

WUN Global Africa Group

Research Impact Workshop
University of Nairobi, Kenya
29-30 November 2018

*Implementing the SDGs in East Africa:
Translating Collaborative Research into Policy Impact*



Session 1: Key Policy Challenges for SDG Implementation in East Africa

Practitioner panel, Thursday 9.15-11am

Chair: Dr David Mickler

Dr Tilahun TEMESGEN

Chief Regional Economist, African Development Bank Group, Eastern Africa Regional Centre (RDGE), Nairobi.

Senait BERHANE

Head of the Somalia Liaison Office in Nairobi, United Nations Assistance Mission for Somalia; formerly based in Mogadishu, Somalia with UN Assistance Mission for Somalia working with the Somalia Federal Parliament on constitutional review processes and key priority legislation.

Dr Barbara KING

Second Secretary, Political (African Union, CAR, Djibouti), Australian Embassy, Addis Ababa, Ethiopia

Titus MAINA

Think Tank Analysis, Kenya Business Guide

Session 2: The Roles of Collaborative Research in Sustainable Development in East Africa

Academic Panel, Thursday 11.30am-1.30pm

Chair: Prof. Maano Ramutsindela

Prof. Nzioka John MUTHAMA

Deputy Director, Wangari Maathai Institute for Peace and Environmental Studies, University of Nairobi; Coordinator, University of Nairobi's Education for Sustainable Development for Africa (ADSA) Programme.

Prof. Sue PARNELL

Global Challenges Chair at the University of Bristol and Emeritus Professor, University of Cape Town; Incoming WUN Global Africa Group Co-Chair.

Prof. Rob MARCHANT

Professor, Department of Environment and Geography, University of York; Steering Committee member, WUN Global Africa Group.

Prof. Andrew ADJEI

Professor of Immunology in the University of Ghana College of Health Sciences.; Coordinator, WUN, AAUN; Coordinator, Vice Chancellor's Strategic Teams; Chairman, Ethical Protocol Review Committee;

Prof. Florida KARANI

Professor of Education, University of Nairobi; Formerly, Chancellor, Maseno University, Deputy Vice Chancellor (Academic Affairs) University of Nairobi; Principal, College of Education and External Studies, University of Nairobi; Chair, Kenya Institute of Education; Chair, Board of Adult Education

Session 3: Translating Collaborative Research on Sustainable Development into Policy Impact in East Africa

Mixed academic/practitioner panel, Thursday 2.30-4.30pm

Chair: Dr Susan Jim

Dr George NYABUGA

Senior Lecturer, School of Journalism and Mass Communication, University of Nairobi, former Editor, The Standard Group, Kenya

Charlotte MUELLER

PhD Fellow at Maastricht University/UNU-MERIT, Netherlands

Dr Tigist GRIEVE

Senior Research Associate and ESRC-CGRF Fellow, Graduate School of Education, University of Bristol

Prof. Maano RAMUTSINDELA

Professor, Department of Environmental and Geographical Science and Deputy Dean, Faculty of Science, at the University of Cape Town. Co-Chair, WUN Global Africa Group.

Masterclass 1: Policy writing: How to translate your research into policy briefings

Led by regional policy practitioners, Friday 9-11am

Chair: Dr David Mickler

Dr Andrew MARRIOTT

First Secretary, Deputy Permanent Representative to UNEP and UN-HABITAT, Australian High Commission Nairobi.

Sahil SHAH

Policy Economist and Project Lead, Kenya Business Guide.

Yehualashet MEKONEN

Program manager, African Child Observatory, African Child Policy Forum, Addis Ababa, Ethiopia; Lead Author, African Child Wellbeing Series; Formerly Team Leader and Senior Researcher at the Ethiopian Central Statistical Agency.

Masterclass 2: Research Communication: How to communicate your research via the media

Led by regional media experts, Friday 11.30am-1.30pm

Chair: Dr David Mickler

Moina SPOONER

Commissioning Editor: East Africa, The Conversation Africa

Dr Joseph NYANOTI

Journalism and Media studies Lecturer, United States International University, Nairobi and Africa Resource Person for the SDGs Kenya Forum; Former journalist and editor for 17 years, Nation Media Group and other leading media houses in Kenya.

James MUTUA

Journalism and Media Studies Lecturer, United States International University, Nairobi

Masterclass 3: Grant writing: How to translate your research into funding applications

Led by senior grant managers and academics, Friday 2.30-4.30pm

Chair: Dr David Mickler

Prof. Madara OGOT

Acting Deputy Vice-Chancellor, Research, Production & Extension, University of Nairobi

Prof. Floretta BOONZAIER

Professor in the Psychology Department at the University of Cape Town; Editor for the journal *Psychology in Society* and Co-director of the Hub for Decolonial Feminist Psychologies in Africa, based at UCT; Incoming Co-Chair of GAG

Dr Susan JIM

Institute for Advanced Studies/WUN Development Manager, Research and Enterprise Development, University of Bristol; Chair, WUN Coordinators' Group

Sustainable Development Goals



TRANSFORMING OUR
WORLD:
THE 2030 AGENDA FOR
SUSTAINABLE
DEVELOPMENT

1 NO
POVERTY



2 ZERO
HUNGER



3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



6 CLEAN WATER
AND SANITATION



7 AFFORDABLE AND
CLEAN ENERGY



8 DECENT WORK AND
ECONOMIC GROWTH



9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



11 SUSTAINABLE CITIES
AND COMMUNITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



13 CLIMATE
ACTION



14 LIFE
BELOW WATER



15 LIFE
ON LAND



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



17 PARTNERSHIPS
FOR THE GOALS





WUN GAG Research Workshop

**Theme: *Implementing the SDGs in East Africa:
Translating Collaborative Research into Policy Impact.***

**Tilahun TEMESGEN (PhD)
Chief Regional Economist, Eastern Africa
Nairobi, 29-30 November 2018**

Presentation Title:



“The African Development Bank's priorities/challenges in East Africa”

Objective: To briefly inform about Bank’s Assistance Strategy (ies) in EA, the corresponding priorities, linkages with the achievement of SDGs, and major challenges/opportunities.

Brief Outline of Presentation

I. African Development Bank Group (AfDB)

II. Eastern Africa Region:

- I. Eastern Africa countries in RDGE**
- II. Strategies (CSPs and RISP)**
- III. Overview of current Bank portfolio in EA**
- IV. Challenges and opportunities**

III. Conclusion and way forward

I. Bank Group Overview

AFDB Group: Is Africa's premier development finance institution (DFI) working on reducing poverty, and improving living conditions in the continent..

Mission/objective: is to spur sustainable economic development and social progress in its RMCs, thus contributing to poverty reduction and improved lives.

The Bank Group achieves its objective by:

- mobilizing & allocating resources for investment; and
- providing policy advice and technical assistance (knowledge sharing, capacity bldg.) to support development efforts in the continent.

i. Bank Group Overview



THE AFRICAN DEVELOPMENT BANK GROUP



**African
Development
Bank**

Established in 1964
54 African countries
26 non-African countries



**African
Development
Fund**

Established in 1972
Primarily financed by
non-African countries



**Nigeria
Trust
Fund**

Established in 1976
By the Government of
Nigeria

The AfDB Group: consists of **three** constituent institutions, separate legally and financially, with a common goal

i. Bank Group Overview



REGIONAL AND NON-REGIONAL MEMBER COUNTRIES

Africa

Algeria	Ethiopia	Niger
Angola	Gabon	Nigeria
Benin	Gambia	Rwanda
Botswana	Ghana	S. Tome &
Burkina Faso	Guinea	Principe
Burundi	Guinea Bissau	Senegal
Cameroon	Kenya	Seychelles
Cape Verde	Lesotho	Sierra Leone
Central African Rep.	Liberia	Somalia
Chad	Libya	South Africa
Comoros	Madagascar	South Sudan
Congo	Malawi	Sudan
Cote d'Ivoire	Mali	Tanzania
D. R. Congo	Mauritania	Togo
Djibouti	Mauritius	Tunisia
Egypt	Morocco	Uganda
Equatorial Guinea	Mozambique	Zambia
Eritrea	Namibia	Zimbabwe

Europe

Austria	Netherlands
Belgium	Norway
Denmark	Portugal
Finland	Spain
France	Sweden
Germany	Switzerland
Italy	UK
Luxembourg	

North & South America

Argentina	Canada
Brazil	USA

Middle East

Kuwait	Turkey
Saudi Arabia	

Asia

China	India
Korea	Japan

I. Bank Group Overview

Major Instruments for financing

i) **investment Lending (IL)**

- discrete investment operations
- Guarantees
- Equity and Quasi-Equity
- Trade Finance,

ii) **Program – Based Operations (PBO)**

- to support key policy reforms

iii) **Result – Based Framework (RBF)**

- to support delivery of results in a government program

I. Bank Group Overview

.... BUT we also more than just lending



Donor provided/Bank Administered funds supplement lending through grants to provide technical assistance to borrowers:

- Enhance effectiveness of project preparation – for bankability.
- Identify reform priorities for creating the enabling business environment to promote private sector investment and growth.
- Support Knowledge Management (Generate and share Knowledge products and best practices (ESW)).
- Identify capacity gaps in RMCs in project implementation, policy design, and provide capacity building support on a number of cross cutting issues

I. Bank Group Overview

Bank Assistance Strategies: At the Corporate Level are:

--The Ten Year Strategy (**TYS 2013-22**) with twin objectives of inclusive growth and transition to green growth;

and its operational Priorities called **Hi5s**:

Sector/other strategies: PSDS, Gender, Agriculture, Transport, Regional Integration

The TYS (2013-22) and the Hi5s

2013-2022

Two objectives to support transformation

Three areas of special emphasis

Hi 5s: Operational priorities



Age Gender Geography



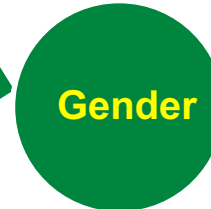
Building resilience Managing natural resources Sustainable infrastructure



A 'continuum' & regional approach



Supporting value chains



Economic empowerment
 Legal & property rights

The High 5s map out the AfDB's priority areas



.....and serve as a blueprint to accelerate Africa's transformation and achievement of the SDGs

Priority areas



SDG3:
SDG4:
SDG7:
SDG9:
SDG13

SDG2:
SDG5:
SDG13

SDG5:
SDG7:
SDG8:
SDG9:
SDG12

SDG6:
SDG9:
SDG17

SDG3:
SDG4:
SDG5:
SDG6
SDG8:
SDG10
SDG11

The High 5s map out the AfDB's priority areas of the Ten Year Strategy (2013-2022).....



..... and serve as a blueprint to accelerate Africa's transformation and achievement of the SDGs



****Accelerating delivery on the Bank's Ten Year Strategy to achieve inclusive growth and help Africa gradually transition to green growth**

**** The High 5s will help Africa achieve more than 90% of the United Nation's SDGs and are intrinsically linked to the African Union's Agenda 2063**

I. Bank Group Overview

Bank Assistance Strategies at country/sub-region level are operationalized through:

-- **CSPs**– Country Strategy papers, detailing the Bank’s assistance strategic direction for the specific country (for every 3-5 years, Mid-term reviewed at the middle)

--**RISPs**: Regional Integration Strategy Papers (every 5 years), detailing Bank’s regional integration assistance for each of the 5 sub-regions (Eastern, Western, etc.). --The one covering Eastern Africa (EA-RISP (2018-22), approved by the Board in October 2018.

East (ern) Africa: is also VERY diverse



- It has **five (5) landlocked** (Burundi, Ethiopia, Rwanda, South Sudan and Uganda), **6 coastal** (Djibouti, Eritrea, Sudan, Somalia, Kenya and Tanzania), and **2 small island** countries (Comoros and Seychelles).
- * Five countries in the region are classified as Transition States (Burundi, Comoros, Somalia, South Sudan, Sudan).
- In terms of **growth performance**: the regions is dubbed the fastest growing region (though growth performance could have been even much higher had it not been for the huge “hard” infrastr. deficit (esp. energy & transp.) that limit competitiveness & movement of goods/services
- Thus, **BOTH** national & regional approaches to support RMCs.

2, EA Region: Strategies, and operations



-- East (ern) Africa : **covers 13 countries**
: **TEN** -African Development Fund (ADF) C's

Burundi
Comoros
Eritrea
Sudan
Somalia
South Sudan
Ethiopia**
Rwanda**
Tanzania**
Uganda**

ONE- Blend Country
Kenya**

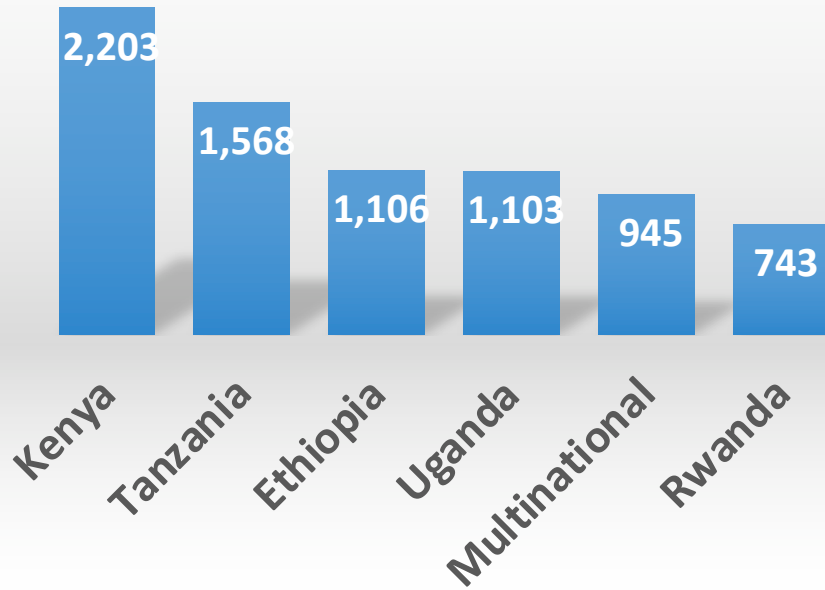
ONE- Gap Country
Djibouti

ONE- ADB Country
Seychelles**

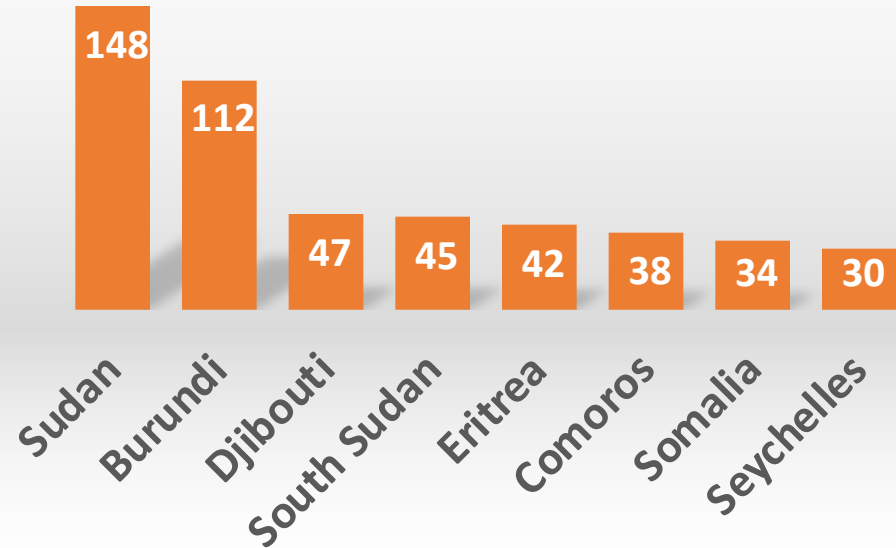
EA existing Portfolio – Total ~UA 8,16 billion*



Five countries with > UA 500 M + multinational



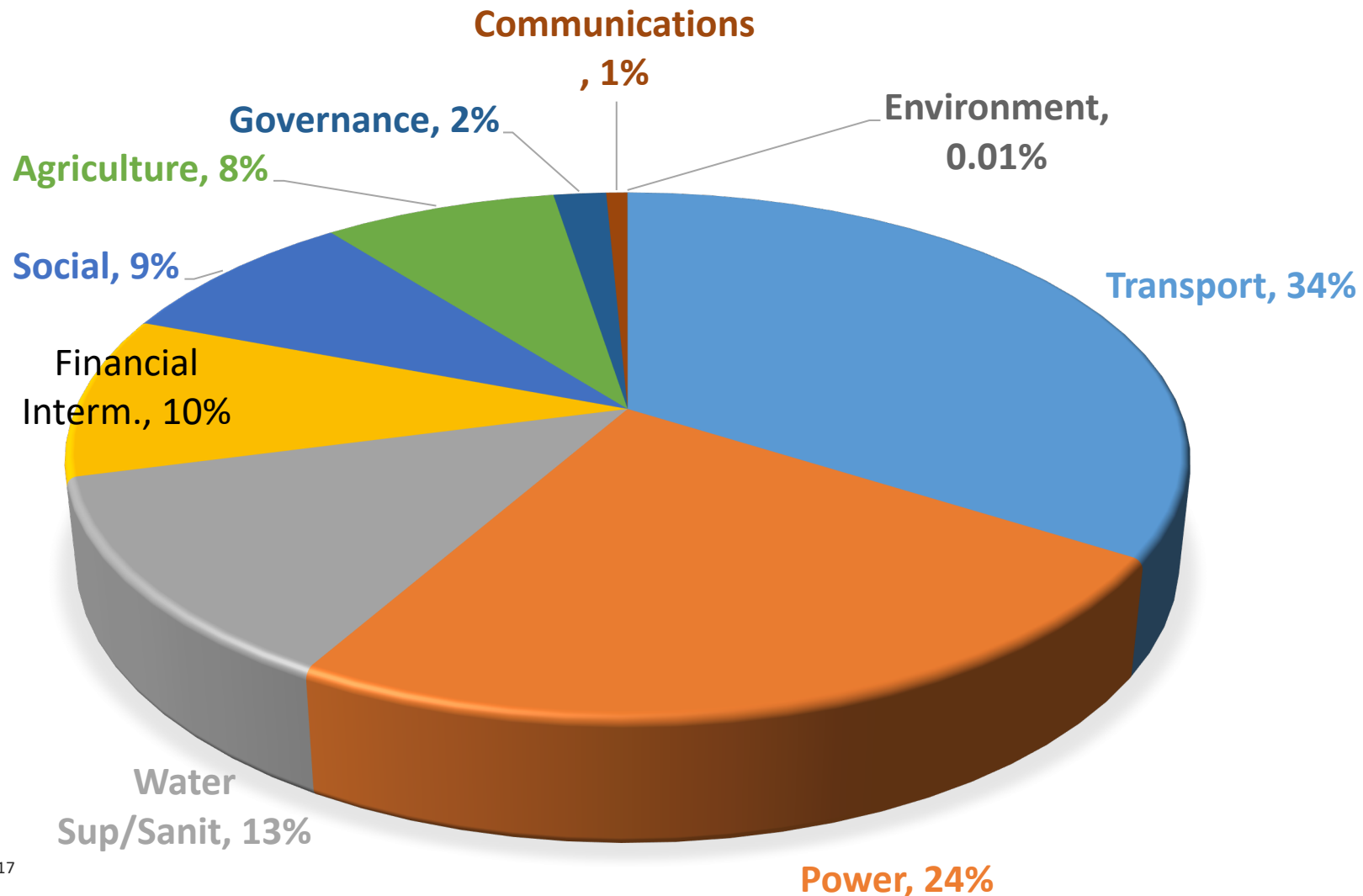
Eight countries with cumulative < UA 500 M



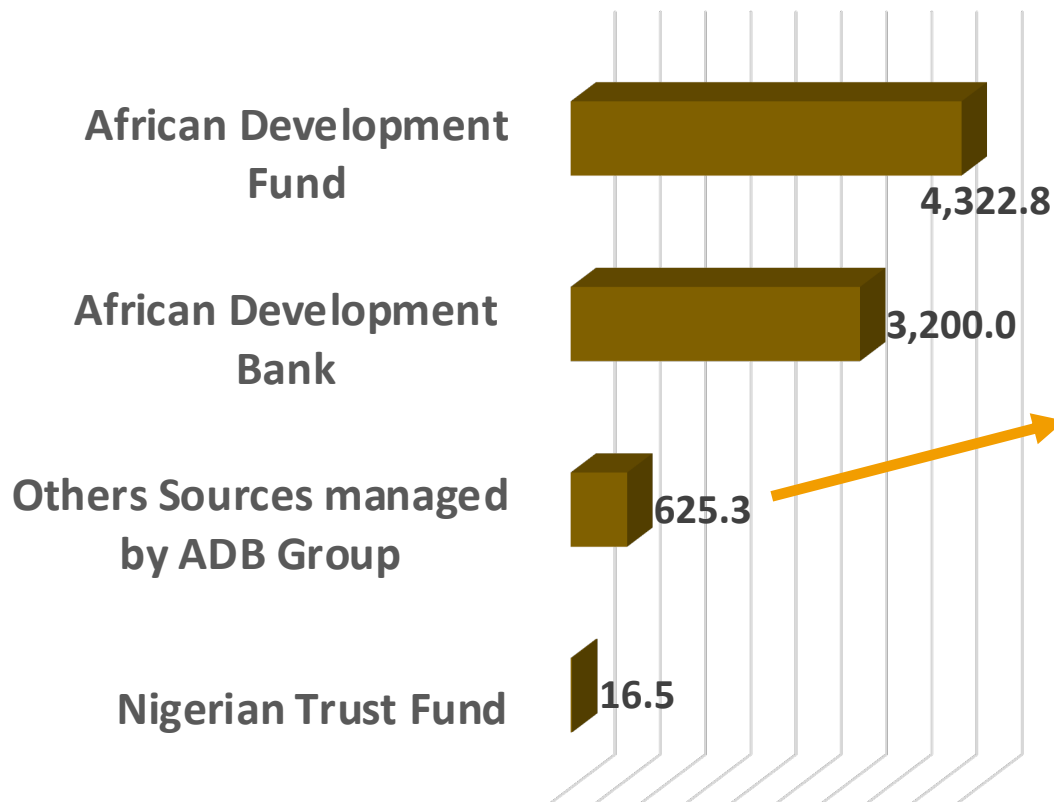
Sectoral distribution of EA portfolio (%)



* **Bulk (71%) in Infrastructure** (Trans, power, water) followed by social (9%) & Agr. (8%).



Sources of funding (UA 8.2 UA billion)



ACFA-Accelerated Co-financing Facility for Africa (Japan)	254.3
AfricaGrowingTogetherFund (China)	98.5
Private Sector Credit Enhancement Facility	87.7
EU Africa Infrastructure Trust Facility	44.2
Global Environmental Faci	36.6
GAFSP Trust Fund	30.9
Strategic Climate Fund	22.2
Clean Technology Fund	14.5
Rural Water Supply & Sanit.	11.8
AfricaWater Facility Fund	9.9
NEPAD/IPPF	7.9
Multi Debt Relief Initiat	4.3
Fnd for Afr Priv Sec Asst	2.5

2. EA RISP and CSPs in Eastern Africa

--The **overarching objective** of the EA RISP 2018-2022: **Accelerate structural transformation, grow trade and promote inclusion**, with the main aim of generating sustainable wage jobs, especially for the youth and woman.

Two pillars: (i) *Regional infrastructure development for economic transformation*; and (ii) *Strengthening the policy and institutional frameworks for market integration, investment and value chains development*.

-Cross cutting issues such as **Gender, youth employment, climate change, regional fragility**, etc. will be incorporated into project design.

Alignment of EA RISP to High 5s and SDGs



Two pillars of EA RISP 2018-22



2. EA RISP and CSPs in Eastern Africa

--The **EA RISP IOP** (Indicative Operational Pipeline) under the new RISP 2018-22, estimated at **about UA2.4 billion**

-- 50 lending and non-lending operations,

--IOP{ represents a **31%** increase over the UA1.82 billion delivered by Dec. 2016 under the previous RISP (2011-16).

--Preparation involved an extensive **consultation**: Externally with RECs (EAC, COMESA, IGAD), the AU, UNECA and the respective RMCs, AERC (Senior Policy Seminar), DPs...;

- ***Sector studies and evidence based research products:***
About 14 sector specific analytical briefs, a RDN, IDEV evaluations of regional operations and the last EA RISP.,.,.,

Country Strategy Papers (CSPs) in EA RMCs:

- **CSPs in EA countries are current till 2020** for majority of the countries and mainly focus on Pillars related to:
 - Infrastructure Development (Energy, Transport and Water and Sanitation)
 - Governance and accountability, skills development and capacity building as well as agricultural transformation.
 - Therefore the country level pillars are in line with the EA RISP

Exceptions: Some countries do not have full CSPs for various reasons. Eg. Country Briefs for Somalia and Sudan; Interim CSPs for South Sudan and Eritrea.

