Enabling Equitable Knowledge Ecosystems in Africa and Asia

An evaluation of the Global Platforms for Equitable Knowledge Ecosystems (GPEKE) Project

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John Young with contributions by Mai Skovgaard, Andy Nobes, Jon Harle, Tabitha Buchner, Ravi Murugesan, Gary Dooley, Bernard Appiah, Felix Anyiam, Harriet Mutonyi, Eddah Kanini and Tiina Pasanen.

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1. Introduction

This report presents the results of a self-evaluation of the International Network for Advancing Science and Policy (INASP)'s Swedish International Development Agency (Sida) - funded Global Platforms for Equitable Knowledge Ecosystems (GPEKE) project. GPEKE was a SEK 24 million. (c. £2m.) project which ran from April 2019 to December 2022. The report includes a description of the evaluation approach, the results, the recommendations, the project management team's response, and an independent assessment of its rigour, quality and objectivity. The evaluation was undertaken between July and November 2022.

2. The project

GPEKE was designed to build on INASP's existing global learning platform (AuthorAID), and work with established country partners to strengthen research capacity globally and address some of the inequities undermining knowledge ecosystems in Uganda, Ethiopia and Cambodia. Its high-level outcome was to *"enable the production and communication of quality, credible and relevant research by a more diverse range of individuals and institutions across Southern research systems"* through three specific outcomes: (1) an enhanced and sustainable global platform that supports researchers to develop their research skills; (2) greater research capacity enabled and sustained across the national research system in Uganda and Ethiopia; and (3) strengthening pathways to enable greater research capacity in Cambodia (specifically to support Sida's emerging programme there).

3. The evaluation

The purpose of the evaluation was to generate insights which are useful and actionable. The key users of the results were expected to be: AuthorAID users, AuthorAID Stewards, the Gender Alliance/Gender Learning Forum Steering Groups in Uganda (GERA) and Ethiopia (EGLF), INASP's National Partners in Uganda (Uganda National Council for Science and Technology, UNCST) and Ethiopia (Ethiopian Academy of Sciences, EAS), INASP itself, Sida, and other agencies involved in research capacity strengthening. There were four high-level evaluation questions: (1) Is GPEKE addressing a real need and the right challenges? (2) Is GPEKE delivering the expected results in the way that was expected? (3) Was GPEKE implemented as planned? (4) What has GPEKE learned that might be useful more widely?

The approach used was a self-evaluation using a collaborative outcomes reporting (COR) approach to develop a performance story. An evaluation expert was commissioned to provide independent quality assurance and advice to the evaluation team throughout the process. Her assessment is provided as Annex 2 of the full report. The key principles of COR are that: it is based on a Theory of Change (ToC); it is highly collaborative, involving project staff and other stakeholders throughout; it makes as much use of existing data as possible; it examines the assumptions underpinning the ToC and external factors which have contributed; and it is utilisation focused. The aim is to tell the 'story' of the intervention's performance using multiple lines of evidence. The evaluation team included INASP staff and Associates, and a contracted evaluation assistant, as well as the independent quality assurance consultant.

The evaluation drew on existing project documentation, detailed analysis of training course data and INASP's surveys of AuthorAID members. Additional data was collected through: a survey of AuthorAID members; a literature review; stories of change (SOC); key informant interviews; and online focus-group discussions (FGDs). The evidence was aggregated into a results chart which was reviewed in the focus groups, co-analysed by the full evaluation team, and then recommendations were co-produced in a final summit workshop for the evaluation team, country partners and stakeholders.

While data sources were relatively small the overall volume of evidence and wide range of sources gives some confidence to the overall findings. The external quality assurance report states "*there is a lot of evidence that the GPEKE project is addressing a real need… that it has supported individual researchers… and evidence about increased skills and capacity is strong. The evaluation also produced several insights and recommendations for different audience groups [which] follow logically from the findings*".

4. Key findings

Evaluation Question 1: Is GPEKE addressing a real need and the right challenges?

While research capacity has been strengthened across the Global South, and in both Uganda and Ethiopia over the last few decades, it was (at the beginning of the project) often uneven, and typically concentrated in a small number of leading universities and research centres. Most higher education institutions (HEIs) had very limited capacity to undertake, manage and support early career researchers to do high quality research. Prior to GPEKE there were fewer women researchers relative to men, relatively few in senior positions, and women researchers often faced particular obstacles to developing their careers and accessing further training and support. Both Ethiopia and Uganda recognised the need for and had developed strategies to improve science and technology and national-level organisations to support their implementation, including the Uganda National Council for Science and Technology (UNCST, a government agency) and the Ethiopian Academy of Sciences (an independent scientific organisation).

Researchers in Uganda and Ethiopia have fewer opportunities than peers in the Global North to access training and support, especially researchers in institutions which have fewer resources and fewer international connections. They publish less than their counterparts in the Global North and less than in South Africa (which produces the continent's largest number of scientific publications). Eighty-nine per cent of researchers responding to the Voices of Early Career Researchers (VoECR) survey in 2021 believed that more training and support to strengthen key capacities would facilitate their research. Women researchers find it particularly difficult to thrive in the research system because it doesn't take account of their domestic responsibilities.

Evaluation Question 2: Is GPEKE Delivering the expected results?

Progress against the Theory of Change

At the overall outcome level (enabling the production and communication of research) there is good evidence that GPEKE activities are strengthening the capacity of individuals to produce research worldwide, and the increased numbers of publications they report suggests that it is high quality and relevant, and that individual researchers are passing on the skills they acquire through AuthorAID to others in their institutions, and that the gender alliance and gender forum in Uganda and Ethiopia are improving the environment for women researchers.

In relation to Outcome 1 (an enhanced and sustainable global platform) much has been achieved. Ten research writing Massive Open Online Courses (MOOCs) have been run since 2019 attracting 24,344 participants from around the world with 10,020 (41.2%) completing. The completion rate among women participants is slightly higher (42%), than for men (40%). 10 new modules and courses were added between 2019 and 2022 following consultation with users in response to specific challenges caused by the COVID-19 pandemic, including an increased range of self-study courses, and localised versions. There are many examples of positive feedback, for example "*These types of short courses offered by INASP [are] very helpful to me. This is very important to me as a teacher because always I'm looking for new information to give to my students in my teaching sessions*" (feedback from MOOC participants in INASP Blog 10-08-2021). AuthorAID survey results also show that AuthorAID has increased the average number of publications of members in Nigeria from one per year before 2019 to three in 2022, and a progression towards more senior publishing roles.

Less progress than hoped has been made with developing a sustainable business model for the global platforms. A MOOC co-sponsorship model has worked well – providing a package of additional services alongside a regular open access MOOC to organisations working with large numbers of early career researchers (ECRs). Sixteen organisations have taken this up since 2019 bringing in c.£85,000. The introduction of more decentralised management and support through the AuthorAID Stewards, Community Administrators and facilitators has reduced the platform's dependence on INASP staff.

There have also been significant achievements towards Outcome 2 (greater research capacity in Uganda and Ethiopia). GPEKE partners and other stakeholders interviewed for the evaluation reported that GPEKE had contributed to: increased awareness of the need to include gender equity in research; an increased focus on gender by funding bodies. They also noted that the government is making concerted efforts to address issues related to gender equality and equity. The stories of

change describe changes in five areas: (1) developed or strengthened institutional research systems; (2) participation of early and mid-career women in research; (3) addressing inequity in research and

knowledge systems; (4) increased interests and knowledge in research ecosystems; and (5) women taking up leadership positions in research systems.

GPEKE has provided significant support to national online publishing systems including face-to-face workshops for 21 editors and librarians from institutions throughout Uganda, with UNCST, and for 70 editors in Ethiopia with EAS. UNCST has developed an online research platform called the "National Research Repository of Uganda" (NRU) which has had over 2,000 submissions. The National Information and Technology Authority of Uganda (NITA-U) said it *"has put a spotlight on the opportunities and possibilities that a more equitable research system could create…. [facilitating] new partnerships in academia, private research organizations; with actors within Uganda's publishing community."*

GPEKE's work with the gender alliance in Uganda and gender learning forum in Ethiopia were cited by nearly all contributors to the evaluation as one of the big successes of the project. Workshops with UNCST in Uganda involved over 100 participants from over 40 institutions across the country, and with the EAS in Ethiopia involved over 100 participants from nearly 70 institutions. Following these workshops many new initiatives to promote gender equity in higher education institutes have started. A story of change from Ethiopia describes how *"senior female researchers have shown high willingness and commitment to challenge the research system in the country….* and *"mid-career women academics' strong motivation to get engaged in research practices"* (Ethiopia, woman, PhD). And one from Uganda: *"it led to significant change in skills development and awareness on gender and research in my life as an individual; and in at least four universities in Eastern region Uganda"* (Uganda, woman, master's).

Participants in the co-analysis workshop and focus group discussions in Uganda and Ethiopia estimated how much progress GPEKE had made towards its objectives in a Mentimeter[1] exercise using a sliding scale where 1 = 50%, 2 = 75%, 3 = 100%, 4= 125% and 5 = 150%.

Their assessment was that GPEKE had achieved c.85% at overall outcome level (increased production of quality research) c.100% of sub-outcome 1 (online learning) and c.85% of sub-outcome 2 (national research capacity in Uganda and Ethiopia).
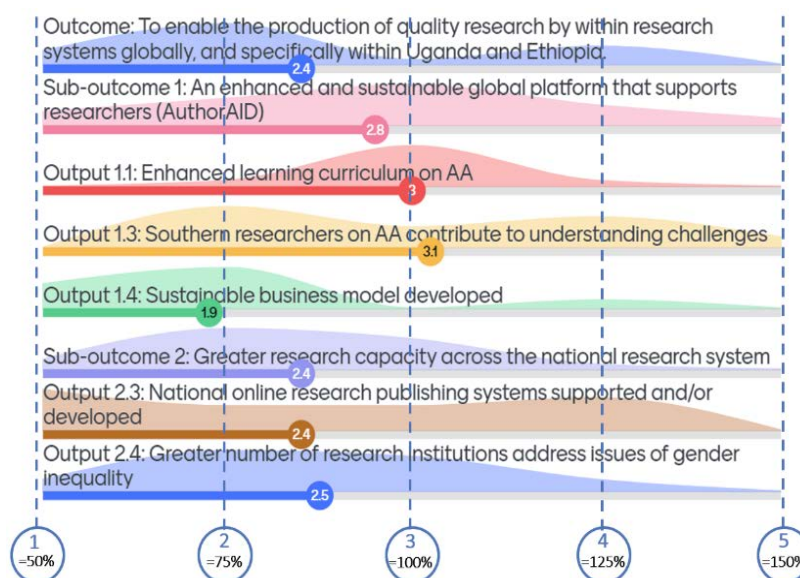
Sustainability

There is good evidence from the evaluation that GPEKE's work with partners in Uganda and Ethiopia will be sustainable. In Uganda, continuing to promote research equity is embedded in UNCST's strategic plan and funding is ring-fenced in the UNCST budget. GERA is a registered NGO, has the support of universities and UNCST has committed to continue to fund its activities. In Ethiopia, there is a strong commitment to gender equality generally in Ethiopia and for a unified, nationally driven Ethiopian research system that can respond to national priorities. The EGLF focal point person is now funded by the Packard Foundation, and the focus group discussions and stories of change suggest very strong commitment to continue among members.

