced to manage research uptake activity, shifts in approaches to stakeholder engagement and wider approaches to external communication. The Benchmarking process is also used to assess degrees of attribution that internal university stakeholders assign to DRUSSA as an agent of this change. Furthermore, the third and final edition of the Benchmarking Survey process (currently under development, for circulation to Leaders and Champions in October 2015) will provide a particular focus on questions of sustainability, impact and longer-term direction of travel post-programme. This should help us to better understand outcomes and impacts of DRUSSA post-programme, as well as providing us with evidence to help inform the design of any potential future programme that aims to deepen and broaden research uptake capacity.

### **Disruption in programme management**

DRUSSA's Programme Manager Karrine Sanders (ACU) was obliged to undertake extended sick leave from 1 June 2015 for a period of at least two months, which is on-going at the time of reporting. While this has introduced a measure of discontinuity in programme management in the past quarter, Liam Roberts, Programme Officer (ACU) has assumed the Programme Management responsibilities during this period on an acting basis. It is a testament to the dedication of the programme partners that during this period, and despite a temporary reduction in human resources within the programme team, we have nevertheless been able to both sustain delivery of our existing activities to a high standard, as well as plan for the introduction of new activities to commence over the course of the next year. This temporary transition has been managed without disruption to progress towards achieving milestones for this year. Although Ms Sanders' post is 100% dedicated to the programme, the costs of her sick leave are being borne by the ACU and not by the project budget.

<b>Work Package</b>	<b>Highlights of key challenges</b>	<b>How addressed</b>
<b>WP 1: Build and strengthen individual capacity to manage research uptake and impact assessment</b>	Additional supervision of MPhil and PhD students placing pressure on CREST human resources	Redistribution of funds to bring in and cover costs of additional supervisors
	Academic workload placing pressure on part time students some of whom have trouble meeting deadlines	We will explore strengthening commitments to allow university staff time off to do this – it is unrealistic for someone working full time to complete
	Dependence of impact of individuals trained on WP1 on successful institutionalisation of RUM in DRUSSA universities	Briefings and feedback sessions are encouraged
	Some students (mostly PhDs) did not show any progress after which CREST has decided to discontinue scholarships to these students	CREST allowed two more Masters students on the programme in 2015 after PhD scholarships were discontinued in 2015
<b>WP 2: Strengthened strategic leadership and organisational capacity within DRUSSA partner universities to achieve greater uptake of their research by external users.</b>	Measuring and comparing universities' achievements towards Institutional Change Programme targets is complicated by the asymmetry of targets that have been independently derived by each institution	A Critical Success Indicator framework was established to allow for Institutional Change Programme targets to be mapped against indicators that are common across all participating institutions
	Establishing context, demand and specification for the proposed Learning Resource and the proposed Online Training mechanism under this work package	Outline Plans have been written for each of these strands of work, with which programme partners and Advisory Group members have been consulted, and with which partner universities are now being consulted

<b>WP 3: Conduct research and M&amp;E to access and document learning from successful RU and M&amp;E</b>	The new format of quarterly reports does not contain enough information for a comprehensive view of programme activities	Additional formats/reports and mechanisms to collect stories, good practice, of activities
	Paper not published in journals as the publishing schedules are out of CREST's control	Case studies to be published as soon as academic journals respond, though the timing of this is not assured
	New approach to utilise DRUSSA Masters students' thesis as basis for case studies means that publication is delayed until academic assessment has taken place	Case studies based on these theses are nevertheless assured to be completed, if outside this reporting period
<b>WP 4: DRUSSA communication, peer learning and engagement</b>	Extending RUC learning beyond skills to permanent RUC strategic and operational processes and competence.	Consultation with universities about RUC2016.  WP4 has continued to contribute to cross-WP activity, namely the Communicators' Network and Communication and Engagement guidance, online SciComm/RU guide, the RUMWG Research Strategy Group, the Learning Resource, sustainability and responsible exit
	Ensuring that the DRUSSA.net resources contribute to sustainability and responsible exit is effectively carried out	Working with WP2, establish the needs and sustainable resources that universities and RIMAs can contribute to taking over the resources/continuing access to the resources.
<b>WP 5: Demand-side capacity building</b>	All but one Policy Fellow was placed in respective ministries in the last Cohort, with the Ministry of Finance (Ghana) unable to accommodate a Fellow as planned.	It has been agreed that an additional Policy Fellow will join the next cohort in Ghana to address this shortfall.
	There is a danger that Ministries will use the Fellow as an extra staff member, rather than as a mechanism to support the embedding of other aspects of the DRUSSA programme.	The fellows' progress is being closely followed by the in country partner and each Fellow has prepared a work plan detailing how they aim to contribute to the aims of the programme during their placement.
	Domestic political and work schedule pressures, attached to the timing of the national budget	ACU does not anticipate that this will impact upon the realisation of the programme milestones, although planned timescales for

	in each country, will determine when the symposia are held.	the individual events have been revised to accommodate the needs of the Ministry of Finance (Ghana).
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As an output of the 2014 Annual Review, DFID provided specific feedback pertaining to objectives and processes recommended for action over the course of the past reporting year. We reflect on each point in this feedback below, with detail as to how they have been addressed.

**1. Continue work to improve programme management by streamlining processes for working together across so many partners; increasing effectiveness and reducing transaction costs.**

- All Partner Telemeetings have been routinised, providing programme partners with regular and more frequent opportunity to both share recent experiences in design and delivery of activities as well as to share thinking on collaboration between partners in the meeting of shared objectives. These have been an essential component of planning new activities over the past year, as well as new activities to be introduced from September 2015 in the final phase of the programme.
- The All Partner Planning meeting held in March 2015 was the first opportunity for the new Extension (WP5) implementing partners to meet with the core Partners to explore synergies, and as a result joint activities are now being planned. Participation of extension programme activity at RIMA conferences is one example of this.
- The Partners and Advisory Panel meeting to be held in September, being held as the Annual Review 2015 recommendations become available will be a key event in planning for activity implementation in the last year of the programme, assessment of what is needed to achieve the Outcomes, and for sustainability, responsible exit and/or possible next phase planning.
- Activities and targets falling under the mandate of the Programme Extension are especially natural spaces in which partners can co-design and co-deliver in order to achieve high-quality results, and to maximise the utility of existing resources. For example,
  - The RU Communicators Network has been one area of that has benefitted by close cooperation between the ACU and OSD.
  - Recruitment of participants in the Science Communications courses offered by CREST involved publicity from the ACU and OSD as well as CREST. The Learning Resource proposal, comprising newly-mandated activity under WP 2.3, has been led by the ACU with substantial input from OSD, while CREST have played a strong supportive role in the design of the Programme Database Outline paper (see Annexure 17) The implementation of the finalised Learning Resource, furthermore, will draw upon all partners in the collation of existing programme learning, and the creation of a navigable and effective digital structure by which to deliver this learning to partner universities.
- Wherever possible, partners have looked to maximise the efficiency of programme travel by coordinating multiple events and visits in-country and in-region. For example,
- The DRUSSA Vice Chancellors Leadership Seminar in Johannesburg (May 2015) was scheduled to coincide with the ACU-SARIMA Joint Conference “Research and Innovation for Global Challenges,” allowing for participating Vice Chancellors to also participate in wider conference proceedings, and also allowing for a joint DRUSSA-CAAST Net+ (an EC supported Europe-Africa research and policy dialogue consortia) half-day session to take place within the full conference at minimal cost.
- Local Partners, OSD and CREST were able to attend both the Vice-Chancellors Seminar and the conference.
- Partner participation in the Communicators Network meeting in Kigali (April 2015) also allowed for meetings to the University of Rwanda while in-country.
- ACU staff participation in the UK Aid-supported ResUp MeetUp in Nairobi (February 2015) also allowed staff to conduct site visits to Kenyatta University and Moi University while in-country. The joint Partner Planning and Advisory Panel consultation in September also results in effective VFM.

**2. Prepare the Terms of Reference for the independent evaluation by early 2015 so that evaluators can be appointed in sufficient time to evaluate the impact of the programme so far and report before the end of the programme.**

- Terms of Reference for the External Evaluation were drawn up in early 2015 and submitted to DFID for consideration and comment. Upon discussion of the Terms of Reference, and cognizant of the funding and time available for its execution, DFID requested that the Evaluation be refocused and the Terms of Reference redesigned to accommodate for a smaller-scale undertaking and final report.
- Taking account of these discussions, Terms of Reference have been redesigned and are now resubmitted to DFID as part of the Annual Review 2015 process (see Annexure 8 [to follow]). It is foreseen that, upon acceptance of these Terms of Reference, that DRUSSA will be in position to contract an External Evaluator between September and October 2015. The Evaluator will be contracted to carry out a detailed Programme Case Study in one country that allows for a qualitative assessment of logframe targets inclusive of Programme Extension targets.

**3. Develop stronger Value for Money measures, with information on these collected over the next year**

- In Year 4, Financial Reporting systems were amended such that expenditure is recorded and reported by activity, as well as by expenditure type, to allow for greater comparability between quarters and greater clarity surrounding relative costs of activities across the programme. This will feed directly in VFM assessments.
- In addition to financial VFM procedures in place and VFM requirements built-into our reporting, we have also designed a draft VFM Measures and Indicators Map (August 2015) (see subsection on Value for Money below, and see Annexure 13). This draft Map has been designed to specify avenues of analysis into comparing and assessing transaction costs among comparable activities which relate to common programme outcomes. This can be done by identifying unit costs per specified activity, broken down by the number of individual or institutional beneficiaries of the activity, and then measured against a comparable activity/activities (broken down by common beneficiaries) to assess relative costs and particular benefits in addressing common outcomes through different means.
- The objective proposed above is not to recommend any one model of activity over another based on cost alone, but to provide some specificity on various economic, efficiency and effectiveness (3Es) dimensions of related work, which can be taken into account when considering questions surrounding breadth of access (to particular activities) and depth of engagement (with such activities). This draft Map is to be further developed in consultation with DFID as an output of this Review, and upon further discussion with programme partners, for finalisation this year.

**4. Ensure there are opportunities for joint planning between partners to continue to improve synergy between different parts of the programme**

- In addition to the routinised All Partner Telemeetings which allow for regular and more frequent planning and reflection, the DRUSSA Programme Team held a face-to-face All Partner's Planning Meeting 1-2 March 2015 in London to mark the halfway point between Annual Reviews 2014 and 2015, and to focus an agenda of activity to enable us to meet and exceed programme targets.
- A two-day post-Annual Review 2015 Meeting with input from the DRUSSA Advisory Panel is also planned for September 2015, in order to synthesise and build from recommendations coming from DFID as a result of the Annual Review Process. Detailed workplanning is scheduled, to ensure working closely to deliver targets and achieve milestones for the last year of the programme.
- Additionally, the Programme Team holds review and planning sessions alongside any and all events and workshops at which Partners are jointly present, including the final DRUSSA short course event held in Stellenbosch in June, at the ACU-SARIMA Joint Conference on "Research and Innovation for Global

Challenges” in Johannesburg (May 2015), the DRUSSA Communicators Network event in Kigali (April 2015) and the DRUSSA Leadership and Progress Symposium in Cape Town (December 2014)

## SUSTAINABILITY, RESPONSIBLE EXIT, AND CONTINUATION OF CAPACITY-BUILDING

In the period under review, sustainability and responsible exit considerations have been factored into every Work Package work plan, with a specific focus on Outcome target achievement. In this section, we iterate these approaches to ensuring sustainability across individual, institutional and systems levels.

### **Sustainability and Responsible Exit**

#### ***Individual level***

Options to support sustainability have underpinned planning for new training and learning activities. As discussed, the Training Outline Plan (see Annexure 6) proposes options including a training-of trainers methodology, so that training material is suitable for delivery by university staff after the project has finished. DRUSSA is also exploring the potential to leverage its relationships with the Research and Innovation Management Associations (RIMAs) as an avenue to support sustainability. These organisations have the potential to provide a platform for taking forward and developing training and professional development in research uptake, as well as offering a formal accreditation mechanism.

Furthermore, CREST’s STS with a specialisation in Research Uptake and Impact M Phil and PhD degree programmes will continue to be offered post programme, as will be the online Science Communication course, resulting in longstanding provision of research uptake skills and expertise developed under the mandate of the programme.

#### ***Institutional level***

Significant here is the assistance provided in supporting the universities to include a research uptake focus in institutional policies and strategies. In addition to providing top-down validation and support for research uptake within the individual institutions, these documents will remain in force – informing decisions and guiding research uptake management approaches – for a number of years after DRUSSA elapses. Twelve universities have finalised policy and strategy documentation during the term of the programme, and others are in advanced stages of policy development, with expectations for these to be approved by September 2016. As one example, the University of Mauritius have developed a strategy with a research uptake focus that will not expire until 2020, and many universities are working to similar timelines. A typical aspect of these new documents is the establishment of new posts and offices with a research uptake focus, the mandate for which will also extend beyond programme completion.

In instances where new policies and offices have been adopted, DRUSSA has assisted the universities concerned to adapt their research uptake action plans. We have supported a transition of focus, whereby the institutional action plans are being revised and executed in dialogue with post-DRUSSA timeframes. In this way, the universities are putting in place planning to adapt time-limited DRUSSA activities, such as research uptake workshops, into routine aspects of their research uptake management approach. Moreover, these plans are better able to engage with the long-term use and deployment of individuals who have benefited from DRUSSA training, both formal (through CREST courses) and informal (through DRUSSA workshops and events).

DRUSSA.net serves as the online home for an expansive range of programme learning, including conference and symposia reports, handbooks and guidelines, event presentations, prominent literature in the field of Research Uptake, the Research Uptake Management eLibrary (RUMeL), original articles and blog posts authored by Leaders, Champions and other representatives of DRUSSA universities as well as by Programme Partners. In recognising that this depth and breadth of programme knowledge should continue to serve as a key resource for participating universities post-programme, the Programme Team have drafted a Learning Resource Outline Plan that specifies a process of migrating programme knowledge to partner universities for embedding in existing institutional digital platforms. The process,

timeline and cost for this exercise have been developed, and, pending finalisation through the Annual Review 2015 process, is scheduled to begin from September 2015.

### ***Systems level***

Programme activities, especially the extension activities, are focussed on leaving a legacy, specifically training and learning resources prepared in such a way that the partner universities and ministries can use them. This is with a view to establishing channels of sustained engagement between demand-side and supply-side research stakeholders, which can then inform both development-relevant policy directly as well as Higher Education policy to become more cognizant of universities' role as agents of research uptake.

In WP5, DRUSSA has secured buy-in and engagement from the Ministry of Public Service in Uganda. This Ministry is responsible for all public service training in the country. It has so far provided in kind support to the programme – through use of the Civil Service Training College for the short course element of WP5 – and is committed to adopting and adapting the DRUSSA WP5 courses for broader use across the whole public service after the close of the programme.

The Higher Education Symposia are also designed to establish better links between bodies which oversee HE in-country and the research uptake professionals and academics that can demonstrate the public and developmental utility of their research. HE Symposia have already been conducted in Uganda and Ghana in early 2015, with two further HE Symposia planned for Kenya and Mauritius late 2015 or early 2016. Though an extension activity with a limited scope of focus countries, these Symposia have facilitated valuable discussion and opened up direct channels between researchers and agents that set research policy and funding mechanisms in-country.

Relations with RIMAs, the ESSENCE group and ARMA have also been strengthened over the course of the past year, with a view to the RIMAs becoming member-driven institutional entities that can provide training, and eventually professionalisation of Research Uptake Management through formal certification of training. These developments are underway.

### **Continuation of Institutional Capacity Strengthening**

Through the Annual Review process and at the Partner Meeting to be held in September, consideration will be given to identifying demand factors to further strengthen institutional capacity in sub-Saharan Africa beyond the lifespan of the programme. While we have identified measures in the subsection above as to how we are working to ensure sustainability of programme initiatives and a responsible exit of programme-led activity, here we outline some lessons and observations which could help to inform the design of potential future support for continued research uptake capacity strengthening.

- As the programme has matured, the strengths and weaknesses in university Research Uptake capacity have emerged more sharply. The second Benchmarking report identified the area of greatest weakness as being research uptake communication capacity. We consider this to be a key area that has two strands, including institutional research uptake engagement and communications management (strategic level) and project/programme level research uptake engagement communications (implementation level). While this continuing weakness is being addressed in the last quarter of the programme, there is scope for a further, focussed programme that simultaneously strengthens capacity in the DRUSSA universities and supports the RIMAs.
- The demand-side pilot has good potential to contribute to the re-direction of institutional RU capacity toward the supply of evidence-based research as it is a converging engagement mechanism that provides the potential to formalise university-external stakeholder relations. This can in turn set in place permanent research uptake pathways that result in evidence-based research being accessible to users.
- Partner universities have expressed interest in developing capacity in the monitoring and evaluation of research impact, as expressed through events such as the Progress and Training Conference in Cape Town

(December 2014), through on-going dialogue with Institutional Change Programme coordinators and through targets established within these plans, and consistently through responses to Benchmarking Surveys in 2012 and 2014. The Demonstrator Research project component to Institutional Change Programmes has been an effort to help develop, support and focus institutional M&E activity towards new and on-going research that can ascertain early signs of demonstrating external impact. This is a longer-term field of work, though, which would be a natural area of focus for longer-term engagement than the time remaining in the programme.

### 3. LOGFRAME OUTPUTS

The aim of this section of the report is to provide a summary of the delivery activities that have taken place over the course of the past year, and how they relate to targets established at the start of the DRUSSA Programme. The report is organized according to five individual Work Packages and their stated outputs, indicators and milestones in the latest version (July 2015) of the Logframe. Under each Work Package and its output indicators, we provide a discussion on the following:

- A. A: SUMMARY OF ACHIEVEMENTS (against the Logframe);
- B. B: STRENGTHS, CHALLENGES AND LESSONS LEARNED;
- C. C: QUALITY (FOCUS ON COVERAGE AND PROCESS) and gender.

#### WORK PACKAGE 1.1: GRADUATE STUDENTS IN MPHIL. AND PHD IN SCIENCE AND TECHNOLOGY STUDIES

##### WP1.1 output indicators and milestones

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Number of Masters and PhD awarded in STS Programme</b>	U Stellenbosch accredited Master's degree courses in Monitoring and Evaluation & Master's degree courses in Science and Technology Studies in CREST	Estimated 6 Masters candidates from Cohort 1 (entry in 2013) on track to complete course work by end of 2014 and proceed with research assignment for completion in 2015. Doctoral candidates from cohort 1 have proposals accepted by the university and are on track to complete 4 compulsory modules. 6 masters candidates of cohort 2 (entry in 2014) have completed 4 of modules by November 2014. Doctoral candidates from cohort 2	Estimated 6 Masters candidates from Cohort 1 (entry in 2013) on track to complete research assignment in 2015. Doctoral candidates from cohort 1 have successfully submitted first four chapters of thesis for review. 6 Masters candidates of cohort 2 (entry in 2014) on track to complete course work by end of 2015 and proceed with research assignments for completion in 2016. The 2 Doctoral have proposals accepted by the university and are on track to complete the 4 compulsory modules

## A: A: SUMMARY OF ACHIEVEMENTS

There are 20 DRUSSA scholarship students in the MPhil and PhD STS programme for the 2015 academic year. These students have been joining the programme in three cohorts from 2013 to 2015.