Main challenges in the EA Region:



- **Debt sustainability issues** limiting lending to some countries (Kenya, Seychelles, Comoros, Eritrea and Ethiopia)
- **Fragility Issues**- 5 Countries in the region are classified as Transition States (Burundi, Comoros, Somalia, South Sudan, Sudan).
- **Security issues** (South Sudan and Somalia).

COMMON main challenges in the EA Region



-- Overall slow pace of economic transformation: with industry's contribution to GDP at 18%, falling below the Sub-Saharan Africa average of 28%.

--The Infrastructure gap (Energy, Transp. & ICT ..)

- Africa infrastructure need is estimated to be USD 130 – USD 170 billion per year (AEO 2018)
- Financing gap USD 68 – USD 108 billion per year.

--Business environment still restrictive: In terms of DB ranking, most countries still lag behind other LDCs (starting a business & trading across borders, for eg.).

__ ARE there opportunities too?



--Emphatically YES!

- -- Continued growth and resilience
- --Improved peace and security (eg. The recent Ethio-Eritrea peace process, increased cooperation in the Horn of Africa countries, ...)
- --Good macroeconomic management in most countries
- --Recent resource discoveries (oil in Uganda, Kenya, etc.)
- All thee can be turned into increased investment towards more sustainable economic progress and SDGs achievement.

Conclusion and way forward BY numbers!!



- 1 main mission: Reducing Poverty in Africa/Eastern Africa**
- 2 major objectives of the TYS: inclusive growth and transition to green growth**
- 3 major Infrastructure (hardware) problems: energy, transportation and telecommunications**
- 4 software issues to address: Peace and Security, Education (skills development), Improved Governance Regional Integration**
- 5 operational priorities (Hi5s): Light Up and Power Africa, Feed Africa, Integrate Africa, Industrialize Africa, and Improve the Living Standards of Africans**
- 6 actors working for same goal Private Sector, Public sector, DPs, Civil Society, Academia/Knowledge generators, AND all of us here. ... for 17 SDGs.**

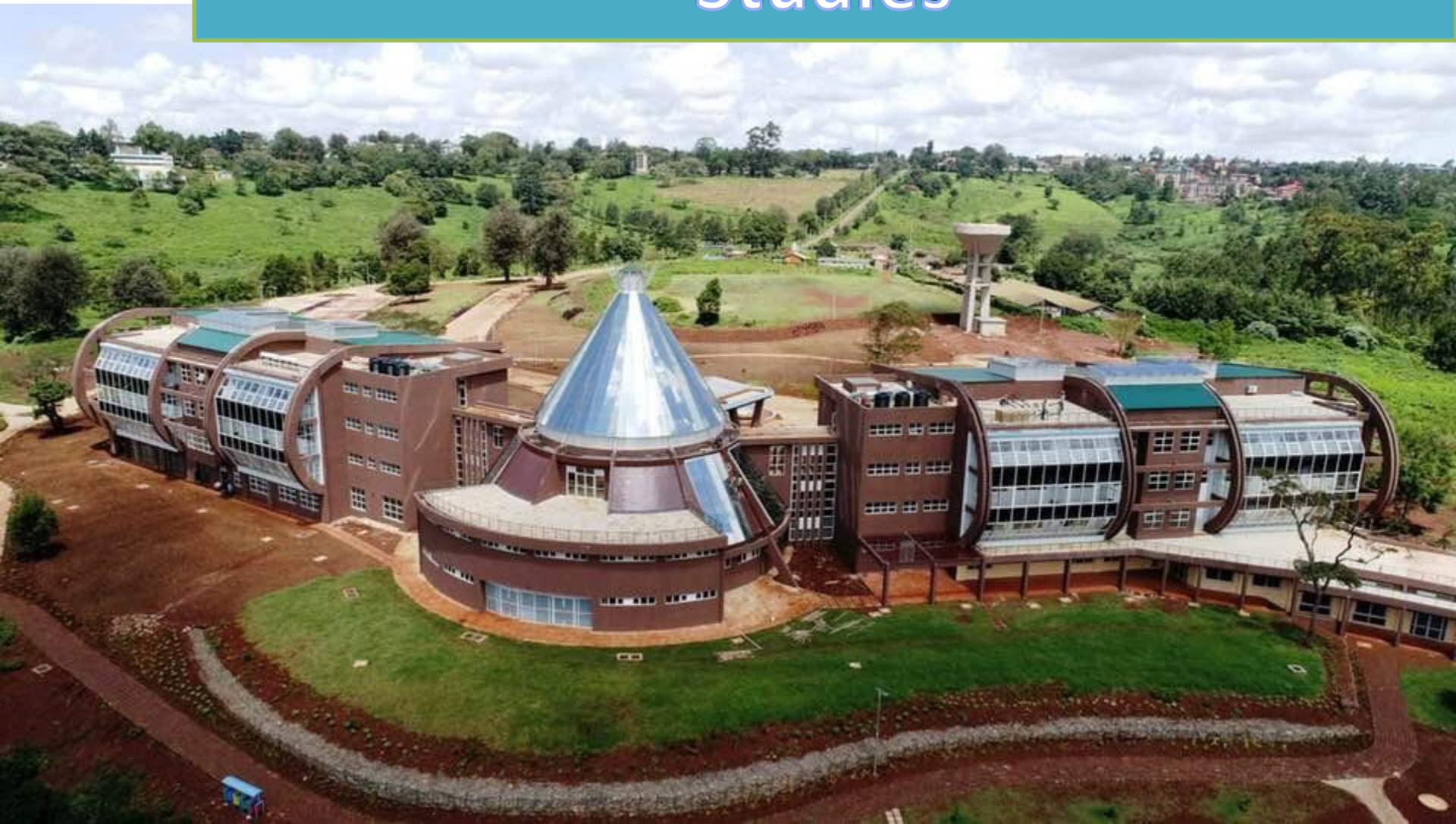
Conclusion and way forward



THANK YOU!
ASANTE SANA!



Wangari Maathai Institute (WMI) for Peace and Environmental Studies





Implementing the SDGs in East Africa: Translating collaborative research into policy impact

**WMI's Collaborative Research in Sustainable
Development in East Africa**



- Vision

Excellence in Experiential Learning, Transformational Community Outreach and Research for sustainable environment and cultures of peace

- Mission

To cultivate positive ethics, values and practices towards the Environment by training **stewards** who foster peace, holistic sustainable development and link Theory with Practice



1st Distinguished Chair



2nd Distinguished Chair



Our Emphasis-----

- WMI emphasizes on **Environmental Governance**:-
“human behaviour is influenced by decision making processes & the decisions themselves”

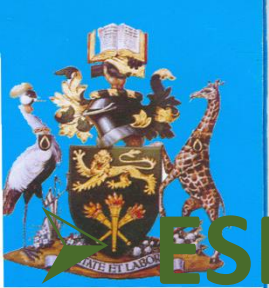
hence---

- (environmental, social and economical policies advocating sustainability as the supreme consideration)



Activities at Wangari Maathai for Peace and Environmental Studies

- **Developing capacity on Environmental Governance (PhD in Environmental Governance and Management, Msc in Environmental Governance, Short courses on EIA/A, Short course of Community scholars for championing change)**
- **Creating stewards for cultures of Peace (environmental peace walks, conferences on Peace and Environment, advocacy on planetary boundaries and Peace, carry on the spirit of Prof. Wangari Maathai)**
- **Conduct Blue economy research to inform and advice policy (**



Collaborative opportunities

ESDSA: Education for sustainable Development in Africa

- Sustainable Urban Development
- Carbon Sequestration initiatives;

preserving our trees and forests & planting trees

- Appropriate legislative & Policy Support

Climate Governance

Landuse Management

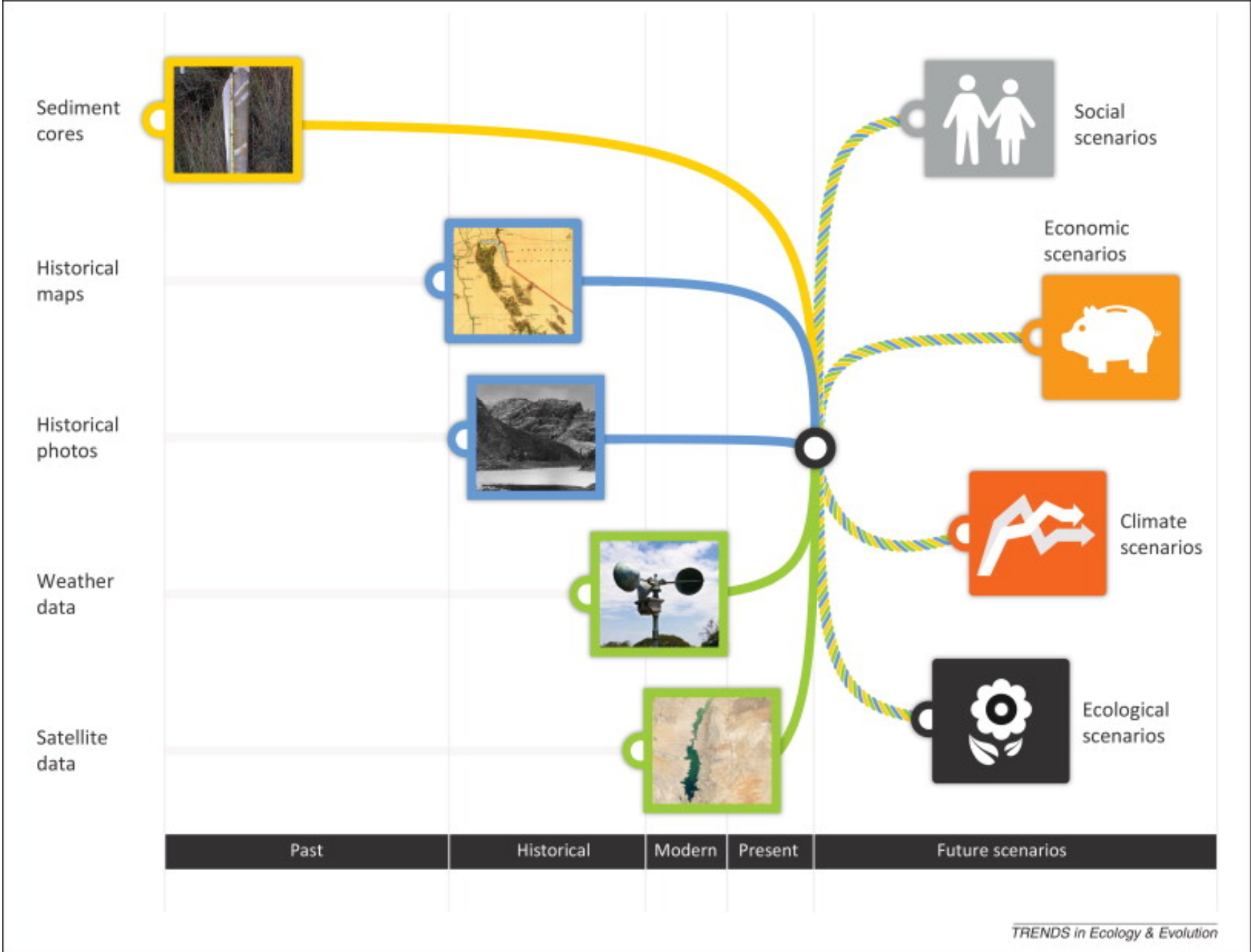
Feeding insights from the past, present and future into the SDGs: perspectives from East African social-ecological systems

Rob Marchant, Oli Boles, Claudia Capitani, Colin Courtney Mustaphi, Suzi Richer, Olivia Norfolk, Philip Platts, Dereje Denu, Esther Githumbi, Rebecca Kariuki, Mathew Mathayo Mpanda, Dickens Odeny, Peter Omeny, Tadesse Woldemariam Gole, Geoffrey Mwchala, Geroge Ogutu, Philip Omondi, Amos Majule, Marion Pfeifer, Stephen Rucina and Daryl Stump



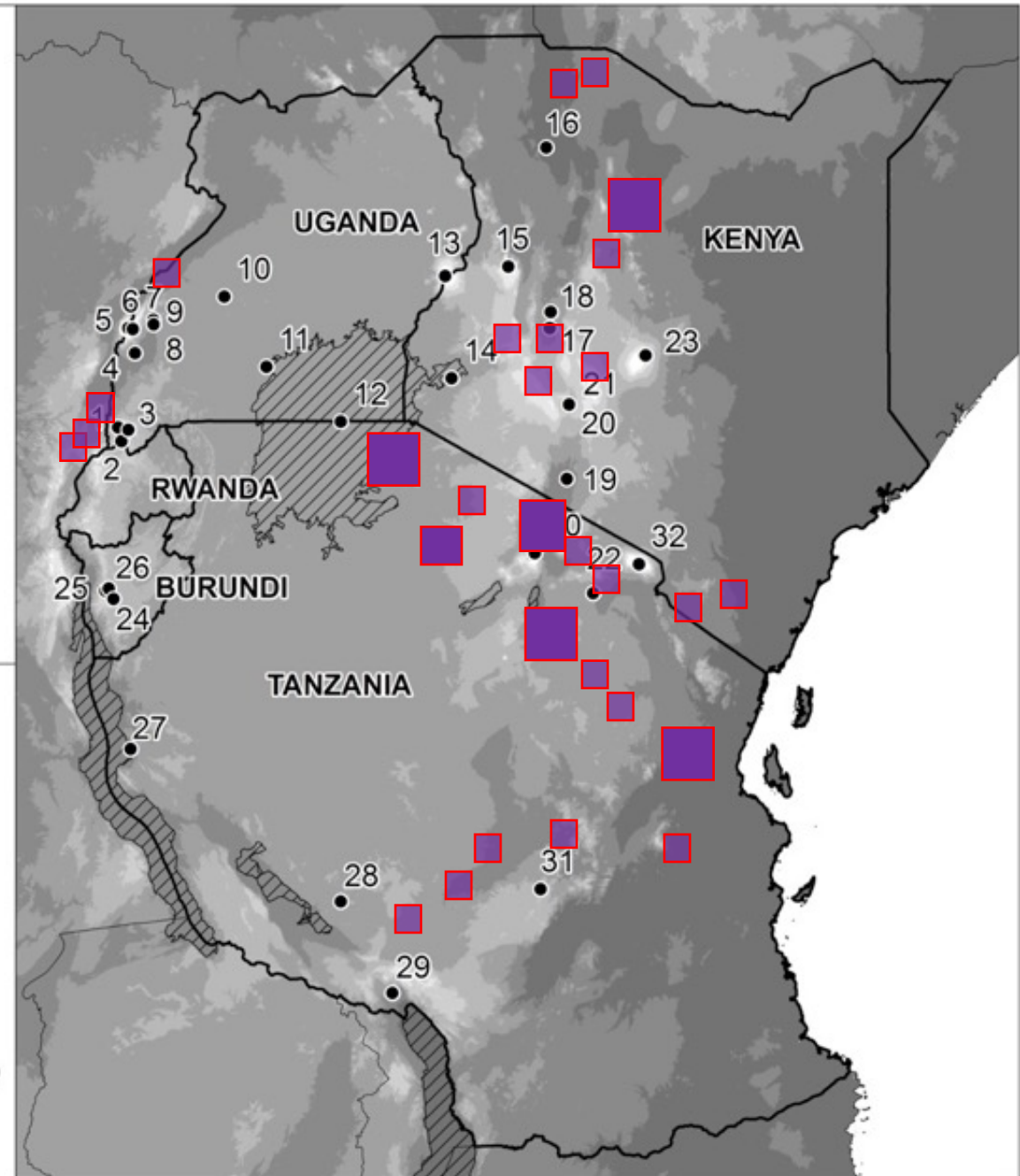
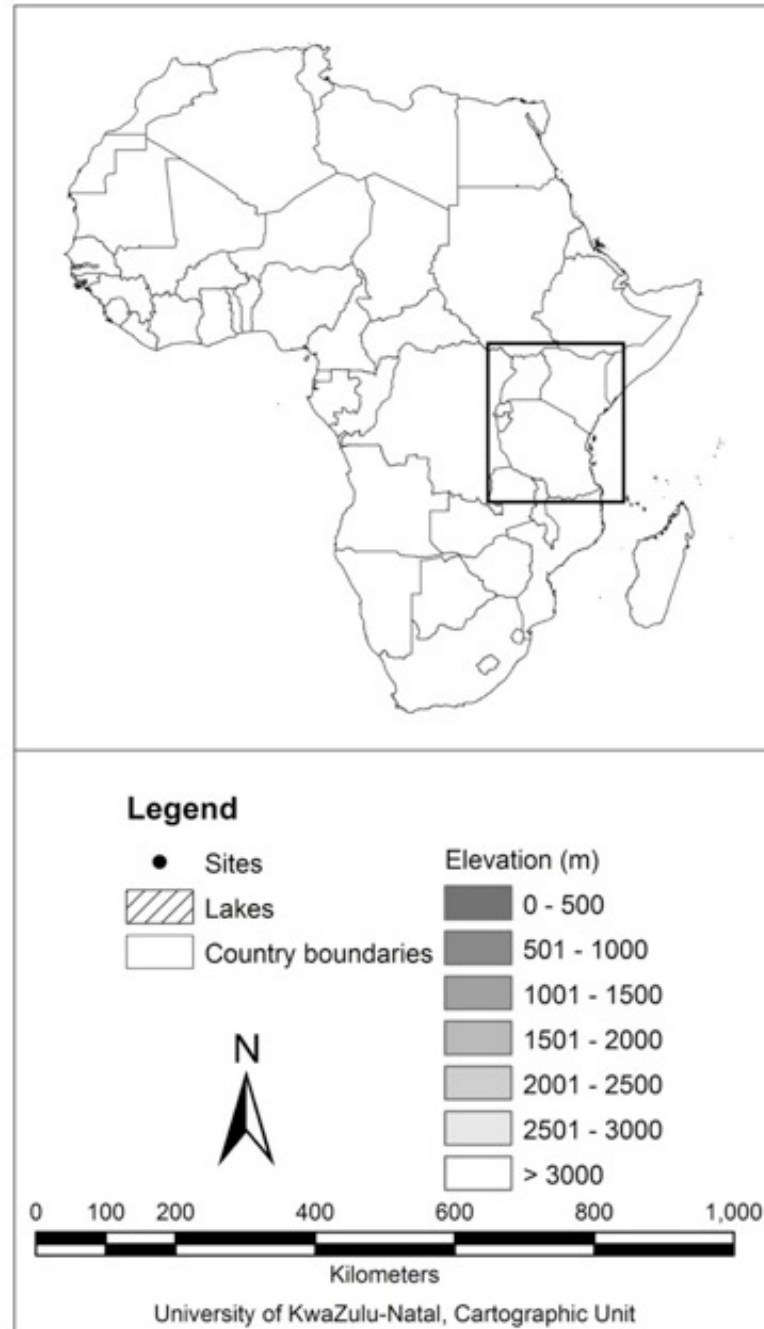
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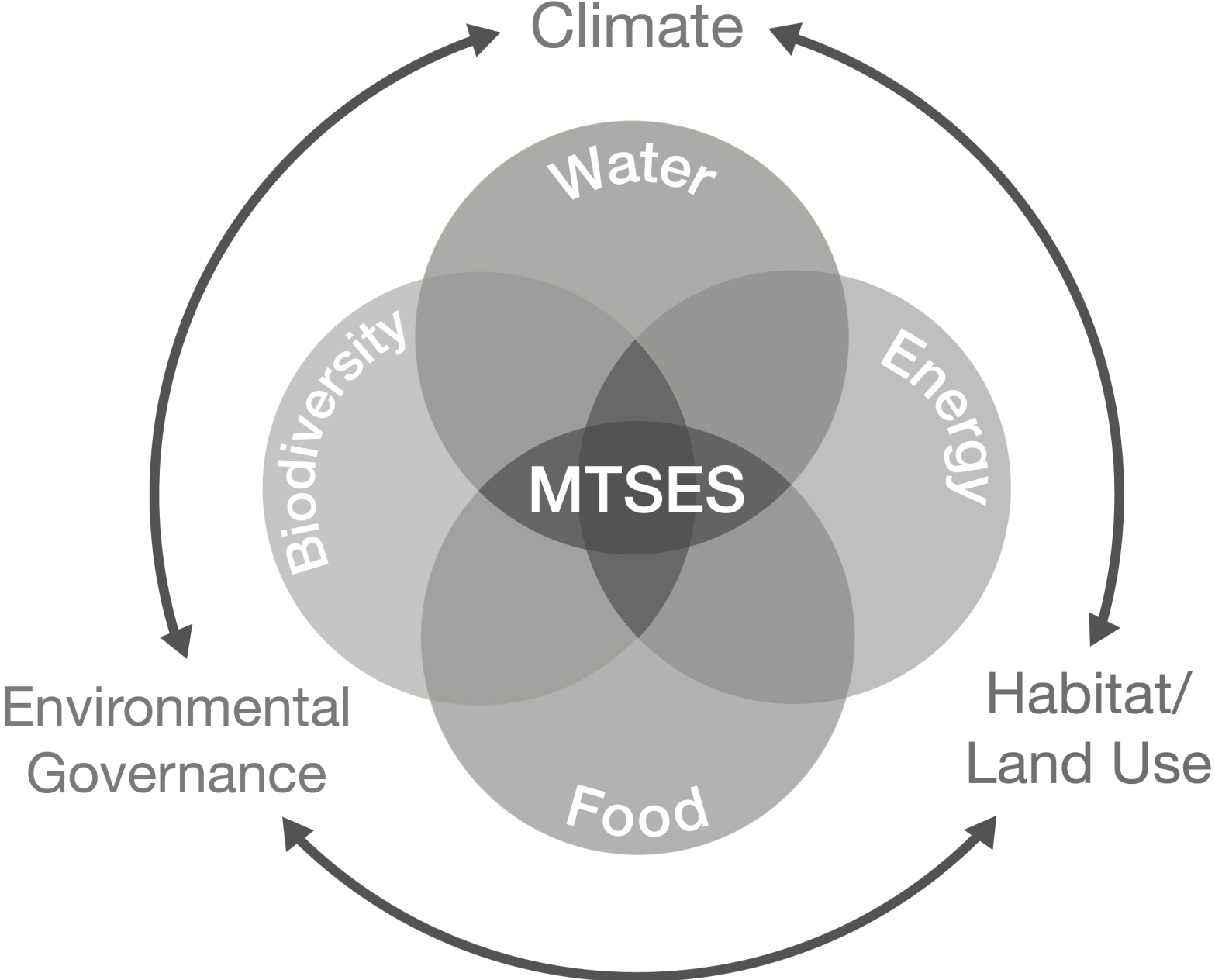
<http://www.york.ac.uk/res/kite/>