Contribution to other efforts in Uganda and Ethiopia

There is good evidence that GPEKE added value to other efforts to strengthen knowledge ecosystems in Uganda and Ethiopia. GPEKE's focus on gender-related issues, establishing fora where researchers and university lecturers could discuss them, and its success in reaching researchers who couldn't access other research capacity development programmes all address

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[1] https://www.mentimeter.com

issues missed by other research capacity development programmes in Uganda and Ethiopia, many of which reach relatively small numbers of elite researchers. One participant in the Uganda focus group described how the training had helped her to raise her profile and connect with other researchers, and two stories of change from Ethiopia and Uganda illustrate how GPEKE has reached researchers unaware of or unable to access other programmes and enabled them to progress their careers and inspire others.

The contribution of online activities in other countries

There is evidence from multiple sources that GPEKE's activities have contributed substantially to strengthened and more equitable research ecosystems, even in countries where the only activities have been online. AuthorAID courses are accessed by people in countries and regions affected by conflict or unrest – for example Yemen and the Somali regions – and by displaced people. A total of 166 (84%) of the participants in the AuthorAID survey in Nigeria felt that AuthorAID services have improved institutional partnership with students and faculty, 162 (83%) that it has strengthened institutional partnership in collaborative activities (mentoring, research, learning), and 149 (78%) that it has strengthened research collaboration. The stories of change include many examples where the benefits are extending beyond the individual to the wider knowledge ecosystem. AuthorAID members in the Nairobi focus group felt that AuthorAID has contributed to strengthening the knowledge ecosystem but could do more if it included other activities: more active on-boarding of new members, small grants, institutional partnerships where supervisors could encourage others to be involved.

Evaluation Question 3: Was GPEKE implemented as planned?

INASP took a very consultative and inclusive approach to planning GPEKE, including in response to the COVID-19 crisis in 2020 which triggered a major rethink of how to deliver the project.

INASP emphasises equitable partnerships in all of its work, and there is strong evidence from multiple sources that this has been the case in GPEKE. INASP's partners on GPEKE had grown out of collaborative work, including a series of dialogues in each country during the previous year, and partners were substantially involved in the initial design and continuous review and re-design of the project. There has also been a very strong partnership between INASP and many members of the AuthorAID community. In the focus groups in Ethiopia and Uganda, participants felt that relationships have been very good, both at individual level and institutional level, and in the gender alliance and gender learning forum.

INASP explicitly started to explore adaptive management tools in 2021. That led to a review of the theory of change in August 2021 to align it with the results framework, a dialogue with UNCST and EAS about priorities, and an agreement to reduce effort on the national publishing stream of work in Ethiopia to maximise efforts on the gender work.

5. Lessons and recommendations

In this section we provide the overall lessons and recommendations emerging from the evaluation, which aligns with evaluation question 4: What has GPEKE learned that might be useful more widely? These were produced collaboratively in the co-analysis and summit workshops. They include general lessons and recommendations about research capacity strengthening, then specific recommendations for different user groups involved in GPEKE and any follow-up activities that are suggested.

On research capacity building

The need

High quality research is essential to solve development challenges and improve people's lives in low and middle-income countries (LMICs), but there are huge inequities which undermine the ability of researchers, and the institutions they work in, to do research. Early career researchers (ECRs), the higher education institutes they work in, and national research bodies are highly motivated to address this. Following the COVID-19 pandemic, there is increased interest in online learning.

Achieving impact

GPEKE has demonstrated that through a combination of online learning, for researchers and support to in-country organisations supporting research production and use, it is possible to contribute to

improved individual and institutional capacity and increased research productivity; this was possible even at a time of great challenge and stress to research systems due to the pandemic.

General recommendations

The recommendations from this evaluation about how to deliver improvements in knowledge ecosystems at the individual and system levels are:

1. **To strengthen national knowledge ecosystems** it is important to address inequities at global, national and institutional levels.
2. **To make knowledge ecosystems more gender-equitable** it is essential to stimulate and support system-level dialogue on, and specific initiatives and policies to promote, gender equity in research.
3. **To make online support most effective** it should be based on the principles of effective digital learning design, accessible to all and be well-connected to local knowledge ecosystem stakeholders.
4. **To be inclusive** programmes need to ensure that both women are men are able to participate and that activities are designed to meet the needs of women and men from different geographical locations.
5. **To ensure longer-term sustainability** online platforms which aim to support less well-resourced researchers need secure funding, decentralised leadership and national and regional peer networks.
6. **to sustain and scale support** more people need to be persuaded of the value of research, the contribution it can make to development outcomes, and the most effective approaches.

Specific conclusions and recommendations for specific audiences

The evaluation plan identified a range of stakeholders with an interest in the results. In the summit workshop – which included representatives from AuthorAID, country partners and the gender alliance and learning forum – we focused on specific lessons and recommendations for these four groups.

For AuthorAID Stewards, members and the INASP AuthorAID team:

- **Lessons**: Effective online training can increase the capacity and confidence of individual early career researchers and there is a clear demand for more opportunities to collaborate with others to address national and local challenges.

- **Recommendations:**
  o To scale up AuthorAID's online work
  o To broaden participation in AuthorAID
  o To connect global online communities with local initiatives
  o To strengthen AuthorAID's focus on gender-related issues

For the Gender Equity in Research Alliance in Uganda

- **Lessons**: the work done by UNCST, GERA and INASP in Uganda has raised the profile of gender equity and equality issues in Uganda. The establishment of gender focal persons, and strong networking have been key. AuthorAID online resources have also been very useful for researchers in the alliance.

- **Recommendations**
  o To maintain the focus on gender equity in research specifically
  o To promote wider engagement, including of university leadership and government
  o For UNCST to continue to support GERA
  o To help to produce additional real-time online sessions on AuthorAID

For the Ethiopian Gender Learning Forum

- **Lessons**: it is essential that both women and men are involved, that there is a local partner able to provide national leadership, that gender inequities is addressed at national, institutional and grassroots level, that policy makers need to know these inequities can undermine research, and that support provided through online platforms, alongside gender expertise, are important.

- **Recommendations**
  - o to strengthen and extend the work
  - o to increase the number of men involved
  - o to strengthen links with policymakers
  - o to secure more resources

For INASP and Sida

- **Lessons**: the importance of strong partnerships with country stakeholders and managing adaptively, the strong relationship between INASP and Sida, light-touch reporting, flexibility, better integration of country-based and online activities, and the difficulty of funding this kind of work.
- **Recommendations**
  - o to build on existing partnerships in Uganda and Ethiopia
  - o to strengthen the relationship with Sida and connections to its wider programme
  - o to strengthen INASP's internal programme management
  - o to strengthen impact and sustainability

6. Management response

The evaluation process has been extremely valuable. It has enabled us to reflect on areas where we have not achieved as much as we intended and has surfaced new insights about where and how improvements could be made. We agree with all of the recommendations.

Response to recommendations

- *Recommendations addressed specifically to INASP:* We are actively discussing further collaboration with UNCST and EAS and looking for further funding separately and together. We are keen to explore how we might add value to Sida's wider research cooperation programme. We are working to improve our adaptive management. This will be important as we work with a decentralised team. We are fundraising to extend AuthorAID's services, and to ensure it is resilient and sustainable.
- *Recommendations for improving AuthorAID:* We will continue to promote AuthorAID and work with the community to develop the range and depth of the resources and support it can provide. We will explore interest in universities in using AuthorAID to enhance their staff development and continue to develop the country-hubs. We will review and strengthen AuthorAID's gender content.
- *Recommendations addressed to GERA and EGLF that are relevant to INASP*: We will continue to support the GERA and EGLF teams in an advisory capacity. We will also integrate gender more strongly into AuthorAID's learning programme and resources.

Addressing the challenges identified by AuthorAID users

The evaluation identified two specific challenges for users of AuthorAID:
- *Accessing the online "journal clubs":* The journal clubs are an initiative of the community itself often using WhatsApp, where the limited group size means that several clubs are now fully subscribed. We are looking into how to ensure equitable access and quality in an increasingly decentralised and community-led initiative.
- *Accessing mentoring:* The number of early career researchers seeking mentors far outstrips the number of experienced researchers able and willing to offer their support. We are exploring new ways of supporting mentoring at scale.

Other issues:

- *Improving integration of activities:* We recognise we have not succeeded in connecting the global online work with AuthorAID with the work in Uganda and Ethiopia and are looking at how we can do this better going forward.
- *Improving monitoring evaluation and learning:* We will discuss the evaluation with partners in February, and whether any of the approaches might help us to improve our MEL systems in 2023.

Acronyms and abbreviations

COR - Collaborative Outcomes Reporting
EAS - Ethiopian Academy of Sciences
ECR - Early Career Researchers
EGLF - Ethiopian Gender Learning Forum
FGD - Focus-Group Discussions
INASP - International Network for Advancing Science and Policy
GERA - Uganda Gender Equity in Research Alliance
GPEKE - Global Platform for Equitable Knowledge Ecosystems
HEI - Higher Education Institutions
LMICs - Low and Middle-Income Countries
MEL - Monitoring evaluation and learning
MOOC - Massive Open Online Course
NRU - National Research Repository of Uganda
OECD/DAC - OECD Development Assistance Committee
QA - Quality assurance
REF - Research Excellence Framework
RUPP - Royal University of Phnom Penh
Sida - Swedish International Development Agency
SoC - Stories of Change
ToC - Theory of Change
UNCST - Uganda National Council for Science and Technology
VoECR - Voices of Early Career Researchers

1.   Introduction

The evaluation

This report presents the results of a summative and process evaluation of the International Network for Advancing Science and Policy (INASP)'s Swedish International Development Agency (Sida) - funded Global Platform for Equitable Knowledge Ecosystems (GPEKE) project. GPEKE was a SEK 24 million (c. £2 m.) project from April 2019 to December 2022. The evaluation was undertaken between June and November 2022, during which time the project was extended for a further year to December 2023.

It is a requirement of Sida that all projects are evaluated, and that while the evaluation should conform to the OECD Development Assistance Committee (OECD/DAC) Quality Standards for Development Evaluation, it should also be utilisation-focused and should include a management response to any recommendations.