CREST is generally satisfied that progress thus far made and will reach the stated targets for Milestone 4:

- Estimated 1 Masters student from Cohort 1 (entry in 2013) on track to complete research assignment in 2015 and expected to graduate in 2016
- 2 Doctoral candidates from cohort 1 have submitted various iterations of their literature review chapters of their theses for review.
- 6 Masters candidates of cohort 2 (entry in 2014) on track to complete course work by end of 2015 and proceed with research assignments for completion in 2016 (graduation expected in 2017).
- 1 Doctoral student of cohort 2 (intake in 2014) has a proposal accepted by the university and is on track to complete the 4 compulsory modules.
- Due to discontinuation of 2 PhD students in 2014, 2 new Masters students were allowed on the programme in 2015 (cohort 3) both are expected to complete their course work in 2015;

Most of the support and time spent by CREST staff provided to students at present is to develop their research assignments (for Masters Students) and their literature reviews (for PhD students).

Literature reviews are crucial for a PhD as it is part of the overall framing of the study and, without it, the empirical sections cannot proceed. Therefore there have been many versions of the literature review in process, which took significantly longer than anticipated.

Six students visited CREST in May 2015 to carry out work related to their final projects (one further student requested that her scheduled visit be postponed to the week of 29 June due to work commitments). The students used their time at CREST to analyse the survey data for their projects by means of SPSS. One constructed a database of research publications by his Nigerian university for bibliometric analysis, while another spent the time doing a literature search for her PhD. Several students are making especially significant progress.

### **Remedial action that has been instated by CREST**

Despite additional visits that were organised for a number of PhD students and additional time given to submit their assignment little progress was shown by a number of students, to various degrees. This is forcing CREST to review their participation in the academic programme. Following discussion internally CREST has decided that 2 Doctoral candidates will be removed from the programme due to unsatisfactory progress on the programme.

### **Specific progress according to cohort can be summarised as:**

**Cohort 1:** CREST currently has 7 Masters and 4 PhD students from DRUSSA partner universities who registered in 2013; with the following achievements for this cohort:

- 5 of the 7 Masters students have all course work completed with 2 students that have 1 assignment outstanding but whom are both expected to submit in time for graduation;

- Estimated 6 Masters Candidates from Cohort 1 (entry in 2013) in progress to complete research assignment by end of 2015. These students will graduate in March 2016;
- 2 Doctoral candidates from cohort 1 have submitted a draft of a literature review and has submitted assignments for modules attended;

**Cohort 2:** CREST currently has 6 Masters Students and 1 PhD students from DRUSSA universities who registered in 2014:

- 4 MPhil candidates of cohort 2 have completed course work and 2 more have completed at least 7 out of 8 modules;
- All 6 Masters students have selected topics for their research projects with 4 proposals submitted;
- The Doctoral candidate of cohort 2 has completed all 4 course work modules and has a research proposal accepted;

**Cohort 3:** Due to 1 PhD students that have discontinued their studies in 2014 and 1 PhD student that was moved to the Masters programme, CREST has 2 Masters DRUSSA scholarship holders on the programme for registration in 2015:

- Both these students are expected to complete their course work in 2015 and continue on to complete their research projects in 2016;

The following courses for the PhD and Master students in the programme were delivered over the past reporting year (See Annexure 22 for breakdown of participants).

#### ***The academic calendar for 2015***

Six modules in the STS academic programme have been presented so far in 2015. These include Sociology of Science (9-10 February), Science Policy Studies (11-13 February), Introduction to Bibliometrics (23-24 March), Advanced Bibliometrics and Scientometrics (25-27 March 2015), Research Utilisation (11-12 May) and Science and its Publics (13-15 May).

#### **PhD and Masters Module Schedule**

<b>Module</b>	<b>Dates</b>	<b>Assignment due date</b>
<b>Orientation</b>	4 – 7 February 2015	
<b>Sociology of Science</b>	9 – 10 February 2015	12 March
<b>Science Policy Studies</b>	11 – 13 February 2015	19 March
<b>Introduction to Bibliometrics</b>	23 – 24 March 2015	30 April
<b>Advanced Bibliometrics and Scientometrics</b>	25 – 27 March 2015	7 May
<b>Research Utilisation</b>	11 – 12 May 2015	2 July
<b>Science and its Publics</b>	13 – 15 May 2015	9 July
<b>Research Evaluation</b>	13 – 14 July 2015	3 September
<b>Research Impact Assessment</b>	15 – 17 July 2015	10 September
<b>Research Systems in Africa</b>	10 – 11 September 2015	22 October
<b>Science Technology and Development</b>	7 – 9 September 2015	29 October

## **B: STRENGTHS, CHALLENGES AND LESSONS LEARNED**

Category	Lessons learned	CREST response
<b>Under estimation of the value of the literature overview</b>	Students tend to underestimate the important of a critical literature review which leads to delays in proceeding to the empirical phase of the work	More emphasis is placed on the literature review; in fact, on empowering students how to write a good literature review based on scientific principles
<b>Poor performance by some student</b>	Despite a number of interventions and extension of deadlines, a number of students did not perform to expectation and will be removed from the programme	CREST has where appropriate demoted a student from the PhD to Masters programme. In 2015 two PhD students from intakes in 2013 have not shown progress in either submitting assignments or their PhD chapters 1 to 4 and will be removed from the programme
<b>Burden of supervision</b>	Although expected, the relatively large number of new enrolments in the STS programme since 2013 (20 DRUSSA students in total) has placed huge strains on the supervisory capacity – both at the Masters and Doctoral level – within CREST.	CREST has appointed external supervisors/co-supervisors to broaden its base of supervisory capacity; A second strategy to alleviate the pressure of supervision, which is being implemented, is to do more group supervision where appropriate.
<b>Academic work load on part-time students</b>	Students are fully employed and study part-time. Some of them have trouble meeting deadlines for the course assessments.	CREST has invited student to visit Stellenbosch to have time to focus on their research. CREST is also critically reviewing student progress and has requested detailed planning by supported students to plan and manage their work performance.

## C: C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

Students have to pass each assignment at 50% as well as achieve an aggregate of 50% across all modules. The assessment of all course modules occurs through submission of a written assignment.

CREST has also administered a short survey of the DRUSSA MPhil and PhD students during the week of 17<sup>th</sup> of August 2014 during which students reported back on how they have applied what they learned in the DRUSSA programme as well as how they would like to find support with in terms of being enabled to better make use of their new skillset (see Annexure 10).

### Gender breakdown (2013 - 2015)

Women are well represented on the MPhil and PhD programmes as outlined below:

OVERALL	Female	Male	Total
MPhil	6	9	15
PhD	2	3	5

<b>Total</b>	<b>8</b>	<b>12</b>	<b>20</b>
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2013 (DRUSSA supported students)

<b>2013</b>	<b>Female</b>	<b>Male</b>
<b>MPhil</b>	4	3
<b>PhD</b>	1	3

2014 (DRUSSA supported students)

<b>2014</b>	<b>Female</b>	<b>Male</b>
<b>MPhil</b>	2	4
<b>PhD</b>	1	0

2015 (DRUSSA supported students)

<b>2015</b>	<b>Female</b>	<b>Male</b>
<b>MPhil</b>	0	2

## WORK PACKAGE 1.2: SHORT COURSES OFFERED TO DRUSSA PARTICIPANTS

### WP1.2 output indicator and milestones

<b>Output</b>	<b>Baseline (Oct 2011)</b>	<b>Milestone 3 (Sept 2014)</b>	<b>Milestone 4 (Sept 2015)</b>
<b>Number of DRUSSA participants completing short courses</b>	Short course curriculum framework (a) designed in modularised format b) provided in face to face format c) accumulation of credits toward the M degree d) non-credit earning certificated attendance.	Minimum of 40 delegates (annually) from DRUSSA partner universities have completed 2 courses in RU offered each year (disaggregated by gender)	Minimum of 40 delegates (annually) from DRUSSA partner universities have completed 4 day short course that consolidates learning outcomes of the previous 6 short courses in RUM.

## A: SUMMARY OF ACHIEVEMENTS

We have achieved milestone 4 over the past reporting year (October 2014 to September 2015):

- In June 2015 CREST offered the final 3-day short course presented in Stellenbosch which was focused on a consolidation of learning outcomes of the previous 6 short courses in RUM;
- 39 individuals from 21 universities attended the short course;
- The purpose of developing a consolidated event helped the attendees to understand how the individual modules that have been developed form a unified whole for key skills towards institutionalising and implementing Research Uptake Management in universities;
- A major output for the short course is a consolidated document with key resources that have been developed through the course of the programme;
- During the short course, a workshop session took place during which support was provided to universities to develop an M&E framework for their institutional strategies and to think through the development of a Research Impact Assessment;
- Feedback was requested from participants regarding gathering stories on how the learning was used and benefited them and their organisations (see stories and report back of some key findings in Annexure 10).

### The structure of the 3-day short course and key outcomes achieved

Description of key sessions	Description
Introduction, programme resources	<p><b>Welcome and explanation of the structure of the short courses</b></p> <p>Professor Mouton provided an introduction to the three day workshop and revisited the focus of the previous short courses. The following points were addressed:</p> <ul style="list-style-type: none"> <li>• Programme description - What will be covered during these 3 days?</li> <li>• Discuss and briefly review previous short courses and how they fit into the overarching core skillset of a Research Uptake manager;</li> <li>• Opportunity was provided for reflection on how previous short course learnings and other programme initiatives helped to establish RUM in universities.</li> </ul>
Programme resources – an overview	<p><b>The programme resource database</b></p> <ul style="list-style-type: none"> <li>• Dr Grobbelaar as well as Ms Coates presented a review of programme resources and how to use them e.g. plans, frameworks, online courses, Platform 2013 and 2014.</li> <li>• The presentation focused on the range of programme resources available to Leaders and Champions and further afield. This was distributed in the format of an orientation document with links to programme resources as well as an extensive repository of resources on a memory stick. The resources has also been made available to the public on the DRUSSA.net platform</li> </ul>
Introduction to the STS programme’s research topics	<p><b>DRUSSA research topics</b></p> <ul style="list-style-type: none"> <li>• An overview was presented by Dr Boshoff on the research topics of students on the Masters and PhD in STS;</li> </ul>

	<ul style="list-style-type: none"> <li>The outcome achieved here was to inform DRUSSA partners on the research currently being undertaken by Masters and PhD students on the DRUSSA programme and to make them aware of the broader research programme through sciSTIP.</li> </ul>
<b>Student research on RUM and partner presentations</b>	<p><b>DRUSSA student presentations</b></p> <ul style="list-style-type: none"> <li>During this session three students on the STS programme presented their research projects and preliminary findings;</li> <li>The outcomes achieved through this process was to disseminate preliminary findings to the DRUSSA leaders and champions, and to provide some feedback from this group of Research Managers to the students who work within the broad field of RUM;</li> <li>A total of 3 Students also made presentations of 20 minutes each with 10 minutes discussion time.</li> </ul>
<b>Partner presentation of the RUM plans</b>	<p><b>DRUSSA partner presentations</b></p> <ul style="list-style-type: none"> <li>CREST invited 4 universities with well-developed RUM strategies to present their plans to the group. They were requested to address the following points in their presentations: <ul style="list-style-type: none"> <li>Objectives – what do you want to achieve with the strategy?</li> <li>What are the implementation measures?</li> <li>How do implementation measures link up with your objectives?</li> <li>How do you know if you have achieved success?</li> </ul> </li> <li>In order to ensure that all regions were represented we invited University of Nairobi, University of Ghana, University of Fort Hare and the Cape Peninsula University of Technology (CPUT)</li> <li>Presentations by 4 DRUSSA partners outlining RUM strategies (30 minutes + 15 minutes discussion time);</li> </ul>
<b>M&amp;E and RIA Workshopping day</b>	<ul style="list-style-type: none"> <li><b>M&amp;E for RUM:</b> Professor Mouton presented a brief lecture on the approach towards developing an M&amp;E framework for a RUM strategy;</li> <li><b>Workshop:</b> Following the presentation, participants broke into smaller groups and participated in a workshop exercise where they developed a basic M&amp;E plan for RUM strategies;</li> <li><b>Feedback session:</b> Participants provided feedback on their workshop outputs with Prof Mouton facilitating the session.</li> </ul>

### The programme resource database

The following table summarises the categories of resources included in the programme resource (which also provides basis of further development of the proposal under WP2.3 Learning Resource. See Appendix 5). The research for this presentation is attached as Annexure 17.

Category	Item
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<b>Academic resources</b>	Course notes and resources
	Literature review
	Case studies
<b>Practical resources</b>	Benchmarking reports and Statements of Good practice
	Institutional Change Guide
	Institutionalising Research Uptake: A Framework for Strategy
	Research Uptake Communication (RUC) Campaign Guides
	Policy-Maker Training Guides
	Handbooks
	Student research
	Workshop and conference presentations
	DRUSSA University policies and strategies

### How these activities were supported by DRUSSA

The DRUSSA budget allows CREST to support 2 officially nominated delegates from each DRUSSA University to participate in the short courses in the following ways:

- Delegates do not pay course fees. CREST covers all costs associated with the development and production of the course materials, the costs associated with the presenters and all costs associated with the venue (including the daily conference package);
- The 2 nominated candidates from each DRUSSA partner university also qualify for support towards travel and accommodation costs;
- Per diems are not paid to course delegates.

## B: STRENGTHS, CHALLENGES AND LESSONS LEARNED

CREST faced a number of challenges and went through a learning process for organising as well as delivering short courses in Y4.

Category	Lessons learned	CREST response
<b>Visa issues</b>	<ul style="list-style-type: none"> <li>• During the third round of short courses that were offered in 2014, a number of delegates from Nigeria could not attend the courses as they could not obtain visas in time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are urged by CREST to apply for visas early but diplomatic issues and delays at consulates are outside the control of CREST</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Detailed feedback is asked from attendees to short courses</li> </ul>	<ul style="list-style-type: none"> <li>• A range of suggestions have been made by short course participants on how DRUSSA could support them to have a bigger impact in their institutions (discussed in Annexure 10)</li> </ul>
<b>Supporting students make use of learning for institutional change</b>	<ul style="list-style-type: none"> <li>• CREST found that students needed to be shown how the short course series fitted into a consolidated approach towards RUM</li> </ul>	<ul style="list-style-type: none"> <li>• The fourth series of short courses (15-16) was a 3 day consolidated session that focused on bringing the key learnings and teaching outcomes together</li> </ul>

## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

Feedback was asked from participants that have attended the short courses in May 2015. They were asked to report on their individual impact on their universities as a result of these courses – 10 responses were

gathered from attendees all who are from different universities and have different designations (See Annexure 10).

### Gender analysis

	Female	Male	Total
Attended DRUSSA	15	24	39
Other	4	4	9

## WORK PACKAGE 1.3: NON-DRUSSA STUDENTS - SCIENCE COMMUNICATION SHORT COURSES

### WP1.3 output indicator and milestones

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Number of non-DRUSSA participants completing short course in science communication</b>	RUM modules curriculum framework (a) designed in modularised format b) provided in face to face format c) accumulation of credits toward the M degree d) non-credit earning certificated attendance.	Online short course in science communication developed. DRUSSA universities to take part in pilot <sup>5</sup> .	Minimum of 20 participants (annually) complete online short course in science communication

## A: SUMMARY OF ACHIEVEMENTS

CREST has significantly exceeded the annual milestone for September 2015:

- Africa's first online short course in science communication has concluded in March 2015. This is an accredited 6-week online short course leading to a Certificate of Competence from Stellenbosch University;
- The annual milestone of 20 participants was exceeded by more than 400% with 85 students completing the course;
- From the initial 87 participants that enrolled 60 were from SA, 25 from Africa and 2 from Europe;
- The success rate of the course was excellent with 85 of the participants completing the course with a 77% average;
- Due to enormous demand, a second course will be presented over the 5 Oct to 15 Nov 2015 period with (at this early stage of writing this report) in excess of 40 applications;

### *Course delivery and assessment*

CREST has appointed Ms Marina Joubert on a 50% basis from 1 April 2014 to develop an online short course on Science Communication to be presented by CREST over the September 2014 to December 2014 period. The short course is

<sup>5</sup> Subject to funding.

presented online to ensure accessibility to the DRUSSA universities and the wider target audience as this can be completed through distance learning – significantly reducing the cost to students.

- The course is fully online; fully time-flexible i.e. students can log in and cover the weekly course material at any time of day during the week;
- During the short course, 6 themes were covered over 6 weeks with a workload of roughly 4 – 6 hours per week;
- The online platform allowed the delivery of the course to be interactive with continuous discussion and debate on the online platform;
- The delivery medium was varied with many video clips, papers, blogs and reference to examples that was effectively used and contributed to the learning experience of the students;
- On-going assessment of each theme took place through weekly assignments;
- The final assignment was a practical project as well as a multiple choice questionnaire.

***The course covered the following themes over the six week period:***

- Week 1: Science communication as a field of research and practice
- Week 2: Public and policy engagement with science
- Week 3: Organisational science communication
- Week 4: Science and the mass media
- Week 5: Innovative approaches and new pathways for sharing science
- Week 6: Guest lectures and interactive sessions

***Success factors of the course:***

- The content was developed to provide students with a global context but with relevant examples to the African context. Furthermore the course was highly topical with a lot of the examples and debates around science in the media on issues of relevance at the time of the course;
- The smooth delivery of the course was ensured through extensive pre-testing of the online content;
- The lecturer had a very quick response time to assignments with brief feedback and comments to each of the 85 students after submitting their weekly assignments;
- An online forum that was developed through the course also allowed for daily interaction with the lecturer and students engaged in lively debates and discussions throughout the process. This was very valuable to the students and a request was placed that a medium for continued interaction should exist for the network that has emerged through the course. Subsequently, a Facebook page was created through which students can have continued interaction. This group has now been expanded to include upon request any interested party with an affiliation with a science organisation. More than 300 participants form part of this network at present;
- University accreditation was very important and the students highly valued it to be awarded a *Certificate of Competence in Science Communication* by Stellenbosch University.
- Practical assignments were very powerful learning devices and also a testament for the quality of the work and learning achieved on the programme. The practical assignments were submitted and many were published on an online platform by the students through which dissemination took place.

***Further activities beyond meeting milestones:***

Ms Joubert has been awarded a prestigious award by the National Science and Technology Forum (NSTF) in South Africa “For her pioneering contribution to promoting and developing science communication as a field of practice and research in South Africa”.

Ms Joubert will also develop new modules for the MPhil in Science and Technology studies (a new specialisation in the existing MPhil in Science and Technology Studies) to be offered at CREST from 2017 onwards.

Furthermore, CREST has also been awarded a Chair in Science Communication under the South African Research Chairs Initiative of the NRF. Prof Peter Weingart – an internationally renowned scholar – has been appointed as the chair.

## B: STRENGTHS, CHALLENGES AND LESSONS LEARNED

Developing the online short course is a first for Stellenbosch University and many lessons were learned. Stellenbosch considers this first short course as a learning experience and an opportunity to refine content and future approaches

Category	Lessons learned	CREST response
<b>Sustaining interest and motivation</b>	On-going interaction with the whole group and individual feedback to course participants throughout the course are essential to sustain participants' interest and motivation over the full duration of an online course.	We are considering limiting the number of course participants to 40 per course (in future) in order to make it possible for the course facilitator to devote more time to constructive individual feedback several times per week.
<b>Marketing channels more aggressively expanded to African participants</b>	Through limited channels we have received many applications from SA but the African participants mostly came from sponsored DRUSSA universities.	The marketing channels beyond the DRUSSA network need to be explored to ensure a wider reach for capacity development on the continent.
<b>Work load to lecturer</b>	Large class and responding to individual essays on a weekly basis placed huge demands on time.	CREST may decide to cap the class size although the exact size has not been decided on yet.
<b>Work load to students</b>	It was also a challenge to judge the correct volume of assigned reading every week.	In future a core set of readings will be identified for each theme so that busy students can prioritise readings while the dedicated student still has access to the wider body of literature.
<b>Practical assignments very powerful outputs</b>	A wide range of practical assignments was provided and were submitted and were published on an online platform	This format is very effective and was also a mechanism through which the assignments could be disseminated The practical outputs are also useful inputs to new content for the following course
<b>A strong network</b>	Through the interaction on a weekly basis and the debates and discussions a very strong network was established between the participants on the course	A Facebook page has been developed and the participants can continue their interactions on this platform  News from CREST and in the SC field is regularly posted here

<b>Increasing African examples in course content</b>	The course could have more examples of African cases of science communication as well as to understand what that means for other African countries	Although the course had South African examples, the outputs from students in Africa from the first course will contribute to expand the content with specific relevance to Africa (in particular) and developing countries (in general).
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**Optimal online delivery**

The stated learning outcomes for the short courses and the pedagogical requirement determine the selection and the use of appropriate technology.