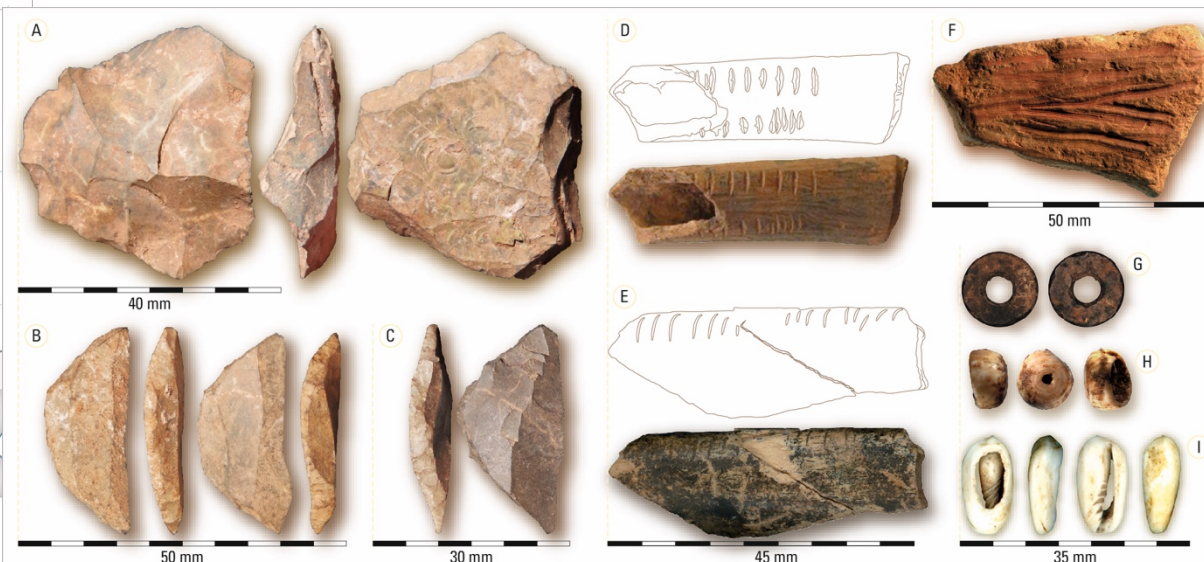
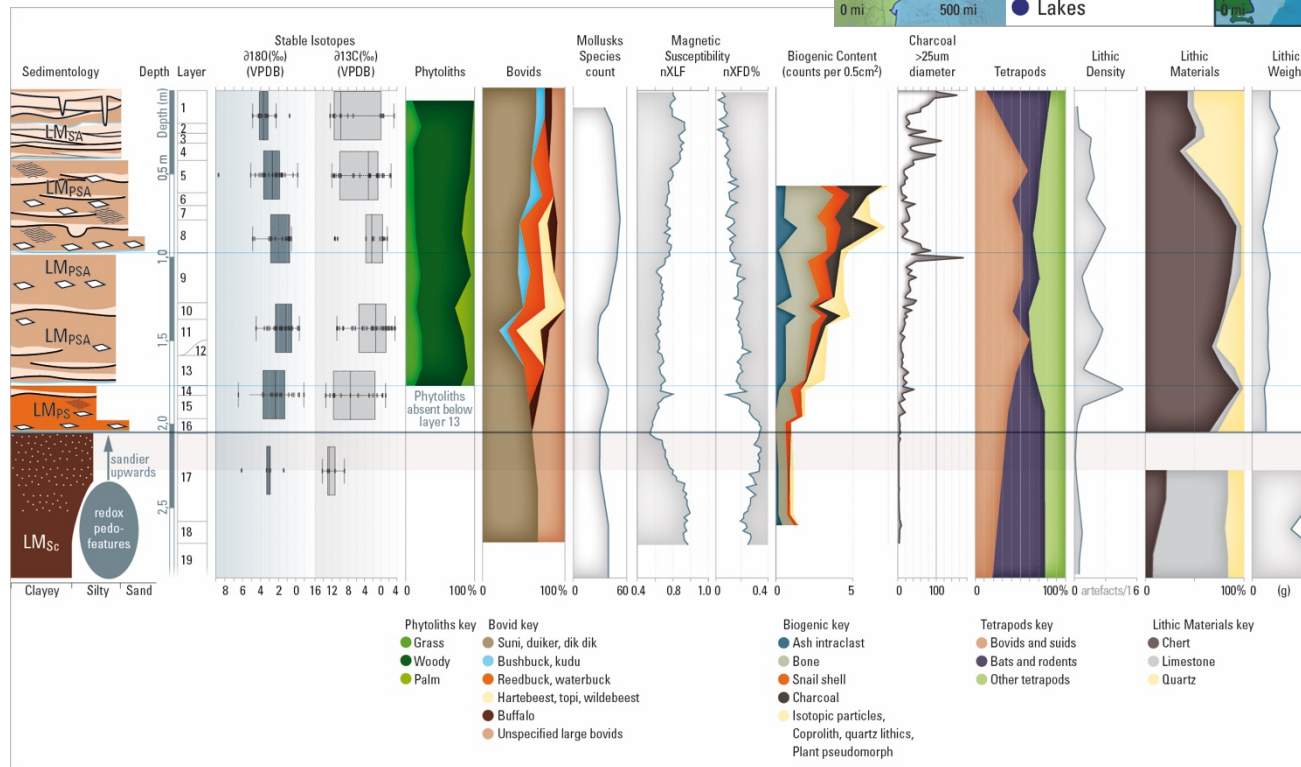
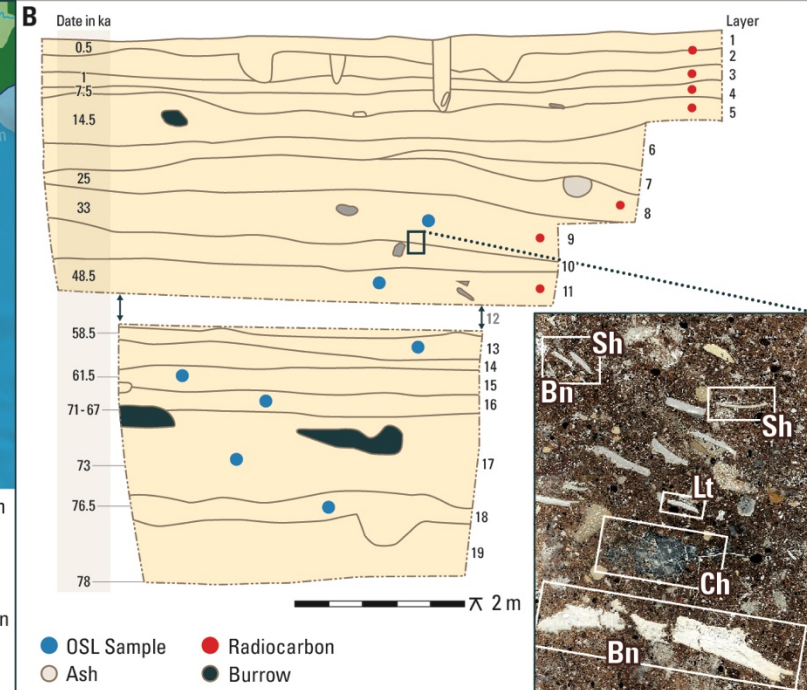
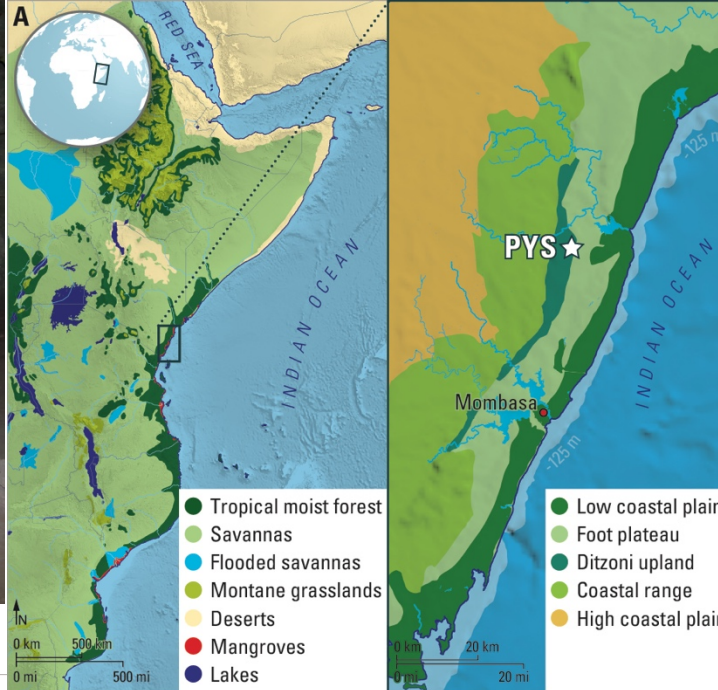


Gillson and Marchant 2014 TREE

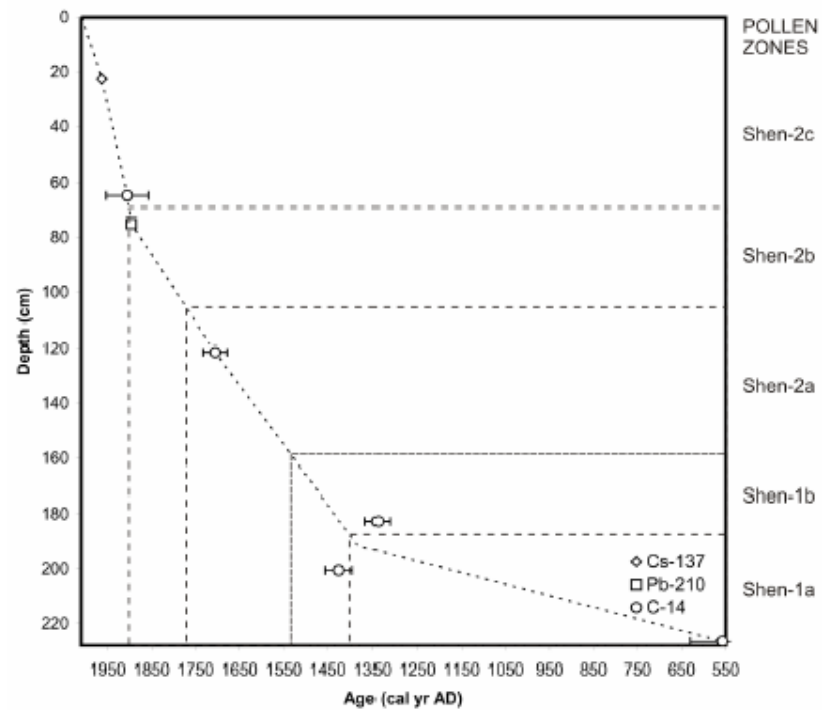
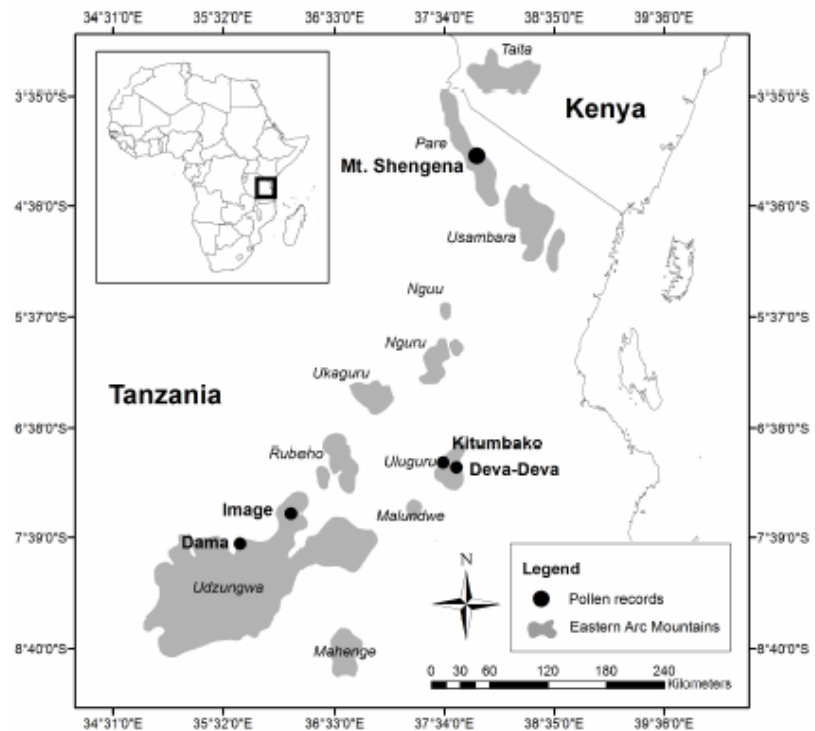
- ◆ Ancient to modern geology Diverse geography
- ◆ Biodiversity hotspots
- ◆ Socially important
- ◆ Palaeoecological 'desert'

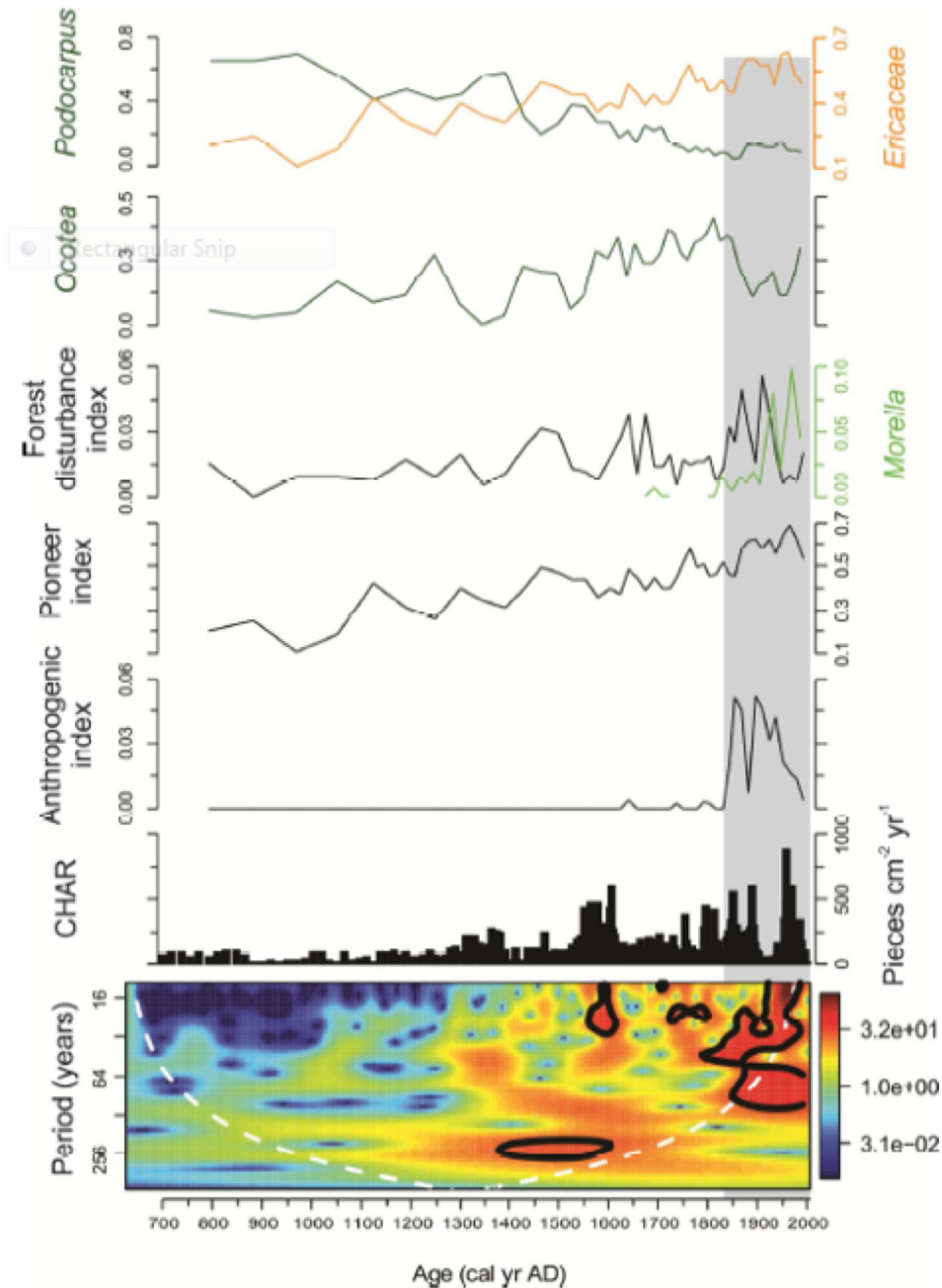






Shipton et al., 2018 *Nature Communications*





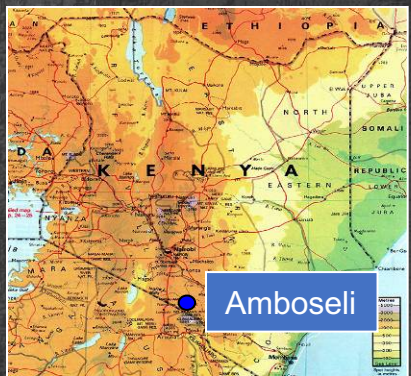
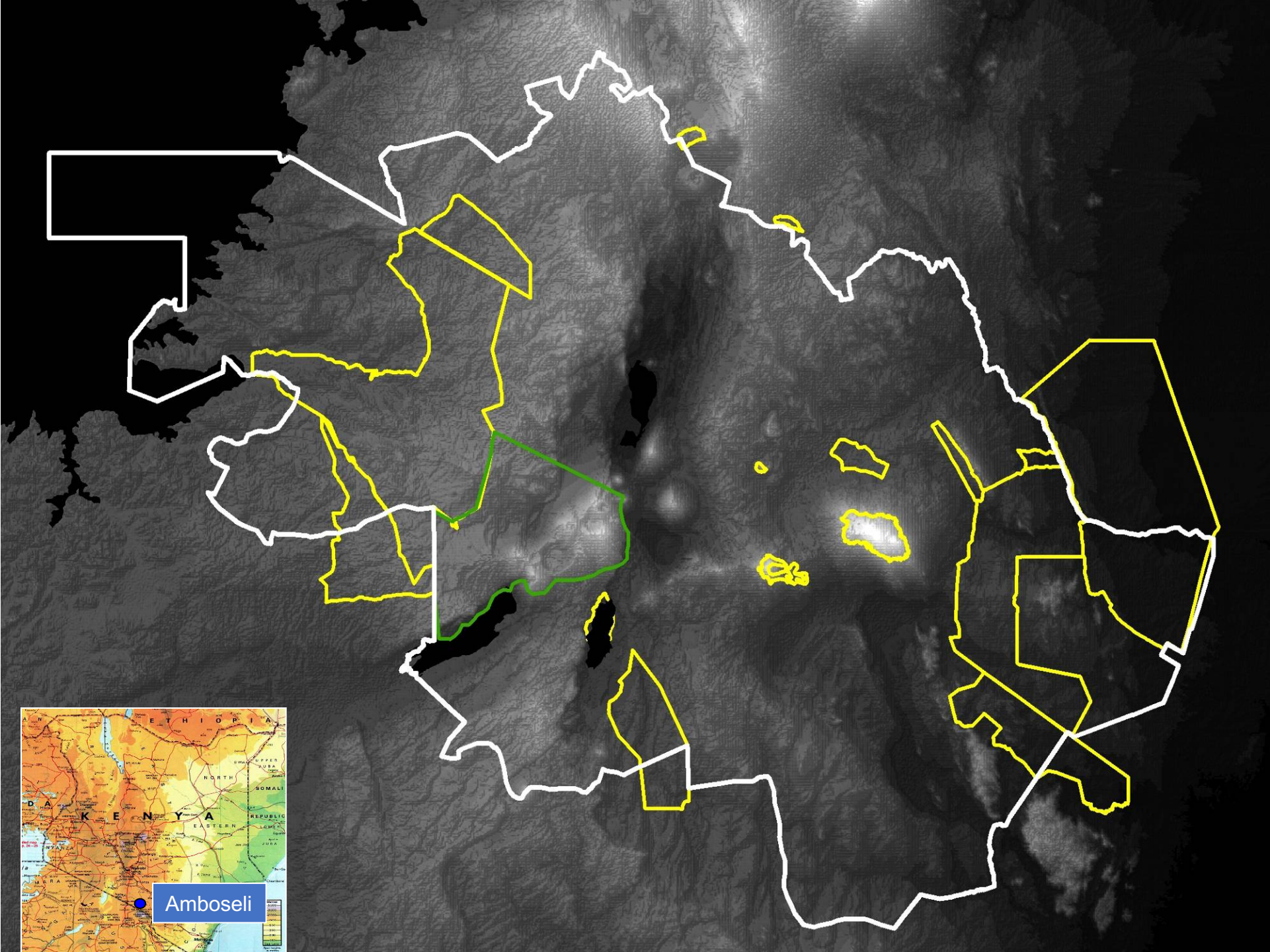
Increasing human modifications with recent pervasive change.

Colonial forest officers interested in *Ocotea usambarensis*

Plantation of exotics – *Eucalyptus*, Pine, *Acacia*

Arrival of *Zea* maize at 1810AD

Finch et al 2016 The Holocene

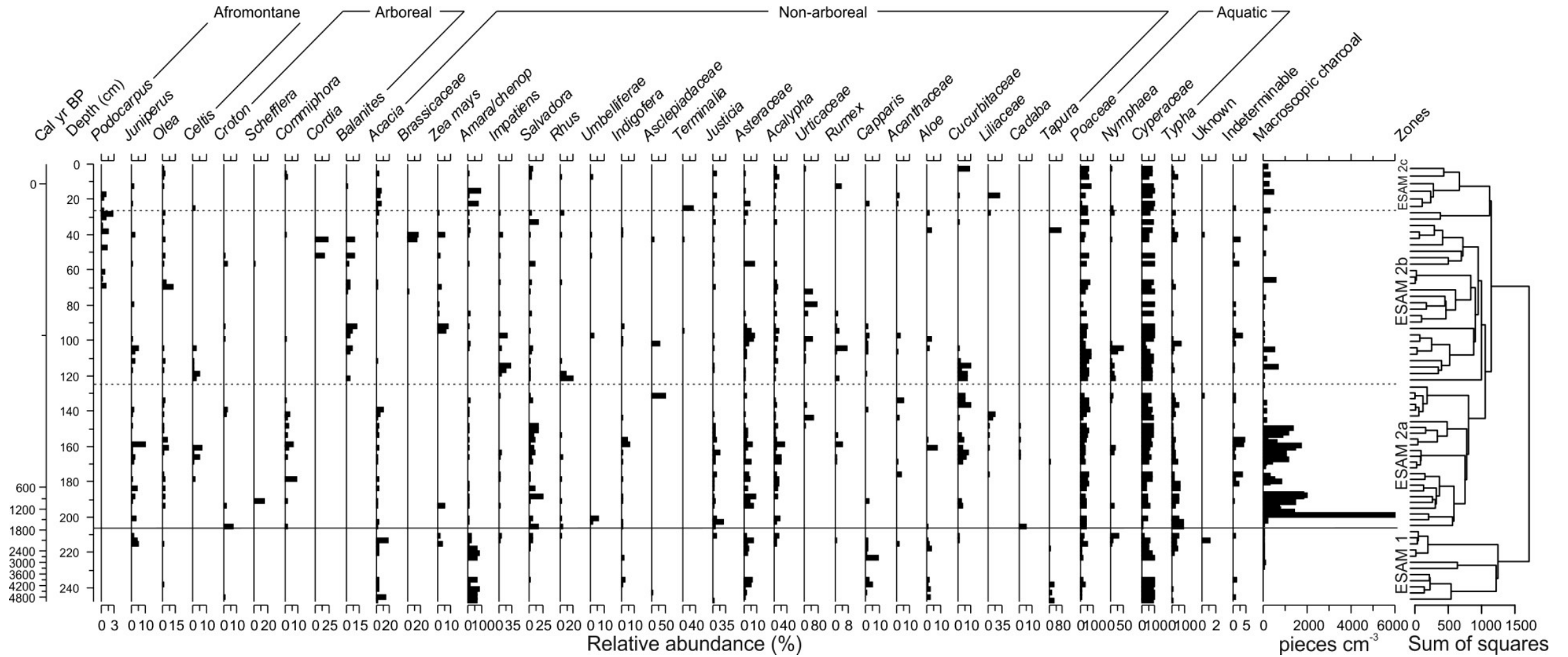


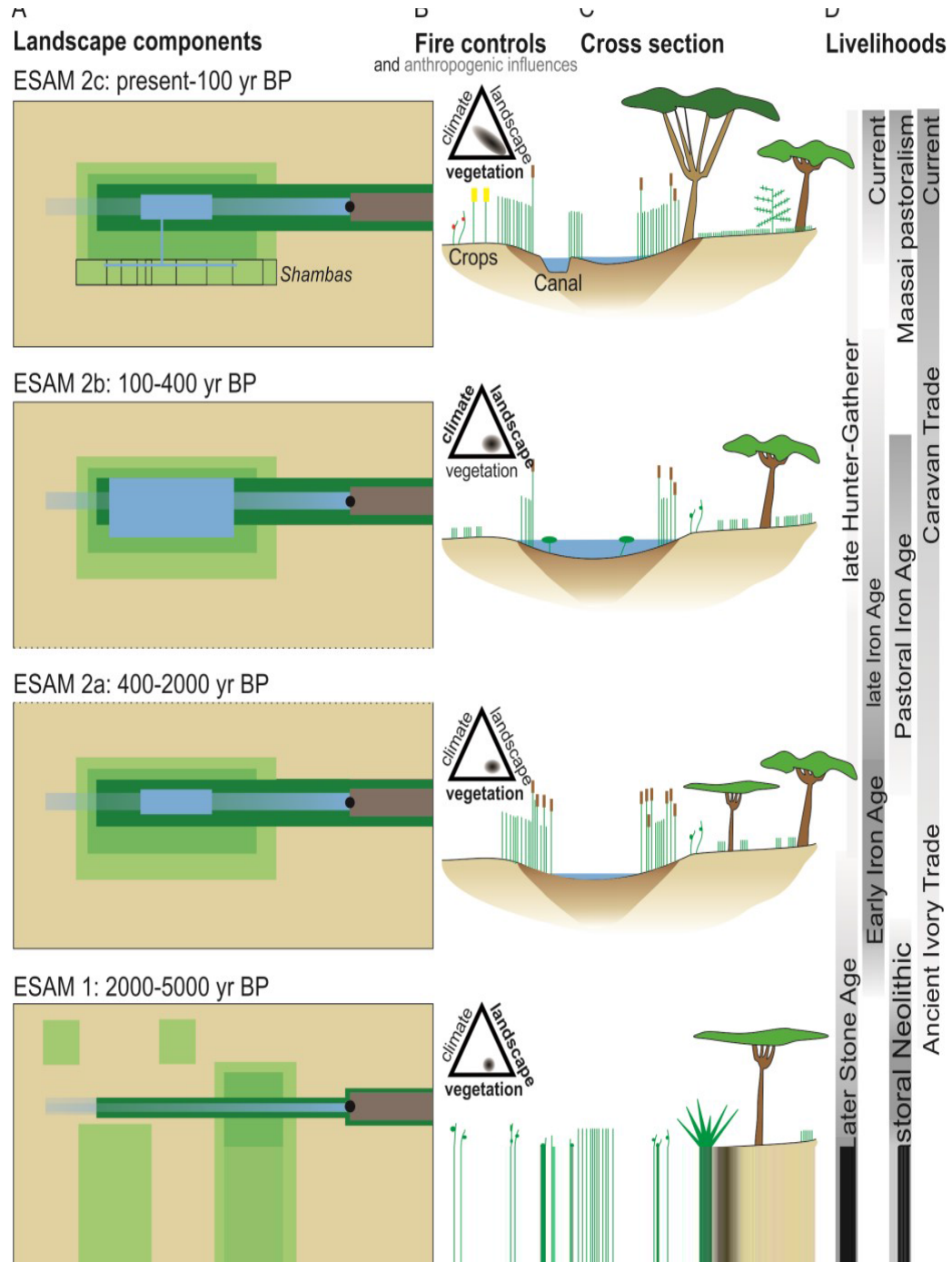
Amboseli



Land-use change and Livelihoods in Amboseli

Palaeoecological data.....