INASP is committed to evaluating its work and using the results to learn and improve. INASP's approach to evaluation is also utilisation-focused, and our methods are context sensitive and participatory, implemented in collaboration with partners to maximise, share and apply learning.

The plan for this evaluation was initially developed by INASP in consultation with Sida, and then discussed and developed further through an inception workshop which included core partners – the Uganda National Council for Science and Technology (UNCST) and the Ethiopian Academy of Sciences (EAS).

The remainder of this report is organised in the following sections:

- Section 2 – The GPEKE project and its evolution since 2019
- Section 3 – The evaluation, purpose and scope, users and use, evaluation questions and methods
- Section 4 – Key findings, answers to the first three evaluation questions
- Section 5 – Lessons and recommendations, the fourth evaluation question

Further information is provided in the following annexes:

- Annex 1: GPEKE Theory of Change (from 2020 Annual Report to Sida)
- Annex 2: External Quality Assurance Report and INASP Response
- Annex 3: The evaluation team and roles
- Annex 4: Evaluation Matrix
- Annex 5: The Results Chart

Acknowledgements

INASP would like to thank all past and present staff and volunteers of its partners in Uganda and Ethiopia who gave their time to the evaluation – both in providing information through interviews, focus group discussions and writing stories of change, and in the inception and summit workshops. We also thank all the members of AuthorAID who responded to the survey and who also contributed stories of change. Without your contribution the evaluation would not have been possible. We hope you find the results useful, and we can continue to work together to strengthen research capacity and build equitable knowledge ecosystems globally and at country level.

2.   Global Platforms for Equitable Knowledge Ecosystems (GPEKE)

The project

GPEKE was designed to build on INASP's existing global learning platform,[2] and to work with established country partners to strengthen research capacity globally and to address some of the inequities undermining effective knowledge ecosystems in Uganda, Ethiopia and Cambodia.

Starting in early 2019 the project aimed to contribute to *"stronger and more equitable research systems that allow more talent to be unleashed"* by addressing three key issues:

1. Gender equity – such that opportunities to produce and communicate research are available to a significantly larger number of women researchers, leading to greater equity *within* institutions (predominantly in Uganda and Ethiopia).
2. Equity in research skills development – such that opportunities to acquire the skills and knowledge to produce and communicate research are available to researchers, at a broader range of institutions, leading to greater equity *between* institutions.
3. Equity in research publishing – such that Southern journals and research publishing platforms are visible, credible and good quality, ensuring that good research is valued and recognized based on its rigour and relevance, wherever it is published and greater equity *between* South and North.

Its high-level outcome was to "enable the production and communication of quality, credible and relevant research by a more diverse range of individuals and institutions across Southern research systems" through three specific 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 (specifically to support Sida's emerging programme there).

The Theory of change is attached as Annex 1.

Progress since 2019

Since 2019 GPEKE has sought to strengthen capacity globally, through INASP's AuthorAID project, and nationally, working with partners in Ethiopia, Uganda and Cambodia. That has included:

- **Globally**: Extending the functionality and range of online courses for researchers offered through AuthorAID and supporting the Journal Publishing Practices and Standards framework through online training for journal editors.
- **In Uganda**: A partnership with the Uganda National Council for Science and Technology (UNCST) to establish and develop the Uganda Gender Equity in Research Alliance (GERA), establish a national platform to bring together Uganda's research outputs in a single place and adapt and embed the INASP research grant writing course so it can be run by UNCST for Ugandan researchers.
- **In Ethiopia**: A partnership with Ethiopian Academy of Sciences (EAS) to establish and develop the Ethiopian Gender Learning Forum (EGLF) and explore options for training to be run by the EAS for Ethiopian journal editors.
- **In Cambodia**: An exploratory partnership with Royal University of Phnom Penh (RUPP), which has included running an online workshop on writing policy briefs, production of a research paper on online learning in Cambodia and providing tailored support to RUPP PhD students.

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[2] Comprising AuthorAID (www.authoraid.info) and our Moodle e-learning platform (https://moodle.inasp.info)

The COVID-19 crisis over the last two years has had a major impact on knowledge ecosystems in the Global South and on INASP's work and that of our partners. There has been a huge increase in demand for online training and support, from researchers and from their institutions. Planned face-to-face work with partners in each country has been impeded, and INASP's country partners' ability to collaborate through online systems has been made more challenging by poor infrastructure, reduced mobility, and increased demands on their time as they responded to COVID-19 related issues. While disruptive, COVID-19 has also changed the landscape for research capacity development in the Global South in positive ways and has demonstrated the value of online learning. Conflict in Ethiopia, and slower than planned progress with Sida's own work in Cambodia, further limited our ability to progress work in those countries. Further information about progress is available in the Annual Reports.[3]

3.   The evaluation

Evaluation purpose and scope

The purpose of this evaluation is to generate insights which are useful and actionable to INASP, to Sida and to INASP's partners, so the evaluation focused on those areas where it was possible to learn most, rather than trying to cover the whole project.

As described above under summary of progress there has been relatively little work done in Cambodia and it is uncertain whether there will be further work by INASP there, so the focus of the evaluation was on:

- **Outcome 1**: An enhanced and sustainable global platform that supports researchers to develop their research skills. Roughly 50% of the GPEKE budget was spent on this outcome. Within this the emphasis has been on outputs related to AuthorAID and INASP's online learning programme since that offers the most opportunity for usable learning.

- **Outcome 2**: Greater research capacity enabled and sustained across the national research system in Uganda and Ethiopia, with a focus on the gender alliance in Uganda and gender learning forum in Ethiopia, and progress towards strengthening capacity to run online courses in Uganda.

INASP's approach emphasises the development of equitable partnerships with country partners, and providing support to early career researchers (ECRs) who might not be able to access training and learning opportunities; this is achieved through the AuthorAID platform and associated online courses. Thus, the evaluation also sought to explore how effectively that had been done and what INASP and partners can learn and use to strengthen that in the future.

As a result of the COVID-19 pandemic there is increased interest in online learning globally, and the evaluation also provided an opportunity to assess the contribution that INASP's online learning delivered through AuthorAID work has made to strengthening and increasing the resilience of equitable knowledge ecosystems at national level.

The impact of COVID-19 made it extremely difficult to progress in-country work to increase the number of facilitators and moderators for research skills training (GPEKE Output 2.1) and embed online courses locally (GPEKE Output 2.2), and while this may be the focus for future work there is little to be learned from evaluating those activities. There was some work during the project to provide training for journal editors over the project (GPEKE Output 1.2) and modest work to provide mentoring and advice to library consortia, whom INASP had supported in a previous phase of cooperation. The decision was taken not to include these in the evaluation, due to the scale of the work, and the likelihood they would provide actionable lessons for the future.

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[3] These were submitted to Sida with summaries available at https://www.inasp.info/publications

Evaluation users and use

The anticipated key users of the results of the evaluation, and how they might use the results were:

- **AuthorAID users**: To learn about how they can benefit more and contribute more to others on the platform.
- **AuthorAID Stewards**: To learn about what works and doesn't work, and what could be improved and/or scaled up. To improve the value of AuthorAID to members and collaboration with INASP.
- **The Gender Alliance/Learning Forum Steering Groups in Uganda (GERA) and Ethiopia (EGLF)**: To learn about what works and doesn't work, and what could be improved and/or scaled up. To inform strategies for sustainability.
- **INASP's National Partners in Uganda (UNCST) and Ethiopia (EAS)**: To learn about what works and doesn't work and what might be scaled. To review GPEKE's alignment with national policies, what impact they have had, and how that could be improved. To review GPEKE's alignment with other UNCST/EAS activities, if/how it has brought on new stakeholders, and how that could be continued. To learn how UNCST/EAS could promote successful approaches more widely. To review the value of the partnership with INASP and how it could be improved.
- **INASP**: To review and refine our equitable knowledge ecosystems concept. To gather evidence of impact, and whether the approach(es) worked and could be improved. To review and improve our approach to partnerships and project management. To provide rigorous evidence of project delivery to the board.
- **Sida**: To assess whether it was a good approach and delivered useful results. To account for the investment within Sida and to the Swedish government. To inform the development of further funding for INASP. To learn about what works in research capacity strengthening and what might be replicable elsewhere.
- **Other agencies involved in research capacity strengthening**: To learn about what works in research capacity strengthening and what might be replicable elsewhere.

Evaluation questions

The evaluation questions were designed to align primarily with the needs of the users, but also to cover most of the OECD/DAC evaluation criteria (Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability):

1. Is GPEKE addressing a real need and the right challenges?
   - What did the research ecosystem look like before GPEKE especially in Uganda and Ethiopia?
   - Is GPEKE addressing the challenges faced by individual researchers, higher education institutions, and the organisations supporting them in the Global South and especially in Uganda and Ethiopia?

2. Is GPEKE delivering the expected results in the way that was expected?
   - Has GPEKE delivered the selected outputs and outcomes, were the assumptions valid, what worked and what didn't work and why?
   - How sustainable are the changes observed in the key country partners and the Uganda gender alliance and Ethiopia gender learning forum?
   - How has GPEKE work added value to other efforts to strengthen knowledge ecosystems in Uganda and Ethiopia?
   - How and how much have GPEKE online activities contributed to enabling stronger and more equitable research systems in other countries, what worked and what didn't work?

3. Was GPEKE implemented as planned?
   - What evidence is there that INASP's approach has established equitable partnerships with in-country partners?
   - Why did GPEKE decide not to pursue some planned activities?
   - To what extent did GPEKE take an adaptive approach to project design and delivery to enable us to respond to evolving needs and contexts?

4. What has GPEKE learned that might be useful more widely?
   - How can national science and technology agencies support the establishment of equitable knowledge ecosystems at national level?
   - What has GPEKE learned about online learning as an approach to strengthening research ecosystems which could contribute to research capacity building more widely. What works and what doesn't work?

The evaluation approach

The approach used was a self-evaluation using a collaborative outcomes reporting (COR)[4] approach to develop a performance story.[5]

Independent quality assurance and validation

While most of the work was done by INASP staff and partners, an external evaluation specialist was contracted to provide independent quality assurance (QA) and validation to ensure the rigour and reliability of the conclusions. The role included reviewing the evaluation design, participating in the inception, co-analysis and summit workshops, reviewing the individual study reports, results chart, and the final draft report. Written feedback was provided at key stages through the evaluation to which the evaluation team responded in writing. A final assessment of the evaluation, and the evaluation team's response is attached as Annex 2.

COR and Performance Stories

COR is a theory-based (i.e. starts from a Theory of Change (ToC)), realist (i.e. takes account of the context) approach to assess whether the intervention achieved the intended outcomes. It is both summative (i.e. identifying the results), and utilisation-focused (i.e. identifying what worked well and should be scaled up, what didn't work well and should be avoided, and how projects like this can be implemented most effectively). Involving all stakeholders makes it much more likely that the results will be used.