Assessment of how leading universities around the world, as well as other relevant organisations, present online courses and the lessons they have learned.

We therefore chose the online platform and support tools carefully, working closely with Stellenbosch University’s online education experts.

We will also follow advice from experienced online teachers, sustaining regular contact with students and responding to their questions, being very explicit about the course expectations and deadlines and providing personal feedback to each participating student.

<b>Internet access turned out not to be a limiting factor</b>	Originally internet access (including speed and reliability of access) was anticipated to be a limiting factor in some participating DRUSSA countries.	<p>The online interface was designed to be easy to access and it is easy to download online lectures with smaller file sizes:</p> <p>Text-based discussion forums and podcasts were utilised, since these have lower bandwidth requirements than video streaming.</p> <p>Students were also allowed to download materials at their own pace at any time of day.</p>
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**C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER**

Participants were assessed on a weekly basis through a short written assessment as well as an online (multiple choice) test at the end of the course. The qualification earned will be a certificate of competence accredited by Stellenbosch University.

Of the 86 students that enrolled, 80 completed the course, with an average mark of 77%.

Some sample comments from students who completed the course are provided below:

- *The course has been far more useful than I had anticipated because of the exposure to the broader context of science communication. The course has had a major impact on my understanding of what science communication is and what it could/should involve, and this has given me insight for various activities that I am*

currently involved in. I have been able to see the deficit model at work in almost all cases where science communication is mentioned, and the approach of not identifying what the purpose is and who the audience is. I have been able to take what I have learnt in the course and influence what is being developed in terms of science communication in my organisation.

- *The course made me aware of many things I had not thought much about before, such as PR as it relates to science communication. It provides food for thought about how the essence of academic research articles can be distilled to be understandable to a wide range of people without over-simplification or distortion. It made me think about a number of different ways of communicating science such as storytelling, games, art, poetry, etc. It will help in advising or training people I am connected with who are communicating science.”*
- *I have found the course to be extremely useful in developing my knowledge and skills in communicating science to diverse audiences. Before this, my focus has been in scholarly publishing which I think this is too narrow for someone with a good background in both science and communication. I have the confidence to venture into other areas using the new skills I have acquired in the course.*
- *The course has made me aware of the intricacies and challenges about communicating science, and that the field has much more depth and complexity than I had previously thought. In terms of my professional development, since I would like to pursue a career in science communication, this course has made me stop to consider and appreciate more the reasons behind each communication, the pitch, the format and the consequences.*
- *The course definitely impacted on my own role as academic and facilitator of community engagement in higher education. It opened up a new world for me to assist academics and students in making their research more accessible to the public. However within my own discipline the course provided me with skills I could (and already do) practically apply in communicating the science underpinning community engagement. Science communication opened a door for me to assist academics in making their research much more accessible.*
- *The course has helped me with tools to develop as a person and professional capacity. As a science outreach officer it has empowered me to be more confident in communicating science related topics with the audience I work with. It has allowed me the platform to be more involved in the development and growth of young scientists with in my organisation.*
- *This course has contributed to my professional development by providing me with a good foundation on the theory of science communication, complimented by practical implementation of this theory. It has re-emphasised the role and value of effective science communication in my current role as a scientist. I am more empowered to draw on these skills but also to recognise when a professional science communicator is needed for specific tasks. This is the first science communication course I have done, so I do not have any comparator, but my overall impression is very positive.*

WORK PACKAGE 2.1: STRENGTHENED STRATEGIC LEADERSHIP  
UNIVERSITY LEADERS ARE BETTER INFORMED AND DEVELOP COLLABORATIVE MODELS AND  
PRINCIPLES TO IMPROVE RESEARCH BEING TAKEN UP AT STRATEGIC AND POLICY LEVEL WITHIN AND  
ACROSS PARTICIPATING UNIVERSITIES.

#### **WP2.1 output indicators and milestones**

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Strengthened strategic leadership University leaders are better informed and develop collaborative models and principles to improve research being taken up at strategic and policy level within and across participating universities.</b>	No process undertaken	At least 18 universities are developing research uptake strategies or policies with 6 being accepted by senior university management. At least 18 universities have completed second (Benchmarking) programme that surveys, examines and reviews change and good practice being incrementally developed and applied across universities and better informed about strategic value of research uptake management.	At least 16 senior leaders (vice chancellors) have reviewed and engaged in sharing of good practice to improve strategic leadership in research uptake. Senior academic representatives at 2 universities in two countries have engaged with policy makers at symposia to strengthen ways research evidence is used by policy makers. At least 8 universities have strategies or policies accepted by senior university management that increase accessibility of research outputs to external users.

## A: SUMMARY OF ACHIEVEMENTS

The September 2015 Milestone for this activity has been achieved.

### **DRUSSA Vice Chancellors' Leadership Seminar**

The DRUSSA Vice Chancellors' Leadership Seminar was held in Johannesburg (May 2015), involving 11 DRUSSA executive heads and senior representatives. The day-long seminar comprised a thorough review of programme activity, highlighted key examples of good practice underway at participating universities, while also helping to establish agreed pathways for sustainability. The event featured a keynote presentation by Dr Philippe Mawoko, Director of the African Office for Science, Technology and Innovation (AOSTI) under the mandate of the African Union, and a case study presentation from Prof Romeela Mohee, Vice Chancellor of the University of Mauritius.

A summary of the proceedings was written into a formal Summary Report (see Annexure 19) which has been delivered to all 22 DRUSSA Vice Chancellors (as well as each institutional Leader and Champion) to provide participants (and executive heads who were unable to participate) with agreed action points and shared reflections to ensure all Vice Chancellors are exposed to the discussions and decisions from the day. Resolutions emanating from the discussions, and which were shared, included maintaining robust support for research uptake staff and DRUSSA Leaders and Champions, and committing to institutional change to accommodate this support beyond the lifespan of the DRUSSA programme. Prof Celestino Obua, Vice Chancellor of Mbarara University of Science and Technology (Uganda) reported in subsequent correspondence that "it was a real pleasure engaging with my fellow Vice Chancellors and hope to see research uptake make meaningful changes in our communities."

In addition to the Seminar itself, participating Vice Chancellors were also invited to attend the ACU-SARIMA Joint Conference on Research and Innovation for Global Challenges which took place in the same week in Johannesburg. The conference featured a dedicated DRUSSA/CAAST-Net+ half-day session, providing a key interface between senior DRUSSA leaders and CAAST-Net+ programme leaders and representatives, demonstrating engagement with stakeholders and identifying pathways for research uptake through peer initiatives. At these sessions, Leaders from

MUST and the University of Fort Hare presented examples of emerging research uptake methods and processes in place at their institutions.

### Higher Education Symposia

The *Uganda Higher Education Symposium* took place 16 March 2015 in Kampala with 48 participants on the topic of “Enhancing the Quality of Higher Education in Uganda through Research Uptake” (see Annexure 18 for HE Symposium Report). The Symposium specifically discussed ways in which research can help to inform and enhance the quality of higher education in Uganda.

The symposium had good buy-in and participation from Ministry of Education representatives with robust and informed responses to papers and lively discussion between participants. As a function of the Symposium, the Ministry agreed to take forward a selection of recommendations made as part of the paper presentations and discussions, including:

- The need for holistic approaches to address the intricately linked challenges facing the education system at all levels;
- The Ministry of Education, Science, Technology and Sport (MESTS) to fast track the Early Childhood Development (ECD) policy review and implementation;
- Government to harmonise and implement the planned Quality Assurance Framework for education system;
- Government to set national research priorities and fund Universities and research institutions to conduct policy-relevant research activities;
- Government to establish a “one stop centre” within the MESTS to work with UNCST to coordinate and facilitate University research agenda.

The *Ghana Higher Education Symposium* took place 23, 24 February 2015 in Accra. The Symposium brought together 25 Vice Chancellors and academics, policy makers involved in shaping both higher education policy, and those responsible for setting national research priorities and allocating public research funding to discuss Ghanaian higher education and the national development plan. While the government is in the process of developing a comprehensive policy, there is currently no explicit policy for tertiary education in Ghana.

The symposium specifically discussed why research is not being effectively used by policymakers and offered concrete recommendations for the tertiary education policy as a result. Among recommendations emanating from the Symposium, participants agreed that:

- National Commission on Higher Education (NCTE) should champion the development of a Policy on Higher Education in Ghana;
- Strategies to enhance linkages between research and policy should be enshrined in Policy on Higher Education in Ghana that is yet to be developed;
- Researchers must institutionalize dissemination plans in project proposals and should be encouraged to submit their research findings to target organisations;
- Research by students and lecturers should address societal problems and should consider policy relevance;
- There is the need for rationalisation of tertiary institutions, differentiation and diversification. Some traditional universities should be re-designated as research institutions.

Each of UNCST and CSIR-STEPRI (in Uganda and Ghana respectively) remain engaged with representatives of the Ministries responsible for HE in-country and the participants overall to drive progress against agreed recommendations and to establish further dialogue where appropriate.

In addition to Symposia reports themselves, we have also evaluated each of the Symposia in order to apply lessons learned to future Symposia that are planned in Kenya and Mauritius in the next programme year. For Kenya, discussions are currently underway with the Ministry of Education, the Department of Higher Education, the Kenyan National Innovation Agency, AFIDEP and Kenyan DRUSSA universities concerning an HE Symposium in Nairobi in October 2015. For Mauritius, discussions are also currently underway with the University of Mauritius and relevant ministries in-country concerning an HE Symposium in Réduit in late 2015. Terms of Reference for each of these proposed Symposia

have been drafted, and programmes for the events will be modelled on precedent, with the HE authority in-country establishing focus areas and themes in concert with participating partners, facilitated by both the ACU and the designated in-country facilitative partner.

### Research uptake institutional policy development

To date, 12 universities have developed a policy and strategy provision for Research Uptake Management which has been accepted by senior management, exceeding the Milestone for September 2015. At least two other universities have finalised policy and strategy frameworks for RUM, with formal institutional approval processes underway. Each of these policy and strategy documents have been developed within the programme period, and have been designed alongside strategic support from both Programme Coordinators based at the ACU as well as through consultation with the Research Uptake Management Working Group (RUMWG) Framework to Strategy document (2014).

DRUSSA universities that have implemented Research Uptake policy and strategy frameworks thus far include:

	University	Policy / Strategy Name	Year published
1	Cape Peninsula University of Technology	Research, Technology, Innovation and Partnerships 10-Year Blueprint	2012
2	Kenyatta University	Uptake Policy	2015
3	Makerere University	Research Agenda 2013-2018	2013
4	National University of Science and Technology	<i>Before Senate</i>	2015
5	University of Buea	Revised Research Strategic Plan	2015
6	University of Fort Hare	Research Uptake Policy	2013
7	University of Ghana	Guidelines for Making Research Findings Understandable and Accessible	2012
8	University of Ibadan	Intellectual Property Policy	2012
9	University of Limpopo	Community Engagement Policy	2012
10	University of Mauritius	Strategic Plan	2015
11	University of Nairobi	Research Uptake Strategy	2015
12	University of Zambia	Research Policy and Intellectual Property Rights	2012

The Research Uptake Management Working Group (RUMWG) was constituted in 2014 to conceptualise, write and present a Research Uptake Strategy Guidance document to assist universities to draft their own strategies. This Framework for Strategy (see Annexure 21) was presented to the Progress and Training Conference in Cape Town in December. It has been reported that it has been used in this period by several universities inform the understanding of their institutional drafting committees and to draft and/or refine their strategies. Members of the RUMWG have indicated that they would like to produce a second edition, based on their further experience, for presentation at a possible future meeting and to have it disseminated widely to sub-Saharan universities.

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## B: STRENGTHS, CHALLENGES AND LESSONS LEARNED

Category	Lessons learned	ACU response
<b>HE Symposia</b>	Issues were raised regarding quality assurance systems in place to assess research, and a perceived lack of access to research that is seen to inhibit uptake amongst both policy makers as well as other academics. A challenge was also identified in how to most effectively maintain forward momentum from the recommendations emanating from the symposia, despite competing activities and priorities in the Ministries and universities	It is suggested that we continue to capitalise on the set of recommendations coming out of the symposium by arranging further meetings with Ministry of Education officials (online and when in-country), particularly as there appears to be a reliable level of buy-in among Ministerial representatives. In-country facilitative bodies (CSIR-STEPRI and UNCST) are also well-placed to lead on sustaining momentum
<b>Policy and strategy development</b>	Through both Benchmarking 2014 survey responses and through activities logged in Institutional Change Plans, 18 universities have indicated that they are pursuing the development of “clear policy or strategy [documents] that include RU objectives [and which is] supported by senior management.” While this is so, the process of finalising RU policies and strategies (or involving RU components to wider research policies and strategies) and having them approved by Senate and published can be inhibited by lengthy institutional processes	While the Milestone for September 2015 has been exceeded, we are conscious that further strategic support will be useful in order to ensure that universities with RU-relevant policies and strategies under development will be able to meet targets for programme end. The Vice Chancellor’s Leadership Seminar has helped to strengthen and motivate university leaders to lend further support to these policy developments, and further regional workshops are also planned to convene senior managers at selected universities to help drive these developments further.
<b>Vice Chancellors’ Leadership Seminar</b>	Executive Heads and senior management representatives participating in the Seminar were highly engaged and provided valuable insight to the proceedings, which were recorded and disseminated through the Summary Report in June 2015. The number of participants was lower than originally planned, although this did not detract from the interactive and consultative format of the day.	While planning the Leadership Seminar alongside the ACU-SARIMA Joint Conference was attractive to participants, we propose longer lead-in times for planning and for securing confirmations for Executive Heads, and to consult university calendars closely to ensure programme-wide availability.
<b>Changes in staff</b>	Changes in staffing pose challenges in maintaining continuity	While this is true, it is worth noting that, in some instances, staff changes at particular universities can result from institutional reforms that are, on the whole, positive. This can result from promotions of staff with updated qualifications in relevant research uptake fields, or from restructuring of the research management function. While continuity of relationships can be challenged by these changes, the most important approach to alleviating such

threats is to ensure continued cross-departmental engagement with a range of internal stakeholders, and cross-partnership collaboration on activities that expand our common base of engagement with individuals who are driving uptake activity, and with whom we can continue to engage when specific key personnel move on. Regional workshops planned later this year are also designed to convene new and longstanding staff alike to agree and drive forward joint activities

## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

The Vice Chancellors' Leadership Seminar featured one of the female Vice Chancellors of DRUSSA universities, Prof Romeela Mohee from the University of Mauritius. She was selected to present the Case Study Presentation to the Seminar, which focussed on practical examples of engaging policymakers with specific research outcomes to inform policy. While female representation at the Seminar was significantly inhibited by the low proportion of female Vice Chancellors overall, Prof Mohee played a prominent and valuable role in the Seminar's proceedings, as well as in the DRUSSA/CAAST-Net+ Sessions that followed in the wider ACU-SARIMA conference that week.

The HE Symposia comprised comparable proportions of women in both Uganda and Ghanaian Symposia, with 13 female participants out of 48 in Uganda (27%), and seven female participants out of 25 in Ghana (28%).

## WORK PACKAGE 2.2: STRENGTHENED ORGANISATIONAL CAPACITY

### A: SUMMARY OF ACHIEVEMENTS

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Organisational systems, processes and approaches within participating universities are improved to enable research being more accessible to policy makers and practitioners. Workshops, working groups, communities of practice and training materials are carefully</b>	No known universities with a Research Uptake strategy.	At least 18 universities have developed an operational change plan outlining targets for changes in organisational processes, structures or practices to be strengthened to enable research being more accessible to external users. New (expansion) activities- training and network for	At least 18 universities have met 40% of targets in their university change programme, reporting positive change that is enabling research to be made more accessible to external users. Integrating with the RUC coaching and learning activities, the Communicators Network is in place and members are offered opportunities for further training in research uptake and science communication

planned and put in place to support this.		communication professionals -to support skills development for university staff are being developed.	
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The September 2015 Milestone for this activity has been achieved.

### Institutional Change Programmes

Each university's Institutional Change Programme (i.e. "Action Plan") (see Annexure 14 for template) comprises the suite of new and on-going activities designed to strengthen the institutionalisation of Research Uptake, and which are being undertaken in 2015 and 2016. While the activities submitted in each Action Plan have been internally constituted by the universities themselves, three University Coordinators at the ACU have worked in close concert with three bi-regional groups of universities across the programme in establishing timetables for the implementation of these activities, for sharing good practice between universities in how to embed new practices, and have been gathering evidence as to the pace of implementation.

As each university's own Action Plans are internally derived (as are future objectives identified through each university's responses to the Benchmarking Survey 2012 and 2014), a common template for measuring successful achievement of objectives was established in 2015 in order to effectively map all universities' activities across key and common indicators. This Critical Success Indicators template (see Annexure 15) has been designed and agreed in order to identify and quantify the number of activities that together key will provide evidence of contributions to programme-wide outcomes.

The Critical Success Indicator framework identifies 23 indicators of institutional change. At the time of reporting, 18 universities have met at least 40% of Critical Success Indicators.

