



Global Platform for Equitable Knowledge Ecosystems (GPEKE)

Executive summary- April 2019 to December 2019

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Executive summary

The four-year Global Platforms for Equitable Knowledge Ecosystems (GPEKE) project began in April 2019. The project goal is to enable stronger and more equitable research systems that allow more talent to be unleashed. GPEKE is arranged around three project outcomes:

- Outcome 1: An enhanced and sustainable global platform that supports researchers to develop their research skills
- Outcome 2: Greater research capacity enabled and sustained across the national research system in Uganda and Ethiopia
- Outcome 3: Pathways to enable greater research capacity in Cambodia identified and supported.

This report presents an overview of our activities for the period from April to December 2019.

Outcome 1: An enhanced and sustainable global platform that supports researchers to develop their research skills

Outcome 1 is designed to enable access to research training and other support for Southern researchers. The intent is to strengthen and continue to grow an effective platform to support the development of researchers' skills globally. Over the course of the year INASP undertook a series of activities in support of this outcome including:

- Successfully delivering a MOOC in research writing in the sciences to over 3000 people with a 51% completion rate
- Successfully delivering a journal editors' course with over 200 editors registering and completing the induction module
- Initiating the development of a more "autonomous" community-led AuthorAID project
- Developing and piloting business approaches that could result in a sustainable global AuthorAID platform.

Outcome 2: Greater research capacity enabled and sustained across the national research system in Uganda and Ethiopia

Outcome 2 is designed to expand research capacity across a wide range of institutions and individuals in our two focus countries, linking our work with the resource and capacity already situated within Makerere and Addis Ababa universities. It also makes provision for limited on-going advice to the library consortia in both countries as they negotiate with publishers and strengthen their organisations.

In 2019, our activities under this outcome included:

- Support to access to information through the provision of advice to the Uganda and Ethiopia library consortia and the promotion of peer-to-peer learning and support
- Successfully delivering an online course on course facilitation for 283 participants (with a 64% completion rate) designed to identify additional facilitators able and willing to manage and deliver online/blended courses
- Preliminary scoping to identify the need for locally run and contextually relevant online learning in research writing
- Workshops to support the advancement of research publishing in both Ethiopia and Uganda
- Workshops in Uganda on gender mainstreaming and the development of this gender researcher alliance or "hub". We reached 74 researchers (40 women and 34 men) across 43 institutions from across Uganda– including some very rural, less well-resourced institutions. We are addressing issues of gender equity simultaneously from a micro (institution-based) and macro (collective voices of many institutions in the form of the alliance) levels.

Outcome 3: Pathways to enable greater research capacity in Cambodia identified and supported

This outcome is about providing research capacity support to Cambodia on the back of earlier scoping work undertaken by an INASP associate. We took the decision to pause the Cambodia work until we had confirmation from Sida (in September) that we could proceed – as starting work in a new

country was a greater risk than continuing work in our existing focus countries. Although a planning visit was scheduled for 2019, it was not possible to carry out the preliminary conversations and pre-visit planning within the reduced timeframe that were essential for a productive visit to Cambodia. These activities were consequently deferred to 2020.

There were some delays in starting this programme (the contract was not signed until September 2019) so, while we have recorded many successes in 2019, we do not minimise the challenges that have confronted us as a project in delivering these activities within a compressed timeframe. Negotiating and re-negotiating activity timeframes with our partners in the midst of sometimes difficult political situations (as in Ethiopia) or logistical complexities (as in Uganda) have demonstrated the importance and value of strong partnerships, trusted relationships and continuous engagement - even outside of formal activities.

Our learning this year has centred around how to continue to grow our strong partnerships as an important basis for effective delivery of our work, the increasing shift of the focus of gender discourse and activity from a “women only” phenomenon to both women and men; the impact at the country level of joined up, intentionally coordinated work – with reference to the increased numbers of participants from both these countries in our MOOCs. The engagement with the MOOC co-sponsorship model during 2019 clearly demonstrated an appetite for this model. It also showed the value of an integrated programme/ communications approach to promoting this opportunity.

Our 2020 workplan has been configured to absorb elements of the work that we could not deliver in 2019. We and our partners are aware of the extent of collective and collaborative effort that will be needed in 2020 to cover this lost ground in addition to fully delivering the 2020 agenda. We also recognise that the current global health crisis presents additional challenges and we will be exploring, with partners, alternatives to face-to-face engagement, in line with INASP’s [deep experience on online engagement](#).

Thank you to our partners Ethiopian Academy of Sciences and Uganda National Council for Science and Technology for contributions to this report, to all the participants in our activities for sharing their feedback and to Sida for funding this work.



UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY



Cover pictures (clockwise): AuthorAID MOOC participants, Alassane dit Baneye Maiga, Dhanesha Nanayakkara, Olajumoke Olufemi and Phan Thi Cam Nhung