The key principles of COR are that: it is based on a ToC; it is highly collaborative, involving project staff and other stakeholders throughout; it makes as much use of existing data as possible, only collecting additional data if necessary; it examines the assumptions underpinning the ToC and external factors which have contributed; and it is utilisation focused.

The aim is to tell the 'story' of the intervention's performance using multiple lines of evidence. The normal process entails six steps:

1. **Inception/scoping**: clarifying the ToC, identifying existing data, and finalising the questions.
2. **Review of existing data**: analysis of existing evidence, through review of project documentation.
3. **Additional data collection**: this can include any form of additional data collection.
4. **Data analysis and integration**: data collected from different sources are aggregated and integrated into a "results chart" based on the programme logic and research questions.
5. **Co-analysis workshop(s)**: workshops with evaluation team and project stakeholders to co-analyse the evidence and asses the project's contribution to the observed outcomes.
6. **Summit workshop**: this is usually a larger workshop/event that involves a wider group of stakeholders to discuss and agree on the key findings and recommendations.

The evaluation team

The evaluation team included INASP staff and Associates, and a contracted evaluation assistant as well as the independent QA consultant. The full team and their roles is provided in Annex 3.

Methods

The methods used in each stage were as follows.

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[4] https://www.betterevaluation.org/en/plan/approach/cort
[5] Dart, J., & Mayne, J. Performance Story. In S. Mathison (Ed.), Encyclopaedia of Evaluation. (pp. 307-309). Sage Publications, Inc. (2005) doi:10.4135/9781412950558.n410.

Inception

An initial review of existing project documentation to identify what data already exists and any gaps, finalise the research questions and an online inception workshop to agree the approach.

Review of existing data

A review of existing documentation and MEL data, aggregation of key evidence into the results chart, identification of data gaps and methods to fill them.

Additional data collection/analysis

The initial data trawl identified significant evidence gaps and additional evidence was generated and collected through:

- **Detailed analysis of online learning user data**: Analysis of the pre- and post-course data from 9,000 participants in ten massive open online courses (MOOCs) offered during GPEKE to gather evidence on completion rates and learning outcomes.
- **Detailed analysis of Voice of Early Career Researchers, and AuthorAID members surveys**: analysis of over 3,000 respondents to GPEKE's two Voice of Early Career Researchers surveys, and three AuthorAID member surveys to gather information on researcher needs and the use of AuthorAID services.
- **A light-touch literature review**: To gather evidence of inequalities in research ecosystems and their impact on establishing sustainable research ecosystems, the needs of early career researchers, and other initiatives to strengthen research ecosystems especially in Uganda and Ethiopia.
- **Stories of change (SOC):** to gather information about the impact of GPEKE activities, their contribution and sustainability, how national agencies, and online learning can support equitable knowledge ecosystems. A total of 26 stories were received, 14 were from women, 15 were about the impact of online activities through AuthorAID and 11 about in-country activities.
- **Key informant interviews with national partners**: Ten interviews were conducted with staff from national partners UNCST (2) and EAS (3), and the gender groups GERA (2) and EGLF (3) to gather more evidence about how GPEKE has established equitable partnerships and project implementation.
- **Online focus-group discussions (FGD)**: with five staff and volunteers of EAS and EGLF in Ethiopia and four staff and volunteers from UNCST and GERA in Uganda to gather more information about how GPEKE has added value to other programmes and sustainability and how national science agencies can contribute to establishing equitable knowledge ecosystems.
- **A survey of AuthorAID members:** primarily in Nigeria (255), but also other countries in Africa (55) followed by focus group discussions with AuthorAID members in Kenya (8 participants) and Nigeria (9 participants) to assess how online support can contribute to strengthening research ecosystems.
- **Key informant interviews in INASP and review of internal meeting reports**: Three members of INASP staff were interviewed, and 12 internal meeting reports were reviewed to gather more evidence about project management, why some activities were not pursued and possible sustainable business models for AuthorAID.

A list of all documents reviewed for the evaluation, and a matrix showing how the evidence from these different sources contributed to the evaluation questions is attached as Annex 4.

Data analysis and integration

The key evidence from the data trawl and social inquiry stages were aggregated into a results chart which was reviewed in the focus group discussions and in the co-analysis workshop. The results chart is attached as Annex 5.

Co-analysis workshop

A workshop for the evaluation team (see below) to review the results chart and co-produce the key lessons emerging from the evaluation (12 participants).

Summit workshop

A workshop for the evaluation team, country partners and other stakeholders to discuss and validate the key lessons and co-produce the recommendations (28 participants).

Data quality and rigour

A considerable amount of evidence was collected through a wide range of methods, but it is important to note some issues with some of the data which could have affected the evidence from individual elements of the evaluation. For example, the survey response rate was quite low at c.5%,[6] so the results may include some positive bias. Some of the exercises involved small numbers of people – there were only 10 interviews with country partners and three with INASP staff, and the in-country focus group discussions only had four participants in Uganda and five in Ethiopia. Nine of the 26 stories of change were less than 100 words and rather vague and there was not enough time to ask the authors to clarify and strengthen them. It was also unfortunately not possible to interview any staff in Sida due to recent staff changes, though GPEKE's new manager in Sida was able to join the summit workshop. So, while the results of individual exercises should be treated with some caution, the overall volume of evidence and wide range of sources gives some confidence to the overall findings.

Nevertheless, in a Mentimeter[7] exercise in the Summit Workshop most of the participants felt that 'the overall findings were (more or less) right', 'there is good evidence underpinning the results' and 'the information I provided and/or participation in workshops has contributed to the results'. See Figure 1.

Figure 1: Summit Workshop participants assessment of the results of the evaluation
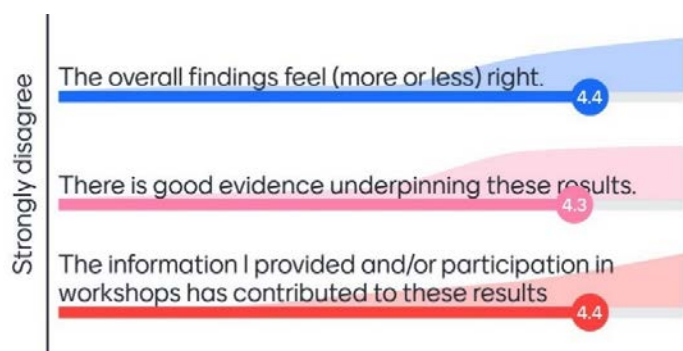
4.   Key findings

Introduction

This section of the report provides the key findings of the evaluation for the first three evaluation questions: 1) is GPEKE addressing a real need and the right challenges; 2) is GPEKE delivering the expected results in the way that was expected; and 3) was GPEKE implemented as planned? The fourth evaluation question – what has GPEKE learned that might be useful more widely? – is answered in the next section.

Overview

Twelve participants in the co-analysis workshop and eight participants in the focus group discussions in Uganda and Ethiopia estimated how much progress GPEKE had made towards its objectives in a Mentimeter exercise using a scale where 1 = 50%, 2 = 75%, 3 = 100%, 4= 125% and 5 = 150%.

Their assessment was that GPEKE had achieved c.85% at overall outcome level (increased production of quality research) c.100% of sub-outcome 1 (online learning) and c.85% of sub-outcome 2 (national research capacity in Uganda and Ethiopia).

These results, and the results for the outputs are shown in Figure 2 below. Table 1 provides a very high-level assessment of the results against the other evaluation questions and also shows the

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[6] A total of 4,741 participants from Nigeria were invited to participate in the survey through a mailing list link, of which 2,199 also received a tailored email invitation from which 255 responses were received - a response rate of c.5.5% overall or c.11% if all were from the tailored email.

[7] https://www.mentimeter.com

number of different data sources contributing to each assessment as an indicator of the strength of the evidence underpinning those conclusions.

This, and the evidence presented below against each of the evaluation questions indicates that GPEKE has had impact at individual, institutional, and system level.

- **Individual level:** Women and men researchers have increased their skills and confidence in grant writing, research and publishing, and have gained a better understanding of gender inequities and what can be done to reduce them.
- **Institutional level**: A gender alliance and forum with cross-country membership have been established in Uganda and Ethiopia, in collaboration with UNCST and EAS respectively. These have built consensus, forged strategies and plans for addressing inequities, and begun to train and support others. In Uganda, GPEKE supported UNCST to convene local stakeholders to design and develop a new National Research Repository of Uganda (NRU) to provide greater visibility to Ugandan research outputs.
- **System level:** System-level dialogues have been facilitated, leading to the development of jointly owned strategies and plans to improve equity at national level in Uganda and Ethiopia. GPEKE has also fostered digitally-connected communities of early career researchers globally, led and facilitated by Global South experts, to enable skills training and support to be accessed by researchers in a much broader range of institutions. These have generated further national and regional groups of researchers who learn together and provide peer support and advice.

The generally positive answers to Evaluation Questions (2) 'is GPEKE delivering the expected results in the way that was expected?', and (3) 'was GPEKE implemented as planned?' also indicate that the theory of change underpinning the project was sound.

More detailed answers to each of the evaluation questions are provided below, and all of the evidence and the sources underpinning these are in the full results chart in Annex 5.