Increasing Human modifications

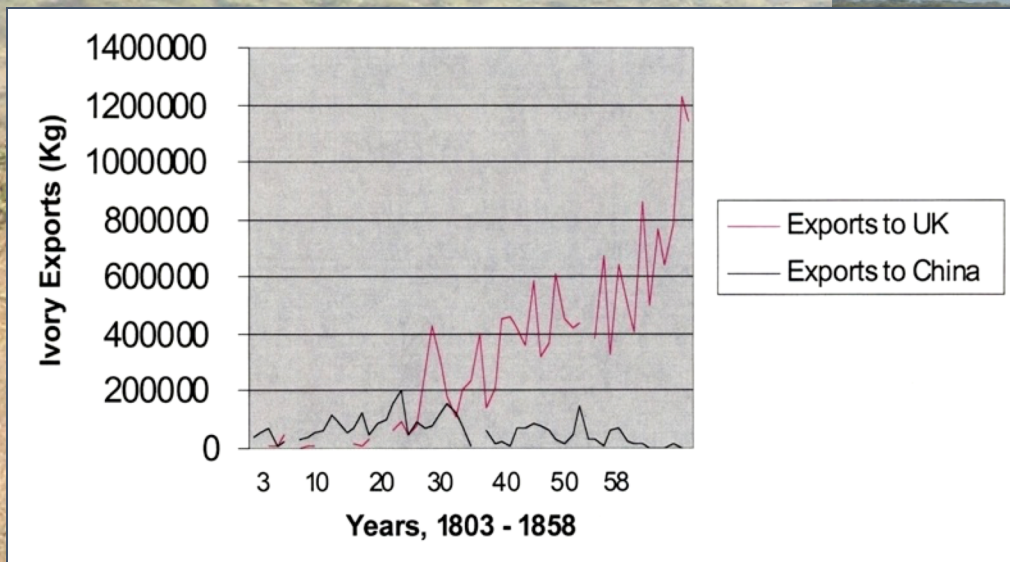
Increasing Moisture / decreasing elephants

More fuel in swamp (Typha)

Dry

Ivory Exports from East Africa Increased Steadily between c. AD 1500-1900

- Increase in thorn scrub environments
- Decline in extent of grasslands
- Decline in the productivity & diversity of habitats
- Return of tse-tse fly
- Triggered soil erosion



Ivory Exports from Zanzibar Source: Sheriff 1



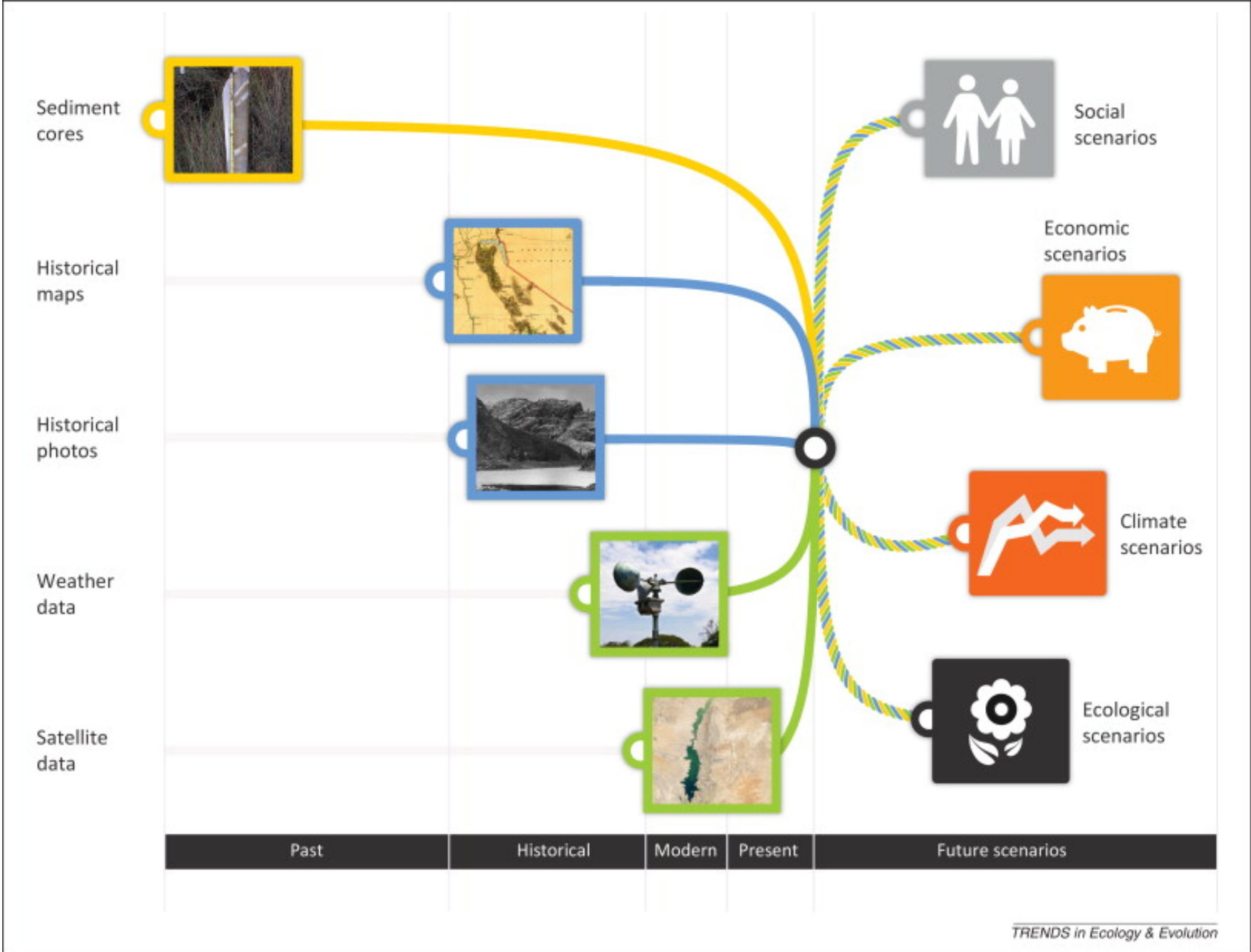
Animals make a difference



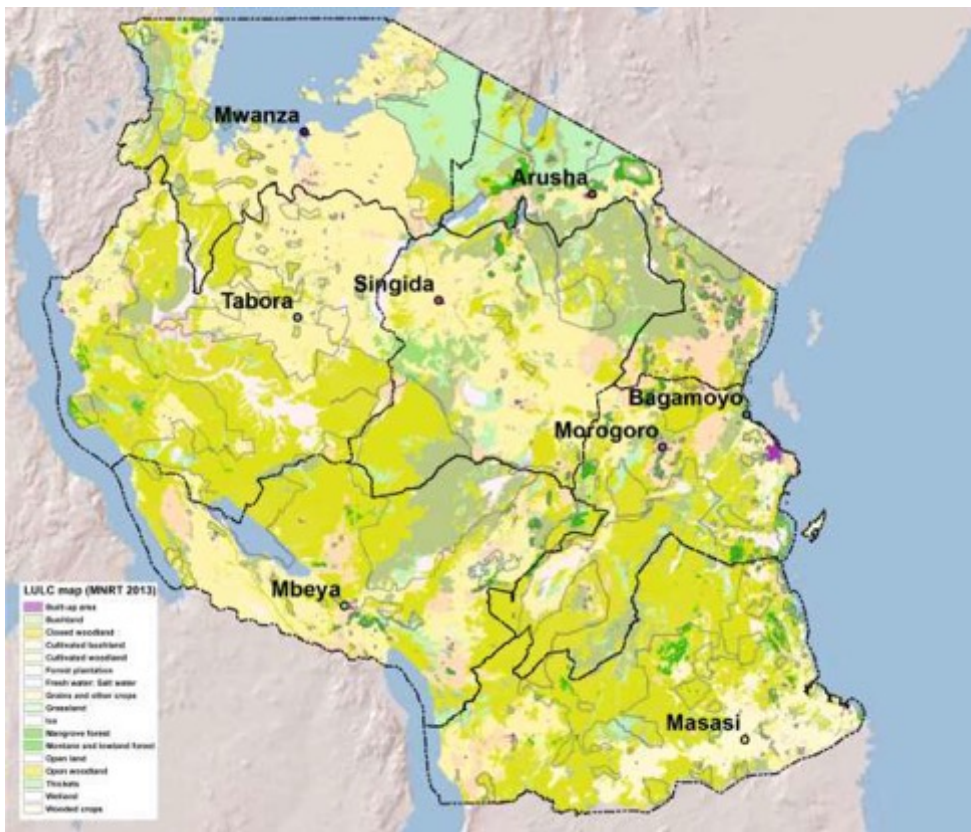
?
 CO_2



Significant implications for ecosystem management

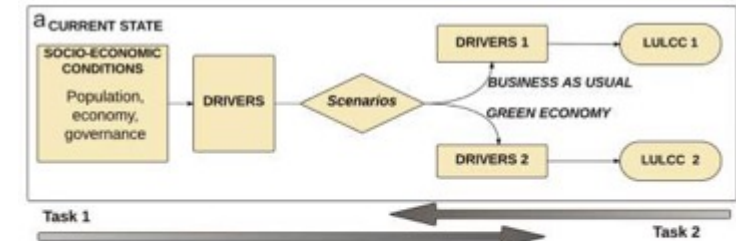


Gillson and Marchant 2014 TREE



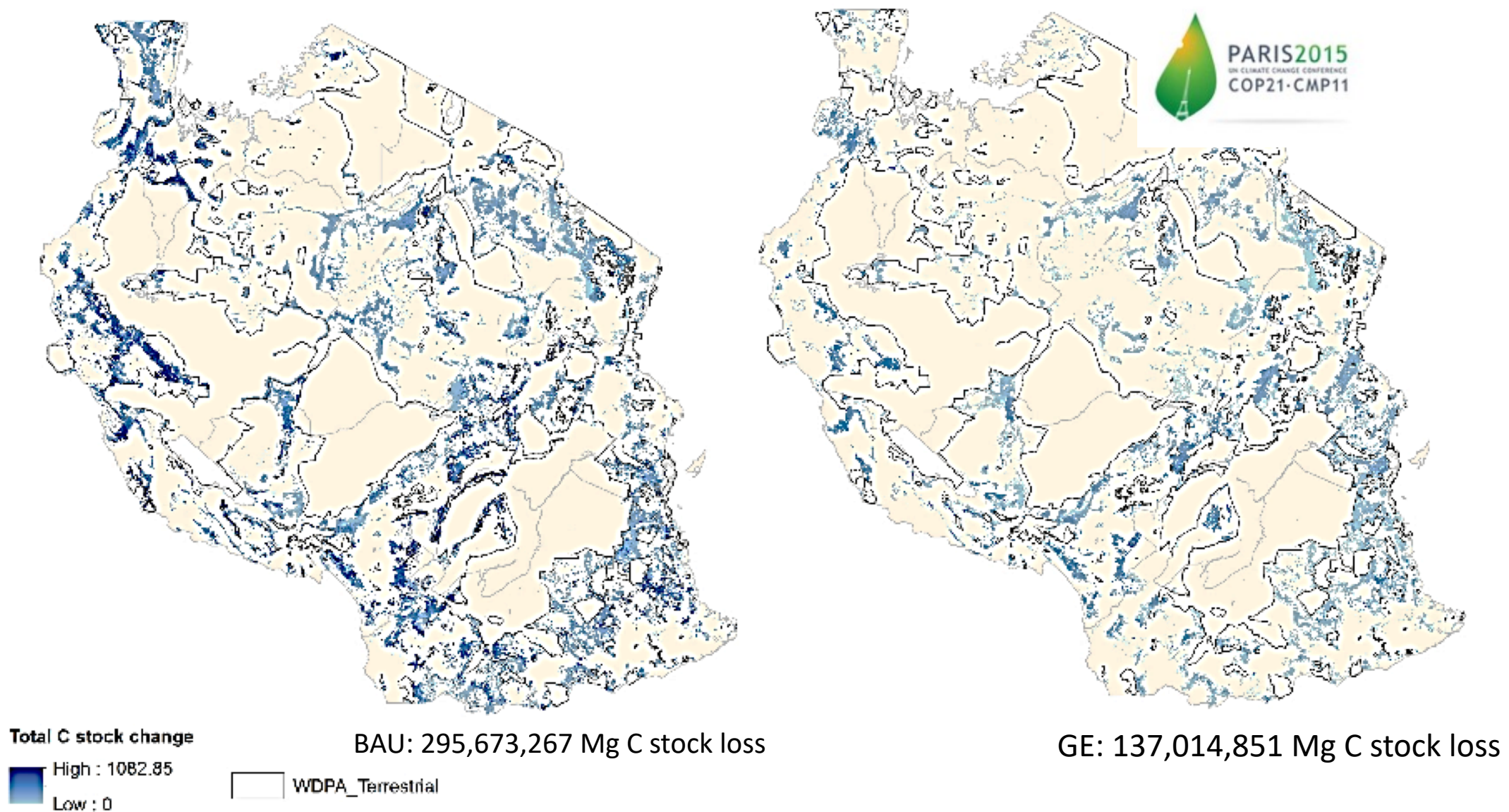
From local scenarios to national maps: a participatory framework for envisioning the future applied to Tanzania.

- 189 participants from seven zones
- 89% Men
- 51% delegates of Local Governments (Regions and Districts)
- 49% representing NGOs,
- CSOs, private business

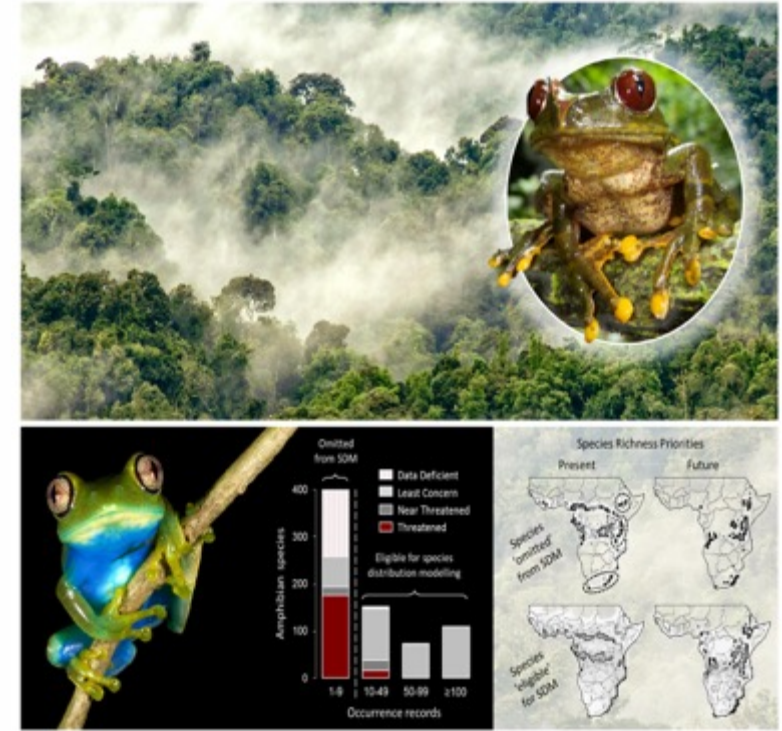
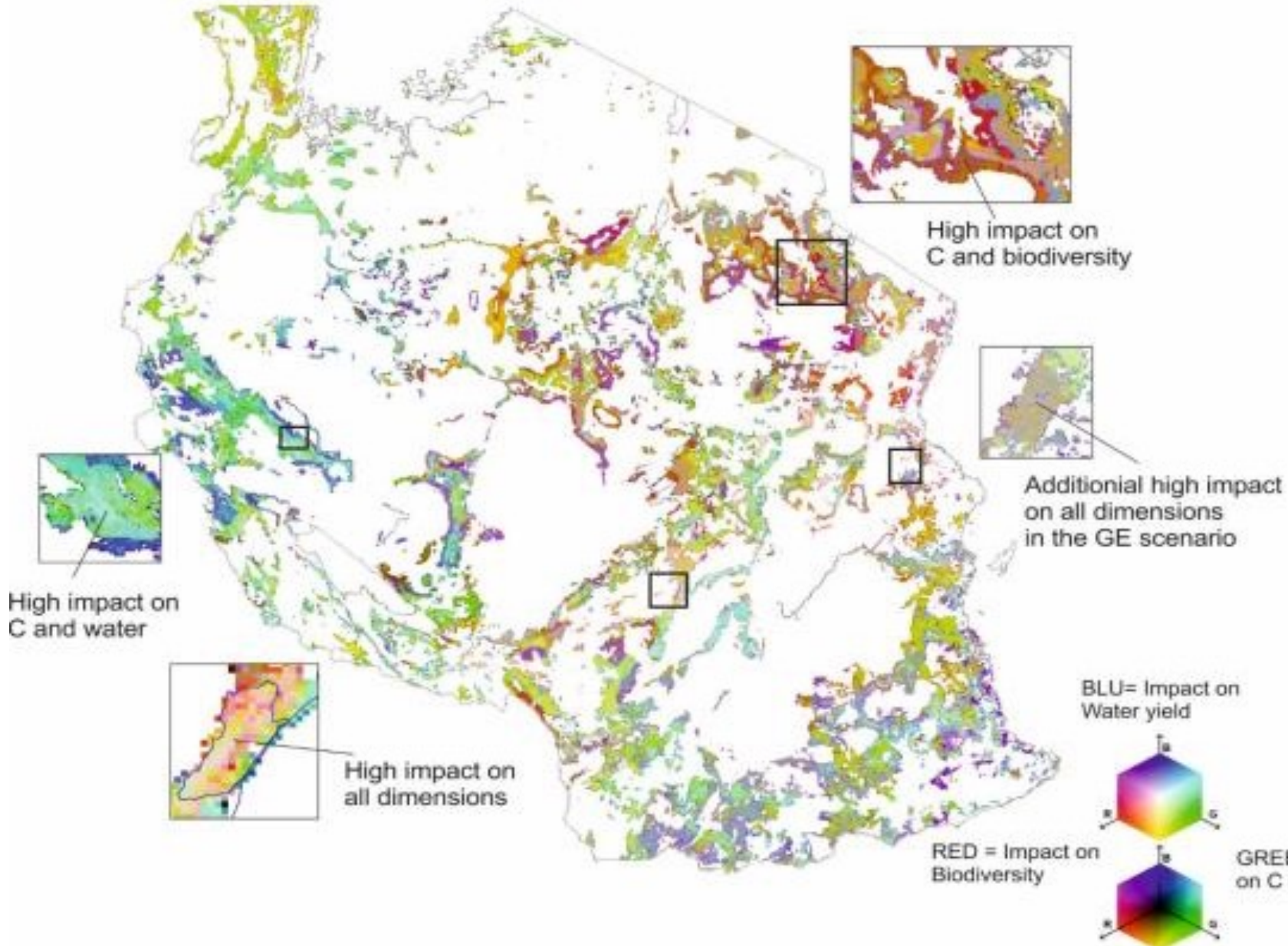


Capitani et al., 2016 Ecology and Society
 Capitani et al., 2018 Environmental Conservation
 Capitani et al., 2018 Sustainability Science