University	Number and Percentage of Targets Reached (by Critical Success Indicator)	
Addis Ababa University	8/23;	35%
Cape Peninsula University of Science of Technology	16/23	70%
Kenyatta University	14/23	61%
Kwame Nkrumah University of Science and Technology	15/23	65%
Makerere University	15/23	65%
Mbarara University of Science and Technology	13/23	57%
Moi University	16/23	70%
National University of Science and Technology	16/23	70%
Obafemi Awolowo University	9/23	39%
Université de Yaoundé 1	9/23	39%
University of Botswana	15/23;	65%
University of Buea	15/23	65%
University of Calabar	9/23	39%
		61%
University of Fort Hare	14/23	
University of Ghana	18/23	78%
University of Ibadan	12/23	52%
University of Limpopo	14/23	61%
University of Mauritius	15/23	65%

University of Nairobi	15/23	65%
University of Rwanda	11/23	48%
University of the Free State	13/23	57%
University of Zambia	<b>16/23</b>	<b>70%</b>

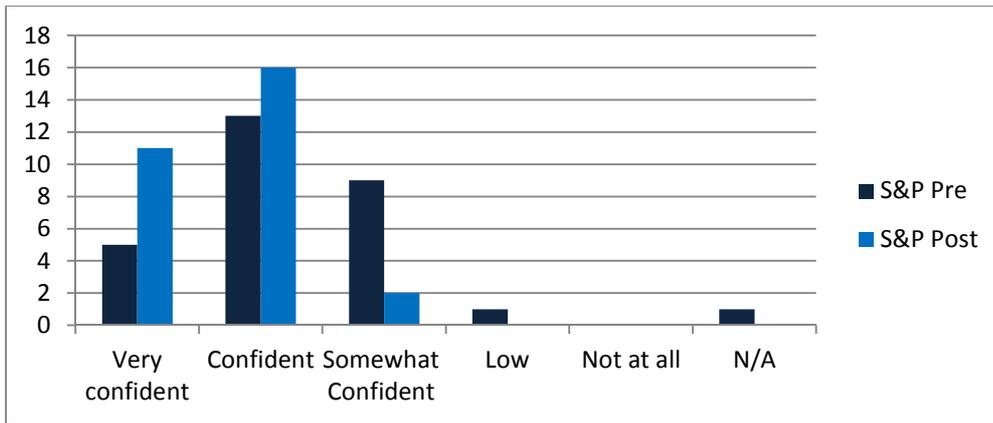
In supporting universities' capacity to meet objectives committed in their Institutional Change Programmes, the ACU facilitated an Action Plan Workshop at the DRUSSA Leadership and Progress Conference in Cape Town (December 2014) which convened Leaders and Champions from 18 universities to:

- Review good practice in designing institutional strategy (led by OSD and the Research Uptake Management Working Group)
- Discuss specific approaches to Monitoring and Evaluation (led by CREST)
- Seek to apply lessons from the Benchmarking Process 2014 (led by the ACU)
- And the Action Plan Workshops (led by the ACU)

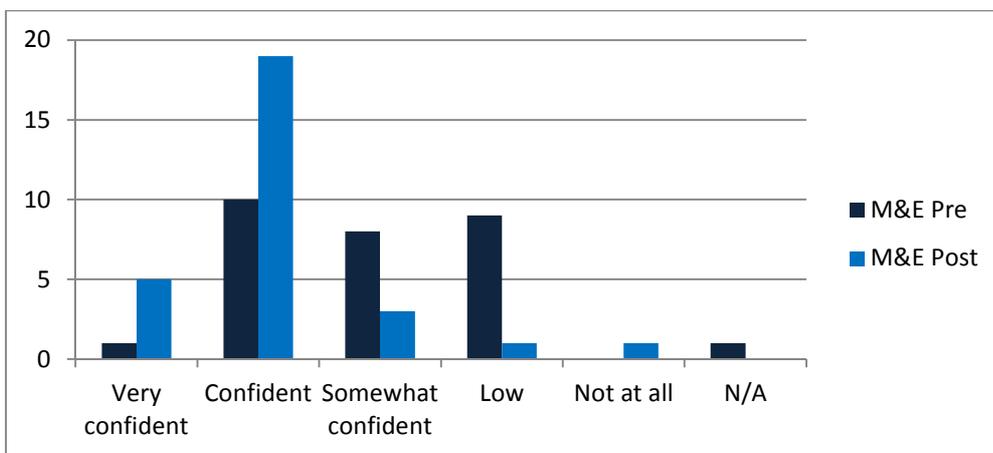
These workshops convened three bi-regional cohorts of university Leaders and Champions to share activities in their Institutional Change Programmes, to establish or revise timetables for rolling out activity and providing evidence of success. Bi-regional groups then nominated an exemplar Demonstrator Research Project for presentation to the All University conference later in the day.

The workshops were regarded as a success, with marked improvement in participants' confidence in: drafting university policies and strategies to incorporate uptake; using monitoring and evaluation methods to measure the impact of research; and developing and advancing Institutional Change Programmes.

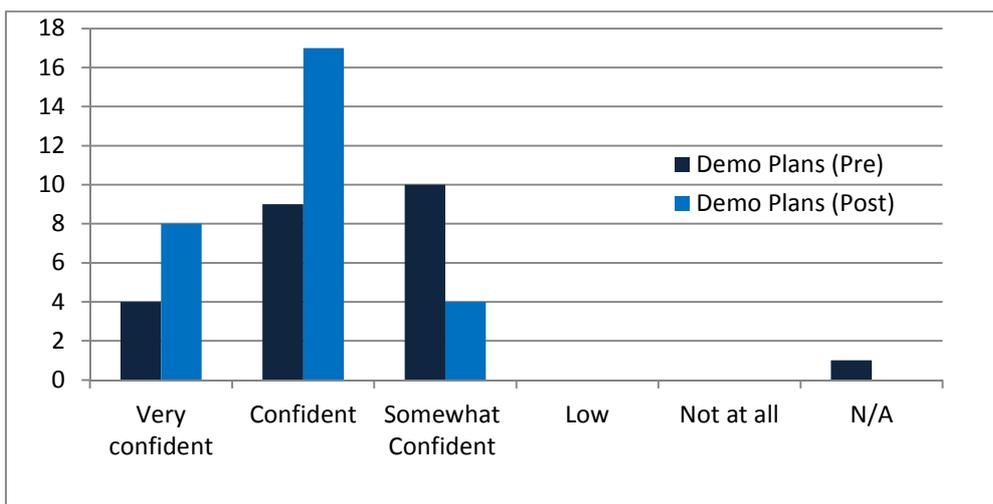
***Results from Pre- and Post-Conference questionnaire on level of confidence in designing Strategy and Policy (S&P)***



**Results from Pre- and Post-Conference questionnaire on level of confidence in using Monitoring and Evaluation methods(M&E)**



**Results from Pre- and Post-Conference questionnaire on level of confidence in developing and advancing Institutional Change Programmes (Demo Plans)**



All written comments submitted by participants in post-conference questionnaire follow (see Annexure 11 for full questionnaire results):

*"Thanks for a well-organised and intellectually stimulating workshop - this takes us a step forward in our RU implementation plans."*

*"An intense workshop. Very profitable."*

*"Very important skills development and providing forum for sharing experiences and ideas."*

*"Since it's my first workshop, I have always had to struggle with some of the basic concepts. I am fine trying to learn."*

*"Nice little family of networks between East, West, Southern African universities with our UK colleagues from ACU. Friendly atmosphere and fruitful 3 days!"*

*"DRUSSA should continue the conversations on how to collaborate the established and new RIMAs in SSA to continue sustainability and impact."*

*"It would be very useful if universities participating in DRUSSA could share the Research Uptake strategies in a regional workshop once these are finalised."*

*"All the organisers were excellent in discharging their duties and assignments. However, please consider tour as part of the programme. For culture/tour is also knowledge acquisition."*

*"Wonderful mentoring & guidance for the way forward."*

As an output of the Workshops, several universities expressed demand for guidance and support in structuring the activities identified in their Plans. In consideration of this, and through analysis of each university's achievements to date, a number of follow-up institutional site visits were also carried out between January and June 2015 in order to provide further direct support to these processes, to meet with wider institutional teams with key responsibilities for implementing activities outlined in Plans. Institutional Site Visits this year included: the University of Rwanda; the University of Mauritius; Kenyatta University; and Moi University.

In quantifying achievements in Institutional Change Programmes, we are aware that, while evidence has been provided of activities that are being "bedded down," this process is on-going. Despite the high level of achievement among several universities (five of them have met 70% of Critical Success Indicators, exceeding even the target for September 2016), these activities are still in the process of being institutionalised and routinised. Over the course of the next year, the range of successful and institutionalised initiatives will need to grow to at least 50%, in at least 18 universities. These 18 universities will be required to provide evidence of the sustainability of these initiatives post-programme as well.

On-going analysis of the Critical Success Indicators is being undertaken, with a view to securing 50% of targets achieved by the close of programme. To reach the target, additional regional campus visits are planned between September and October 2015 in order to consolidate gains, to convene wider teams with key responsibilities for implementing activities in the Plans (including new staff), further engage representatives from the Communicators Network in place at institutions, and entrench good practice that is taking root. These workshops are planned for:

- **South Africa:** University of the Free State, University of Limpopo, University of Fort Hare and CPUT (September 2015)
- **Southern Africa:** University of Zambia, NUST and the University of Botswana (September-October 2015)
- **Nigeria:** University of Calabar, University of Ibadan and OAU (October 2015)

## Research Uptake Communications Network<sup>6</sup> Community of Practice

Formally launched at the DRUSSA Progress and Training Conference in December 2014, the DRUSSA Communicators Network comprises university staff with an interest and responsibility for research communication, drawn from four activity spheres:

- At least 2 staff members from each university, nominated to the RU Network by the Leader and Champion on the basis that they have/need to have Research Uptake Communication Skills;
- Graduates of WP1 Communications Short Courses (almost exclusively Leaders and Champions).
- Participants in the RUC2013, RUC2014 and RUC2015 activities (Leaders, Champions, and Communicators for the first time in 2015).
- Graduates of CREST (WP1) online Science Communication course

The purpose of the RU Communicators Network Community of Practice is to allow university staff who have participated in the activities outline above to build on their current level of knowledge and expertise. . These categories of staff have some formal responsibility for the implementation of Institutional Change Programme activities.

The inaugural meeting of the RU Communicators Network (Leaders and Champions did not attend) took place in Kigali in April 2015, with OSD playing a leading role in the design and facilitation of the joint RUC2015/SciComm-Research Uptake scoping event, and also involving input from Marina Joubert, who is responsible for the design of the independently-commissioned online Science Communication Guide (see Annexure 9 for Progress Report) and Train the Trainer course being developed for the Network in late 2015 and early 2016.

In order to scope the content and requirements for this course, a new digital Science Communication / Research Uptake Guide was discussed in Kigali. As a result of the facilitated discussion and analysis of responses to a questionnaire, it was established that, in order to be useful to the Network members, to researchers and as a training resource, the guide should be structured in such a way that it can be:

- studied in its entirety online within a short period (between two and three hours)
- structured in modules so that it can be read and studied in a ‘broken up form’ but with a coherent concept in the design
- when RU Communicators work with researchers it is easy to (i) establish from a common base (the Guide) how the researcher/project envisages undertaking RU (ii) choose with tactics, tools, etc. are going to be used and how to use them optimally
- as RU Communicators responsible for carrying out the work of raising the institutional RU profile, the Guide is also intended to provide tactics, tools etc for doing this. (ie not at project or programme level, but at institutional level)
- easy to (i) establish from a common base (the Guide) how the researcher/project envisages undertaking RU (ii) choose with tactics, tools, etc. are going to be used and how to use them optimally when RU Communicators work with researchers;

Alongside the design of the Guide, Marina Joubert is also designing the Train the trainer course for delivery to Network members in early 2016,. Content and structure is to be finalised in September, with a trial scheduled for late 2015.

## WP2 Extension: Training Provision

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<sup>6</sup> An assessment of the background and relevant experience of university nominees established that there were very few persons with any or very limited communications experience. And as the training that has been provided and will be provided is not accredited or creditable the descriptor ‘professional’ has been dropped.

An extension activity within this Work Package involves the establishment of discrete training materials to support individual capacity to support institutional change. This was conceived in its first iteration as an Online Training provision which would allow university staff to participate in training remotely while in post at their institutions, so as to complement the combined online and face-to-face training already provided by CREST through WP1.

The objective of complementing existing training provision remains, although it has been considered that a parallel Online Training provision may run the risk of duplicating efforts across the programme. With this in mind, any new training introduced under this Work Package would need to be both unique and also a direct expression of university demand communicated through activities already conducted (or on-going) under this Work Package.

In consideration of this, a WP2.2.2 Training Outline Plan (July 2015) (see Annexure 6) has been designed which proposes a mechanism to effectively migrate Research Uptake sensitisation training materials (as designed and delivered through University Campus Visits in Phase 1 of the programme) to Leaders and Champions, for them to embed within existing institutional training systems for early career researchers and young academics.

Through workshops held across DRUSSA institutions in Phase 1 and 2 of the programme, the ACU developed a well-received programme of activities including stakeholder mapping, how to incorporate Research Uptake at early stages in the research cycle, and how to identify internal resources to help support and maximise research communication. These workshops were delivered to Leaders, Champions and wider Implementation Teams that were established at the outset of the programme. The new WP2 Training Outline Plan proposes configuring this workshop model in forms that can be adapted and adopted by existing training mechanisms within Partner Universities for delivery by institutional staff (Leaders and Champions) to early career researchers and young academics, to broaden exposure of Research Uptake principles and processes to further include both academic as well as managerial staff.

In order to ensure that this process effectively flows from university-expressed demand and joins up with existing training mechanisms in place at institutions, a scoping questionnaire has been disseminated to Leaders and Champions (August 2015). Feedback already provided through the DRUSSA Conference in Nairobi 2013 and Progress and Training Conference in Cape Town 2014 has established that demand exists. The recommendations of the CommsConsult Survey of Existing Training Provision produced in 2014 also guides our thinking here, as it pointed to a lack of adaptable and adoptable training materials focused on incorporating the training within existing institutional mechanisms. This will also complement the training designed expressly for communicators through the Communicators Network, and will link directly to materials produced under the mandate of WP2.3 (RUMeL) and other materials produced across Work Packages.

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## **B: STRENGTHS, CHALLENGES AND LESSONS LEARNED**

Targeted university site visits have led to demonstrable progress against institutional change programme targets for internal engagement and development of web-based research communication platforms. Lessons from these visits have factored into planning and design of upcoming regional site visits.

Developing the appropriate model for WP2.2.2 Training Provision has required taking account not only of existing demand and of existing training available, but also of the types of training already offered within the DRUSSA programme, the particular target constituencies within the universities, and where new training adds most value. This process has required a longer than anticipated period of consultation amongst partners and with universities in order to finalise the Outline Plan, and during a period of transition of the Programme Management role due to illness. This Plan, however, is now ready for implementation.

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<b>Category</b>	<b>Lessons learned</b>	<b>ACU response</b>
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<b>Planning and monitoring institutional change</b>	In the past there were limited processes to monitor detailed change within and across universities	Action Plans and Critical Success Indicators have been developed with universities. These complement the data being recorded through the Benchmarking process
<b>Extended training provision</b>	Universities have expressed demand for further training, while the DRUSSA-commissioned CommsConsult survey revealed that the programme should “look beyond the simple development of (training) materials to consider also supporting the facilitating of their learning in context.”	We have developed model of support that is adaptable and can be embedded within existing training and induction mechanisms for academics, which is comprised of existing programme knowledge, and which is tailored to institutional contexts

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## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

Each university has independently arrived at Institutional Change Programmes which, while derived from a common template, are nevertheless comprised of activities and objectives which are unique to each institutional context. While this is for the good, and speaks to the need for any programme of change to be achievable and adequately contextualised, the Critical Success Indicator tool was created in order to ascertain not only the quantity of individual objectives being met, but how they align with indicators of quality and sustainability.

Regarding the Research Uptake Communicators Network cross-partner facilitation and collaboration has been established to ensure that products designed (in concert with Community of Practice members) are relevant, well-informed by cross-programme knowledge, and of a high quality, and that Community of Practice members are drawn from several pools of DRUSSA activity across Work Packages, in order to help facilitate institutionalisation of expertise and good practice.

The gender breakdown of Community of Practice members is tilted towards females.

- Of the 52 current Network members nominated by each of the universities’ Leaders and Champions, 31 are female (60%) and 21 are male (40%).
- Graduates of the CREST online Science Communication course, as indicated above, are 19 women (39.6%) and 28 men (58.3%).
- Of partner universities’ collective 43 Leaders and Champions at the time of reporting, 14 of them are women (31.8%) and 29 are men (65.9%). One Champion’s’ role is currently officially vacant (2.3%).

WORK PACKAGE 2.3: NUMBER OF DRUSSA PARTNER UNIVERSITIES WHO HAVE COMPILED AND MADE PUBLICLY ACCESSIBLE A COMPREHENSIVE RECORD OF THEIR POLICIES, LITERATURE AND LEARNING ON RESEARCH UPTAKE MANAGEMENT FOR THE BENEFIT OF OTHERS.

## A: SUMMARY OF ACHIEVEMENTS

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Number of DRUSSA partner universities who have compiled and made publicly accessible a comprehensive record of their policies, literature and learning on Research Uptake Management for the benefit of others.</b>	A University Research Policy Directory exists but contains no research uptake policies (2 existent editions)	At least 8 universities have compiled and made publicly accessible a comprehensive record of their policies, literature and learning on Research Uptake Management for the benefit of others.	At least 12 universities have compiled and made publicly accessible a comprehensive list of their policies, literature and learning on Research Uptake Management for the benefit of others.

The September 2015 Milestone for this activity has been achieved.

### Research Uptake Management eLibrary (RUMeL)

At the time of reporting, the Research Uptake Management eLibrary (RUMeL) is comprised of 148 research uptake policy and strategy documents, guidelines, presentations and links to institutional research repositories, authored and designed by universities and research bodies worldwide, including from 16 DRUSSA universities. This exceeds the target of having 12 universities contribute their policies, literature and learning for programme-wide sharing by September 2015. The library is publicly accessible on DRUSSA.net.

The DRUSSA institutions which have contributed policies, literature and learning to RUMeL at the time of reporting include:

	University	Content uploaded to RUMeL
1	Addis Ababa University	<ul style="list-style-type: none"> <li>• Intellectual Property Policy</li> <li>• Digital Repository</li> <li>• Research Manual</li> <li>• University-Industry Linkage and Technology Transfer Office</li> </ul>
2	CPUT	<ul style="list-style-type: none"> <li>• Research &amp; Technology Innovation Blueprint</li> </ul>
3	Kenyatta University	<ul style="list-style-type: none"> <li>• Open Access Institutional Repository Policy</li> <li>• Intellectual Property Policy</li> </ul>

		<ul style="list-style-type: none"> <li>• The Role Of The Directorate Of Community Outreach And Extension Programmes In Meeting The Vision And Mission Of Kenyatta University</li> </ul>
4	KNUST	<ul style="list-style-type: none"> <li>• Research Uptake Strategy Poster</li> </ul>
5	Makerere University	<ul style="list-style-type: none"> <li>• Intellectual Property Management Policy</li> </ul>
6	Moi University	<ul style="list-style-type: none"> <li>• Intellectual Property Policy</li> <li>• Extension and Outreach Policy</li> <li>• Research Policy</li> </ul>
7	University of Botswana	<ul style="list-style-type: none"> <li>• Research, Innovation and Scholarship Archive (UBRISA)</li> <li>• A strategy for excellence. The University of Botswana Strategic Plan to 2016 and beyond</li> </ul>
8	University of Fort Hare	<ul style="list-style-type: none"> <li>• Community Engagement Policy</li> <li>• Research Repository</li> <li>• Research Uptake Policy</li> <li>• Strategic Research Plan</li> </ul>
9	University of Ghana	<ul style="list-style-type: none"> <li>• Research Ethics Policy</li> <li>• Intellectual Property Policy</li> <li>• Research Policy</li> <li>• Guidelines For The Promotion Of High Quality Cutting Edge Research Which Advances Knowledge</li> <li>• Guidelines on making research findings understandable and accessible</li> </ul>
10	University of Ibadan	<ul style="list-style-type: none"> <li>• Intellectual Property Policy</li> <li>• Research and Innovation Policy</li> </ul>
11	University of Limpopo	<ul style="list-style-type: none"> <li>• Community Engagement Policy</li> <li>• Intellectual Property Policy</li> </ul>
12	University of Mauritius	<ul style="list-style-type: none"> <li>• Research Strategy Executive Summary</li> <li>• Research overview</li> </ul>
13	University of Nairobi	<ul style="list-style-type: none"> <li>• Extension and Outreach Policy</li> <li>• Communication Policy 2014</li> <li>• Research Policy (Abridged Edition)</li> <li>• Open Access Policy</li> </ul>
14	University of Rwanda	<ul style="list-style-type: none"> <li>• Research and Postgraduate Studies Committee</li> </ul>

15	University of the Free State	<ul style="list-style-type: none"> <li>• Policy on the Protection, Exploitation and Commercialisation of IP</li> <li>• Research Strategy 2009 - 2014</li> <li>• Policy On The Protection, Exploitation And Commercialisation Of Intellectual Property</li> <li>• Community engagement Policy</li> </ul>
16	University of Zambia	<ul style="list-style-type: none"> <li>• Research Policy and Intellectual Property Rights</li> <li>• Strategic Plan 2013-2017</li> </ul>

This content combines policy documentation that was 1) in place at the beginning of the DRUSSA programme, which was then shared as part of our comprehensive environmental scan of policy provision in place at Partner Universities, as well as 2) newer policy and strategy documents that have been authored, revised and implemented over the course of participation in the programme.