Figure 2: Estimate of achievement against objectives[8]

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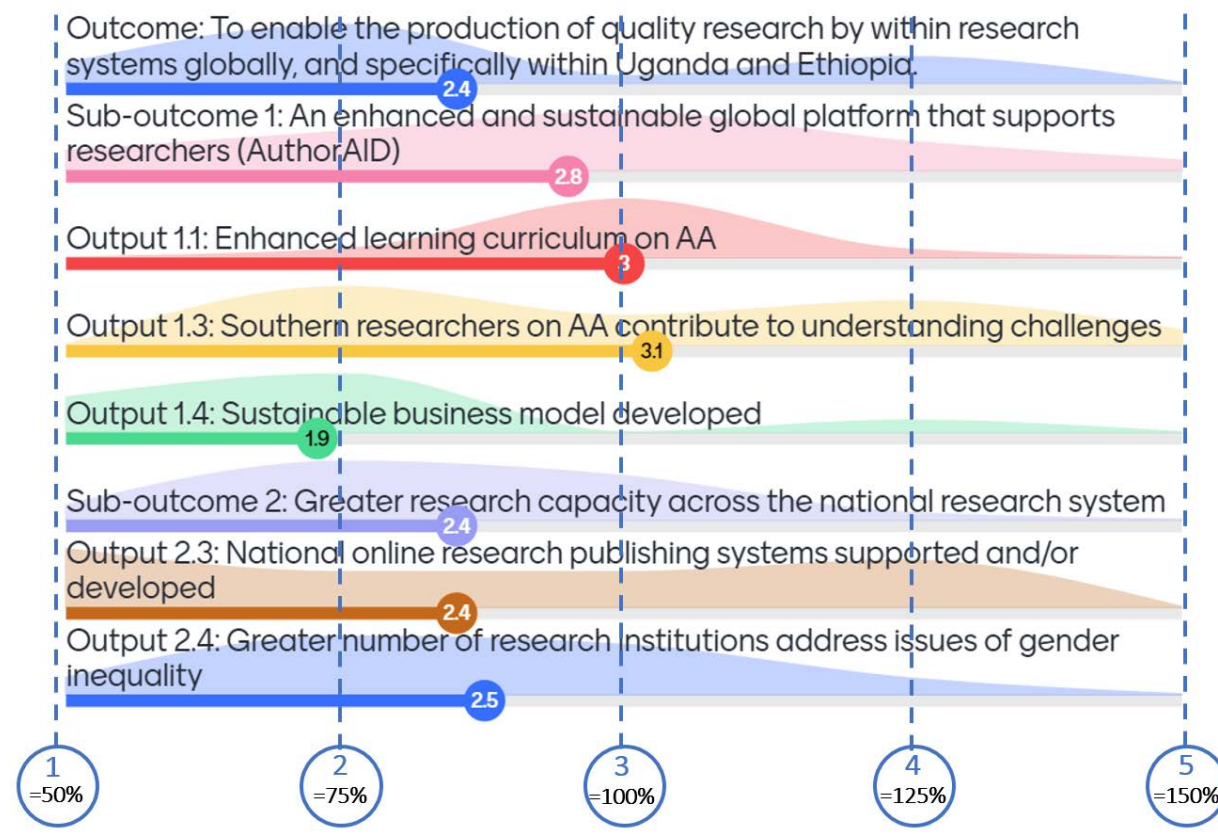
[8] In this chart AA = AuthorAID

Table 1: Overall Summary of results of the evaluation

Evaluation Question	Justification	Answer	Evidence
EQ 1: Is GPEKE addressing a real need and the right challenges?		Yes	+++++
1.1 What did the research ecosystem look like before?	Emerging, lack of resources, teaching, management, inadequate support of ECRs.	N/A	+++
1.2 Is GPEKE addressing the key challenges?	Limited access to training, funding, and support; especially for women.	Yes	+++++
EQ 2: Has GPEKE delivered its outcomes and outputs?		Mostly	+++++
2.1 Outcome: Improved capacity for relevant research	Strengthened individual capacity, collaboration, and support.	85%	+++++
Sub-Outcome 1: Enhanced sustainable global platform	More online courses, large number of participants, decentralised leadership and coordination.	90%	+++++
Output 1.1: Enhanced curriculum	New modules for MOOCs and self-managed learning, high user satisfaction.	100%	++++
Output 1.3: Southern researchers contributing	Voices of ECR surveys, AuthorAID members contributing to services, AuthorAID Stewards.	105%	++
Output 1.4: Sustainable business model for AuthorAID	Not yet, but sponsored MOOCs helping and decentralised leadership and coordination.	75%	+++
Sub-Outcome 2: Enhanced research capacity at country-level	Very positive evidence from interviews, Focus Group Discussions and Stories of Change, especially about gender issues and the gender networks.	85%	++++
Output 2.3: National research publishing systems developed	Training of journal editors, support to UNCST and EAS systems.	85%	+++
Output 2.4: Increased no. research institutions addressing gender inequity	Many individuals and institutions involved in gender alliance and forum.	85%	++++
2.2 Were the assumptions valid?	Partners committed, stakeholders developing & contributing to the project.	Mostly	+++ (+)
2.3 Sustainability in Uganda & Ethiopia	UNCST and EAS committed. Gender alliance and forum increasingly independent.	Highly	++++
2.4 Has GPEKE added values to other initiatives?	While many in Uganda, fewer in Ethiopia, strong evidence from FGDs and SoC.	Yes	+++
2.5 Has GPEKE contributed to EKESs in other countries?	Increased collaboration between individuals and intra and inter institution.	Yes	+++
EQ 3: Was GPEKE implemented as planned?		Yes	
3.1 Has GPEKE established equitable partnerships?	Very strong partnerships with in-country partners and AuthorAID stewards.	Yes	++++
3.2 Why did it not pursue some planned activities?	Plans developed iteratively in collaboration with partners.	N/A	++
3.3 To what extent has it taken an adaptive approach?	Huge adaptation due to COVID-19 and in discussion with partners and funder.	Highly	+++

75%	80%	90%	100%	>100%

Key: Expected results of project activities and achievement against the evaluation questions:

+ in evidence column indicates no. of different sources of evaluation evidence: ++ = 2 source, ++++ = 3 sources, ++++ = 4 sources etc

Detailed findings for each evaluation question

EQ 1: Is GPEKE addressing a real need and the right challenges?

What did the research ecosystem look like before GPEKE especially in Uganda and Ethiopia?

While research capacity had been strengthened across the Global South, and in both Uganda and Ethiopia over the last few decades, it was often uneven, and typically concentrated in a small number of leading universities and research centres. The rapid expansion of research and higher education systems, without commensurate investments in staff and facilities, had impacted severely on the capacity of higher education institutions (HEIs) to undertake and manage research, to provide the necessary infrastructure, and to offer sufficient training and mentoring to postgraduates and early career researchers to build the next generation. It had also led to declining quality in taught programmes. This was observed globally, but also specifically in both Ethiopia and Uganda.

Early career researchers lacked access to research training, and found it hard to develop the knowledge, skills and confidence they needed to undertake high quality research, to publish, and to access research funding. Low salaries meant that researchers frequently had to supplement their salaries through consulting and other paid work, and a lack of research funding meant that researchers often undertook commissioned research of a consultancy rather than academic nature. There were fewer women researchers relative to men, relatively few in senior positions, and women researchers often faced particular obstacles to developing their careers and accessing further training and support. The research environments of many institutions were often obstructive or felt to be hostile to women.

In both Ethiopia and Uganda this is recognised and both countries have strategies to improve science and technology and national organisations to support their implementation – including UNCST and EAS. There is an especially strong emphasis on female leadership in Ethiopia which has a female president, and a gender-balanced cabinet.[9] There are clear policy ambitions to improve gender in higher education and research, and this has been translated into strategies and indicators to monitor progress in both countries.

Is GPEKE addressing the challenges faced by individual researchers, higher education institutes, and the organisations supporting them in the Global South and especially in Uganda and Ethiopia?

There is strong evidence from many sources that GPEKE is addressing the constraints faced by individual ECRs in the Global South, especially women.

Researchers in Uganda and Ethiopia have fewer opportunities than peers in the Global North to access training and support, especially researchers in institutions which have fewer resources and fewer international connections. They publish less than their counterparts in the Global North and South Africa. Eight nine per cent of researchers responding to the Voices of Early Career Researchers (VoECR) survey in 2021 believed that more training and capacity building would facilitate their research. Women researchers find it particularly difficult to thrive in the research system because it doesn't take account of their domestic responsibilities.

AuthorAID survey findings that ECRs need support in research writing, proposal writing, and publication is supported by the wider literature. Many also mentioned the importance of interaction with other researchers, networking and research collaboration. The need for support to national research publishing was identified as a priority by editors, librarians, researchers and other stakeholders in a meeting organised by UNCST and INASP in 2018.

While it is not possible for a small project to address some of the organisational challenges within HEIs, including resources, staffing, infrastructure and culture, GPEKE's work with the gender alliance and learning forum in Uganda and Ethiopia is addressing some of the system-level challenges they face.

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[9] Although this does not cover leadership within the research system directly, workshop participants felt it was significant and was shifting norms that assisted those driving change in research and HE.

2.1: Has GPEKE delivered the selected outputs and outcomes?

Overall Outcome: to enable the production and communication of quality, credible and relevant research by a more diverse range of individuals and institutions within research systems globally, and specifically within Uganda, Ethiopia and Cambodia.

There is good evidence that GPEKE activities are strengthening the capacity of individuals to produce research worldwide, and the increased numbers of publications they report suggests that it is high quality and relevant.

There is good evidence that individual researchers are passing on the skills they acquire through AuthorAID to others in their institutions, and the gender alliance and learning forum in Uganda and Ethiopia are improving the environment for women researchers.

Participants in the Country Focus Group Discussions and the co-analysis workshop assessed achievement at this level at 75%. There has been little work in Cambodia and its impact was not assessed in this evaluation.

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

There is strong evidence that AuthorAID has contributed to increasing ECR research skills.

10 research writing MOOCs[10] have been run since 2019 attracting 24,344 participants from around the world with 10,020 (41.2%) completing. Three-quarters (75%) of the individuals came from 10 countries, including Ethiopia and Uganda. The completion rate among women participants is slightly higher (42%) than for men (40%). Feedback survey results suggest that 'time management / other work' is the main constraint to completion, which has become worse since the early COVID-19 lockdowns – especially for women; 53% of women reported time management as a challenge, compared to only 41% of men.

Participants report substantial increases in confidence in pre- and post-course assessments, and there are many examples of positive feedback: *"The course enhances my knowledge and experience in doing social science research and most importantly on publishing of a paper"* (GPEKE Annual Report 2020 p8), "*This is a very well-structured course that is easy to navigate through.... the facilitators always responded to all the participants questions in the forums"* (GPEKE Annual Report 2021 p8). "*These types of short courses offered by INASP is very helpful to me. This is very important to me as a teacher because always I'm looking for new information to give to my students in my teaching sessions"* (feedback from MOOC participants in INASP Blog 10-08-2021).

As well as increasing individual skills the MOOCs are designed to facilitate collaboration between participants during and after the course leading to improved relationships between students and faculty, strengthened research collaboration and a more efficient and equitable research system. "*AuthorAID gave me access to numerous mentors from different fields as an early career researcher. Some of these mentors worked with me during the proposal development stage until completion. Others were helpful in other ways such as reading manuscripts, career tips and linking me with other faculty that they thought would be useful for my progress."* (AuthorAID member South Africa in AuthorAID Newsletter 2021).

AuthorAID MOOCs are highly regarded by other organisations also working with ECRs in the Global South and AuthorAID MOOCs were selected as winner in the 'practices' category of the first Hidden REF[11] in 2021 in recognition that it enhances the impact early career researchers can achieve with their research.

Participants in the Uganda FGD estimated that INASP had achieved 125% of Outcome 1 objectives,

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[10] There were actually 11 MOOCs in the review period, but one coincided with the evaluation and data from that was not available in time to be included.

[11] The Hidden REF exercise was designed to surface and celebrate all of the other work that is necessary to produce the publications and impact case studies submitted to REF, the UK research assessment, in 2021. See https://www.hidden-ref.org/

while those in Ethiopia estimated 60%. Participants in the co-analysis workshop estimated c.90%.