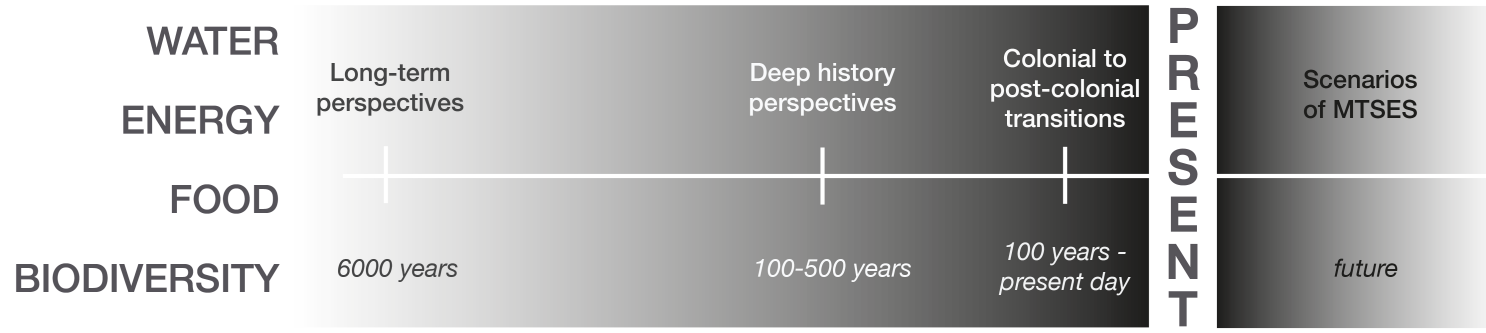
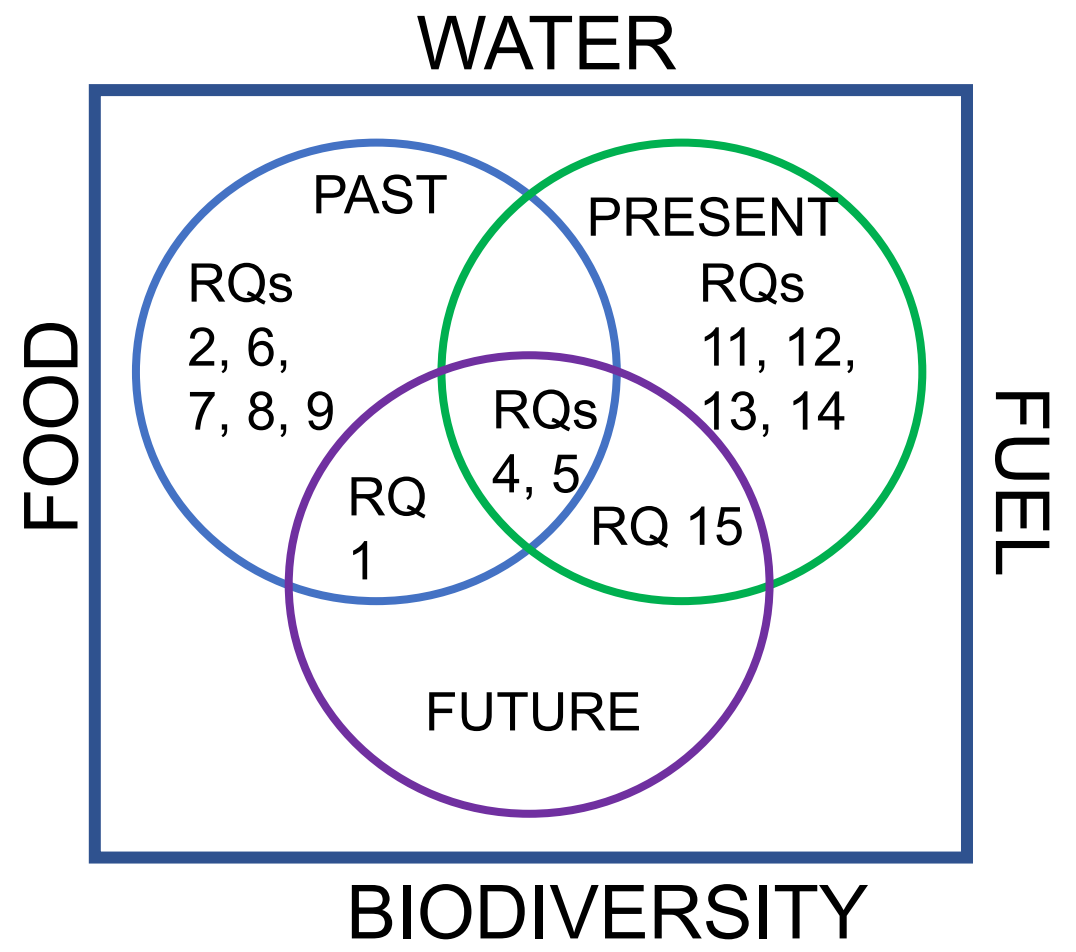
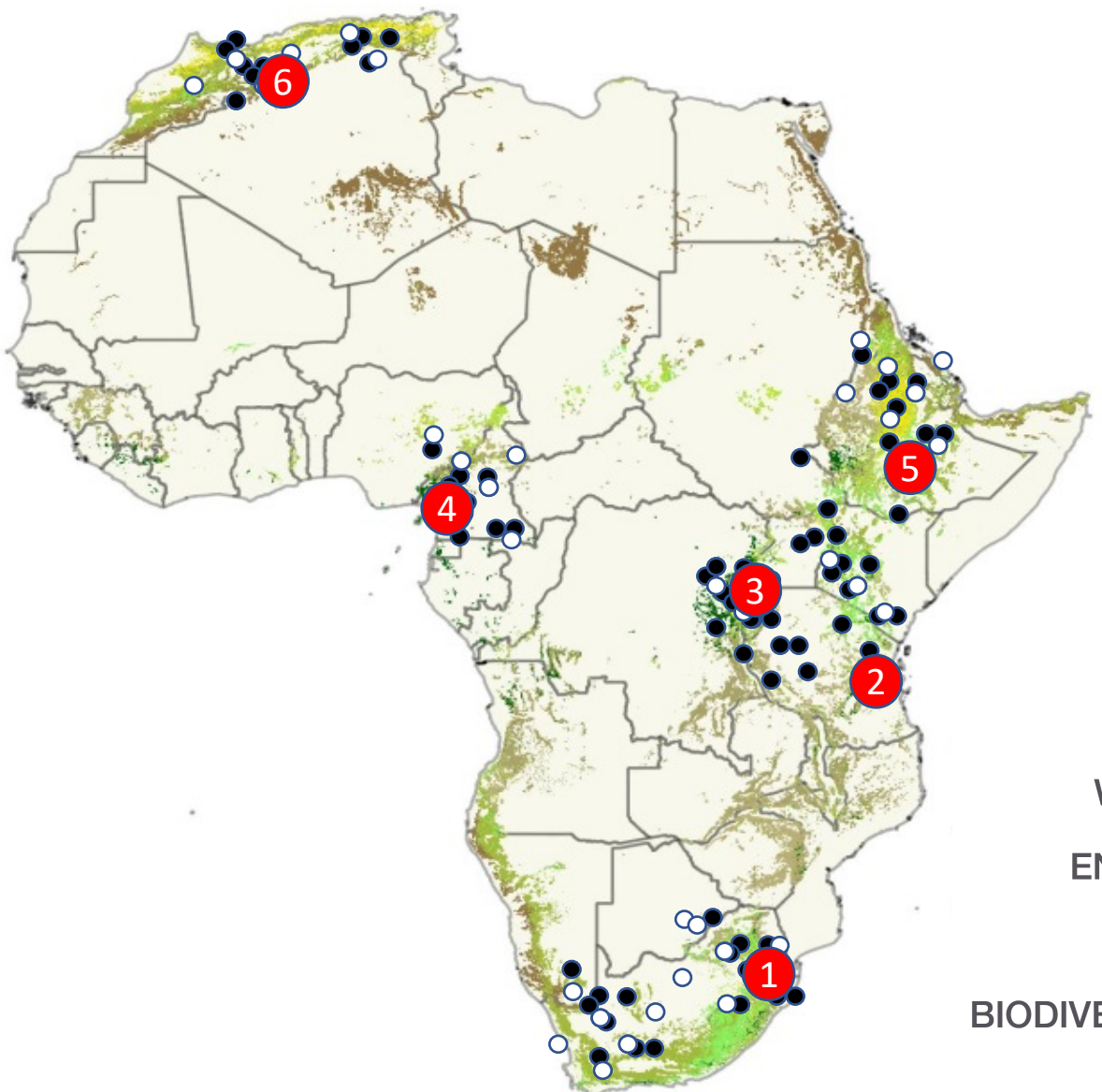
Spatial changes in carbon stock (tCO₂) under a) the BAU2 (left) and b) the GE (right) scenarios



Red-Green-Blue plot of combined impacts on carbon stocks (black to bright green), biodiversity (black to bright red) and water balance (black to bright blue) for 2030 – SDG challenges.



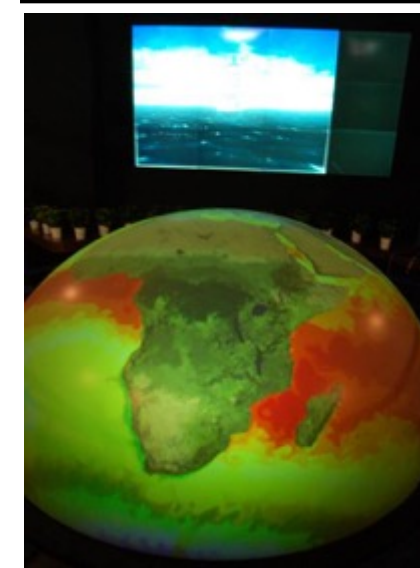
Capitani, C., et al Environmental Conservation 2018



Future developments

- Map understanding of spatio-temporal rate and direction of change.
- Integrate information to characterise ecosystem dynamics at fine grain size – to capture climate and ecosystem interactions under different states.
- Apply the developing scenario approach to *integrate* environmental, ecological and social interactions such hydrology, biodiversity, carbon, people and livelihoods.
- Change in non-climatic factors – particularly land use, demographics, crops choice, social / technological change
- Training and dissemination: ARCC, AAREA, AFRISKYFOR and Development Corridors Partnership – ERC-Synergy.....

<http://www.york.ac.uk/res/kite/>



THE ROLE OF COLLABORATIVE RESEARCH IN SUSTAINABLE DEVELOPMENT IN EAST AFRICA

**PROFESSOR ANDREW ANTHONY ADJEI, FGA
FAAS, OFFICE OF THE VICE-CHANCELLOR.**

29th November, 2018



UNIVERSITY OF GHANA

COLLABORATIVE RESEARCH

- Collaborative Research has become a new and preferred way of carrying out complex investigation among researchers.
- It is normally practiced both within and between universities and other educational and research institutions.
- It has been identified and argued for, that going beyond traditional academic boundaries (such as disciplinary borders) is often necessary for tackling complex problems like climate change and other contemporary development issues including political ones (Persson, 2018)



WHAT IS COLLABORATIVE RESEARCH?

- Collaboration in academia can be defined in many ways. For example, a common way of identifying collaboration in Academia is defined by Traoré & Landry (1997) as in general “ .”.

These partners can then be either

1. *Another university researcher.*
2. *A company representative, or*
3. *An organization representative.*



BENEFITS OF COLLABORATIVE RESEARCH-I

- One of the benefits is the interdisciplinarity and/or increased integration of disciplines, that would create completely new forms of knowledge providing solutions to contemporary and increasingly complex societal problems (Persson, 2018).



BENEFITS OF COLLABORATIVE RESEARCH-2

- These claims of benefits are widely spoken out now more than ever when the world is becoming increasingly globalized and knowledge-oriented.
- Krohn (2008, p. 382) nuances this contribution of crossing fields with the example:

“There is no environmental concern without seeing nature in its cultural dimensions; there is no solution to any problem without integrating human actors in its definition.”



BENEFITS OF COLLABORATIVE RESEARCH-3

- Haylor (2012) and Katz & Martin (1997) proposed that increased collaboration among scientists would contribute to seven main benefits for the individual researcher, including:
 1. Sharing of knowledge, skills and techniques.
 2. **Tacit knowledge transfer.**
 3. Learning the social and management skills needed to work as a part of a team.
 4. **Source of creativity.**
 5. Intellectual companionship/expanded networking.
 6. **Greater scientific visibility.**
 7. Pooling equipment.



BENEFITS FOR SUSTAINABLE DEVELOPMENT IN EAST AFRICA

- Ensuring sustainability is a complex challenge that needs bringing together skill across institutions and nations which collaborative research is the best way to deliver.
- Sustainable development research will also require huge financial commitment which collaborative research can make possible.
- Collaborative research will also above all bring existing resources and knowledge to bear on problems that have been solved elsewhere.



References

- Haylor, G. (2012). Breaking Fences May make for Good Neighbors in Collaborative Research. Accessible: <http://www.ifs.se/ifs-publications/>
- Katz, S. J. & Martin, B. R. (1997). What is Research Collaboration? Elsevier Research Policy, 26:1-18.
- Krohn, W. (2008). Chapter 24: Learning from Case Studies. In: Handbook of Transdisciplinary Research. Hadorn, G. H., Hoffmann-Riem, H., Biber-Klemm, S., Grossenbacher-Mansuy, W. Joye, D., Pohl, C., Wiesmann, U. & Zemp, E. (eds.). Springer, Bern
- Persson, J. (2018) Talking Collaboration: Conceptualizing Collaborative Research for Sustainable Development in Theory and Practice. (<http://www.divaportal.org/smash/get/diva2:1241859/FULLTEXT01.pdf>)
- Traoré, N. & Landry, R. (1997). On the determinants of scientists' collaboration. Sage Science Communication, 19(2):124-140



- Thank you



LIFELONG LEARNING (LLL) AND SUSTAINABLE DEVELOPMENT

PROF. FLORIDA A. KARANI (PHD)

source

- What is shared here is sourced mainly from two just completed qualitative studies, viz:
- Karani and Preece “Lifelong Learning (LLL) and Sustainable Development Goals” Ch. 2 of the Maano & Mickler (eds) book to be published by Springer in early 2019.
- Karani, “Adult Learning for Poverty Alleviation with special reference to Kenya”. Rule and Preece (eds) to be published by sense in early 2019.

LLL- A Relevant intervention against socio-economic deprivation/gaps. Contributes to the realization of sustainable development.

- The three fold typology of LLL education are:
 - a) formal
 - b) non-formal
 - c) informal

- **In broad terms, LLL's purpose is to enhance individuals' capability in dealing with their socio-economic situation of deprivation/gaps.**
- **LLL's relevance in contemporary society is premised on the understanding that we live in a world of increasing complexity, in which people need to constantly pick up/update their knowledge skills and understanding on how to respond to the rapidly changing circumstances.**

- **The Karani and Preece study cited above argues that non-formal and informal are the two types most likely to contribute to the needs of the underserved and underprovided social groups. These two are relevant interventions that can bring about socio-economic change in the said groups and thus contribute to sustainable development.**

Collaborative Research in LLL in East Africa

- **Review of literature on LLL research in East Africa reveals some studies conducted for the award of Masters and PHD degrees, these are stand alone studies and there is no visible influence on government policy on LLL.**
- **There are also studies compiled by consultants (some of whom are academics from the region) and senior civil servants, sponsored by development partners e.g**
 - i. Department for International Development (DfID)
 - ii. German Technical Cooperation (GTZ)
 - iii. UNESCO Institute for Lifelong Learning (UIL)
 - iv. Canadian International Development Agency (CIDA) etc.
- **These may have a bearing on influencing government policy direction, but they mainly do what the development partners want.**
- **A dearth of collaborative research on LLL by academics in the region.**

Why LLL needs official recognition in the SDGs

- Recognition of LLL in the SDGs would stimulate government policies and practice to support it.**
- Without this formal recognition, LLL is marginalized as a fundable resource.**
- In turn the marginalized cited above are deprived of learning opportunities to achieve sustainable development.**

Creation of momentum for asserting the role of LLL in sustainable development

- Through various approaches aimed at securing recognition in the SDGs (and MDGs before it) UNESCO has consistently supported LLL in relation to the role it can play in enhancing the lives of the marginalized social groups.
- The approaches inter-alia include:
 - The production of regular reports by UIL on the progress of adult learning globally
 - Organization of global conferences every 12 years to boost/accelerate LLL activities
 - Production of the 85page document on 'Rethinking Education: Towards a Global Common Good' (2015) which was prepared in anticipation of the SDGs
- Notwithstanding the efforts, LLL was significantly absent in the MDGs but got on board SDGs, as seen in the specific reference to LLL in SDG 4.

Official Recognition

- At the ministerial SDG 4 Regional Forum for Eastern Africa, 15th to 17th Feb 2017 in Dar es Salaam Tanzania, the thirteen E.A region countries (Kenya, Uganda, Tanzania, Ethiopia, Rwanda, Somalia, South Sudan, Seychelles, Mauritius, Madagascar, Djibouti, Eritrea, Comoros) reached a decision “to include adult literacy as a new regional roadmap for lifelong learning as a means to achieving the SDGs”. They agreed to identify ways to collaborate and monitor progress at the sub-regional level.
- This may be considered as possible ground for collaborative research by academics in LLL in the larger Eastern Africa region, and such research can be tailored to influence policy across the region along lines suggested at the forum.

Conceptualization

- LLL has traditionally suffered from conceptualization ambiguity with a multitude of perspectives
 - “ It is both individual and institutional,
It appears to be both a social movement and a commodity,
It carries value connotations that are sometimes misleading,
It is both policy and practice “ (Jarvis 2009,p. 9)
- This perhaps explains why in many contexts in Africa LLL is reduced to narrowly defined activities such as ‘literacy’ – the mechanical acquisition of skills to read and write. (A perspective reflected in the ministerial forum statement cited above).

- Examples of areas/ fields where relevant collaborative research outcomes can lead to direct impact across the region on the problems flagged in the SDGs including poverty, hunger, health, gender, water & sanitation, the environment etc. are:
 - Community concerns such as
 - food production
 - agricultural practices
 - prevention of diseases & promotion of well being etc.
 - Income generation in the informal sector, which has grown out of necessity- a self made mechanism that responds to the problem of unemployment. (In Kenya in 2014, it employed 11.8m, (13.3m people in 2017) against 2.4m in the formal sector) etc.

What next ?

- The foregoing suggest various possibilities for the way forward for collaborative research in LLL in the region- research that should have built in mechanisms/ strategies for influencing government policies for sustainable development.
- Perhaps a starting point could be identifying research priorities in the region in LLL (and other disciplines) that address socio-economic deprivation/gaps flagged above.
- There is need for a research agenda and baseline data.

END



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Diaspora knowledge transfer for development in East Africa

An exploratory study in Ethiopia and Somalia

Charlotte Mueller

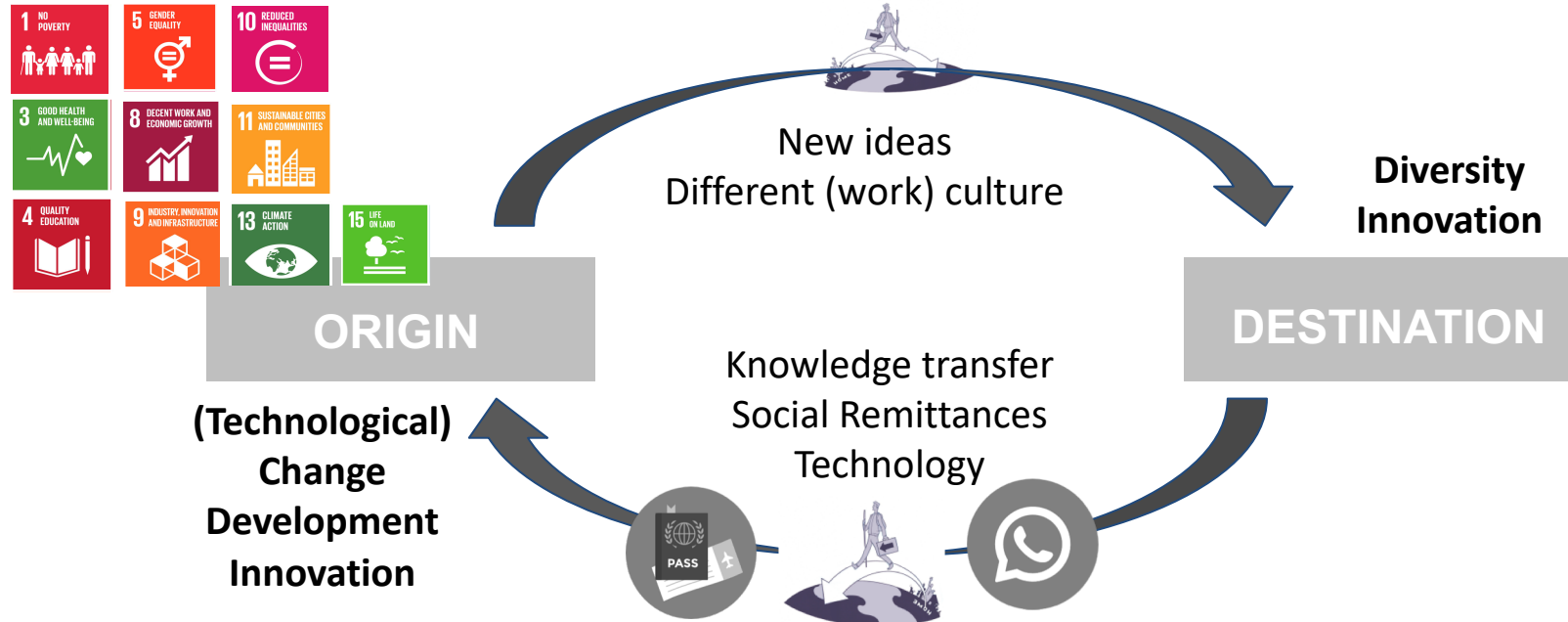
Maastricht University / UNU – MERIT

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@ChJMueller

November 2018

Diaspora knowledge transfer & SDGs



See: IOM (2017), ODI (2018)



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Maastricht University

Case study: Connecting Diaspora for Development (CD4D)



- Temporary return programme
- Implemented by IOM The Netherlands
- Funded by Dutch Ministry of Foreign Affairs
- 3.5 year evaluation by Maastricht University

- Currently in five countries (Afghanistan, Ethiopia, Iraq, Sierra Leone, Somalia)
- 2-3 target sectors per country
 - ET: Education, Agriculture, Healthcare
 - SO: Agriculture, Infrastructure, Justice



Ex 1:

- Ethiopia
- Ministry of Agriculture - Rural Job Opportunities Directorate
- Youth & female entrepreneurship
- Sector: Agriculture



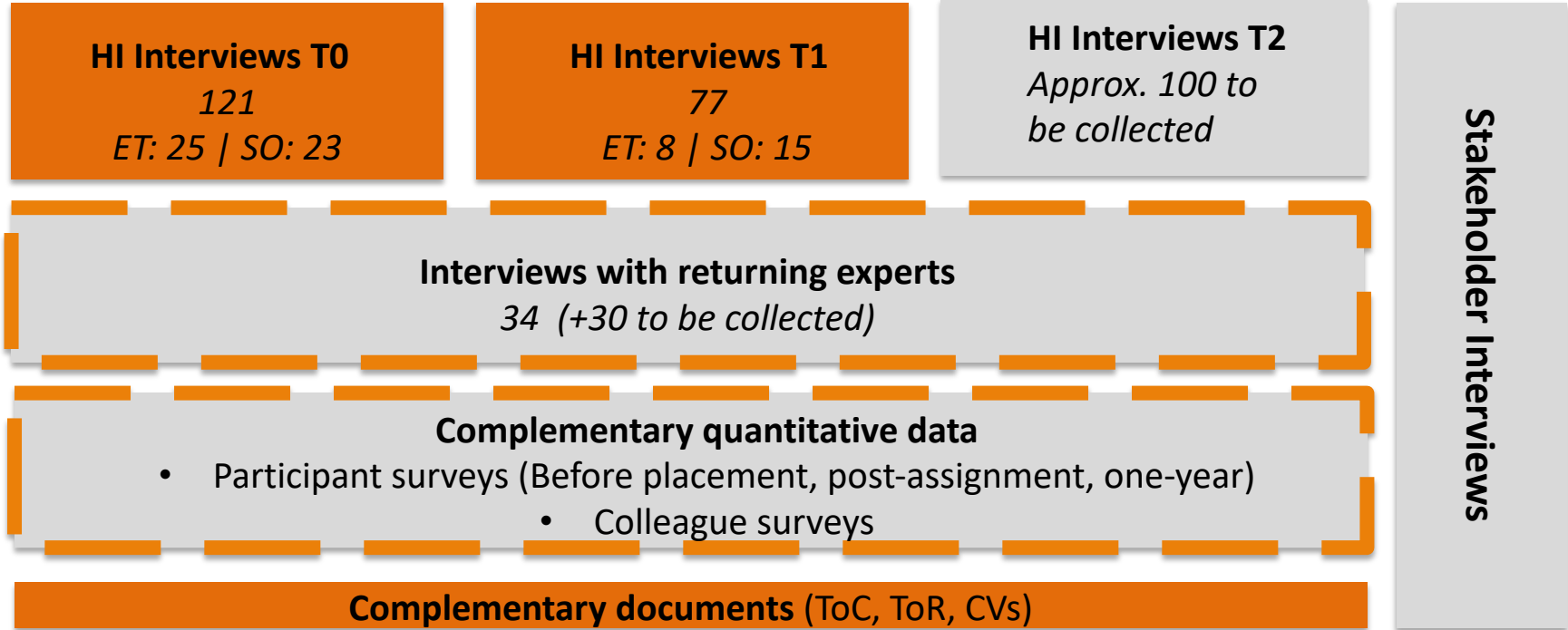
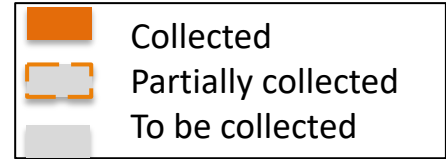
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Overview data (collection)



Complementarity of tacit and explicit KT

Knowledge transfer as close, daily interaction

- discussion with the state minister and deputy CEO (ET)
- discussion with experts of the HI (ET)
- advise the DG (SOL)

Working together on a project/to achieve a certain goal

- Draft a strategic plan (SOL)
- set HR plan for ministry (SO)
- develop the Ministry IT Infrastructure & train IT staff how to configure and setup (SO)