### **Programme-wide sharing of existing knowledge: Outline Plan for WP2.3 Learning Resource**

Over the course of researching and soliciting new policy content and wider literature for RUMeL, we have learned that:

- There are relatively few examples of university policies that are explicitly categorised as “Research Uptake” policies by the authoring institutions worldwide
- Many particular components of RUM activity have been included as components of other institutional policies on research strategy, research management, public relations management, intellectual property, and communications. As such, the general policy provisions for RUM activity may exist at a given university, but they are embedded across a range of other policy documents
- Universities have expressed interest in sharing not only policy and strategy frameworks, but also a wider range of knowledge resources that can inform policy decisions and can as a consequence institutionalise RUM more effectively. Therefore, other materials could be included. There have been requests for examples of how research repositories are structured, managed and accessed: this lies outside the ambit of the DRUSSA programme but users could be informed of the work of other programmes

The proposed design for RUMeL has therefore moved from being a library of policies to a library of wider literature in the field of research uptake and *programme knowledge*, including good practice guides, benchmarking reports, presentations, original articles authored by DRUSSA constituents and blog pieces. While the digital home for this content remains DRUSSA.net, we are also aware that, post-programme, there is a risk that this digital content will be lost to programme participants, or may otherwise be difficult to access for wider research uptake teams in place at Partner Universities.

In planning activity under this strand of activity between now and the end of Year 6, we have drafted a WP2.3 Learning Resource Outline Plan (see Annexure 5) for the migration of digitised programme knowledge and literature to each of the Partner Universities to be completed by programme close. This process will require: universities to express a demand for hosting digitised programme knowledge on institutional sites or on internal digital platforms, and an agreed workplan involving each DRUSSA programme partner in the design of a digital platform onto which to migrate material. A scoping questionnaire was disseminated to all partner universities in August 2015 in order to ascertain demand for this resource as well as universities’ capacity to maintain digital material that would be migrated to them, with all responses expected by 31 August 2015 (see Annexure 7 for scoping questionnaire). Third-party website hosting of this

digital material post-programme has been posited as an alternative means of maintaining access to this material should universities not express a high level of demand or capacity to manage this material independently.

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## B: STRENGTHS, CHALLENGES AND LESSONS LEARNED

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Category	Lessons learned	ACU response
<b>Design of research uptake strategy</b>	Several universities have undertaken the task of introducing research uptake into policy and strategy frameworks, but this process has been inhibited in part by the time required to secure senior management buy-in, as well as a need for good practice guidance	The Research Uptake Management Working Group, first convened in 2014, have assisted this process through designing the Framework for Strategy document, which was presented at the DRUSSA Progress and Training Conference in Cape Town in December 2014. A second convention of this group would be recommended for the final year of the programme.
<b>Sharing of programme knowledge</b>	The breadth of learning material available on DRUSSA.net can continue to play a key supporting role for universities as they develop their overall Research Uptake policy provision, but a responsible exit for this material is required at the close of programme to ensure this material is not lost	A cross-partner activity to consolidate all programme knowledge, including policy documentation already submitted for publication to RUMeL, has been planned to begin from September 2015

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## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

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In order to ensure that the Learning Resource Outline Plan incorporates university-expressed demand, a short questionnaire has been designed for immediate dissemination to ascertain the technical capacity for universities to adopt programme knowledge onto their existing digital platforms, including on their websites or internal resource repositories. All partners are being consulted on the design of these frameworks, in part to draw on cross-programme knowledge but also in consideration of a collaborative delivery model for these materials and resources.

WORK PACKAGE 3: NEW CONTRIBUTIONS TO THE EVIDENCE BASE ABOUT RESEARCH UPTAKE AND IMPACT ASSESSMENT IN AFRICA AND GLOBALLY.

WORK PACKAGE 3.1 RESEARCH UNDERTAKEN AND PUBLICATION OF DOCUMENTS AND REPORTS- SPECIFICALLY REVIEW REPORT OF SCHOLARSHIP ON RESEARCH UPTAKE AND IMPACT ASSESSMENT

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Research undertaken and publication of documents and reports- specifically Review Report of scholarship on Research Uptake and Impact Assessment</b>	Emerging field of scholarship on RU and IA. Very few studies with specific reference to African scholarship or examples.	Report on Scholarship Review on research uptake is completed. Learning is disseminated in and across programme to support strengthening policy and practice in research uptake management: DRUSSA.net, through a Group of 24 roundtables, SSA research seminars, Masters and CPD courses.	Scholarly research paper published in peer-reviewed journal (print/ online).

## A: SUMMARY OF ACHIEVEMENTS

CREST is on track to exceed the outputs generated required to meet milestone 4 by September 2015; However the actual publication in academic journals is outside of our control and it is not clear when that will be achieved:

- The full literature review was published and disseminated through a series of blogs and online publications.
- Two journal articles have already been submitted to journals but no feedback has been received to date
- A third journal article is currently being authored on the development of an innovation platform to facilitate RU at the University of Fort Hare
- Over and above the literature review CREST has produced a wide range of documents and handbooks that has been disseminated to DRUSSA universities and beyond
- The research outputs generated for the programme have been disseminated far more widely than stipulated in the Logframe although the publications have not yet appeared in journals.

### Key outputs and dissemination activities

A final draft of an in-depth Scholarship Review on research uptake of the RU literature was completed in July 2014:

- The literature review has been developed to be an extensive resource that contains 6 essays on key topics in the field of RU;
- The case study teams have drawn on the chapter entitled “Stakeholders” and “Science Communication” to assist on developing a case study of their work packages; The case study workshops held in September 2013 also heavily depended on the work done for these essays;

- Selected parts of the report were transformed into a series of “how-to” articles that were made available as part of DRUSSA learning materials and will be available on the DRUSSA web resource as managed by WP4. For instance, Dr Grobbelaar has reworked her chapter on “Knowledge-to-Policy” into a four-part blog series that will be published on the DRUSSA website (two blogs have already been published).
- During the course of the programme a series of Handbooks have been produced as resource documents for participants at the Leaders and Champions workshops and seminars and also made available online:
  - Institutionalising Research Uptake - A Framework for Strategy
  - Building institutional capacity for Research Uptake
  - Stakeholder engagement and participation
- Presentations have been made at all campus visits attended as well as the SARIAM conferences of 2012, 2014 and 2015.

Category	Additional outputs to guide research and implementation produced by CREST
<b>Handbooks</b>	<ul style="list-style-type: none"> <li>• Building institutional capacity for Research Uptake</li> <li>• Stakeholder engagement and participation - web.</li> <li>• Communications</li> </ul>
<b>Blogs</b>	<ul style="list-style-type: none"> <li>• 5 Blogs published explaining the purpose of the Handbooks, the Literature Review and the Short Course Learning Resource</li> </ul>

#### The following journal articles have been submitted to journals

- Grobbelaar, S., Harber, T., 2014. Towards the institutionalisation of research uptake management in Sub-Saharan African Universities. Submitted to Journal of Higher Education in Africa.
- Grobbelaar, S., De Wet, G., 2014. Exploring pathways towards an integrated development role: The University of Fort Hare. Submitted to South African Journal of Higher Education in October 2014

#### The following article will be submitted to a journal in 2015

- Grobbelaar, S., De Wet, G., 2014. Research uptake and intermediary platforms: An integrated facilitating system for sustainable community development at the University of Fort Hare. To be submitted to a Journal in Higher Education in 2015.

## B: CHALLENGES AND LESSONS LEARNED

Category	Lessons learned	CREST response
<b>Publishing schedule of journals out of control of CREST</b>	<ul style="list-style-type: none"> <li>• We cannot control or dictate the pace or schedule to which the journal articles will be published</li> </ul>	<ul style="list-style-type: none"> <li>• We need to amend the Logframe to acknowledge that journal publication schedules and editorial decisions are outside the control of authors, and of the programme</li> </ul>
<b>Open access requirement for Journal articles may mean higher costs</b>	<ul style="list-style-type: none"> <li>• The DFID requirement for open access for any outputs published on their</li> </ul>	<ul style="list-style-type: none"> <li>• We need to consider such costs and decide on a way forward to support open access</li> </ul>

programmes may result in some extra costs that need to be budgeted

- Journals provide the option for open access but charge upwards of \$2,000 per publication (\$3,000 for Research Policy)

- The goal is to publish journal articles in a top journal while also allowing for the open access requirement

## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

- The literature review was peer reviewed.
- We can track the number of views of Blogs and reports
- The journal articles will be peer reviewed as part of the journal's submission policy and the quality is ensured through this mechanism.

## WORK PACKAGE 3.2: CASE STUDIES ON RESEARCH UPTAKE AND UTILIZATION

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>10 in-depth case study reports on RU in development research projects at Group of 24 universities</b>	Very few in-depth analyses of RU in development research with reference to African case studies	At least 2 case studies completed. Learning disseminated for multiple audiences on DRUSSA.net and special interest platforms and site, through Group of 24 roundtable, seminars and RUM conferences. Case study materials incorporated in RU & IA Masters curriculum and CPD courses. Third round of nominations for 2 more case studies initiated	6 case studies from Masters student thesis and to be disseminated upon completion of academic assessment as per academic year. Dissemination to multiple audiences on DRUSSA.net and special interest platforms and site, through seminars and RUM conferences.

## A: SUMMARY OF ACHIEVEMENTS

CREST expects to achieve the milestone of 6 case studies by end of the academic year of 2015:

CREST has amended its initial plan to use research teams at DRUSSA universities to create case studies. Instead, a case study approach has been the basis of the Masters and PhD projects being completed by students. This will allow the case studies to have a broader coverage of topics in RU and also provide students with an opportunity to publish their project results in case study format. Furthermore this is expected to improve the quality of the case studies as the individuals developing it would have been trained and exposed to the extensive literature on research uptake.

- Thus far 2 have been developed and 2 have been disseminated for previous years.
- An expected additional 6 case studies will be completed by Masters Students in the 2015 academic year which will push the total to 8 case studies completed by the end of 2015.
- Dissemination will however only take place in early 2016 due to the academic processes and assessment timelines of the Masters projects.

## B: CHALLENGES AND LESSONS LEARNED

The decision to use the Master student research projects as basis for case studies has the implication that dissemination of the case studies will need to be delayed until academic evaluation has taken place – as per university policy. This means that the case studies will only be submitted in final form in November with assessment to be completed in early 2016.

Category	Lessons learned	CREST response
Knowledge of RU and KU required for case-study write-ups	As the development of case studies of RU requires some training and understanding of the field, we have come to the conclusion that the Masters and PhD students are much better positioned to be able to complete such case studies.	<ul style="list-style-type: none"> <li>CREST will use the Master and PhD students to develop the remainder of the case studies;</li> <li>This will provide an added benefit to these students to have well rounded case study outputs of their studies and to have language editing done from the programme resources</li> </ul>
The academic evaluation process	Academic timelines will impact on the submission deadlines as well as the dissemination process	<ul style="list-style-type: none"> <li>The case studies will be disseminated in early 2016</li> </ul>

## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

Acceptance of the Masters or PhD students' research reports by external examiners will be a good indication of whether the student's outputs were acceptable.

Feedback also has been asked from the Masters and PhD students to reflect on how the knowledge gained from their involvement in their degree programmes have benefitted them and their institutions. They will also be asked to comment on how the programme can help them increase their impact and the ability to apply their knowledge in the university.

### WORK PACKAGE 3.3: M&E

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Development of an operational DRUSSA M&amp;E Framework to inform regular M&amp;E reports</b>	M&E Framework using CEKT model and methodology	Synthesis study of quarterly progress reports disseminated to DRUSSA audience in preparation for annual report. Advisory support to programme implementation team in monitoring and evaluation good practice.	Synthesis study of quarterly progress reports integrated in annual report and disseminated to DRUSSA internal audience

## A: SUMMARY OF ACHIEVEMENTS

WP 3.3 is on track towards meeting milestone 3

- CREST continues to advise on the review and revision of the Logframe;
- CREST assisted in synthesising the quarterly reports in preparation of the annual report
- CREST support to develop the annual review report
- Discussions for the Terms of Reference for 2015-16 external review are underway.
- CREST continues to support M&E activity across the wider programme by integrating training of M&E into short courses to support DRUSSA universities in establishing M&E in their strategic thinking, for instance.

## B: CHALLENGES AND LESSONS LEARNED

Category	Lessons learned	CREST response
<b>Finalising the Logframe</b>	<ul style="list-style-type: none"> <li>• It has proven to be a longer process than expected to finalise the Logframe;</li> <li>• The structure of the DFID template made it difficult to finalise as the DRUSSA programme is complex and the existing template does not really allow for capturing such complexities and interdependencies.</li> </ul>	<ul style="list-style-type: none"> <li>• We have developed an M&amp;E Framework that makes a connection between the impact and the outcome level.</li> <li>• The DFID Logframe only allows for outcomes on the programme level and not on the work package level.</li> </ul>
<b>Quarterly Reports</b>	<ul style="list-style-type: none"> <li>• The new shorter reporting format does not provide enough detail for full monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Partners need to take a larger role in drafting the annual review as they provide detail on the key outputs and outcomes achieved</li> </ul>
<b>DRUSSA university demand for advise on M&amp;E</b>	<ul style="list-style-type: none"> <li>• It is clear during most of the engagements with DRUSSA universities that more support is required to them to conceptualise M&amp;E frameworks for their RUM strategies</li> </ul>	<ul style="list-style-type: none"> <li>• CREST will continue to be available to provide advice on this area but the programme as a whole needs to address this gap more effectively</li> </ul>

## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

Continuous feedback from DFID on the reporting requirements ensures that quality indicators are addressed each quarter.

WORK PACKAGE 4: DRUSSA PARTICIPANTS ARE WELL INFORMED ABOUT ELEMENTS OF THE PROJECT AND PEER LEARNING IS ENCOURAGED. INTERESTED PARTIES ARE AWARE OF DRUSSA AND RELATIONSHIPS ARE DEVELOPED TO SUPPORT UNIVERSITY RESEARCH UPTAKE

WORK PACKAGE 4.1: UNIVERSITIES ARE PROVIDING EXAMPLES OF RESEARCH UPTAKE COMMUNICATION OUTPUTS THAT CAN POTENTIALLY INFLUENCE, INFORM AND AFFECT DECISION-MAKING OF IDENTIFIED INTERNAL AND EXTERNAL STAKEHOLDERS.

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Number of universities that are providing examples of research uptake communication outputs that can potentially influence, inform and affect decision-making of their identified internal and external stakeholders.</b>	Concept note and specification for the open source DRUSSA blogsite, communication platforms and mobile apps written	A baseline survey of communications professionals' research uptake skills is conducted. A user-centred coaching process to strengthen research uptake skills for communications professionals is developed and tested. At least 12 universities demonstrate improvement in skills/understanding in post-coaching assessment and through production of examples of development research uptake communication for different audiences.	Communications network nominees from at least 18 universities, take part in user-centred coaching activities and events, report improvement in skills/understanding, with 50% demonstrating those skills in the workplace and produce examples of research uptake communications for their identified audiences/users.

## A: SUMMARY OF ACHIEVEMENTS

The September 2015 milestone has been met and is on track to be exceeded.

The Research Uptake Communications (RUC) campaigns in 2013, 2014 and 2015 have been focused on increasing the internal capacity of DRUSSA Universities to produce Research Uptake Communications outputs that can potentially influence, inform and affect decision-making of their identified internal and external stakeholders.

RUC2015's user-centred mentoring and coaching process took an institutional teamwork approach to enrich the individual-focused skills learning and practice, and included 85 members of Research Uptake Communications teams from 20 sub-Saharan African Universities.

Based on post-RUC2014 surveys and feedback from the DRUSSA leaders and champions, RUC2015's primary focus was on building basic skills to strategically plan, run and manage a sustainable flow of Research Uptake website articles on the University website. (These website articles based on existing published, peer-reviewed research articles from fields that supply solutions to national poverty reduction initiatives, and, of strategic relevance to the University's public profile).

RUC2015's secondary focus was on creating awareness of basic practical ways to draw the attention of identified internal and external stakeholder audiences to the published Research Uptake website articles.

RUC2015's user-centred coaching comprised of two months of pre-workshop work. The first RUC workshop was held in Kigali, Rwanda in April 2015.

Participant surveys conducted pre- and –post RUC2015 campaign participation indicated that all who participated in the workshop reported a significant improvement in their skills and understanding. Subsequent to the RUC2015 campaign more than 50% of participating Universities have published a Research Uptake Communications article on their University website, with more in the pipeline.

Some Universities have published several website articles, which have, in some instances, led to TV interviews, and articles in print publications. Website articles published have also been used by the original researchers as a means to create awareness of the evidence-based development research they are doing amongst colleagues, media and at conferences.

It is important to note that there was a wide range of skill and experience levels amongst RUC2015 participants. There were also newcomers to the RUC2015 campaign: 4 Universities that chose not to participate in RUC2014 participated in RUC2015, and 26 participants who participated in RUC2015 were participating in a RUC Campaign for the first time. In order to get newcomers up to speed RUC2015 participants were asked to work through reading material provided for previous RUC Campaigns.

- RUC2013: Publishing for Research Uptake
- RUC2014: How to write a website article for a University website; using community radio for RUC, considering Powerpoint as an option for community RUC and how to write an e-newsletter for academic colleagues.

Participant Pre- and post- surveys indicated self-reported skills development as a result of this.

RUC2015 participants reported positively on the RUC skills and tools covered at the Kigali workshop and indicated that they left with a much better understanding of both Research Uptake Management and Research Uptake Communication. They found the RUC case studies used to be relevant and useful, and indicated that the collegial discussion at the event, as well as active event participation was enabling in allowing them to return to their universities better equipped to address what they discovered to be common challenges amongst emerging Research Uptake Communicators.

Post-event feedback has indicated that many event participators have subsequently held dissemination sessions at their own Universities to share their RUC2015 insights and learning, and have shared RUC2015 materials with colleagues and within their University's digital systems.

- 85 members of Research Uptake Communications teams from 20 universities, took part in the RUC2015 remote mentoring and coaching process.
- 45 of 53 university nominated RU Communicators took part in the digital RUC2015 skills user-centred coaching process (remote mentoring and coaching prior to the Kigali event and post the Kigali event). The Communicators, who are from 20 universities, took part in a RUC campaign supporting a university nominated Researcher whose published and peer-reviewed research article was selected and prepared for website posting, and for publication on other platforms.
- 35 RU Communicators attended the Kigali event, representing 16 universities. The focus in 2015 has broadened from individual skills acquisition and practice to include practice of RUC managerial processes, in-university. The content covered:
  - Structure and roleplayers – where the RU Communicator fits in the RUC team
  - Practicing practical skills needed to plan and run a RU Campaign on a university website
  - Skills practice and tools for regular RU article publication as part of a sustained RU Campaign
  - RU Case study presentation and discussion (University of Nairobi)

- Panel discussion between a Researcher and a Research Uptake Communicator (group discussion thereafter)
- Basics of driving viewers to a published website article using engagement mechanisms (newsletters, social media, radio, events, email, internal and public media).
- Guidelines, workbooks and learning materials were made available to the Communicators Network event in Kigali in April 2015. These are tools for planning approaches to integrating communications expertise in Research Uptake Team processes.
- In addition the consolidated RUC Guide (2013, 2014, 2015) has been digitised and a Reference Guide has been drafted and published on DRUSSA.net.