Output 1.1: Enhanced learning curriculum offered via INASP's AuthorAID and Moodle platforms that addresses inequities experienced by early career researchers in the South.

INASP has substantially enhanced the information and services offered on the AuthorAID and Moodle platforms to address the specific needs of researchers. Ten new modules and courses were added between 2019 and 2022 following consultation with users in response to specific challenges caused by the COVID-19 pandemic, including an increased range of self-managed courses, and localised versions e.g. in Uganda in collaboration with the Uganda National Council for Science and Technology (UNCST). INASP has also developed or improved a wide range of online tools since 2019. These include workshop resource packs on predatory journals, critical thinking resources, knowledge hubs, live video sessions, online journal clubs and communities of practice. AuthorAID member surveys in 2019 and 2022 showed that user satisfaction increased from 74% in 2019 to 80% in 2022.

There is much very positive feedback e.g. *"I gained valuable learning from this course. I really appreciate how the course has been designed, which is easy to follow and comprehensive. This course has enhanced my existing research knowledge and is helpful for my career growth. I would like to express my sincere appreciation to all course administrators and mentors. I will definitely keep an eye on INASP website to be in touch with future courses."* (GPEKE Annual report 2020 p14).

The AuthorAID survey results also show that AuthorAID has increased the average number of publications of members in Nigeria from one per year before 2019 to three in 2022 and also a progression towards more senior publishing roles. Most AuthorAID resources are accessed equally by men and women and have also been used by researchers in regions affected by conflict or unrest – for example Yemen and the Somali regions – and by displaced people.

But some services such as the journal clubs and discussion groups have been difficult to access. Some participants in the Nigeria AuthorAID FGD said: *"I tried to join on several occasions and failed"*, *"It seems that new recruitment to the club had not yet started or that the forum was already full"* and *"The discussion forum was constantly at capacity and refused to accept any new participants"*. Most reported difficulty getting a mentor.

Output 1.3: Southern researchers from across the AuthorAID network collectively contribute to understanding researcher challenges and needs in the global South.

In addition to annual surveys of AuthorAID members to understand the members' needs, expectations, levels of satisfaction and suggestions for future development INASP has conducted several surveys to understand the constraints faced by early career researchers in the Global South. This has included a survey on the impact of COVID-19 and two Voices of Early Career Researchers surveys which have made a substantial contribution to understanding the challenges they face in the Global South.

The survey in 2020 was designed to determine how the research environment is changing and affecting early career researchers across the globe and to build a more complete, evidence-based picture of the evolving needs, motivations and contexts of researchers in the Global South and the equity issues they experience. It was also used to develop a "positivity index" – which measured researchers' positivity about their career and the research context at their institution or in their region. The survey was repeated in 2021 to which over 5,000 researchers responded. The results have been discussed with the AuthorAID Stewards and a range of publications and further discussions are planned for 2023.

Output 1.4: Sustainable business model for global platforms developed.

Less progress than hoped has been made with developing a sustainable business model for the global platforms.

A MOOC co-sponsorship model has worked well – providing a package of additional services alongside a regular open access MOOC to organisations working with large numbers of early career researchers. 16 organisations have taken this up since 2019 bringing in c.£85,000.

The introduction of more decentralised management and support through the AuthorAID Stewards has reduced the platform's dependence on INASP staff, and some opportunities for the Stewards and

AuthorAID members to contribute to contracted research projects which would bring in further income have been pursued but have not yet been successful.

A fee-paying or "freemium" model has been explored: 139 (66%) of the AuthorAID members surveyed for the evaluation said they would be prepared to pay a fee for AuthorAID services indicating that an average reasonable fee would be $25. AuthorAID members in the FGD in Nairobi agreed, suggesting that most online resources could be free, but (as with Coursera) participants could be asked to pay a fee for a certificate.

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

There is strong evidence that GPEKE activities have increased research capacity in Uganda and Ethiopia.

GPEKE partners and other stakeholders interviewed for the evaluation frequently reported that GPEKE had achieved a lot and that had not been easy, particularly due to challenges posed by the pandemic. Ten of the 26 stories of change collected for the evaluation (three from Ethiopia and seven from Uganda) highlighted how research capacity has been strengthened in the two countries, especially with an emphasis on gender issues. They describe changes in five areas: developed or strengthened institutional research systems; participation of early and mid-career women in research; addressing inequity in research and knowledge systems; increased interests and knowledge in research ecosystems; and women taking up leadership positions in research systems.

Participants in the Uganda FGD felt that GPEKE had achieved c.75% of its ambition for Outcome 2, and things which have worked well in Uganda include: increased awareness about inclusion of gender equity issues in research; increased focus on gender by funding bodies e.g. to ask for a clear plan for how the researcher will take into account gender equity issues; that the government is making concerted efforts to address issues related to gender equality and equity.

Participants in the FGD in Ethiopia estimated that GPEKE had achieved 90% of its ambition for Outcome 2, nothing that: there have been improvement in resources; improvement in commitment by higher education institutions to addressing equity issues through budget allocations and through participation in training; that leadership support for research is also improving in institutions; and that there are gender champions at national level which emerged from the Ethiopia Gender Learning Forum. However, some of this is of course due to a general reduction of patriarchy in the system, rather to changes that GPEKE has directly contributed to.

Participants in the co-analysis workshop estimated that GPEKE had achieved 80% of its objectives for Outcome 2.

Output 2.3: National online research publishing systems supported and/or developed.

GPEKE has provided significant support to national online publishing systems. That has included face to face workshops for 21 editors and librarians from institutions throughout Uganda with UNCST and for 70 editors in Ethiopia with the Ethiopian Academy of Sciences. A module on the gender considerations related to the management of a journal and in the reporting of research was successfully trialled in these workshops.

UNCST has developed an online research platform called "National Research Repository of Uganda" (NRU).[12] The platform has had over 2,000 submissions. The National Information and Technology Authority of Uganda (NITA-U) said it *"has put a spotlight on the opportunities and possibilities that a more equitable research system could create….* [facilitating] *new partnerships in academia, private research organizations; with actors within Uganda's publishing community."*

Co-analysis workshop participants estimated that GPEKE had achieved 80% of its objectives for Output 2.3 whereas participants in the Uganda and Ethiopia FGD both estimated 100%.

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[12] https://nru.uncst.go.ug

Output 2.4: Greater numbers of research institutions supported to identify and address issues of gender inequity.

GPEKE's work with the gender alliance in Uganda and learning forum and Ethiopia were cited by nearly all contributors to the evaluation as one of the big successes of the project.

Following on from the consultations in 2018, GPEKE supported UNCST to establish the Gender Equity in Research Alliance and supported EAS to establish the Ethiopia Gender Learning Forum. This has included workshops in collaboration with UNCST involving over 100 participants from over 40 institutions across the country. Workshops in collaboration with the EAS involved over 100 participants from nearly 70 institutions.

Following these workshops many new initiatives to promote gender equity in higher education institutes have started. UNCST and the GERA established a virtual platform to enable researchers across Uganda to share progress in gender equity in their institutions, including work on sexual harassment and gender-based violence, and introducing gender balanced senior leadership roles in some departments. In Ethiopia the EAS established the EGLF and hired a focal-point person to coordinate activities which have included gender champion workshops, public lectures on gender issues and projects on how to promote gender equality in Ethiopian Universities.

Two of the stories of change in Uganda and one in Ethiopia illustrate how GPEKE has contributed to establishing equitable knowledge ecosystems. A story from Ethiopia notes: *"After the establishment of EGLF, I observed two significant changes in our research practices. First, the senior female researchers have shown high willingness and commitment to challenge the research system in the country…. the second is mid-career women academics' strong motivation to get engaged in research practices"* (Ethiopia, woman, PhD). A story from Uganda notes: *"The Efforts of Global Platforms for Equitable Knowledge Ecosystems (GPEKE) Project in Eastern region of Uganda cannot not be ignored. By my personal assessment, it made some significant changes out of which I mention two of the; in my life as an individual; and in at least four universities in Eastern region Uganda in skills development and awareness on gender and research."* (Uganda, woman, master's).

Participants in the co-analysis workshop estimated that GPEKE had achieved 85% of its objectives for this output. Participants in the Uganda FGD estimated 100% and those in Ethiopia 90%.

2.2 Were the assumptions valid?

There was good evidence from various elements of the evaluation to indicate that three of the four assumptions underpinning the project are valid as shown in Table 2 below.

Table 2: Were the assumptions valid?

Assumption	Conclusion
Partner research institutions are fully committed and able to advance the agenda, engage researchers and other stakeholders in the range of activities.	GPEKE has not systematically engaged directly with the research institutions the early career researchers are based in. The project has relied on in-country partners UNCST, EAS, GERA and EGLF, and the AuthorAID Stewards and other members of the AuthorAID network to do that. But there is strong evidence from the number of researchers participating in GPEKE online and in-country activities, and the ownership taken by university members of the gender alliance and forum that the research institutions involved are supporting the objectives and activities of the project.
Stakeholders who contribute to shaping and using the research agenda are equally involved in the conversations	There is good evidence that GPEKE's country partners and AuthorAID stewards and other members have been involved in consultations throughout the project to shape project activities.
Stakeholders are willing to develop and engage in more collaborative approaches to address needs	There is strong evidence that stakeholders across the whole project have been willing to engage and collaborate with the project to identify, develop, and test a range of different approaches to address needs, that views have sometimes diverged, but that in-country partners and the AuthorAID Stewards have taken ownership of and developed activities aligned with the project themselves.
There is clear understanding that INASP is only supporting "part of the picture".	Little evidence emerged through the evaluation to test this assumption.

2.3 How sustainable are the changes observed in the key country partners and the Uganda gender alliance and Ethiopia gender learning forum?

INASP's website states that *"capacity development approaches are underpinned by the principles of sustainability and local ownership, making sure that we support lasting change and that capacity development can continue once INASP is no longer involved. We develop plans for sustainability together with our partners in the early stages of each project. Rigorous scoping activity allows us to understand what is possible in each context and tailor our support to local needs. Our online courses can persist in various formats and ways of delivery, depending on what will maximize their use and engagement"*.

There is good evidence from the evaluation that INASP has applied this with GPEKE's key partners in Uganda and Ethiopia:

- **Uganda National Council for Science and Technology**: There is good evidence from the country interviews and focus group discussions that the work with UNCST will be sustainable: activities are embedded in UNCTS's strategic plan; the National Research Repository is hosted by the Research and Education Network of Uganda; and funding for this and GERA is ring-fenced in the UNCST budget.

- **Uganda gender alliance**: There is strong evidence that the work on gender by GERA will be sustainable. It is a registered NGO, has the support of universities and of UNCST, which has committed to continue to fund its activities. A member of the coordinating team from one of the GERA regions is keen to expand its activities to more universities.