Formal trainings and workshops

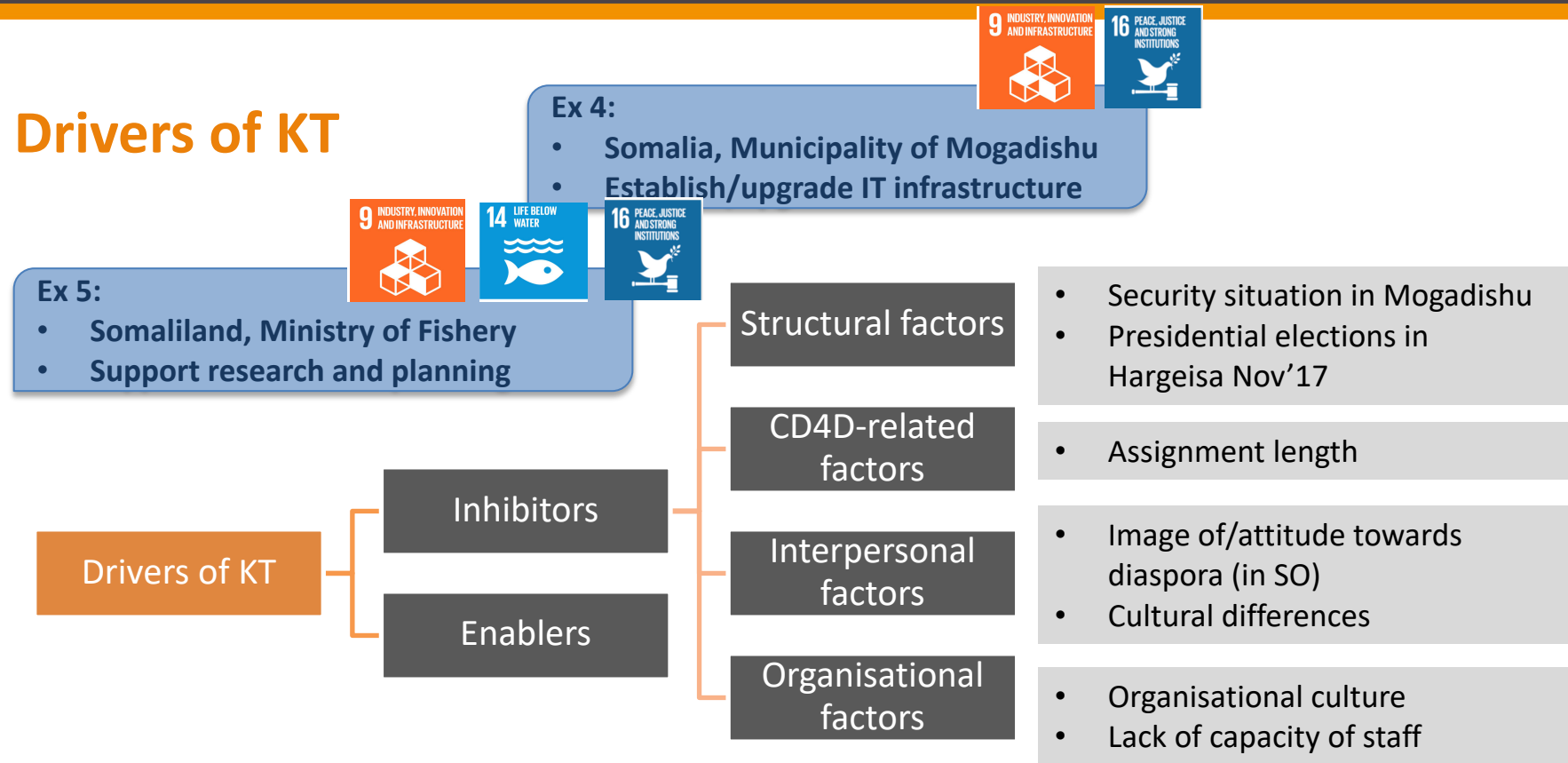
- MATLAB programming (ET)
- modeling training (to set up and run environmental models) (ET)
- techniques of identifying soil and water sampling problem & benefits of modern irrigation (ET)
- Knowledge transfer and empowerment workshop(SOL)
- Food security (SO)

Ex 2:

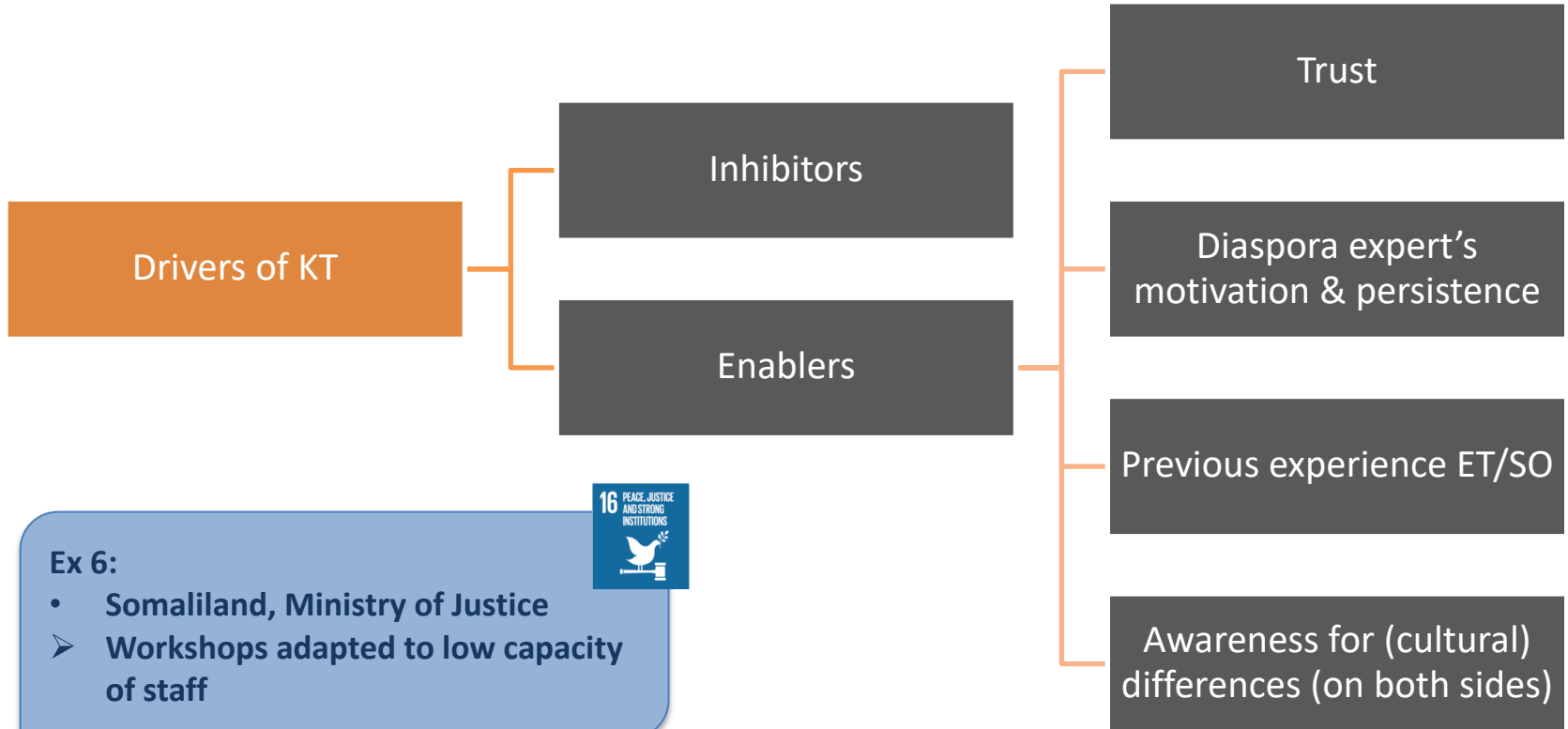
- Somaliland, Ministry of Interior
- improvement and empowerment of the Ministry (part. Admin & Finance)
- Wrote memos & guidance notes, contributed to workshops



Drivers of KT



Drivers of KT



Ex 6:

- Somaliland, Ministry of Justice
- Workshops adapted to low capacity of staff



Conclusions

TRPs can contribute to several SDGs

- Depends largely on focus of specific program/assignments

Benefits of a structured approach

- Framework for engagement (tasks are defined, allowance & flights)
- But: Diaspora KT also occurs outside of TRPs; limited time frame within TRP
- Structured approach should respond to inhibitors and enablers

Enablers show added value of diasporas

- “In-between advantage”
- Language skills necessary in ET and SO

Combining research and practice

- CD4D as one example
- Makes us better understand how to enhance these programs to lead to further development; Need for more
- Challenges of cooperating betw. Research and practice





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Reaching the policy audience: But how?

Highlights from ACPF's experience

Yehualashet Mekonen

Research Impact Workshop
30 November 2018, Nairobi

Few things about the ACPF

Who are we?

- An independent pan-African policy research and advocacy organisation
- Works with regional bodies (AU/RECs); treaty bodies, CSOs, academia

Major products/publications

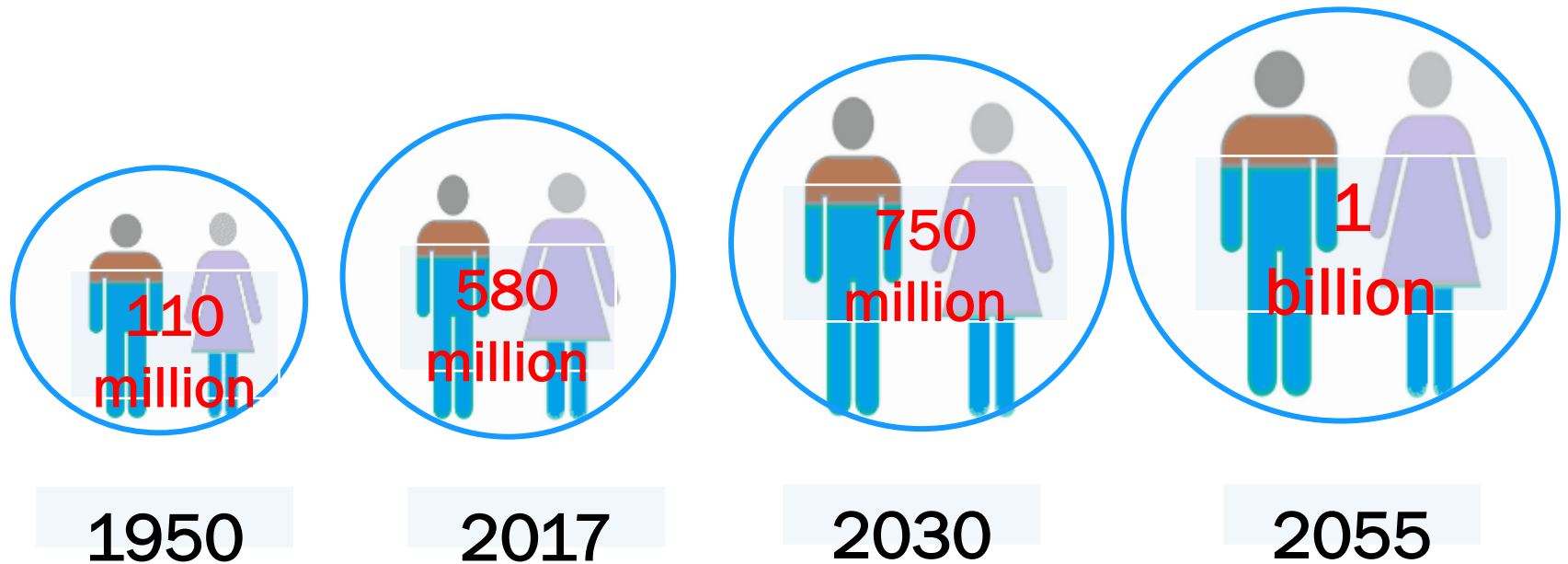
- The African Report Series
- Violence against Children
- Children with Disabilities
- Promotion of child justice

Please visit: www.africanchildforum.org



The Context

- Unprecedented child and youth population growth



- An enormous opportunity, if harnessed

- Potential burden, if not

- Fairly comprehensive legal and policy framework
- AU Children's Agenda 2040
- Children are not given priority,
- Serious capacity constraints
- Absence of monitoring mechanisms
- Overall dysfunction of the accountability system
- Independent monitoring bodies not effective

The Reality

Progress

- ❑ Significant decline in child mortality

IMR dropped by half (from 87 to 47) in the last 15 years

- ❑ Increased access to healthcare, education etc.

- ❑ Child poverty declining, but still widespread

- ❑ A better protected, educated child population

- ❑ An 'Africa Rising' narrative – in part

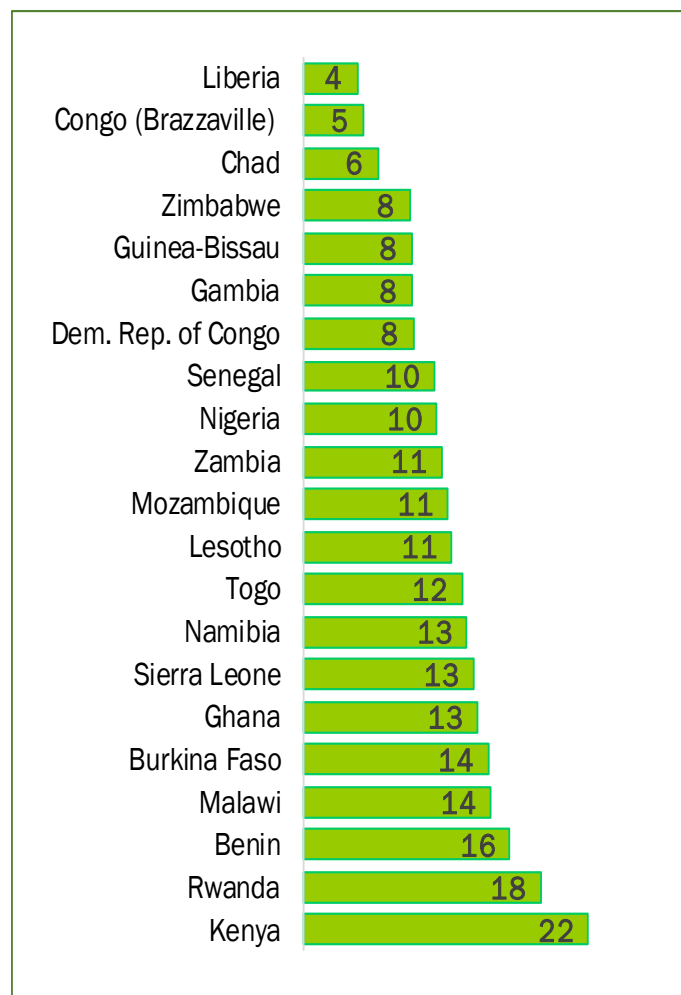
Serious challenges

- ❑ Multiple deprivations of children
- ❑ Undernutrition the most pressing challenge
 - ✓ Stunting level unacceptably high at 30.4%
 - ✓ More than half of children in Burundi, Eritrea and Madagascar are stunted
 - ✓ Grave consequence on Africa's growth/development
 - Ethiopia loses 16.5% of its GDP annually
 - 5.6% in Uganda



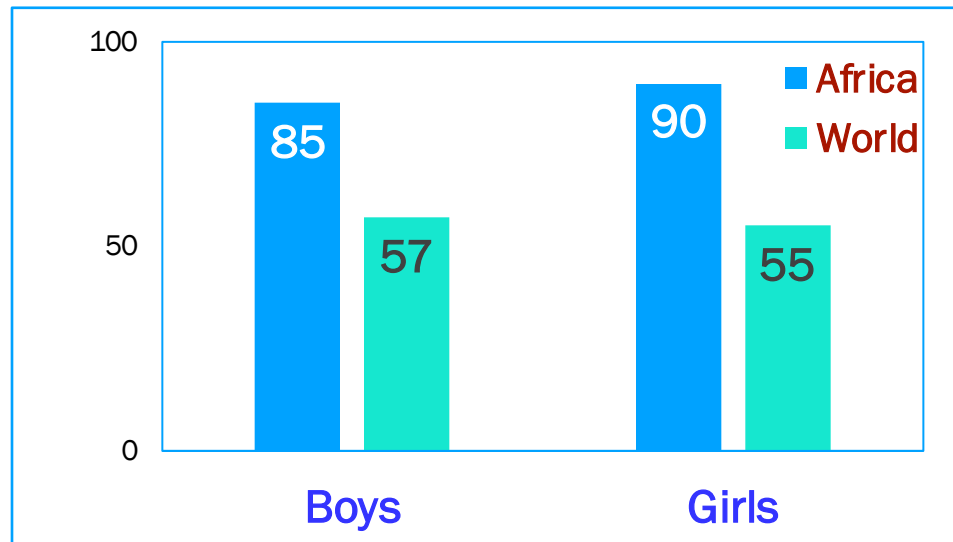
❖ **Only 9%** receive a minimum acceptable diet

Percent of children (6–23 months) receiving a minimum acceptable diet



Africa's children are schooled, but not learning

Pupil in primary school not achieving minimum proficiency



The problem cuts across all levels

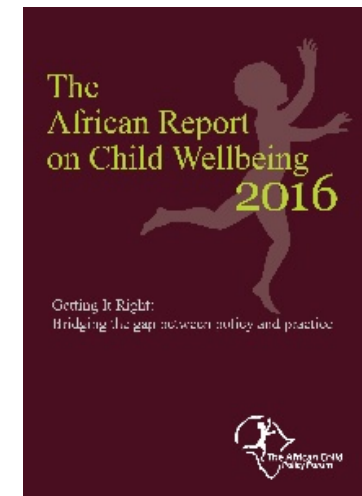
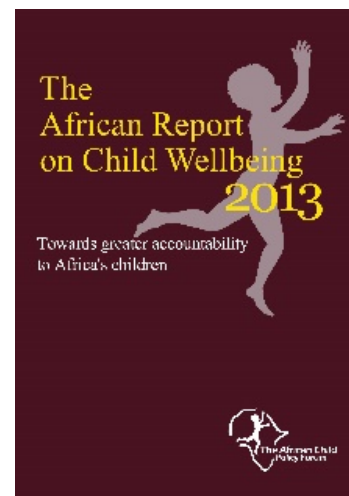
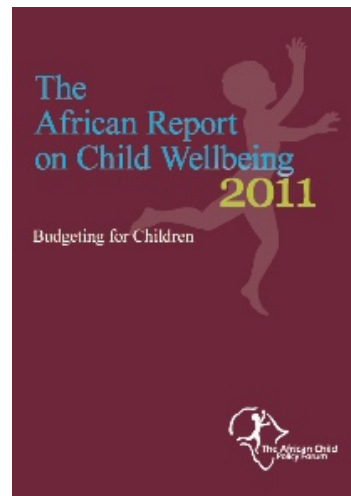
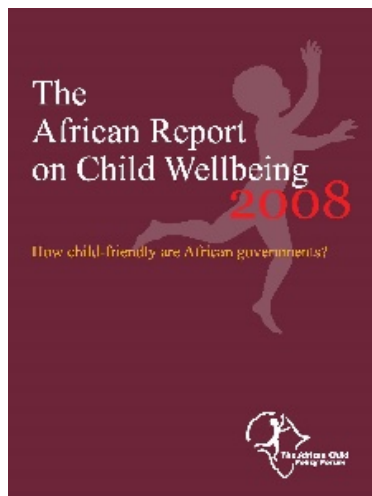
Teachers do not fulfil the minimum standards



Policy writing

The African Report on Child Wellbeing series

- ❑ Designed to be a policy communication tool
- ❑ Clarity of audience: Government officials
- ❑ Focus on theme: Accountability to children
- ❑ Regularity, relevance and reliability



Tailored messaging

- Tone – constructive and engaging
- Language – simple and accessible
- Evidence on the realities
- In-depth and multi-dimensional analysis
- Implications (economic, social, political)
- Country comparisons and trends
- Insights on the “how” – good practices
- Policy options – Guidance on what to do

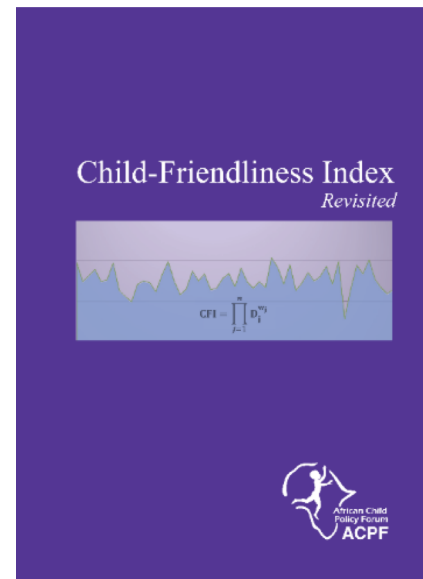
The main messages in the 2018 report

- ❑ Human capital crisis on the horizon
- ❑ Massive investment in nutrition, quality of education and job creation required
- ❑ Business-as-usual not enough, transformative action and mobilisation required
- ❑ Urgency of the action
- ❑ Failure to do so has severe political, economic and social consequences.



Country briefs

- Accompanying technical material for credence

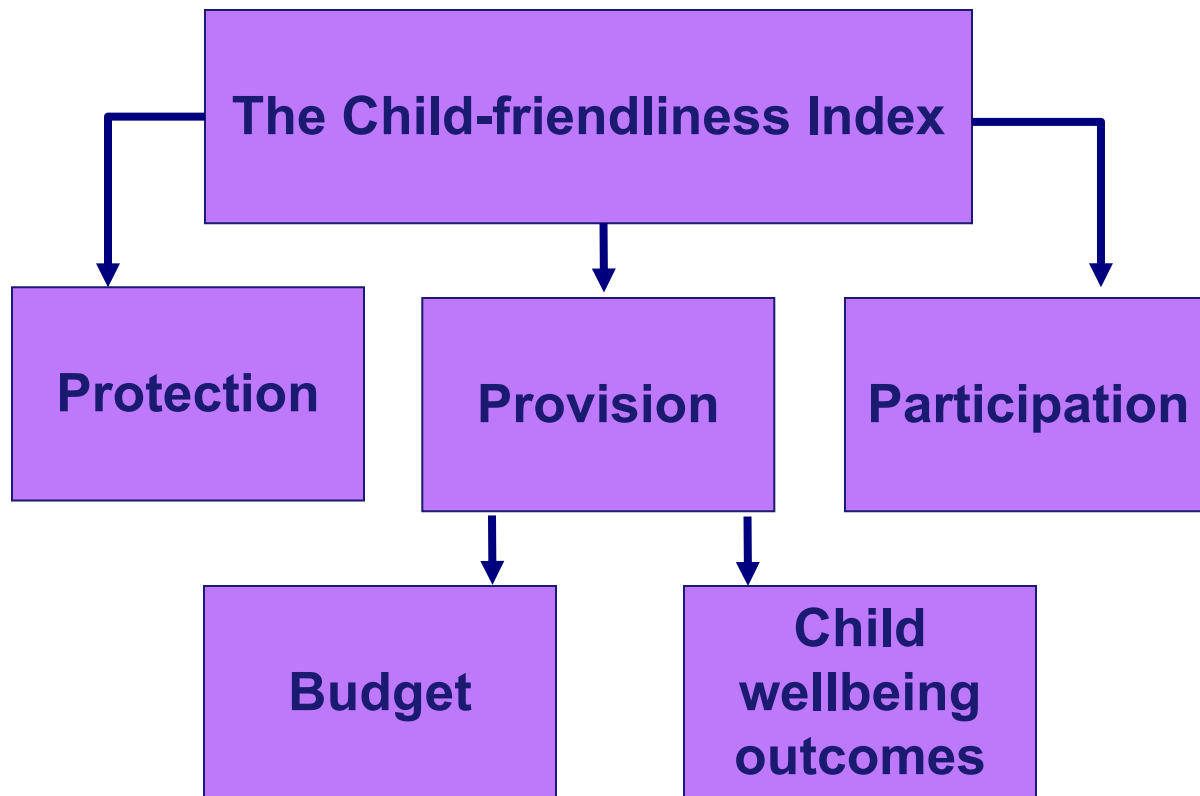


The Child-Friendliness Index: A policy communication tool

Brief background

- ❖ State compliance being monitored, but inadequate
- ❖ Limited initiatives for regular and systematic monitoring
- ❖ In search of a tool/framework that:
 - ✓ Focuses mainly on states and their compliance/accountability
 - ✓ Objective/Quantitative/Robust
 - ✓ Shows areas of strengths and weaknesses
 - ✓ Helps communicate with policymakers/practitioners
- ❖ Child-Friendliness Index (CFI) a response to this

- ❑ CFI assesses governments' performance in fulfilling obligations



1. Protection: Legal and policy framework

2. Provision: Budgets and wellbeing outcomes achieved

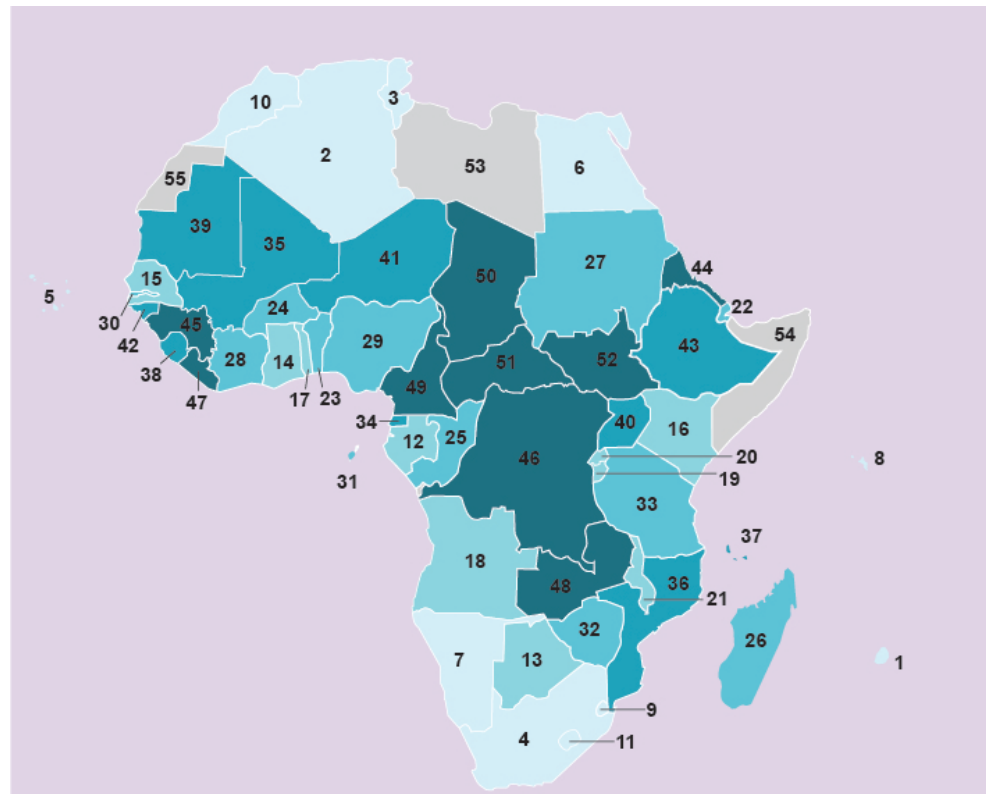
3. Participation: Effort made to ensure child participation.