### **Partner Support**

WP4 has worked with WP2 during the period to optimise, from the DRUSSA universities point of view, the existing and proposed learning packages for the Research Uptake Communicators in particular, and the university Research Uptake Communications teams in general.

- Synchronisation of the RUC Communicators' list with the RU Communicators' Network list and the activities planned through this period and to programme end.
- Facilitation of the scoping of the online Science Communication Guide (commissioned by WP2) at Communicators Network Kigali training workshop, and continuing consultation on its format, content and usability to integrate RUC learning and experience.
- Working actively with the developer commissioned to synchronise the content, approach and production of the online Science Communication Guide.

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## **A. CHALLENGES AND LESSONS LEARNED**

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<b>Category</b>	<b>Lessons learned</b>	<b>OSD response</b>
<b>Supporting skills development of Communicators</b>	<p>RU Communicators appointed have a variety of past work experience, many with no experience in communications. RU Comms is being incorporated into a broadened job profile, i.e. part of an existing job.</p> <p>Of the 53 participants in 2015, more than half are new to RU Communications. Less than 10% of the RUC2015 participants assessed themselves as Competent or Expert.</p>	<p>It is recommended that a continuing learning approach is adopted internally and that the RU Communicators are strongly supported with training opportunities over the next year. The pilot and Train-the trainer events planned for online SciComm Guide and RUC 2016 should be delivered in such a way that the gap between aspiration and confidence is attended to.</p>

**Sustainable Institutional RUC strategic capacity (particularly capacity to use their institutional website for RU impact)**

Universities are beginning to formalise RUC operational capacity but few have a regularised strategic RUC management process in place

Use the experience of the Leaders, Champions who supported participating in Platform2013, RUC2014 and RUC2015 to lead and manage an institutional RUC team and identify appropriate development research and co-organise campaigns for Communicators to practice their skills

Post the RUC2015 event in Kigali each university was requested to conduct a RUC team debrief, and Leaders and Champions have been responded to a short survey about the completion of the 2015 exercise.

L&Cs are being consulted about sustainability of RUC capacity in the preparation for the RUC2016 exercise.

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## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

### **Pre- and post-activity self-assessment skills survey.**

The survey model was structured around the descriptors: no prior experience/some prior experience/advanced beginners/competent/expert.

- 11 communicators taking part in RUC2015 in Kigali self-reported as having some prior experience and described themselves as advanced beginners, 6 self-reported as being competent, 14 self-reported as having no experience and described themselves as novices, and 4 did not answer the question. That the responses fall at the lower end of the range is not surprising since they had been recently formally appointed by the universities as RU Communicators, and even if having a journalism background, had not had, except for 4 persons, prior RUC experience.
- The pre activity self-assessments were possibly 'contaminated' by cross-referencing with the skills gained by 22 Communicators in the CREST Science Communication course held in February/March 2015.
- Post-activity self-assessment results were positive, with all inexperienced participants reporting an improvement of at least one level to advanced beginner/competent and all advanced beginners reporting an improvement of at least one level to competent. The 4 who self-reported as competent in the pre-activity responses, self-reported as competent in the post activity responses, and 2 who self-reported as competent in the pre-activity responses self-reported as expert in the post-activity responses.

The pre- and post-survey skills assessment was further amplified by narrative feedback from RU Communicators. It can be read in Annexure 12.

### ***Learning and demonstrating skills***

At the Kigali event great emphasis was placed on the importance of the RU Communicators not working in isolation. It was agreed that the Communicators (support staff in the main) do not yet have the level of skills expertise nor will have the influence to identify, select and produce a communications artefact, even with the support of the PI/author of the research, let alone carry through a Research Uptake Campaign that will have impact at either the project or institutional level. The direction and influence of the institutional RU managers is needed in order to properly utilise Science Communication and Research Uptake Communication skills.

A case study presentation of successful teamwork was given by the University of Nairobi's RUC 2014 team about the coaching and support received in the production of their RUC2014 article/blog. Group discussion of the Nairobi experience was facilitated in order to further entrench the idea that an institutional management and operations RUC team is necessary. The U Nairobi researcher, Dr Sam Uwuor impressed on the delegates the value of a team and process approach to win the confidence of academics about translating their research for public and specific audiences.

What an institutional RUC management and operations team might comprise of was and debated and it was agreed that if RUC skills were to be practiced in isolation they could soon feel demoralised.

Participants were asked to request that their Leader/Champion convene a post-event meeting to discuss the viability of making such a structure permanent, and the RUC2015 mentoring team followed up with a letter to the Leaders and Champions explaining the approach.

- 14 of 22 (63%) universities produced posters from the 18 RUC2014 articles/blogs for internal awareness-raising among academics. The posters were shown at the December 2014 All-universities meeting in Cape Town.
- A further 5 universities produced articles/blogs before the commencement of RUC2015.
- 20 of 22 (90%) universities have received remote coaching and mentoring in the RUC2015 campaign, and 16 of 22 (72%) received direct group coaching and mentoring in Kigali.
- 17 web-site optimised articles from 22 universities (77%) were produced, with 16 produced in Kigali.

### ***Demonstrating (skills) capacity in the workplace***

As explained above, the Kigali participants favoured a team approach rather than working in isolation, even if skilled, and the follow-up meeting with Leaders and Champions has elicited some positive actions.

- We have received reports from the Leaders and Champions that 9 universities have published their output on their website/research uptake page, and 7 more universities will have published by end September 2015 (54%) with universities reporting that they await the completion of a suitable sub-site/page on their university's website. Three RUC teams have reported that they have been unable to gain support for the production of a Research Uptake sub-site/page. In all these cases this is because hosting of the university site is handled within a department where the RU team does not have direct influence and web-hosting is and is not a central university function.

	<b>Published on University site/page used in in-university</b>	<b>Published on University site/page or used in in-</b>	<b>Not able to Publish due to</b>	<b>Did not Participate in RUC 2015</b>

	<b>training , preparartion of content- by July 2015</b>	<b>university training by September 2015</b>	<b>organisational factors</b>	
1	Moi University	Addis Ababa University	Obafemi Awolowo University	University of Yaounde I
2	Kwame Nkrumah University of Technology	Mbarara University of Science and Technology	University of Calabar	University of Zambia
3	University of Nairobi	University of Botswana	University of Rwanda	
4	University of Buea	University of Limpopo		
5	Kenyatta University	University of Fort Hare		
6	University of Ghana	University of the Free State		
7	Makerere University	National University of Science and Technology		
8	University of Ibadan	University of Mauritius		
9	Cape Peninsula University of Technology			

There has been feedback from Leaders and Champions post the activity that indicates that university RUC teams have met (for example,. KNUST, MOI, CPUT, Nairobi) and are adopting the proposed RUC management/operations team approach, thus building competence and confidence in their own RUC production capacity. We have suggested to universities that this approach can contribute toward demonstration of the capacity sustainability Outcome by September 2016.(and in the accomplishment of the WP4.1. RUC2016 target).

### **Gender**

The Gender breakdown is weighted overall by the predominance of males in the Leader /Champions participants in the RUC Community of Practice but is roughly equal in the RUC Network

The group is constituted in two ways:

- as the Research Uptake Communicators Community of Practice which includes the Research Uptake Communicators Network (primary operations role ) and the Leaders and Champions/participants in the CREST accredited deliverables;
- as the Research Uptake Communicators Network (primary management role)

	Number	Female	Male
RUC CoP	85	42	65
RUC Network	53	30	33

#### WORK PACKAGE 4.2 AUDIENCE SIZE FOR DRUSSA.NET

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Audience size and usage for DRUSSA.net and Digest</b>	Online communication services not yet launched	Public use of DRUSSA.net by 43500 unique visitors. 900 users registered for Network and receiving emailed DRUSSA eDigest. At least 18 universities have contributed one or more articles for publication.	Public use of DRUSSA.net is maintained (43500 unique visitors annually). Network of 900+ registered professionals working or interested in research uptake receiving the DRUSSA eDigest and e-Alerts. At least 18 universities have contributed an additional 1 or more articles in the year sharing learning and progress; published on DRUSSA.net, the eDigest and delivered at regional workshops/symposia.

#### A: SUMMARY OF ACHIEVEMENTS

By end July 2015, the milestone for September 2015 will have been exceeded:

Data for the 2015 Annual Report was drawn for the period 1 October 2014 to 30 July 2015. There is a pleasingly positive trend in the increase in visitors and users year on year.

##### **Public Use of DRUSSA.net**

The target of 43,500 unique visitors in the period has been exceeded by 285% by the end of July 2015. There were unique visitors (this is a one-time full period report, not the aggregate of 3 quarters of data).

The target of 900 registered users receiving the DRUSSA e-Digest was exceeded by 31.7% by end July 2015. As at end July 2015 1246 registered users were receiving the quarterly e-Digest and intervening monthly eAlerts.

22 of the 22 universities have contributed one or more articles (blogs and/or documents for publication (see Annexure 16 for DRUSSA.net Content Evidence Source).

##### **DRUSSA Network Receiving e-Digests and e-Alerts**

The DRUSSA Network is made up of DRUSSA university participants and third parties who have voluntarily registered their interest in DRUSSA. There has been a pleasing increase in total registrations in the period; from 986 (2014) to 1119 (end July 2015). The increase is entirely due to third parties DRUSSA self-registering on DRUSSA.net

Using Mailchimp to email the e-Digest and eAlerts provides statistics that allow differentiation of users into three categories as shown below. With a total of around 566 university users, 81 are categorised as Leaders, Champions and 485 as the universities' implementation teams' members/university interested parties.

	September 2014	September 2015	Trend
<b>Leaders champions and team</b>	73	81	Expected to remain constant
<b>University teams</b>	487	485	Expected to remain constant Expected to remain constant
<b>Network (third parties+</b>	426	553	Expected to increase
<b>DRUSSA Network (total)</b>	986	1119	13.4% increase

The analysis of Mailchimp data shows that the open rate of DRUSSA items is consistently greater than the industry average. In the period 2014 the industry average was 15.7% and the DRUSSA rate was 27%, in the period 2015 the industry average has been 18.3% and the DRUSSA rate has remained at 27%. We can, perhaps, infer that DRUSSA's e-publications have a loyal readership.

#### ***University Contributions to DRUSSA.net***

Of the 22 active universities, 21 have submitted at least one items (blogs and/or documents) for publication on DRUSSA.net. In the period to end July 2015; 12 universities have contributed between 2 and 10, and 8 universities have contributed between 11 and 18.

The total number of items of DRUSSA university origin posted and published in the reporting period is 207, slightly lower than the total of 241 in the previous period. However, there is a discernible increase in the number of blogs that have been received from universities and are mostly categorised as "It's happening here" (52 in the current period as against 9 in the previous period) indicating that a recommendation made in the 2014 Communications Report has been successfully carried out.

DRUSSA university representative and DRUSSA team presentations at RIMA conferences

WARIMA 2014	2 university	1 DRUSSA team
CARIMA 2015	1 university	1 DRUSSA team
SARIMA 2015	2 university	2 DRUSSA team
EARIMA 2015	2 university	2 DRUSSA team

DRUSSA’s social networking activity has increased steadily during the period. There are indications that Facebook is the most favoured network for DRUSSA interactions, with a nearly 60% increase in the number of Facebook page likes, from 142 page likes in September 2014 to 227 page likes at the time of reporting.

The following table summarises the positive interactivity trends on three social networking platforms:

	September 2014	September 2015	Trend
<b>Twitter Followers</b>	593	807	36.1% increase
<b>Favourites (new data since Oct 2014)</b>	N/A	111	
<b>Total Tweets from DRUSSAfrica</b>	802	928	15.71% increase
<b>Facebook Likes</b>	142	227	59.8% increase
<b>LinkedIn Members</b>	90	173	92.22% increase
<b>Total Posts</b>	24	21	-12.5% increase

WP4 has consistently followed the principle set out in the DRUSSA Digital Strategy (2012), and maintained it within the narrowing of the focus demanded in the Communications Review 2014. Content, whether published on DRUSSA.net whether in the blog section, the document index, the Scoop-It section, and in e-publications is identified and chosen for its attractiveness, relevance and appropriateness. The goal and purpose has been, since inception to work toward a valuable contribution the DRUSSA outcomes. We have aimed to strengthen Research Uptake discourse, demonstrate the work of the programme, by curating content derived from (a) the programme team, (b) the universities (c) third parties, and draw attention to important insights, tools and tips, and resources produced by DRUSSA ‘friends’ – organisations, programmes and projects all working toward institutionalising and sustaining Research Uptake capacity.

The regular DRUSSA production schedule is for 2 blogs weekly, in addition to the +/- 9 blogs produced for each edition of the Digests and Alerts. Most blogs are curated to draw attention to supplementary documentation of varying types.

Planning toward programme end there are more than enough events, outputs, and content to maintain this level of production as the programme output materials are finalised. We anticipate that the pace of communicating about and publishing activity reports and DRUSSA resources will increase. We are confident that the WP4 will be able to sustain the pace but will monitor and report if additional human resources are needed to demonstrate on DRUSSA.net that sustainable capacity in Research Uptake and its institutional management has been accomplished.

To further strengthen university inclusion in programme communications, the DRUSSA Editorial Committee was re-constituted in 2014, with 8 formally nominated university communicators joining the committee. Each 2014 committee member has provided at least one article and provided leads for additional stories about research uptake at their university. The editorial committee members are also members of the Communicators Network.

In order to give as many university Communicators experience in the Digest (eNewsletter) production process the editorial committee membership is being revised, with two 2014 members staying on the committee, and six new members being inducted for the next 2 editions (October 2015 and January 2016) and a further six inducted for the last 2 editions (April and July 2016).

The DRUSSA content writer now has sufficient experience to be able, when time permits, to review, quality assure and SOE the blogsite and document index. The principles adopted are to (a) make documents in the Document Index more easily accessible (this has been done largely by simplifying the RUMeL index structure) and blogs and documents more accessible on the Google search function.

Per the Annual Review 2014 recommendation a sustainability/ responsible exit strategy for the DRUSSA.net resource is under consideration and will be finalised at the Partner meeting in September. Alternatives to developing the 2.3 Learning Resource, using DRUSSA.net as “the resource” have been included in the Learning Resource proposal, currently under consideration.

### **Partner support**

In addition to the targets set for Sept 2015, in the recently revised Logframe (v July 2015) WP4 has further fulfilled its programme communications/materials role by preparing, producing and disseminating materials completed by other WPs, notably WP1, WP2 and WP3.

Three examples are:

WP4 has prepared and published 5 Handbooks and the Literature Review, in digital format suitable for printing. With particular reference to the Literature review WP4 has posted blogs, and referenced the Review in eAlerts.

For the December All-Universities meeting, a small run of the Handbooks was printed, for distribution to the Leaders and Champions. For the final DRUSSA short course in June 2015 WP4 collaborated with WP1 to prepare for distribution to all attendees a digital (USB) document-set, which included the WP3 literature review and short course materials, that is, the short course resource guide (See Annexure 17). Material disseminated through this guide, as discussed by programme partners, will also likely inform the total content included in the WP2.3 Learning Resource platform discussed under Logframe Outputs 2.3 (see Annexure 5).

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## **B: CHALLENGES AND LESSONS LEARNED**

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<b>Category</b>	<b>Lessons learned</b>	<b>OSD response</b>
<b>Digital User preferences</b>	<ul style="list-style-type: none"> <li>On digital, DRUSSA Networkers continue to be predominantly watchers and readers though there is some engagement with DRUSSAfrica (Twitter) and DRUSSA (Facebook).</li> </ul>	<ul style="list-style-type: none"> <li>The users’ preferred communication modes are used to maintain regular contact.</li> </ul>

<p><b>Including WP5 activity in DRUSSA blogs and Newsletters</b></p>	<ul style="list-style-type: none"> <li>• Little opportunity for contact with WP5 partners and participants</li> </ul>	<ul style="list-style-type: none"> <li>• Consult WP5 co-ordinator for contact lists and leads for stories/people to approach</li> </ul>
<p><b>DRUSSA.net</b></p>	<ul style="list-style-type: none"> <li>• Per the 2014 AR recommendation attention has been given to keeping a sustainability and responsible exit focus in mind needs attention in order to identify and curate content and materials that will be useful for universities post-programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Per the recommendation made in the AR 2014, the developer/host has been approached and possible solutions are known.</li> <li>• Close liaison is in place with with WP2.3 to use scarce human resources to best effect to integrate DRUSSA.net resources with the Learning Resource, and a plan will be finalised at the Partner meeting in September 2015.</li> <li>• A technical ToR and costing of alternative solutions to the Learning Resource has been undertaken.</li> </ul>
<p><b>Attracting and keeping users and readers of DRUSSA.net, its e-publications and document index</b></p>	<ul style="list-style-type: none"> <li>• Consistency in delivery and interaction, evaluating appropriateness of content for relevance and curating content posted in the document index</li> </ul>	<ul style="list-style-type: none"> <li>• OSD can use the positive interaction rates to achieve sustainable impact by programme end by keeping existing relations with the universities open and positive; utilising the RU Communicators, and identifying, getting access to, curating and posting relevant stories and materials.</li> </ul>

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## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

With specific regard to content, data is drawn from the DRUSSA.net site. The sources of content are tracked so that the contribution from each university and each party can be reported quarterly and annually.

Web analytics are utilised to track hits and visits to the site. Only unique visitors' numbers are reported, quarterly, and then drawn again for the annual report. Google analytics have now been used for six quarters; the data shows a consistent pattern of new and return visits and pages viewed.

Data reports are drawn from MailChimp, and from the social networking sites, and reported quarterly and annually. All show a consistent upward trend over the year.

Annual data reports are compiled separately (not as a total of quarterly figures). The data draw for this Annual Report is for the period 1 October 2014 to 31 July 2015.

## Gender

Cessation of the use of DRUSSA.net’s differentiated user/audience function for which registration was required has made it impossible to continue to monitor users by gender.

### WORK PACKAGE 4.3 REGIONAL NETWORKS AND SUSTAINABILITY OF THE PROGRAMME

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Regional networks remain aware of DRUSSA and relationships are strengthened to support continuation of the universities' work on research uptake beyond 2016.</b>	Research Uptake concept introduced in conferences and workshops in SSA region	DRUSSA university reps and team members present at 4 SSA regional conferences, seminars, workshops or meetings. Discussions to support sustainability in region initiated at 2 regional (RIMA) conferences and 1 international (INORMS) conference.	Regional networks, particularly RIMAs hold awareness/training workshops. DRUSSA university RIMA members share progress and lessons learned at 4 SSA regional conferences, seminars, workshops or meetings

## A: SUMMARY OF ACHIEVEMENTS

The Regional Engagement September 2015 milestone will have been achieved by September 2015.

University representatives as well as programme team members have presented at WARIMA 2014, CARIMA 2015 and SARIMA 2015 (ACU-SARIMA) regional association conferences. Invitations to present at the forthcoming EARIMA 2015 (August), WARIMA 2015 (November), CARIMA 2016 (date tbc) and SARIMA 2016 (date tbc) conferences have been received.. As at the end July 2015 a total of 7 presentations have been made by delegates from universities and 2 by DRUSSA team members. 14 of the 22 DRUSSA universities have been present at RIMA conferences held during the period to end July, with the EARIMA conference still to be held within the period.

DRUSSA was invited to take part in the ESSENCE-sponsored RIMA meetings and on the side of RIMA conferences in 2014 and 2015. At the ACU-SARIMA conference in May 2015 DRUSSA made a representation to the meeting about incorporating Research Uptake training in the RIMA Research Management curriculum. This has recently been followed up by the ARMA (UK) curriculum co-ordinator with a view to identifying a curriculum structure. ARMA is collaborating with SARIMA on this matter.