- **Ethiopian Academy of Sciences**: There is strong evidence from INASP publications, the country interviews and focus group discussions that there is a strong commitment to gender equality generally in Ethiopia and for a unified, nationally driven Ethiopian research system that can respond to national priorities. The President of the EAS is a very strong supporter of initiatives to address research capacity building and the specific challenges women face. Participants in the Ethiopia FGD identified several plans to maintain EAS's efforts in this area.

- **Ethiopia gender forum**: There is strong evidence from multiple sources that the EGLF work will continue. The focal point person is now funded by the Packard Foundation, and the focus group discussions and stories of change suggest very strong commitment to continue among members.

2.4 How has GPEKE work added value to other efforts to strengthen knowledge ecosystems in Uganda and Ethiopia?

There is good evidence that GPEKE added value to other efforts to strengthen knowledge ecosystems in Uganda and Ethiopia through its focus on gender-related issues, increasing awareness of these issues, establishing fora where researchers and university lecturers could discuss them, and reaching researchers who couldn't access other research capacity development programmes.

The literature review identified a number of aligned programmes in Uganda and Ethiopia but many were: for relatively small numbers of researchers for work on specific topics and often in collaboration with Northern universities (e.g. the Wellcome Trust Scientists Networked for Outcomes from Water and Sanitation consortium and the Bloomberg Data for Health Project); elite training programmes (e.g. The Wellome Trust Developing Excellence in Leadership, Training and Science programme); PhD fellowships (e.g. the Consortium for Advanced Research Training in Africa); providing mentorship (e.g. the Next Generation Scientist program includes a 3-month fellowships for scientists in LMICs). Few were addressing systemic or institutional issues.

One participant in the Uganda FGD described how the training had helped her to raise her profile on LinkedIn and connect with other researchers. Two stories of change from Ethiopia and Uganda illustrate how GPEKE has reached researchers unaware of or unable to access other programmes and enabled them to progress their careers and inspire others. Two others describe how GERA and EGLF have made researchers aware of gender inequities and the policies, guidelines and practices that had contributed to them. One from Ethiopia described how senior women researchers are now taking up leadership positions to promote greater gender equity.

Participants in the Uganda FGD identified many other initiatives addressing similar issues, but still estimated that GPEKE's contribution to strengthened research ecosystems (GPEKE's Overall Outcome) was 50% while participants in the Ethiopia FGD who identified few other initiatives working

on similar issues estimated 60%. Participants in FGDs in both countries estimated GPEKE's contribution to gender equity (Output 2.4) at 50%.

2.5 How and how much have GPEKE's online activities contributed to enabling stronger and more equitable research systems in other countries, what worked and didn't work?

There is evidence from multiple sources that GPEKE's activities have contributed substantially to strengthened and more equitable research ecosystems even in countries where the only activities have been online, and AuthorAID courses are accessed by people in countries and regions affected by conflict or unrest – for example Yemen and the Somali regions – and by displaced people.

166 (84%) of the participants in the AuthorAID survey in Nigeria felt that AuthorAID services have improved institutional partnership with students and faculty, 162 (83%) that it has strengthened institutional partnership in collaborative activities (mentoring, research, learning), 149 (78%) that it has strengthened research collaboration, and 127 (70%) that it has enabled them to develop a more efficient and equitable research system. 118 (62%) of respondents agreed or strongly agreed that AuthorAID services in their country have made it possible for women researchers to be provided with the same opportunities and training as men, and 89 (50%) that there has been an increase in women engaged in research.[13]

The stories of change include many examples where the benefits are extending beyond the individual to the wider knowledge ecosystem including through teaching others, enabling leaders to build capacity, using improved online skills to teach others, and stimulating other initiatives.

AuthorAID members in the Nairobi FGD felt that AuthorAID has contributed to strengthening the knowledge ecosystem but could do more if it provided additional support or activities, including: more active on-boarding of new members; small grants; and institutional partnerships where supervisors could encourage others to be involved. An example was given of how Coursera has partnered with the International Livestock Research Institute which increased the number and quality of publications which was good for the institute, department and project. Another suggestion was that Stewards could have a geographical role – encouraging face-to-face networking between members, etc.

Evaluation Question 3: Was GPEKE implemented as planned?

3.1 What evidence is there that INASP's approach has established equitable partnerships with in-country partners?

INASP emphasises equitable partnerships in all its work, and there is strong evidence from multiple sources that this has been the case in GPEKE. INASP sees local partnerships as a route to sustainability and recognised that this does *"entail a shifting role for INASP — more advisory, less directly in control of delivery"* (INASP staff interview)

INASP's partners on GPEKE had grown out of collaborative work on dialogues in each country over the previous year. The initial design of the in-country work was informed by the results of that work and consultation with partners. Since then, partners have been involved in workplan discussions, forum planning, research activities, facilitation of training, budget discussions, and stakeholder meetings. There has also been a very strong partnership between INASP and the most active members of the AuthorAID community.

Partners recognise and value their collaboration with INASP. In the FGDs in Ethiopia and Uganda, participants felt that the relations have been very good both at individual level as well as institutional level and in the gender alliance and forum. INASP staff interviewed for the evaluation also agreed that there have been very strong inter-organisational relationships with UNCST and EAS and there has been a continuous dialogue with partners about progress, plans and exploring new ways of working together. This has been achieved despite challenges related to high turnover of staff in INASP and fewer opportunities to meet face-to-face than initially planned due to COVID-19.

3.2 Why did GPEKE decide not to pursue some planned activities?

Due to the overall adaptive and emergent approach to planning and a strong focus on developing activities in collaboration with partners, there are very few planned activities that didn't go ahead,

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[13] There were no statistically significance between respondents of different gender or age-range

though activities were sometimes slightly changed or were implemented over a different timeframe. COVID-19 lockdowns forced INASP to rethink how to deliver many GPEKE activities and required a transition to online delivery for much of the programme, and for all of INASP's inputs (UNCST and EAS organised further face to face events once local situations allowed). That made some planned activities more difficult – including embedding training modules and delivery activities with partners in Uganda and Ethiopia which contributed to a re-alignment of the project in mid-2020. There were also the inevitable delays and challenges with delivery due to changes of staff in INASP and within partners.

3.3 To what extent did GPEKE take an adaptive approach to project design and delivery to enable it to respond to evolving needs and contexts?

INASP generally took a very consultative and inclusive approach to planning GPEKE within the INASP team and with partners, though with differences between different workstreams (AuthorAID, Editors & Journals, Gender) and consultations with partners tended to be very activity focused. INASP staff recognise that changes of staff and changing responsibilities brought different approaches to planning at project-level – initially very decentralised and emergent, then more centralised emphasising overall project coherence.

The COVID-19 crisis in 2020 triggered a major rethink of how to deliver the project. That led to the accelerated launch of several new learning modules and also the establishment of a COVID-19 log to track reports on impact of COVID19 in Africa (and especially Uganda and Ethiopia), and to regularly review and consider its likely impact on the project and the adjustments that would need to be made. There was also a review of the ToC and further consultation with partners.

INASP explicitly started to explore adaptive management tools in 2021. That led to a review of the ToC in August 2021 to align it better with the results framework and a dialogue with UNCST and EAS about the publishing work. INASP recognised different interests in each country and the need to be flexible in the support provided. In 2022, following discussion with EAS, a decision was made to pause work to embed online courses in order to maximise efforts on and the impact of work with the Ethiopian Gender Learning Forum.

5.   Lessons and recommendations

Introduction

In this section we provide the overall lessons and recommendations emerging from the evaluation, which aligns with evaluation question 4: What has GPEKE learned that might be useful more widely?

The evaluation plan identified a range of stakeholders with an interest in the results. These are AuthorAID Users, AuthorAID Stewards, our national partners (UNCST and EAS), the gender alliance and forum steering groups (GERA and EGLF), INASP staff and board, Sida, and other agencies with an interest in research capacity strengthening. The conclusions and recommendations below were co-produced by participants in the co-analysis and summit workshops.

The co-analysis workshop which involved the whole evaluation team focused on higher-level conclusions and recommendations which will be relevant for individuals, agencies and donors with an interest in research capacity strengthening.

In the summit workshop – which also included representatives from AuthorAID, in-country partners and the in-country gender groups – we focused on specific lessons and recommendations for each of these groups. Due to the range of participants and amount of time available, we aggregated them into 4 groups: (a) AuthorAID members and Stewards and INASP AuthorAID team; (b) the Gender Equity in Research Alliance in Uganda (c) the Ethiopian Gender Learning Forum in Ethiopia; and (d) INASP and Sida.

For individuals and agencies interested in research capacity strengthening

The need

There is growing recognition globally of the importance of research, and how it can contribute measurably to solving challenges and improving people's lives in low and middle-income countries (LMICs), but there are significant inequities within national research systems, between research systems in different countries, and for individuals across several dimensions (including gender, stage of career, access to resources and others).

These inequities undermine the ability of researchers, and the institutions they work in, to undertake research that can improve lives. Early career researchers (ECRs) are highly motivated to improve their research skills, their ability to collaborate effectively with other researchers, and to engage more effectively with policymakers and practitioners. They are motivated to use online learning resources and networking platforms to help them do this. Demand for online learning was accelerated at the beginning of the COVID-19 pandemic and this demand is here to stay. There is also a strong commitment amongst national research bodies and higher education institutions – and specifically in Uganda and Ethiopia – to improve their research ecosystems, and to make the most of online resources and networks to support this.

Achieving impact

GPEKE has demonstrated that, through a combination of online learning for researchers and support to in-country organisations supporting research production and use, it is possible to contribute to improved individual and institutional capacity and to increased research productivity, even at a time of great challenge and stress to research systems as a result of the pandemic.

Project-level recommendations

In Uganda and Ethiopia, the evaluation was not able to disaggregate the impact of online learning (accessed by researchers in each country and hosted on INASP's global platforms) and the impact of targeted support to the national research system (delivered in partnership with UNCST and EAS), to assess the relative importance of each. However, feedback from partners in Uganda and Ethiopia and AuthorAID members in Kenya and Nigeria, suggests that combining targeted programmes, delivered in partnership with national organisations, and support provided through global online platforms is an effective approach to make systemic improvements in knowledge ecosystems.