The least performing countries in the 2018 CFI

Country	Score	Rank
Eritrea	0.3726	44
Guinea	0.3707	45
Dem. Rep. of Congo	0.3658	46
Liberia	0.3619	47
Zambia	0.3515	48
Cameroon	0.3420	49
Chad	0.3142	50
Central African Republic	0.3136	51
South Sudan	0.1429	52



Least child-friendly countries concentrated in central Africa



Engaging prominent Africans and the media

The rankings lend to effective policy communication.

- ❑ Use prominent figures to reiterate advocacy messages
- ❑ Helps engage with governments, treaty bodies, CSOs, the academic.



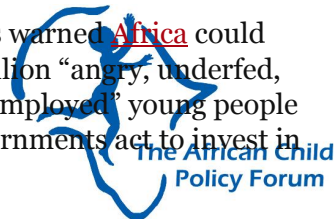
Act now or a billion young Africans will be undone by 2050

Graça Machel warns 'toxic combination' of poor nutrition and lack of education pose major threat to future peace and prosperity



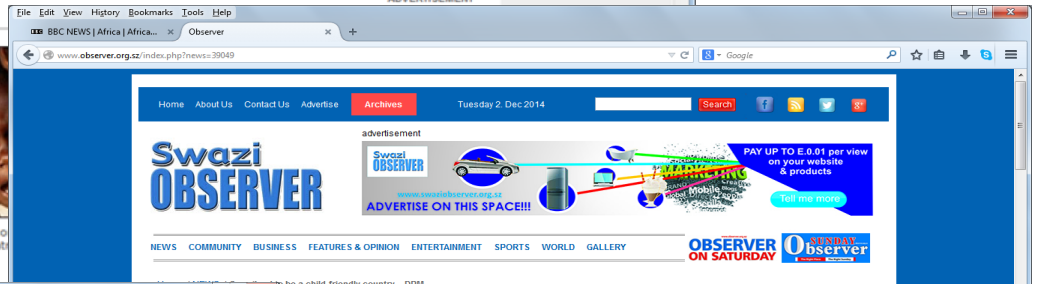
Graça Machel, chair of the African Child Policy Forum, whose 2018 report on child wellbeing warns of the dangers of failure to invest in young people. Photograph: Graeme Williams/for the Guardian

Nelson Mandela's widow has warned Africa could become the continent of a billion "angry, underfed, under-educated and under-employed" young people by 2050, unless African governments act to invest in their children.



Engaging prominent Africans and the media . . . (cont'd)

Engaging with international and local media . . .



Any impact?

- Countries do not want to be named less child-friendly
- Respond quickly (Swaziland, Zambia, Tanzania, etc.)
- Government of Zambia asked for detailed information
- Discussions held with officials



Zambia among least child friendly countries according to report



Summary of lessons

- Present evidence in simpler language, avoid sophistication
- Limit messages, focus on critical ones
- Articulate consequences of inaction
- Demonstrate that the concerns are shared by the public
- Convince the media and engage them in relaying messages
- Use every entry point to make the points



Thank you for your attention!

HOW TO COMMUNICATE YOUR RESEARCH VIA MEDIA

Joseph N. Nyanoti, PhD

United States International University-
Africa

Outline

1. Introduction
2. What is mass media?
2. How the media work
3. The role of the media in development
4. Working with the mass media media
5. recommendations

Introduction

**“My people are destroyed because of
lack of knowledge”**

Hosea4:6 (KJV)

Type of media

Traditional/mainstream

- Radio
- Television
- Film
- Print (newspapers, magazines, posters, fliers, brochures, billboards)

New media

- Website
- Email
- Socials media
(Facebook, twitter, YouTube, Instagram tinder)

Who owns the media?

- Media houses/outlets are owned by wealthy influential investors whose main motive is profit.
- Globally, media are owned by rich families and conglomerates.
- The leading Kenyan media, for instance, are owned by the Big Five (Nation Media Group, The Standard Group, Mediamax, Royal Media Services, Radio Africa Group)
- **So are the media pro-poor?**
- Yes and No

The role of the media in society

- Media traditionally have three roles in society:
- 1. **To inform** – news/scan the horizon and tell you what is happening or about to happen
- 2. **To educate** – how to navigate your environment as a citizen
- 3. **To entertain** – occupy your time, excite you and make you forget some of your life challenges

How the media work

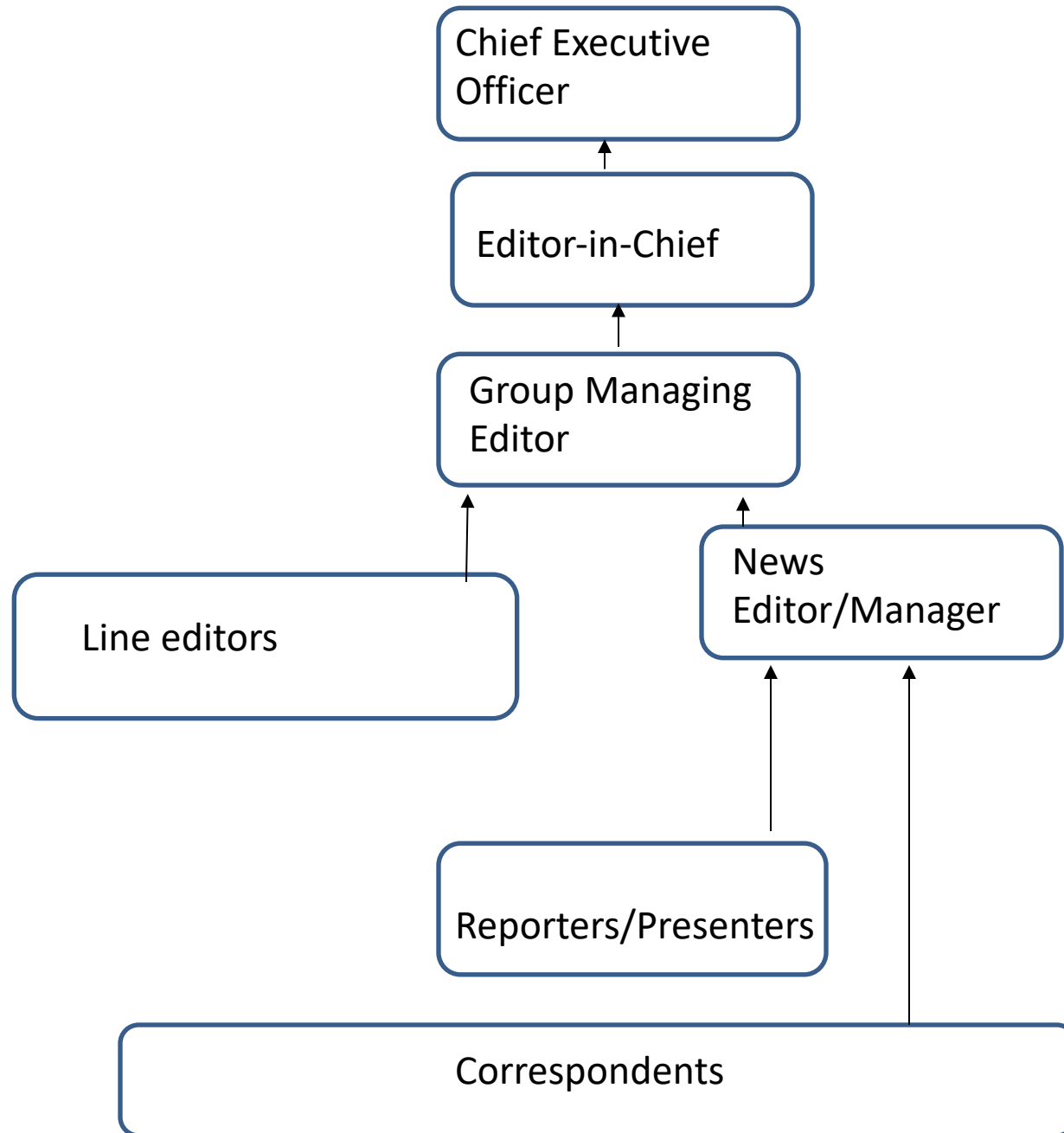
- The media, through their various professionals and managers, collect, package and disseminate news, information and entertainment that attract audiences.
- Advertisers targeting these audiences place their adverts in the print and electronic media and pay the media house. That's how radio and TV are free while newspapers are sold at highly subsidized prices.

**** The only function of the media is to put together audiences for advertisers – Sut Jhally (1990)***

Media management

- Media houses have a well-structured management system that ensures that news and information flow to their audiences without interruption.
- Managers plan carefully to ensure that they have content that can cover newspaper pages daily or 24 hours of radio or television air time daily.
- They have a management hierarchy that strictly follows chain-of-command, like the military model.

NEWSROOM STRUCTURE/HIERARCHY



Some facts about the media

- Media is a business – not a service
- Media are always desperate for content – it's not easy to fill 52 pages of a newspaper daily or 24 hours of radio or TV.
- Media like sensation – that is what people want, they (media) believe.
- Media prefer variety – they, however, don't usually get it because of tight deadlines

Media and development

- In the early 1960s, the time most African governments were regaining their independence, many communication scholars believed that media were powerful tools to bring about social change (in the developing countries).
- Daniel Lerner, a pioneering development communication researcher, came up with a model on how to develop a “native” in the Third World: **Westernize him/her, urbanize him/her, and expose him/her to the mass media.**
- The model failed

UN General Assembly Report

- Calls to improve mass communication systems of underdeveloped countries were made as a response to the UN General Assembly Report saying that 70% of the world's population had inadequate access to information.
- There were calls for the need to write a guide on how underdeveloped countries could optimise the power of the mass media for development.
- Wilbur Schramm was hired to write the book: *Mass Media and National Development: The Role of Information in the Developing Countries*, which for a long time was a key reference for DevCom researchers. Many things have changed now.

How to work with the media to disseminate research findings

- There is no doubt that the “mainstream” media are a powerful tool to bring about social change.
- Development scholars are unanimous that, used well, the media are critical in development work campaigns.
- However, for this to happen development researchers must first of all understand how the media work/operate in their local context.
- Media workers must also thoroughly understand how research (and the importance of research in society) before writing or producing the research “story.”

SDGs research and the media

- East African journalists should be “trained” on what it means to say that: The SDGs have 17 goals, 169 targets and 230 indicators.
- Do East Africans need to know the goals, the targets , the indicators or all of them?
- The two groups (researchers and journalists) need to ask and answer the question: **How can the SDGs’ story sell?**
- *Can it sell like the IEBC: Who ate what?, the Handshake (Kenya), Bob Wine (Uganda) Constitutional change (Tanzania)?*

Sensitizing the media

- One of the challenges Development Communication theorists are grappling with is fighting the **dominant paradigm – perpetuating discrimination through media narratives.**
- **The traditional way of looking at “news”/”selling story”**
- These dominant narratives come from the larger society and the media must be sensitized to lead the way in changing the narrative.
- Development researchers find it hard to reach consumers of their findings because their “story is not “sexy” enough. They must address the dominant narrative first.
- **Newspaper headlines are replete with examples:**

(mis)reporting women (SDG No. 4)

- **Scantily-dressed Naivasha woman stripped naked**
- **Naivasha touts attack Woman over dressing**

(mis)reporting gender

- **CUE: Women joining medicine up by 7pc**
- **Female doctor tips schoolgirls on careers**

**(mis)reporting development
(SDG No. 14)**

- **New Mombasa fishing vessel to create 3,000 jobs –Joho**
- **Pomp and frenzy as Joho launches state-of-the-art Sh800m fishing vessel**

(mis)reporting ethnicity (SDG No. 10)

- **Heavily-armed Pokot bandits kill 7 Turkanas in cattle rustling**
- **7 killed, houses torched in Narok/Nakuru border clashes**

Empowerment (SDG 4)



Kenya Forest Service Chief Conservator Monica Kalenda addresses Mau settlers in Narok South on May 31, 2018.

Recommendations

- For research on SDG implementation to reach the target consumers researchers must reach out to media.
- This must start at the highest level – media owners.
- Media is an expensive enterprise and the owners are in business although they behave as if they are mouthpieces for the downtrodden masses.
- Academic researchers must therefore be able to speak in a language that made business sense.

Collaborations

- Academic researchers should be ready to forge collaborations with media outlets.
- Foundations and other development funders can be approached to set aside funds for media productions in print, broadcast and online platforms.
- Once media house owners are “converted” it’s easy to work with professional journalists to push the research agenda through the media.

Recommendations

- There is need to engage the mass media as one of the strategies to popularize academic research.
- Advocacy can only work well if media practitioners and managers are sensitized about development research so that they can **take the SDGs' story as "newsworthy."**
- Sensitization should therefore involve:

1. Media mangers

- Sensitize editors, station managers, and producers to see the bigger picture of how SDGs as drivers of national development can be integrated into their daily harvest of news, feature stories and programmes and help balance the “sellable” stories of politics, crime, disasters and entertainment, with sustainable development.

2. Staff reporters

- Train senior reporters (including documentary producers) on what SDGs are and how they can look at them from a journalistic perspective.
- Journalism trainers can be engaged to provide the theoretical framework.

3. Correspondents

- Train field correspondents, based at the counties, on what SDGs mean to the counties and the country at large.
- This is the group that provides the bulky of news consumed in Kenya through leading media houses based in Nairobi.
- They are paid from only those stories that are published or aired. If they understand a subject they are always eager to write about it – to earn a living.

4. Incentives

- Create an award scheme to honour journalists who write leading stories on SDGs.
- The Media Council of Kenya (a State corporation) can be approached to give guidelines since they have been running the Annual Journalism Excellency Award (AJEA) scheme in the last seven years.
- The Award recognizes journalists under different thematic areas (governance, business, health, sports “development,” camerawork etc).

Thank you

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Communicating Research via media-WUN Nbi Workshop

Silvester Mutua

United States International University-Africa

The Elements of Journalism -Kovac & Rosenstiel

- ❖ Journalist's first obligation is to tell the truth
- ❖ Journalist's first obligation is to the citizens
- ❖ The essence of journalism is the discipline of verification
- ❖ Journalists must maintain an independence from those they cover

- ❖ Journalists must serve as an independent monitor of power
- ❖ Journalists must provide a forum for public criticism and comment
- ❖ Journalists must make the significant interesting and relevant
- ❖ Journalists should keep the news in proportion and make it comprehensive
- ❖ Journalists have an obligation to personal conscience

The Broadcast Media

- It is called the now news medium
- Operates under the tyranny of the urgent
- It aims at capturing attention of the audience to move as much information and as much as possible
- Broadcast is a spotlight medium
- It is deliberate, nothing happens by chance

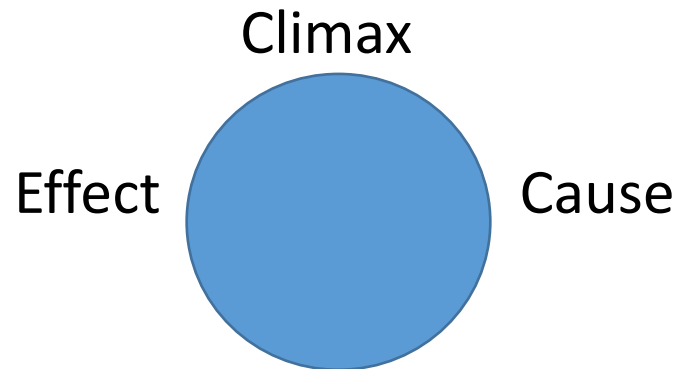
How editors select broadcast stories

Selection and prioritization of any information as news is guided by four criteria:

- Timeliness
- Information
- Audiovisual impact
- people

The Dramatic Unity structure

- Mainly used to write broadcast news stories.
- Extremely brief
- Is cyclical in nature
- Has three elements



It means that on average, broadcast stories are very short. technical and requires

Media-Research community misconceptions

- Media is not interested in science and research, it would rather focus on the sensational
- Media only covers us to criticize our work
- Media is illiterate about science, etc.

Lost course?

- No. There is a point of confluence: The human interest factor.
- Most broadcast stories just like scientific research are human interest
- SDGs are human interest about sustainably helping us achieve a better life- a course for all
- For the research fraternity and the media to effectively work together, deliberate, informed and mutual dialogue must happen.

Way forward

- Understand your target audience. That is the only way you can communicate and influence them
- Understand how the media works and operates as a system in your society
- Work with the media to set, prime and mainstream your research agenda-deliberately cultivate a relationship with the media
- You must figure out and factor in the role of the media in your research design right, from the onset (in your input and output-dissemination) i.e-formative, progressive and summative and budget for it.

Cont'd

- Be aware of how your subject area is covered by the media-main issues, areas of debate, the principal actors-monitor the media
- Get to know the journalists and their world and invite them to your world
- Be aware of the widely reported moral, ethical, environmental issues, health concerns associated with your work
- Provide opportunities for journalism to learn and understand your research
- Know the king and the foot soldier

Cont'd

- Collaborate with the media in your critical research stages-Soul City Institute, Seeds of Gold, SMG Saturday pull out.
- Use your institutional communication/PR department/office to connect with the media-its personnel are usually connected to the industry and have important networks that can serve you.

Social media

- Social media has become the most important communication tool in the world today
- Its real time, interactive and instantaneous in feedback
- It enables you to communicate your research quickly and efficiently
- You can multilayer it according to your publics
- Have an account manager who can break down your findings in a palatable and fun way (most probably a trained journalist/communications person)

Whose Agenda

- The freedom of the press belongs to he who has one-Atschull
- Media in East Africa operates under different typology
- The purely commercial, capitalist
- Where do you fit in?

Getting started ...

Think about your intended research and answer the following questions as comprehensively as you can:

1. Write a list of key words that summarise the main aspects of your intended research. Reduce the list to essential words and formulate a sentence to create a working **title** for your project.

2. What is the **background** to your research? What have you already identified as the background – given what you have read so far? What is the context from which your research emerges? Write 2 or 3 sentences.

3. What is the **research problem** that emerges from the context you have sketched above? Write one or two sentences.

4. Write down two or three **aims** [what does the project hope to achieve]

5. Think about **methods** – how will you achieve your project aims? Answer the following questions: What will you do? How will you do it? Why?

6. Consider some possible project **outcomes or significance**. Why is this research important? Who will it benefit?

Grant Writing Strategies

Floretta Boonzaier

Professor of Psychology

Co-Director of the Hub for Decolonial Feminist Psychologies in
Africa

Department of Psychology,
Faculty of Humanities,
University of Cape Town

Worldwide Universities Network – Global Africa Group Workshop, University of
Nairobi, Nairobi, Kenya. 29 – 30 November 2018



Preparation Phase

1. What is the problem you hope to address? Why is it important, why should others consider it important?
[Brainstorming; conversations with others; reading/research]
2. Do your homework
 - Who is the funder (i.e. your audience)?
 - What are their priorities? Are you responding to a call?
 - What kinds of work have they funded?
3. Consider practicalities
 - Deadlines for submission
 - Time for writing
 - Time for review
 - Format of submission (online system; email)

Typical Elements of Funding Proposal

- Project information (title and abstract)
- Identification of the problem
- Rationale and motivation
- Aims and Objectives
- Research Approaches/Methods
- Ethics
- Workplan
- Collaboration/co-investigators
- Outputs/Potential Impact of project
- Progress to date (track record)
- Possible Reviewers
- Budget
- Your Curriculum Vitae

KEY:
Coherence,
Persuasiveness and
'Language of
communication'

A good proposal achieves 3 purposes:

1. Plan/guide for the researcher
2. Communication of research plan to others
3. Persuade others about the value and feasibility of the research
 - Rhetorically
 - Scientifically
 - Ethically and practically persuasive

Writing as a Process ...



Adapted From: Strengthening Postgraduate Supervision Course,
<http://postgraduatesupervision.net/course-resources>

Strategies to kick-start writing

- Brainstorm
- Talk to others
- Free write
- Write the easiest part first
- Find an interesting angle
- Write in a comfortable environment
- First drafts are for your eyes only
- Anything is better than nothing
- Short bursts/periods of writing
- Structure time for writing
- More writing makes better writing
- Read and review others' work

What do successful writers do?

1. They write for themselves first (pre-writing)
2. They move into writing for others only once they have more or less established what they want to say (drafting).
3. When they move to drafting, they have an imaginary conversation with potential readers.
4. They edit at the end of the process (editing).

Questions to ask before submission

- Have you clearly stated what the problem is that you aim to address?
- Is the context and rationale of the work clearly outlined?
- Are the research questions clearly stated?
- Is appropriate and comprehensive scholarship (literature) reviewed? Are you joining the conversation with full familiarity of current work and thinking?
- Have you outlined your methodology clearly and included all key components in appropriate detail ?
- Have you clearly articulated the ethical dimensions and implications of the work?
- Have you clearly articulated what the significance of this research is? Why is it important and what contributions will it make (practically, methodologically, etc.)?

Questions to ask before submission

- Have you outlined what the real-life significance of this work is? Will it shape policy? Will it shape the way we do or think about issues?
- Does your work plan and budget align with each other and do they cohere with your aims?
- Have you given detail of the collaborative nature of the work?
- Have you made a case for why you (and your collaborators) are best placed to do this work? Have you illustrated some track record in the aligned areas?
- Are all references in the reference list or footnotes and in correct format?
- Are all technical elements correct? (i.e. layout, format of submission etc.)
- Have you given the work a thorough proofread and asked others to review? And incorporated their feedback?
- Are you happy with the overall proposal and excited to undertake the research?

Asante Sana!



Building new International Research Communities at the University of Bristol

Dr Susan Jim

Institute for Advanced Studies/Worldwide Universities Network Development Manager
Research and Enterprise Development
University of Bristol

Chair of the WUN Coordinators Group



Academic Profile

6 Faculties:

- Arts / Social Sciences and Law
- Health Sciences / Life Sciences
- Engineering / Science

21,000 Students:

- 14,000 UG Students
- 3,500 PG Taught / 3,500 PG Research Students
- Over 200 degrees in 6 faculties
- Over 250 PhD Scholarships offered by Bristol Doctoral College
- Welcoming 200 study abroad UG per annum
- 1 in 6 students are international from 120 countries outside the UK/EU

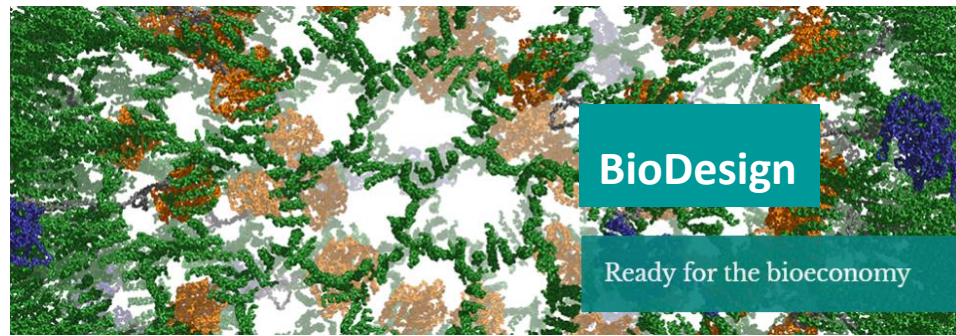


Four University Research Institutes (URIs)

- **Cabot Institute** (bris.ac.uk/cabot)
Living with Environmental Uncertainty
Global Change, Future Cities and Communities, Food Security, Water Security, Hazards, Low Carbon Energy.
- **Elizabeth Blackwell Institute** (bris.ac.uk/blackwell)
Partnership with Bristol Health Partners. Translation of health research knowledge into effective health outcomes.
- **Brigstow Institute** (bris.ac.uk/brigstow)
Being human in the 21st century, living well with technologies, difference, uncertain futures.
- **Jean Golding Institute** (bris.ac.uk/jgi)
Interdisciplinary research in creating, processing, investigating and exploring big data.