In response to positive responses from EARIMA and WARIMA a ½ day Basics of Research Uptake Management workshop is being designed for delivery at their pre-conference training events in August and November. The workshop structure is congruent with the RIMA Basics of Research Management 2 day course which is being sponsored by ESSENCE. The possibility of the RUM training content being included in the RIMA course in future, and thus securing sustainability, is being discussed.

Discussions have also taken place with the Research Uptake Managers Working Group (RUMWG) who also independently suggested the development of a workshop course for senior Research Managers, along with the revision and production of the 2<sup>nd</sup> edition of the Framework for Strategy Guide.

#### **WARIMA 2014:**

- The 2014 WARIMA conference was held in November 2014 at Elizade University Nigeria. A presentation on Research Uptake was given in a plenary session on Day 1. Four of the non-DRUSSA universities represented requested that DRUSSA work with their universities and were disappointed that it was not possible to join the programme.
- The Champions of University of Ibadan and Obafemi Awolowo University) presented papers on RU at the universities. The DRUSSA universities presented on the progress made so far in RU implementation at their own universities. In questions to the panellists keen interest was expressed in the systems and processes needed to implement RUM.
- A meeting was held with the WARIMA secretariat. It was agreed that DRUSSA would deliver a workshop in 2015 to train members in the basics of research uptake management.
- DRUSSA university members expressed interest in standing for election to the next committee.
- No elections were held in 2014.

#### **CARIMA 2014**

This conference was postponed twice due to the Ebola crisis and was eventually held, at short notice, at the University of Buea, Cameroon, in early May 2015. DRUSSA universities University of Buea and Yaounde 1 were the organisers. The conference took the form of presentations and workgroups. The University of Buea's presentation was a report back by a RUC2015 attendee on the practical learning that took place. RUC2015 coaching materials had been duplicated and were distributed to attendees.

No elections were held.

#### **SARIMA 2015**

- SARIMA 2015 was held in collaboration with the ACU in May 2015 in Johannesburg. The ACU, as co-lead organiser, organised the DRUSSA Vice-Chancellors' Leadership Seminar (see Annexure 19) and presented to this seminar, along with OSD in their role as WP4 lead.
- Prof Yogeshkumar Naik., DRUSSA Champion at NUST Zimbabwe was elected to the 2015-2017 committee, to serve on the SADC member development subcommittee.

#### **EARIMA 2015**

- Ms Coates has served on the EARIMA2015 steering committee since October 2014, providing support to the committee elected to resuscitate the association, advises on the association's constitution, and provides leads to access funding to hold the conference.

The conference will be held in Kampala in late August. The ½ day Basics of Research Uptake Management training course will be presented as a conference workshop (with DRUSSA WP5 focussed panel discussion also held in the main conference).

Elections for the new, country chapter-based committee will be held.

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## **B: CHALLENGES AND LESSONS LEARNED**

Category	Lessons learned	OSD response
<b>Regional engagement for RU sustainability</b>	<ul style="list-style-type: none"> <li>Research Uptake Management as a professional or at least management practice within universities is being recognised by the RIMAs but unless DRUSSA provides all resources, or finds alternative delivery modes it is currently unlikely to be incorporated in training.</li> </ul>	<ul style="list-style-type: none"> <li>At each RIMA conference a panel of DRUSSA university presenters has been organised. The speaker brief has been to highlight their approach to RU and notable accomplishments, followed by a Q&amp;A panel session.</li> <li>DRUSSA university delegates at each of the RIMA conferences have been involved in, and taken forward, initiatives to strengthen their RIMA including standing for committees.</li> <li>The university presentations are made available to interested parties and the public, on both the conference websites and the DRUSSA website.</li> <li>A ½ day training course entitled Basics of Research Uptake Management is currently under development as a result of demand from RIMAs, and as an open access product will be offered to them.</li> </ul>

## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

A report is compiled for each conference attended.

In the current reporting year, a projected 18 of the 22 universities will be represented at RIMA conferences. The EARIMA conference is due to take place in this reporting year, and initial feedback from the organisers is that registrations from universities across the East African region are strong and diverse.

### Gender

While the DRUSSA programme has no way of directly addressing representation of women at the RIMAs through direct support mechanisms, the DRUSSA universities do support female delegates' attendance, and encouragingly, newer appointees with specific RUC responsibilities are attending RIMA conferences. The university positions held by these women include both senior level management and mid-level administrative positions. Not including the EARIMA conference which is due to take place within the reporting year, to date a total of 22 females have attended conferences, 7 of which are senior level managers and 16 of which are mid-level administrators.

Table:

	DRUSSA universities	Females attended (senior)	Females attended (mid-level)	Total
WARIMA 2014	3 of 5 in region	2	6	8
CARIMA 2014	2 of 2 in region	3	6	9
SARIMA 2015	6 of 7 in region	2	4	5
EARIMA 2014	7 of 8 in region (provisional – tbc in Sept)			
Total	Projected : 18 of 22 DRUSSA universities	7	16	22

#### ***ESSENCE – sub-Saharan African RIMAs***

In addition all four SSA RIMAs were represented at the ESSENCE sponsored meeting in Johannesburg in May 2015. There were 6 female RIMA representatives at this meeting. Also, for the first time, representatives from the partners (and Fellows) are booked to make presentations at the EARIMA (Aug 2015) and WARIMA (Nov 2015).

WORK PACKAGE 5: POLITICAL LEADERS AND CIVIL SERVANTS WITHIN 6 DEVELOPMENT ORIENTED GOVERNMENT MINISTRIES IN GHANA AND UGANDA HAVE IMPROVED CAPACITY AND INCENTIVES TO USE RESEARCH EVIDENCE WITHIN THE FORMULATION AND IMPLEMENTATION OF DEVELOPMENT POLICY.

WORK PACKAGE 5.1: MINISTERS AND SENIOR CIVIL SERVANTS IN 6 MINISTRIES ACTIVELY ENGAGE WITH POLICY-FOCUSED RESEARCH DURING AND FOLLOWING ATTENDANCE AT POLICY SYMPOSIA.

Output Indicator	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Ministers and senior civil servants in 6 Ministries actively engage with policy-focused research during and following attendance at policy symposia.</b>	Needs analyses for each Ministry compiled from survey responses and Ministry participation in workshops.	Senior representatives from 3 Ministries have each engaged with debates in 1 symposium in their policy area.	Senior representatives from each Ministry have engaged with debates in 2 symposia in their policy area and can demonstrate a more active interest in research evidence.

## A: SUMMARY OF ACHIEVEMENTS

This milestone has been met. Senior representatives from each Ministry have engaged in two symposia, and a total of thirteen symposia have been held across the two countries.

All the symposia have shown the following characteristics:

- All the topics discussed were chosen by the ministries and they reflect pressing policy issues facing the respective ministries today.
- Presenters for each symposium were chosen from local researchers by the in country partners for the purpose of promoting high quality local research and debate.
- Attendance has been healthy across the ministries and a broad spectrum of stakeholders has been represented at the symposia (ministries, national agencies, civil society and commercial bodies). Unless specified by the Ministry, local media (print, TV and radio), have been present at all the symposia so far.
- After each symposium, a policy brief is prepared and circulated throughout the Ministry in question for consideration in upcoming decision making.
- The lessons learnt from earlier symposia have been used to refine and inform latter symposia. In some instances, ministries have elected to build on the findings and discussions of a symposium with a second, similarly themed, symposium.
- From March 2015, all Ministry symposia have been attended by the relevant DRUSSA Fellow, who typically leads discussion and contributes to post-symposium follow-up activities within the Ministry.

Ministry name	Actions taken and date of symposium
<b>Ministry of Finance, Ghana</b>	<ul style="list-style-type: none"> <li>• 3rd December 2014 – “Exchange Rate Volatility and Impact on Economic Growth: Way Forward in Ghana”</li> <li>• 30th April 2015 – “The Energy (Power) Crises in Ghana and its impact on Economic Activities”</li> </ul>
<b>Ministry of Trade and Industry, Ghana</b>	<ul style="list-style-type: none"> <li>• 9th December 2014 – “Gender in Trade and Industry: Needs and Challenges of Women Entrepreneurs in Ghana”</li> <li>• 29th April 2015 – “Current Monetary Policies and their Implications for Doing Business in Ghana”</li> </ul>
<b>Ministry of Food and Agriculture, Ghana</b>	<ul style="list-style-type: none"> <li>• 1st October 2014 – “Decentralisation of MOFA: Constraints and Opportunities for sustainable Food Production”</li> <li>• 10th December 2014 – “Accepting or Not Accepting GMOs: Implications for Sustainable Food Production in Ghana”</li> <li>• 19th March 2015 – “Status and Impact of Ghana’s Fertilizer Subsidy Programme”</li> </ul>
<b>Ministry of Energy and Mineral Development, Uganda</b>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> October 2014 – “Uganda Energy Policy Review”</li> <li>• 28<sup>th</sup> April 2015 – “Uganda Energy Policy Review Continued”</li> </ul>
<b>Ministry of Agriculture, Animal Industry and Fisheries, Uganda</b>	<ul style="list-style-type: none"> <li>• 28<sup>th</sup> October 2014 – “Agricultural Value Addition in Uganda: Issues and Priorities”</li> <li>• 22<sup>nd</sup> April 2015 – “Answering the Agricultural Value Addition Missed Calls in Uganda”</li> </ul>
<b>Ministry of Education, Science, Technology and Sport, Uganda</b>	<ul style="list-style-type: none"> <li>• 28<sup>th</sup> January 2015 – “Quality Education: Some insights for Evidence Based Policy”</li> <li>• 20<sup>th</sup> April 2015 – “Enhancing the Quality of Primary Education in Uganda”</li> </ul>

## B: STRENGTHS, CHALLENGES AND LESSONS LEARNED

Category	Lessons learned	ACU response
<b>Work pressures and timing</b>	Domestic political and work schedule pressures, attached to the timing of the national budget in each country, will determine when the symposia are held.	ACU does not anticipate that this will impact upon the realisation of the programme milestones, although planned timescales for the individual events have been revised to accommodate the needs of the Ministry of Finance in Ghana.
<b>Ministry expectations</b>	Each Ministry expressed an anticipation that a per diem and/or a travel allowance would be paid to staff for attending a symposium, and that the symposia would be held in a four star hotel.	ACU and partners made clear current DFID policy on per diem and have secured agreement from the Ministries that, where such payments are required, they will be paid by the Ministry and not the project.
<b>Academic participation</b>	Many of the Ministries expressed a desire for the programme to bring in international academics for the symposia.	This goes against the goals of the programme, but we are exploring the possibility of academics from the two participating countries attending symposia in the each other’s countries,

in order to share learning across the programme.

**DRUSSA Fellow Participation**

Once in place, the DRUSSA Fellows have played important roles in the symposia, including contributing to topic choice, delivering research, sourcing appropriate academics to speak to the topics, writing symposia reports and supporting symposia follow-up activity within the ministries.

This has been a source of strength for the programme. We should ensure that the next cohort of Fellows observes this approach as well.

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## C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER

The participation across each of the Ministries within the current planning process is summarised below, and represents the participants who attended the various workshops and contributed information to the needs analysis.

The names and positions of each of the attendees are listed in the relevant symposia reports. All symposia have so far attracted high quality academic contributions, generally sourced from researchers at participating DRUSSA universities. The seniority of Ministry attendees varies. It is typical for a Minister or Junior Minister to attend the Ghanaian symposia, along with senior advisors and civil servants; whereas Ministry attendees from Uganda typically hail from the senior civil service ranks.

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	Male	Female	Total
Ministry of Finance, Ghana	41	13	54
Ministry of Trade and Industry, Ghana	61	27	88
Ministry of Food and Agriculture, Ghana	112	60	172
Ministry of Energy and Mineral Development, Uganda	61	13	74
Ministry of Agriculture, Animal Industries and Fisheries, Uganda	36	14	50
Ministry of Education and Sport, Uganda	24	9	33
Total	335	136	471

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WORK PACKAGE 5.2: EXISTENCE OF EVIDENCE TO INDICATE CHANGES IN BOTH THE FORMAL AN INFORMAL WORKING CULTURES IN THE SELECTED MINISTRIES TO ENCOURAGE THE USE OF RESEARCH EVIDENCE IN POLICY FORMULATION AND POLICY IMPLEMENTATION.

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Existence of evidence to indicate changes in both the formal an informal working cultures in the selected Ministries to encourage the use of research evidence in policy formulation and policy implementation.</b>	Needs analyses for each Ministry compiled from survey responses and Ministry participation in workshops.	First cohort of fellows are ready to begin placements within the 6 selected Ministries	Fellows report indications of positive change in the informal working culture when compared against baseline in 2 out of 6 ministries

## A: SUMMARY OF ACHIEVEMENTS

### Ghana

The first cohort of Ghanaian DRUSSA Ministerial fellows was selected in December 2014. At the time two fellows were selected:

- Dr Akwasi Mensah-Bonsu, Senior Lecturer, Department of Agricultural Economics & Agribusiness, University of Ghana, Legon, placed in the Ministry of Trade and Ministry on a 12 month part-time basis.
- Dr George Adu, Associate Professor, Department of Economics, Kwame Nkrumah University of Science and Technology, Kumasi, place in the Ministry of Finance on a 6 month full time basis.

Both fellows' placements began in March 2015. Fellows have been asked to submit work plans for the duration of their placement, focusing on how they will contribute to DRUSSA aims. They have also been involved with the relevant ministerial symposia, with Dr Adu contributing as a speaker at the "Current Monetary Policies and their Implications for Doing Business in Ghana" symposium in April 2015.

The second cohort of four fellows was selected in July 2015 to begin their placements in September 2015:

- Dr James Attah Prepah, Senior Lecturer, Department of Economics, University of Cape Coast, to be placed in the Ministry of Trade and Industry
- Professor Daniel Orfori, University of Ghana Business School, to be placed in the Ministry of Trade and Industry
- Mr Ishmael Ackah, Advisor, Research and Evidence, Africa Centre for Energy Policy, to be placed in the Ministry of Finance
- Dr (Mrs) Rose Omari, CSIR-Science Technology and Policy Research Institute<sup>7</sup>, to be placed in the Ministry of Food and Agriculture

<sup>7</sup> As this selectee is an employee of the local partner CSIR-STEPRI, she was interviewed by Ministry representatives only, to ensure fairness and transparency.

## Uganda:

The first cohort of Ugandan DRUSSA Fellows was selected in late 2014, and each was in place by the start of 2015.

- Dr Annabella Habinka D. Basaza, Senior Lecturer, Department of Computer Science, Mbarara University of Science and Technology is placed in the Ministry of Education, Science, Technology and Sport.
- Dr Ayebazibwe Chrisostom, Senior Veterinary Officer (Diagnostics and Epidemiology) is placed in the Ministry of Agriculture, Animal Industry and Fisheries.
- Prof Albert Rugumayo, Dean, Faculty of Engineering, Ndejje University is placed in the Ministry of Energy and Mineral Development

All three Fellows in Uganda have been interviewed on their experiences and their responses have been blogged on the DRUSSA website and on the UNCST website. All report positive changes in the informal working practices at their respective ministries in the period since their appointment. In each case these changes have been observed in relation to the ministries' engagement with, and reactions to, the DRUSSA Policy symposia. Each of the Fellows has played a key role in the symposia held since their appointment. Indeed, the second symposia at the Ministry of Education, Science, Technology and Sport addressed a gap in current understanding at the Ministry, observed by Dr Habinka, who also identified an academic expert in the field to address this gap with current research.

All the Policy Fellows are playing a lead role in the Policy Symposia and supporting the participants of the DRUSSA policy short courses. Further evidence for the Fellows supporting changes in research uptake work culture is the development of their individual work plans. These are the product of deliberation between the Ministries, DRUSSA and the respective Fellows and each aims to leverage the knowledge and expertise of the Fellow to address a Ministry priority. An indication of the types of elements in the work plans for the first cohort include:

- 'Collect evidence and draft proposals for review of The National Renewable Energy Policy Uganda' – Dr Albert Rugumayo, Ministry of Energy and Mineral Development, Uganda.
- 'Source and review current research to improve quality of primary education' – Dr Annabella Habinka Ejiri, Ministry of Education, Science, Technology and Sport, Uganda.
- 'Create database of current research on agricultural value addition for policy-makers' – Dr Chrisostum Ayebazibwe, Ministry of Agriculture, Animal Industry and Fisheries, Uganda.
- 'Write 2 policy research papers and conduct in-house training workshop on applied economic modelling for Ministry policy-makers' – Dr George Adu, Ministry of Trade and Industry, Ghana.
- 'Assist in sourcing research to support the Medium Term Agriculture Plan 2014-2017' – Dr Akwasi Mensah-Bonsu, Ministry of Food and Agriculture, Ghana.

Each of these elements are fed into Policy Symposia discussions, for feedback and analysis from senior academics and policy-makers, and the lessons learnt are deployed to reinforce the training received by Ministry staff at the DRUSSA short courses."

Selected comments and feedback from Fellows on their experience and knowledge gained so far is represented below:

- “When the first seminar was conducted, the enthusiasm was high based on the number of questions asked and useful comments provided. This level of response demonstrated their appreciation of evidence based research.” Dr Rugumayo – Ministry of Energy and Mineral Development.
- “The DRUSSA Fellowship has enabled me to acquire new knowledge and information more readily. As such, I am better informed and thus able to provide more relevant and current examples as I lecture my students.” Dr Rugumayo – Ministry of Energy and Mineral Development.
- “The DRUSSA Fellowship has helped us [within the Ministry] unearth research that was carried out that could inform policy.” Dr Habinka-Ejiri – Ministry of Education, Science, Technology and Sport.
- “One thing that the DRUSSA Fellowship has helped me do is to refocus my thinking. I now look at simple details that can make a big difference. I have talked to people within the Ministry so that we are able to generate data for purposes of planning and policy development.” Dr Ayebazibwe – Ministry of Agriculture, Animal Industry and Fisheries.

The second cohort of Fellows will be selected over the next few months.

## B: CHALLENGES AND LESSONS LEARNED

Category	Lessons learned	ACU response
<b>Appropriate use of Fellows’ skills and time</b>	There is a danger that Ministries will use the Fellow as an extra staff member, rather than as a mechanism to support the embedding of other aspects of the DRUSSA programme.	The fellows’ progress is being closely followed by the in country partner and each Fellow has prepared a work plan detailing how they aim to contribute to the aims of the programme during their placement.
<b>Domestic academic year</b>	According to typical academic employment contracts, academics seeking a secondment will usually need to give half or one semester notice of an outside placement and will not usually be permitted to depart the university midway through a semester.	The first cohort of Fellows was in place in March 2015 and the second will be in place in September 2015. It appears that academic requirements have not adversely impact upon the programme achieving its milestones.
<b>Fellow placement timeframe</b>	The selection process and placement process took longer than originally foreseen, therefore the 1 <sup>st</sup> cohort was placed only in March 2015	<b>Ghana Fellows:</b> Dr Adu will have completed his placement as scheduled in September 2015 as he is a full-time fellow. Dr Mensah-Bonsu will complete his fellowship in March 2016, overlapping with the 2 <sup>nd</sup> cohort of fellows. This has been agreed as being acceptable with the local

partner as well as the Ministry in question

**Ugandan Fellows:** All three of the Ugandan Fellows are on part-time placements and are due to complete their rotation by early 2016. The second cohort are due to start in September 2015.

**Ministerial capacity**

The Ministry of Finance in Ghana were unable to take a fellow in the first round due to lack of capacity and will not be able to take on a fellow in the second round either.

In consultation with the local partner, the ACU has been able to secure a placement with MOF for the 2<sup>nd</sup> cohort and has allocated the unused fellowship from the 1<sup>st</sup> round to sponsor another placement at MOTI.