 **Seven Specialist Research Institutes** (bristol.ac.uk/research/institutes)



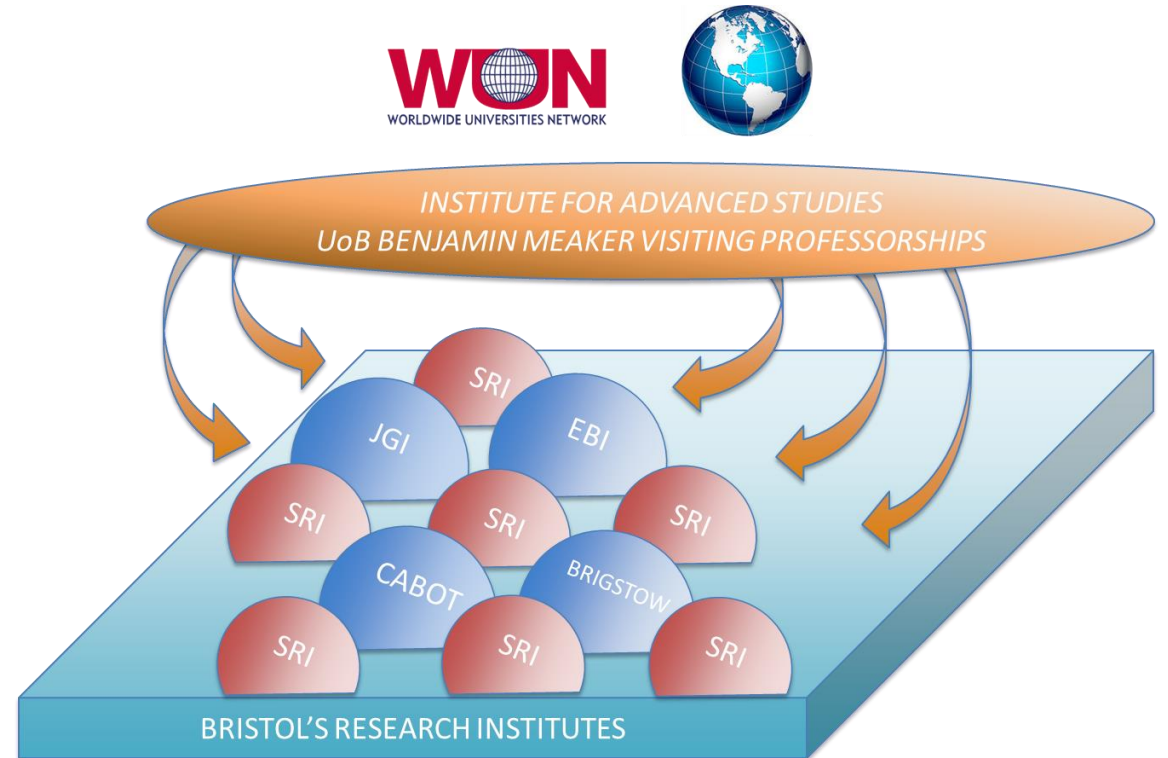


Mission of IAS

“The purpose of the Institute for Advanced Studies is to *enhance research and intellectual life* at the University of Bristol by funding *workshops and fellowships* in pursuit of new ideas; by staging *distinguished lectures and lively debates*; and by facilitating *interaction between Bristol academics and outstanding scholars from overseas* and elsewhere in the UK.

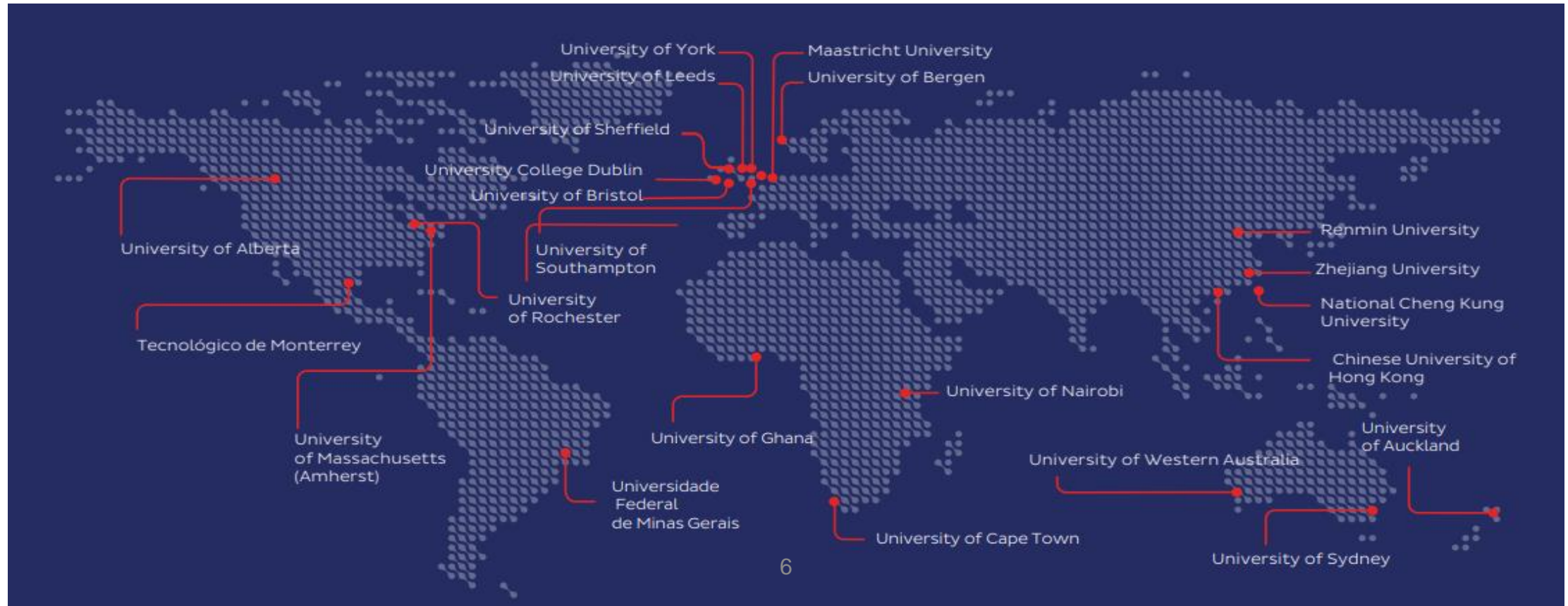
The IAS encompasses *all disciplines* within the University, promotes creative *interdisciplinarity*, and seeks to *extend the public reach* of the University through dissemination activities and external collaborations.”

IAS as a portal for international visitors: Benjamin Meaker Visiting Professorships (bris.ac.uk/ias/fellowships/meakers)



- **WUN Partnership**

- 23 WUN partner universities, spanning 13 countries on 6 continents (wun.ac.uk/wun/members)
- Catalyzing international research collaborations that address issues of global significance (wun.ac.uk/wun/research)
- Bristol is engaged in 36/88 WUN Interdisciplinary Research Groups (wun.ac.uk/wun/members/view/university-Bristol)





- **WUN Global Africa Group** (wun.ac.uk/wun/view/global-africa-group)
 - Global Africa Group (GAG; includes all 3 African WUN members: Cape Town, Ghana, Nairobi)
 - aims, through a regional research hub model in East, West and South Africa, to support sustainable development and capacity-building in Africa through providing the evidence-base for innovations and impacts in both the natural and social sciences.
 - five research priorities sit at the intersection of WUN’s existing expertise and research collaborations, Africa’s development agenda as outlined in the [African Union’s Agenda 2063](#) and the [UN Sustainable Development Goals](#).
 - next GAG workshop, *Implementing the SDGs in East Africa: Translating collaborative research into policy impact*, at the University of Nairobi, Thu 29 – Fri 30 Nov 2018.
- **WUN African Members’ networks**
 - African Research Universities Alliance (16 institutions in 9 countries)
 - Australian African Universities Network (9 institutions in 8 countries)



- **Summary of subthemes / projects**

discussed at inaugural WUN GAG

Strategic Research Workshop,

University of Ghana, June 2017

Environmental change and food security

1. Food security and better livelihoods through climate-smart and sustainable food systems.

- pre-farm--farm/productⁿ unit--traders/processors--market--households/consumers

Governance, inequality and social inclusion

1. Migration and a 'borderless Africa': Inequality, social exclusion, climate change and political conflicts.

- pull/push factors; flows and interpretation of information from governments and NGOs.

Higher education and research capacity

1. Pedagogical techniques for evaluation of the impact of research in Africa on policy makers.
2. Collecting and sharing research data to inform policy makers while engaging with schools and student communities.

Public health

1. Development of new strategies to tackle infectious diseases in Africa using traditional and biochemical medicine.

2. Using citizen science to assess the human health, productivity and economic impacts of air pollution and pollen in a sub-Saharan African setting.

Natural resources for inclusive growth and sustainable development

1. Critical metals and progress toward the green economy in Africa.
2. Oil platform decommissioning.
3. Catchment area development, conservation and degradation.
4. Migration land use and security around major infrastructure projects in Africa.



Overview of WUN Research Development Fund Projects involving Bristol and African WUN Partners (Awards: 2015-17; Submissions 2018)									
2015 Awards		Principal Investigator	Lead Partner	Global Challenge	BRI	GHA	NAI	UCT	Bristol Co-Investigator
1	Healthy-Polis: developing urban lifecourse approaches in response to climate change	Clive Sabel	Bristol	PH / RCC	L				
2	Migration, development and global transformations	Ann Singleton	Bristol	UC	L				
3	A study of the role of governing boards in African higher education institutions	Teerooven Soobaroyen		GHEAR					Chinyere Uche
4	Air sensors everywhere	Richard Peltier		PH					Kasia Kordas
2016 Awards		PI		GC	BRI	GHA	NAI	UCT	
5	New insights into the transmission of Angiostrongylus lungworms by gastropods under climate change: a comparative approach	Eric Morgan	Bristol	RCC	L				
6	Promoting wellbeing across borders: migration, social remittances and health	Sarah Salway	Sheffield	PH / UC					Sebnem Eroglu-Hawksworth
2017 Awards		PI		GC	BRI	GHA	NAI	UCT	
7	African solutions to African problems: translating indigenous systems, plants and microbial biodiversity into drug candidates for neglected tropical diseases	Dorcas Osei-Safo	Ghana	PH		L			Adrian Flint
8	Resilient peace: exploring resilient peacebuilding actors, cultures and policy transfer in West Africa	Ana E. Juncos	Bristol	UC	L				
2018 Submissions (awards announced in Dec 2018)		PI		GC	BRI	GHA	NAI	UCT	
9	Higher education environments for student success, diversity, and inclusion	Chrystal George Mwangi	UMass Amherst	GHEAR					Leon Tikly
10	Memorials to people who have died and to those missing during migration: a global project	Ann Singleton	Bristol	UC	L				
11	Smallholder dairy cooperatives in addressing Sustainable Development Goals in ODA countries	John Tarlton	Bristol	RCC	L				

Key

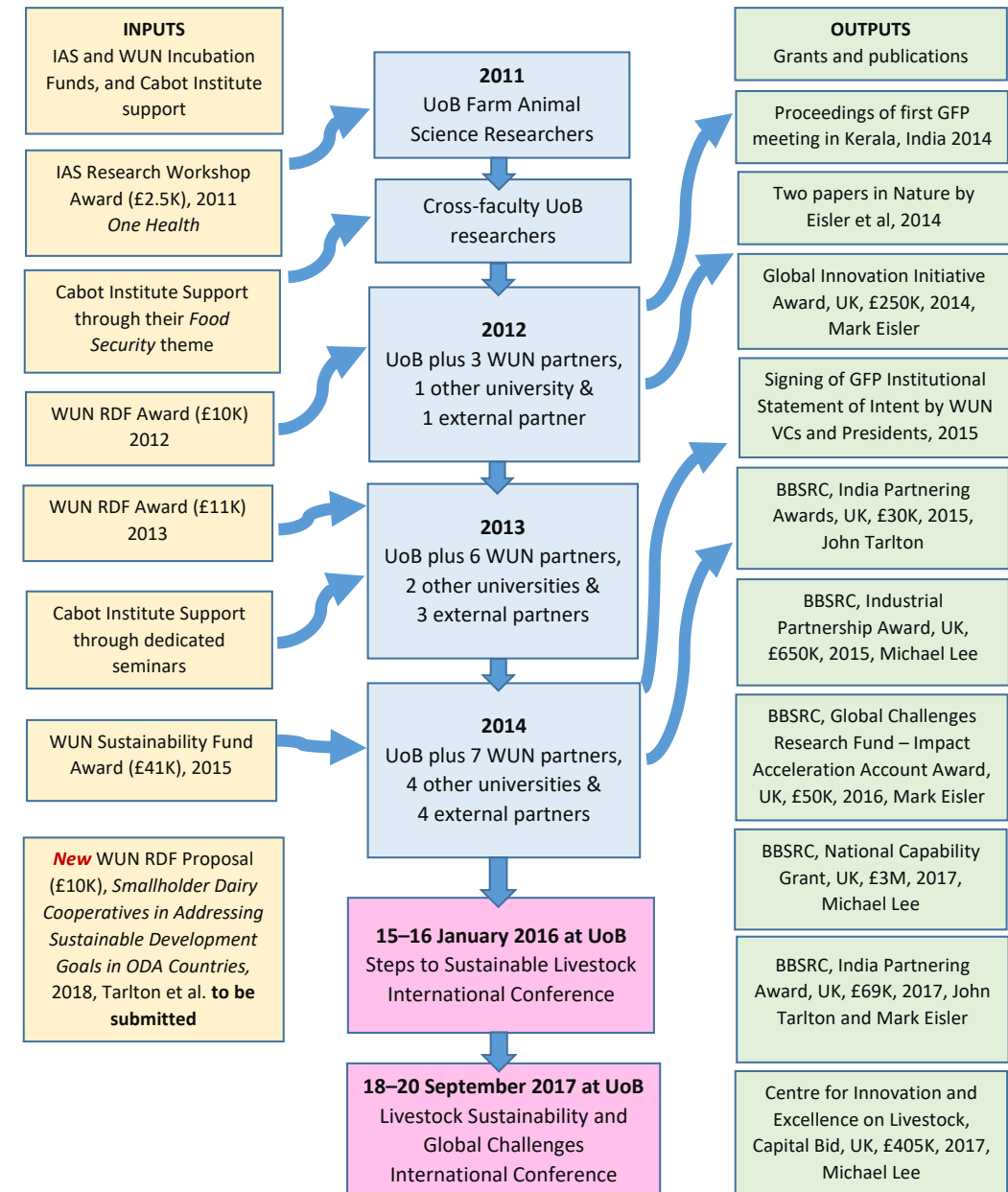
L	Lead university
P	Partner university

Building new international research communities through IAS, URIs and the WUN

Global Farm Platforms for the Optimisation of Grazing Livestock Production Systems Project

- group started with the initial PI, Mark Eisler in 2011
- internal research community built through IAS Research Workshop incubation funds and Cabot Institute support under their *Food Security* theme
- external research community within the WUN and beyond built through successive WUN Research Development Fund (RDF) awards
- further WUN Sustainability Funds are supporting conferences and bid writing workshops
- new RDF proposal to be submitted this year
- to date, £4.5M of external funding has been awarded to the UoB PIs, with 2 papers in *Nature*

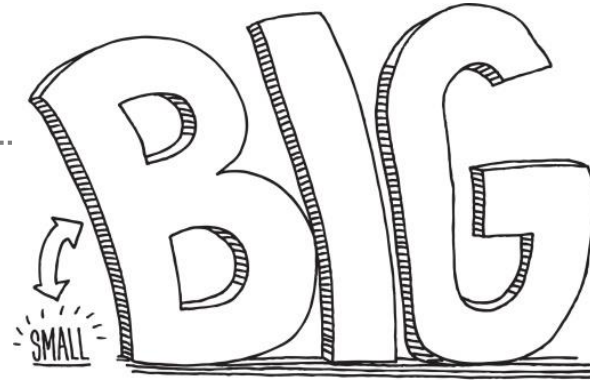
Development of WUN Global Farm Platforms Project





Supporting the academic community to be more competitive in bidding for public research funding

<u>Training</u>	<u>Strategy</u>	<u>Bid Support</u>
Delivering training on research grant funding & the application process	Run workshops <i>etc.</i> to generate ideas and initiate relationships and new ways of working	Make the academic community aware of upcoming funding opportunities
Grant Writing	Initiate & maintain relationships with funders to gather intelligence	Provide advice and support major/ strategic bids
Surgeries / Training		
Mock interviews		



What is different about **big** bids?

- Take longer to prepare, especially with multiple partners.
- Leadership and experience in the applicant is especially important.
- There may be particular institutional rules/higher levels of approval needed.
- Management arrangements need careful consideration.
- Specialist posts – *e.g.* project managers – may be needed.

Where do I start?

- What research is it that you want to do?
- Why are you better placed to do this than anyone else?
- What partners do you need?
- Are there any obvious timing issues or deadlines?



Which funder/scheme should I choose?



- Disciplinary field.
- Technology readiness level (*e.g.* blue skies or near-market R&D?).
- Mission.
- Eligibility – lead and partner institutions, partner types and partner countries.
- Scheme type – *e.g.* network, programme, capacity building.

Rules and Criteria

- Read the instructions!
- Review the criteria before you start writing.
- Assess your draft against the criteria before finalising/submitting.
- Don't forget rules - page limits, font sizes, eligibility *etc.*



Find out about the assessment process



- Office process?
- Reviewer forms?
- Response to reviewers?
- Panel members?
- Interviews?
- Success rates?

Leadership, co-applicants and partners

- Track record – is it believable? Are there any gaps?
- Consortium – does every partner strengthen the proposal?
- Communication – does everyone know what to do?
- Contacts – who can bring the right partners?
- Planning – involving partners takes a long time.
- People skills – can you keep everyone on track?



Who am I communicating with?



- An administrator?
- Expert referees?
- A panel of subject specialists?
- A panel drawn from a range of disciplines/backgrounds?
- Some other individual/panel?

Is my bid clear about:

- Why this piece of research needs to be done?
- Why it falls within the remit of the funder/scheme?
- What the aims of the project are?
- Why yours is the best team to do the work?
- What the outcomes and benefits of the work will be?



Who should I ask to read my proposal?

As many as possible from:

- Someone from your field who is not directly involved in the proposal.
- An experienced academic from a different field.
- A non-academic with understanding of the application process.
- An academic with panel experience with that funder.
- Someone from the funding body.



Responding to critical feedback

- Read the feedback.
- Get upset.
- Go home and sleep.
- Read the feedback again.
- Make your proposal even better.



If you are unsuccessful with your bid...



The UK Research and Innovation (UKRI) Global Challenges Research Fund (GCRF)

- a £1.5bn government investment (2016-2021) supporting UK research to focus on challenges faced by countries on the OECD DAC list
- provides opportunities for overseas researchers to work with UK academics to address problems in line with the 17 United Nation's Sustainable Development Goals.
- **Nov 2018 UKRI signs an MOU with the African Research Universities Alliance (ARUA)**, pledging to strengthen Africa-UK research collaborations and enhance research capacity across African and UK research communities to address the UN's SDGs (including climate change, infectious diseases, extreme poverty, fragile states and insecure food systems).
- GCRF calls are announced on a rolling basis. All calls share these features:
 - co-produced and managed projects expected, multi-lateral collaborations permissible
 - costs for international investigators and researchers can be included
 - novel disciplines and interdisciplinarity encouraged
 - in most cases non-academic partners will be expected to participate



The Newton Fund

- a £735 million programme (2014-2021) run by the UK Government.
- Through **bilateral** calls it aims to develop science and innovation partnerships that promote the economic development and welfare of developing countries. Africa/UK priority areas:
 - *Food Security; Sustainable and Renewable Energy; Health; (Economic transition, skills and jobs through) Manufacturing for SMEs; Governance, Conflict Resolution and Security; Environment and Climate Change*
 - *Cross-cutting themes: Capacity Building; Innovation; Entrepreneurship; Big Data*

Annual Calls

- **British Council:** Workshops, Trilateral workshops (UK-South Africa-Kenya), Travel grants, Institutional links, Trilateral Research Chairs (UK-South Africa-Kenya)
- **UK Academies:** Mobility Grants, Advanced Fellowships, and International Fellowships, Industry-Academia Partnerships

- **UK Department of Health**

Global Health Research Fund (£450M) – Flexible global health research funding within ODA eligibility

Ross Fund (\$460M) - Diseases of Epidemic Potential, Neglected Tropical Diseases, Diseases with Emerging Resistance, including AMR.

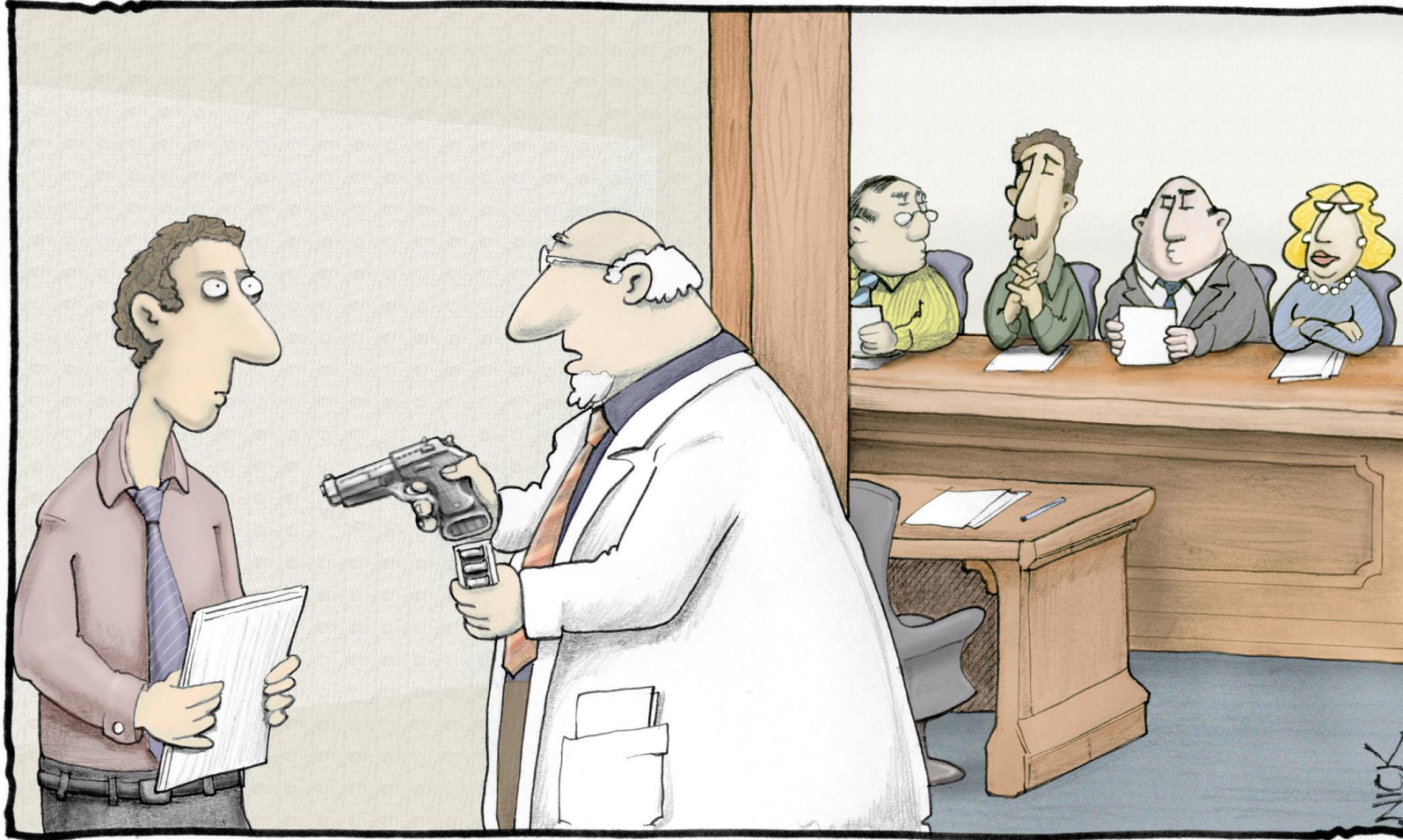
- **UK Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR)**

£45 million DFID fund to support higher education transformation in focus countries in Sub-Saharan Africa, Asia and the Middle East.

- Other support to build bi/trilateral collaborations include:

Royal Society International Exchange Scheme; BA/Leverhulme Small Grants; EPSRC Overseas Grants; AHRC Research Networks; BBSRC Other Countries Partnering Awards.

Thank you for listening... questions?



“Change of plan. The policymakers say they’re only willing to listen to the science if we can present our ideas in simple bullet-point format.”

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