**Gender**

Limited number of female candidates presented themselves for the 1<sup>st</sup> round of the fellowship

The selection process has been widened to encourage greater gender balance in the candidate pool. Applicants from private universities and independent research institutes will now be considered as well as public university candidates

**C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER**

	Male		Female		Total	
	Candidates	Fellows	Candidates	Fellows	Candidates	Fellows
Ministry of Finance, Ghana	2	1	0	0	2	1
Ministry of Trade and Industry, Ghana	3	3	0	0	3	3
Ministry of Food and Agriculture, Ghana	6	1	2	1	8	2
No preference specified - Ghana	4		3		7	

Ministry of Energy and Mineral Development, Uganda	5	1	0	0	5	1
Ministry of Agriculture, Animal Industries and Fisheries, Uganda	3	1	1	0	4	1
Ministry of Education, Science, Technology and Sport, Uganda	0	0	1	1	1	1
<b>Total</b>	<b>23</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>30</b>	<b>9</b>

#### WORK PACKAGE 5.3: CIVIL SERVANTS POSSESS AND APPLY SKILLS

Output	Baseline (Oct 2011)	Milestone 3 (Sept 2014)	Milestone 4 (Sept 2015)
<b>Number of civil servants within selected Ministries possessing and applying skills to seek out and use research evidence within their policy-related work.</b>	Needs analyses for each Ministry compiled from survey responses and Ministry participation in workshops.	All preparations are complete for the first round of courses.	40/60 participants demonstrate improvement in skills/understanding in post-course assessment

#### A: SUMMARY OF ACHIEVEMENTS

##### Ghana:

Two out of the three scheduled short courses have taken place in Ghana. Both were created and presented by ISSER, the selected course provider, at their facilities at the University of Ghana, Legon. The topics were:

- 9<sup>th</sup> – 13<sup>th</sup> February 2015 – “Research Methods”
- 18<sup>th</sup> March 2015 – “Accessing Research”

The curricula for both courses were determined by the results of the ministerial workshops held in 2014.

Equal numbers of participants from each of the three ministries took part in the courses and were selected by their own Ministry to be there.

To reinforce the knowledge loop, once in place, it has been agreed with the DRUSSA fellows that they would follow-up with ministerial colleagues who had been on the training to offer advice and guidance to take forward their learning. The course provider will also follow up with the participants to confirm how they are applying their new knowledge in the workplace.

**Uganda:**

One of the three scheduled short courses has taken place in Uganda. Two further cohorts are due to be held concurrently on the week starting 10<sup>th</sup> August. All were created and will be presented by EPRC, the selected course provider.

The courses are presented at the Uganda Civil Service College. This is a new facility built and run by the Ugandan Ministry of Public Service, the Ministry responsible for civil servant training across all levels of government. The Ministry of Public Service is committed to adopting the DRUSSA training for modules for inclusion in general civil service training following the close of the programme. ACU and UNCST have signed a Memorandum of Understanding with the Ministry to this effect.

The innovative nature of the courses attracted significant and positive local media attention, examples of which have been collated for reference by the DRUSSA programme team.

In order to consolidate course knowledge, the Policy Fellows attended the short courses with the Ministry representatives and had input as experts in ‘guest-speaker’ roles. It is anticipated that the connections established between the Ministry representatives and the Policy Fellows at these events will assist in follow-up support delivered by the Fellows.

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**B: CHALLENGES AND LESSONS LEARNED**

Category	Lessons learned	ACU response
<b>Participation</b>	Partners advised that participation and engagement would be reduced if the course was held in close proximity to the participants’ Ministry offices.	Efforts were made to ensure that the courses were held in dedicated facilities where distractions of work pressures were minimised.
<b>Domestic Politics</b>	The Ministry of Agriculture, Animal Industry and Fisheries in Uganda have a difficult relationship with EPRC, the short course provider.	The involvement of the Ministry of Public Service in the training courses has been welcomed by the Ministry of Agriculture, Animal Industry and Fisheries.
<b>Link with Policy Fellows</b>	The consolidation of the training material and skills developed can be assisted by the involvement of Policy Fellows at an early stage.	The involvement of the Fellows in the courses themselves was positively received, and we are planning to replicate this in subsequent courses.

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**C: QUALITY (FOCUS ON COVERAGE AND PROCESS) AND GENDER**

At the time of writing no courses have been conducted, so statistics on gender, qualifications and background for the participants are not yet available.

The make-up of the course participants is determined by the ministerial priorities of who they believe is best suited to take part in each course. Each of the participating Ministries has nominally 10 places allocated to them to fill. So far the numbers for the first two courses are as follows:

“Research Methods”:

Total number of participants: 26 (Ministry of Finance 8, MOFA 12, MOTI 6)

Gender split: 8 Female / 18 Male

“Accessing Research”:

Total number of participants: 28 (Ministry of Finance 8, MOFA 13, MOTI 7)

Gender Split: 11 Female / 17 Male

FROM UGANDA FIGURES: Total number of participants: 14 Uganda (MEMD 9; MESTS 5)

Gender split: 8 Female / 18 Male Uganda (2 female / 12 Male)

## UPTAKE / ENGAGEMENT WITH BENEFICIARIES

Universities are closely engaged and consulted across all Work Packages. Institutional Change Programme coordinators at the ACU are in constant dialogue with Leader and Champions regarding progress towards institutional change targets, and have been in position to advise on good practice, peer initiatives, and to facilitate on-site workshops and implementation team visits where required over the past year. Four institutional visits have taken place, and three regional visits are scheduled to take place after this reporting period, which will include representation from ten institutions. Leaders and Champions have also been consulted on new initiatives over the past year, including in the nomination of communications staff to the Communicators Network and on the WP2.2.2 and WP2.3 Training and Learning Resources.

Although the Ministries engaged in WP5 activities are not beneficiaries as such, it is a core objective of the programme that they be engaged and committed to DRUSSA objectives to see research evidence taken up into policy. Engagement with Ministries has been fruitful, with the embedding of Policy Fellows over the course of the past year and the holding of two Policy Symposia in Ghana and Uganda, as detailed above under the section *Logframe Outputs: WP5*. Through the engagement of in-country partners, UNCST and CSIR-STEPRI, Policy Symposia themes have been designed in close consultation with Ministries and on the advice of these partners, which has resulted in Symposia recommendations and plans of action that enjoy the consensus and commitment of all participants.

## OUTCOMES AND IMPACTS

Entering the final phase of the DRUSSA programme, we are on track to meet our Outcome of “Improved capacity of universities to contribute research evidence in pro-poor policy and practice and increased appreciation, understanding

and demand for university-produced development research evidence and are confident that impact will be realised.” We assess this by both logframe indicators relating to this Outcome.

***Outcome Indicator 1: Research uptake management is established as an organisational management practice as evidenced in the development, implementation and adoption of research uptake policies, strategies, structures and procedures in place to support it.***

Our milestone for September 2015 under this indicator is that “At least 18 universities are producing demonstrable evidence of activity that is supporting sustainable research uptake in specific areas.” While this has been evidenced across the logframe outputs reported above, it will be useful to note again here that:

- 18 universities have achieved 40% of their Institutional Change Programme targets this year, with five universities significantly exceeding their targets (70% or more)
- 12 universities have established institutional policies or strategies that govern research uptake over the lifespan of the programme so far
- 16 universities have published new and pre-existing institutional policies, strategies and literature to the Research Uptake Management eLibrary, sharing institutional knowledge across partner universities
- 16 university representatives have authored online contributions to DRUSSA.net
- 18 universities have had staff participate in short course modules at CREST in the past year
- All universities have nominated communications staff to the Communicators Network and will have access to training in online Science Communication modules and guide

***Outcome Indicator 2: Universities are recognised by policymakers and practitioners as sources and contributors of development research evidence.***

Our milestone for September 2015 under this indicator is that “At least 18 universities are demonstrating engagement with stakeholders, and are establishing pathways for development research uptake. Four universities and six ministries in Uganda and Ghana are establishing reciprocal research evidence pathways to inform policy.” Again, while this has been evidenced across logframe outputs reported above, it will be useful to note here that:

- Policy Symposia involving six ministries and four universities in Ghana and Uganda have been held, and Policy Fellows are in place in five of these ministries (with a sixth impending in the September cohort)
- Policy Fellows have reported an improved research uptake working culture through their time embedded within ministries, as shared through interviews with SciDev.net and as reported on DRUSSA.net and the UNCST website
- All Fellows have designed comprehensive workplans in concert with each Ministry, reflected tasks and objectives of common interest
- Online Science Communications course has been held, strengthening DRUSSA institutional staff capacity to communicate and engage research evidence with external stakeholders effectively

We are confident that, in realising these targets and in being on track to realise the outcomes to which they are linked, DRUSSA will have contributed to “improving living conditions of children, women and men living in poverty in sub-Saharan Africa.” While long-term impact assessment falls outside the mandate of this programme, we note that there is significant scope to apply the lessons and experiences of the DRUSSA programme in the design of future funding

programmes in order to reinforce and deepen the nascent change that has taken root over the course of DRUSSA so far.

We note that, even the Annual Report exercise itself, in documenting in one place the work that is done by many partners in many locations, contributes to common purpose. There is reason to be confident that the target of 18 universities with sufficient management capacity and skill levels will be reached, that research uptake pathways will have been demonstrated and that the emergent stakeholder relations between universities and ministries in the Uganda and Ghana pilot will also have been demonstrated.

## MONITORING AND EVALUATION

The DRUSSA logframe remained under review for much of the period, being signed off in early July. While subscribing to its being a 'living document' the delay has made annual planning and quarterly monitoring more complex as quantitative and qualitative descriptions have been adjusted and re-adjusted. We understand that the logframe is unlikely to be further revised and so anticipate that planning and monitoring will be predictable through to programme end.

DRUSSA monitoring mechanisms have been further refined in this period, particularly VFM monitoring. In 2014 a pilot was undertaken with WP4, in addition to monitoring against the budget and expenditure lines, to design and test 'by activity' monitoring, and in 2015 'by activity' was rolled out across the programme. The mechanism has allowed for considerably more insight into the cost of each activity.

Evaluation of each activity by cost has revealed that the southern partners, due to the exchange rate differential, are able to deliver activities at an exceptionally efficient and effective cost.

The M&E function provided by CREST has narrowed in this period, as anticipated, due to the new format for the quarterly report. The new format has entailed partners having to collect and collate more information for Annual Report M&E, and provides less accessible detailed information for quarterly M&E. As the quarterly review meetings are conducted by telephone, with the quarterly report as the base discussion document, this has made it more crucial than previously that the quarterly report to be completed before the telemeeting in order for partners to be able to amplify any areas about which other partners might require more information.

In response to the Annual Review 2014 recommendation, shared partner activity is now formally recorded in every quarter report and in this Annual Report. After a downward trend on completion of the first round of university visits in which both WP3 (Monitoring) and WP4 (Engagement and Communication) participated with WP2, a positive trend in shared activities is evident as the programme matures, particularly between WP2 and WP4, for example the facilitation, delivery and presentation of the Framework for Strategy activity, the University of Rwanda site visit and the scoping exercise for the online Science Communication and Research Uptake Guide and on-going advice on its design and delivery, the scoping and evaluation of the effectiveness and cost of options for the Learning Resource, planned contributions to the Research Uptake Management training. WP3 and WP4 have worked together to roll out the dissemination of the Literature Review to DRUSSA.net users, to readers of the Newsletters and Alerts, and in digital format for the final CREST short course event.

In terms of specific work programmes:

**WP1:** CREST now conducts a post-training survey after delivery of every module to the short course participants. MPhil and PhD candidates provide progress reports for every supervisory event and are regularly evaluated by their supervisors.

**WP2:** The ACU has employed two levels of monitoring and evaluation of progress against Institutional Change Programmes: firstly, by working in concert with each university in the design of institutional targets across a common Research Uptake template (see Annexure 14), and regularly liaising (through tele-meetings, email and occasional institutional or regional site visits) with universities to track progress against these targets; secondly, by mapping all targets against a Critical Success Indicator framework (see Annexure 15) to establish common themes and focus areas across institutions, and measuring the degree of change that is being reported. The ACU has also taken on lessons from Benchmarking Survey 2012 and 2014 in the design of the Benchmarking Survey 2016 (currently under development) and has designed additional questions that focus on issues of sustainability post-programme.

**WP3:** CREST continues to provide M&E support to project partners and formed part of the development of the Annual review first draft from a synthesis of quarterly progress reports. It has to be accentuated that due to the reduced detail of the quarterly reporting process, project partners have to play a larger role in providing exact details of their achievements.

The quality of the case studies will be ensured through the academic assessment process and the tracking of the dissemination of the case studies will be tracked through recording the publication of the case studies, and presentations at various events and on various platforms.

CREST has made use of the online platform of DRUSSA .net and has through this been able to disseminate and track the disseminate activities of the programme.

**WP4:** OSD's monitoring indicators have been enriched further in the past year by additional data gathering from Mailchimp. These indicators include a mechanism to measure average user time spent reading against the industry average. The DRUSSA Network spends significantly more time reading the DRUSSA Newsletters and eAlerts than the industry average.

Contrary to last year's M&E to the statement in last year's report that the DRUSSA.net monitoring mechanism and indicators do not include unique visitors, it can now be reported that all quarterly reports have always provided the unique visitor numbers for the quarter, and each year an annual report is drawn in order not to 'double count'. The unique visitor number is however, over time, proving less indicative than the DRUSSA Network user indicator, which shows a steady quarter on quarter and year on year increase in the number of visitors who self-register on the site – an increase of 14.2 % in the period 1 October 2014 to 31 July 2015, and 31.7% above the target indicator of 900 members.

**WP5 :** In order to measure the degree to which policy makers have demonstrated a more active interest in research evidence, facilitative partners in each of Uganda and Ghana (UNCST and CSIR-STEPRI) are able to maintain regular contact with ministerial representatives, and to make note of progress towards recommendations emerging from Policy Symposia (see Annexure 18 for example Symposium Report). Furthermore, lessons learnt from earlier symposia have been used to refine and inform latter symposia. In some instances, ministries have elected to build on the findings and discussions of a symposium with a second, similarly themed, symposium. From March 2015, all Ministry symposia have been attended by the relevant DRUSSA Fellow, who typically leads discussion and contributes to post-symposium follow-up activities within the Ministry.

Fellows themselves will also be engaged directly in order to ascertain the value of their fellowships in terms of establishing channels of engagement with policymaking spheres, the value this holds for their home universities, and the perceived value for policymakers themselves. Fellows have also been invited to lead panel discussions on their experiences at each of the EARIMA and WARIMA conferences in Uganda (August 2015) and Ghana (November 2015) respectively.

### **Financial monitoring**

The financial monitoring of the DRUSSA programme is undertaken with regard to normal checks and balances, and also determining reasons for variances from budgets and projections, so these can be reported in a timely manner to DFID.

In Year 4, Financial Reporting systems were amended such that expenditure is recorded and reported by activity, as well as by expenditure type, to allow for greater comparability between quarters and greater clarity surrounding relative costs of activities across the programme. This will feed directly in VFM assessments.

Although transitioning to this new reporting model has presented challenges (for example, in identifying proportions of staff time allocated to multiple work packages) the cost of delivering specific deliverables of the project, particularly when linked to the logframe, are easier to identify and measure.

The DFID Accountable Grant Letter to ACU requires the ACU to review procedures and policies in respect of procurement. The ACU'S Finance Director visited and met with the South African Partners in December 2014 to understand the systems that are in place and discuss any control weaknesses. He reported that progress has been made in regard to Activity reporting and that they have robust procurement policies for ensuring value for money, quality standards and social responsibility.

## COSTS, VALUE FOR MONEY AND MANAGEMENT

### Costs

Total Expenditure for the programme (including Extension Activities to the end of March 2015) is £3,529,163. This comprises Years 1-4 actuals of £2,959,928, plus the Budget Projection for Year 5 (April to August 2015) totalling £569,235 as per recent projections provided to DFID.

Staffing represents 45% of total spend and costs on direct activities is 32% of total actual spend. This is broadly in line with budgets, with staffing being a little higher than budgeted (42%) due to WP5 partners reporting additional staffing costs as they invested time getting the extension activities up and running. Overall, the Year 4 variation was £2,700.

The programme is on track to meet its financial targets, although financial reporting periods and timetables have changed over the past year and are no longer synchronous with programme years. This has resulted in a measure of difficulty in establishing reports that correspond with programme quarters, although it has been agreed that the financial reporting timetable will revert to the previous schedule (i.e. from April to March).

Differences in financial and programme periods are reflected in the financial reports attached to this report (see Annexures 23-26). The Period from March 2015 has been reported in both Years 4 and 5 for different purposes in the past, and it should be recognised that this affects the profiling of the Year 6 budget. At this time, we are projecting to underspend overall on the total programme by £43,000. In Year 3, it was agreed to carry-forward £11,948 to 2015/16, and this still included in our Total Budget (and is accounted for within the projected underspend).

Partner currencies have continued to maintain a high rate of exchange. In particular, at the beginning of the programme, the South African budgets were planned at ZAR10.8 per £1. In Year 4 to mitigate the effect of fluctuations, it is agreed to forward purchase ZAR. Even so, when purchased at the beginning of May 2014, the rates ranged from ZAR17.28 per pound in July 2014 to ZAR17.70 in April 2015.

For Year 5 we have again forward purchased ZAR, this time at an average of ZAR17.6 per pound.

As one would anticipate in Year 5, all posts have been recruited to (ACU) and our extension partners are now up and running with reporting expenditure by activity. They will need further support there is a high number of deliverables to be delivered and implemented in the next phase of the programme.

The total programme budget for the year has been funded by DFID was 100%.

## Value for Money

The Reporting process (including Annual and Quarterly Reports) includes reference to VFM procedures of the Accountable Grantholder (the ACU) as well as DFID Guidance. The ACU complies with all Financial Regulations of the International Accounting Bodies as well as being annually audited, and all spending activities are guided by value for money principles.

As part of the VFM assessment process, DRUSSA has identified several key outputs across several activity strands to study, in form of a VFM Measures and Indicators Map (see Annexure 13). The identified outputs were chosen as important elements of the programme that can provide a better understanding of transaction costs associated with achieving particular objectives. By looking at the economy, efficiency and effectiveness (3Es) of each output and the benefits associated with different activity strands, the resulting information can be utilised to inform the design of future programmes and future Business Cases that require VFM strategy.

Key indicators included in the VFM Measures and Indicators Map include:

- Financial costs, 3Es (economy, efficiency and effectiveness) and benefits associated with different models of course delivery (online and short face-to-face courses)
- Financial costs, 3Es and benefits associated with different models of interuniversity workshops (institutional, regional, and pan-programme)
- Financial costs, 3Es and benefits associated with different models of publications (online, case studies, journal articles)
- Financial costs, 3Es and benefits associated with different models of communication and engagement (engagement with web provision pre- and post-VFM audit)
- Financial costs, 3Es and benefits associated with different models of demand-side engagement (fellowship placements and policy symposia)

Further work is needed to review has been completed to assess the VFM of the non-financial outputs such as numbers of courses completed, bursaries, and all the other required deliverables. We have at this time not been able to allocate money specifically to Outcome Indicators in the logframe, but this is planned for the next year of financial reporting.

## Financial Documentation

Please see Annexures 23, 24, 25 and 26 for Financial Documentation detailing ACU, CREST and OSD spending by activity, and all expenditures by type.

## WORK PLAN & TIMETABLE

Please see Annexure 4 for 2015/2016 Workplan (updated August 2015).

## RISK

Please see Annexure 3 for Risk Assessment (updated May 2015).