Recommendations from this evaluation about how to deliver improvements in knowledge ecosystems at the individual and system levels are:

2. <u>To strengthen national knowledge ecosystems</u> it is important to address inequities between global North and global South research institutions, between research institutions within a country, and between the institutions themselves. Effective strategies for doing this include:
    o   Combining support offered to individual researchers through online learning platforms with targeted programmes implemented in conjunction with national partners.
    o   Partnering with national agencies with a mandate to drive and facilitate change.
    o   Stimulating inclusive system-level dialogue to develop shared strategies.
    o   Supporting the mainstreaming of equity issues into policy frameworks and practical actions.
3. <u>To make knowledge ecosystems more gender-equitable</u> it is essential to:
    o   Stimulate and support system-level dialogue on gender equity in research by creating spaces for discussion and engaging both women and men in gender-focused training and dialogues.
    o   Establish gender initiatives that include representatives from many geographical regions.
    o   Support the gender initiative to develop their own principles and plans and the platforms to translate these into practice.
    o   Mainstream gender into policy frameworks and practical action in higher education and research institutions.
4. <u>To make online support most effective</u> it should:
    o   Be based on the principles of effective digital learning design.
    o   Ensure that learning opportunities are accessible to all through designing for appropriate digital connectivity and bandwidth.

o Meet the needs of researchers (which requires detailed discussion with early career researchers and other relevant stakeholders during the design phase).
   o Be well connected to local knowledge ecosystem stakeholders and initiatives.

5. <u>To be inclusive</u> programmes need to ensure that both women are men are able to participate and that activities are designed to meet the needs of women and men from different locations.

6. <u>To ensure longer-term sustainability</u> online platforms (like AuthorAID), which provide "public goods" and which aim to deliver support to less well-resourced researchers and research institutions, need to:
   o Engage with users from the beginning to explore, develop and test alternative business models and to secure sufficient funding.
   o Decentralise leadership and facilitation and encourage the establishment of national and regional peer networks to enable early career researchers to support each other and foster new collaborations and develop and deliver training for others.

7. <u>To sustain and scale support</u>: the impact of the COVID-19 pandemic has demonstrated and emphasised the need for effective and equitable knowledge ecosystems in both the global North and the global South. More people need to be persuaded:
   o Of the value of research and the contribution it can make to development outcomes.
   o That programmes that are carefully designed to support local actors to develop skills and confidence and effect changes to their systems and institutions can make a significant difference.
   o The results of this evaluation should be communicated widely.

Specific conclusions and recommendations for specific audiences

For AuthorAID Stewards and members and the INASP AuthorAID team

Lessons

- Effective online training can increase the capacity and confidence of individual early career researchers (both women and men) in research writing and grant writing.
- There is a clear demand from AuthorAID members for more opportunities to work together and collaborate with other stakeholders to address national and local challenges.

Recommendations

1. **To scale up AuthorAID's online work:** continue to raise the visibility of AuthorAID's online training for individuals, recognising that improved connectivity in the Global South could reduce the need for AuthorAID training to only offer low-bandwidth training, and encourage more members to develop and deliver training for others, using and adding to AuthorAID resources.

2. **To broaden participation in AuthorAID:** encourage higher education and research institutions to incorporate AuthorAID courses in their own curriculum, consider developing courses for undergraduates, and promoting courses to participants in the global North.

3. **To connect global online communities with local initiatives:** scale up the current "hub" pilot projects, and bring together AuthorAID members to work together on country-level challenges.

4. **To strengthen AuthorAID's focus on gender-related issues**: incorporate the lessons learned from GPEKE's gender work in-country into AuthorAID, particularly into AuthorAID online courses.

For the Gender Equity in Research Alliance in Uganda

Lessons

- The work done by UNCST, GERA and INASP in Uganda has raised the profile of gender equity and equality issues in Uganda.
- The establishment of gender focal persons, identification of and strong networking between gender researchers from various institutions around Uganda, and strong teamwork have been key to this.
- AuthorAID online resources have also been very useful for researchers in the research alliance.

Recommendations

1. **Maintain the focus on gender equity in research specifically**, rather than broaden the focus to general gender equity/equality issues. The debate on equity in research and the challenges women researchers face often become submerged once wider gender issues are included in the discussions. Involving gender researchers in the alliance could strengthen this.

2. **Promote wider engagement**, including of university leadership and government. There have been several discussions across government recently on how to promote gender equality and equity in all government agencies. They should be encouraged to choose focal persons to join GERA and support the work on gender equity in research.

3. **On support provided to GERA by UNCST, UNCST should**:
   o Give greater visibility to research produced by women researchers and recognise the work of women researchers in order to encourage others.
   o Continuously engage universities in conversations around gender equity in research.
   o Continue to monitor gender equity through university research ethics committees (RECs), and through the research proposals submitted to UNCST for approval.
   o Engage and continuously work with the Ministry of Gender, Uganda National Council for Higher Education and other agencies to promote gender equity in research.

4. **On AuthorAID resources**: while existing online AuthorAID courses are good, they could be strengthened through more real-time online sessions.

For the Ethiopian Gender Learning Forum

Lessons

- GPEKE has demonstrated that to address gender inequality issues in research it is essential that both women and men are involved, and that there is a local partner with strong commitment, convening power, ability to provide national leadership, and to bring together local experts.
- Gender inequities need to be addressed at both national, institutional and grassroots level.
- Policy makers need to know and understand the role of research in development, and how gender and other inequities can undermine the value and validity of research-based knowledge and solutions, so that they can champion gender-equitable research.
- Support provided through online platforms, alongside gender expertise, are important.

Recommendations

1. **To strengthen and extend the work**:
   o Continue to involve both women and men in the EGLF.
   o Conduct more gender-champion workshops at more universities.
   o Bring EGLF to the attention of the top management of universities to ensure their buy-in and to secure support for institutional gender officers and the forum as a whole.
   o Map and then work closely with other organisations/initiatives working to address gender inequities.

2. **To increase the number of men involved**:
   o Give men room to be a part of all activities and consider also designing special activities that can involve men, targeting men who are self-motivated and willing to be a part of the network.

3. **To strengthen links with policymakers**:
   o Liaise with and link EGLF to policy makers, especially the Ministry of Education, Ministry of Innovation and Technology, and Ministry of Women and Social Affairs.
   o Organise joint events and workshops to inform policy makers about the achievements of the EGLF.

4. **To secure more resources**:
   o INASP, EAS and EGLF should work together to identify other organisations that can contribute. This could be both in terms of financial and technical support (training and expertise/experience sharing). Bringing more private institutions into the EGLF could also be a source of funding for activities.

Lessons

- Developing and maintaining strong partnerships with country stakeholders who have the mandate to support all researchers in LMICs, and managing adaptively in response to their needs and changing external circumstances, have been key to the success of the project.
- The strong relationship between INASP and Sida and the light-touch reporting requirement and flexibility of Sida has significantly facilitated implementation through a period of great challenge, which has required substantial programme changes. GPEKE has collaborated with other partners in Sida's research capacity strengthening programme, but there has been less opportunity for engagement than had been hoped.
- The transition from core-funding to project-based grant funding led to changes to reporting and monitoring by Sida.
- Some elements of work were not as well linked and integrated as they could have been. This has been partly limited by the inability to travel and optimise connections between AuthorAID and Ugandan and Ethiopian partners, and by internal changes for INASP, UNCTS and EAS. As a result, it has been challenging to bring together online and in-country work to affect systemic change on equitable knowledge ecosystems.
- The pandemic and shifts in development funding have made it more difficult than expected to raise funding from other sources to extend country-focused work alongside planned GPEKE activities, and to identify a sustainable business model for AuthorAID.

Recommendations

1. **To build on existing partnerships in Uganda and Ethiopia**: continue to work with UNCST and EAS to implement the activities they have identified above, and to interest other funders in this work.
2. **To strengthen the relationship with Sida and connections to its wider programme:** explore opportunities with Sida to connect AuthorAID more strongly with Sida's disciplinary research-capacity work, such as in artificial intelligence and health, and to its bilateral programme through stronger links with other country offices, with Sida-funded researchers, and by connecting INASP's online work with Sida's other programmes and the networks it supports.
3. **To strengthen INASP's internal programme management**: continue the emphasis on adaptive management and seek to build greater overall programme coherence to ensure that support delivered digitally through global learning platforms and country-focused work with partners is complimentary and synergistic.
4. **To strengthen impact and sustainability**: use the results of GPEKE and strong in-country partnerships to attract funding from other donors and continue to explore alternative business models for AuthorAID.

6.   Management response

The following section has been written by the project's management team. GPEKE's management has transitioned at several times during the life of the project. Jon Harle has had oversight from the start as Director of Programmes, and Mai Skovgaard took over as project manager in November 2021.

Ownership and motivation

A management response to an internal evaluation conducted by project team members and partners is perhaps unusual. While an internal, self-evaluation may limit the opportunities for more critical feedback, and may introduce a positive bias in findings (as noted by our QA reviewer), a clear advantage is that we feel ownership of the findings and are motivated and committed to address these in future work. The process has enabled us to reflect on areas where we have not achieved as much as we intended and has surfaced new insights about where and how improvements could be

made to our work. It has been a valuable exercise, and we agree with all of the recommendations made – many of which emerged from partners rather than the INASP staff team. We note below how we plan to respond. We note the QA advisors' suggestion that we gather feedback on the evaluation approach and its usefulness for staff and partners. We will bring this to planned calls with partners in February 2023. We have planned to improve our MEL systems in 2023 and will consider whether involvement in this evaluation has helped to strengthen understanding of evaluation methods, and whether any of these might be utilised.

Response to recommendations

Recommendations addressed to INASP

- R1 (to build on existing partnerships in Uganda and Ethiopia): INASP, UNCST and EAS have had several meetings, in which we have discussed our respective strategies, identified shared ambitions, and considered future funding opportunities. Further conversations are planned for February 2023. We note that shifts in funding mean that UNCST and EAS are likely to be better placed to secure external funding and have emphasised our readiness to collaborate under grants which they lead, where UNCST and EAS feel that partnering with INASP will add value to their work.

- R2 (to strengthen the relationship with Sida): We are keen to explore with Sida how we might add value to its wider research cooperation programme, especially as we develop our ideas around thematic support.

- R3 (to strengthen programme management): Managing adaptively does not simply mean changing plans as we go, but intentionally adjusting delivery strategies and design to ensure we achieve outcomes. It requires appropriate planning and management tools, effective MEL, and skilled programme staff who are able to synthesise learning and make the necessary judgements. We recognise the need to improve our capabilities to do this, particularly to ensure that MEL is aligned with and supporting internal project learning and decision making. This will be important as we work with a decentralised team across many countries.

  In November we shared an initial concept for a future phase of cooperation with Sida. This included ideas of how we could leverage AuthorAID to enable universities and research institutions to offer their own professional development programmes. The "country hubs" piloted in 2022 are already demonstrating how we might also support larger, country-based communities of practice.

- R4 (to strengthen impact and sustainability): INASP is actively fundraising to extend AuthorAID's services, and to ensure it is resilient and sustainable for the future, and the findings of this evaluation will enhance those efforts.

Recommendations for AuthorAID

- R1 (to scale up AuthorAID's work): In collaboration with the Stewards, hub leaders, facilitators, and alongside the wider community, we will continue to promote AuthorAID and work with the community to develop the range and depth of the resources and support it can provide.

- R2 (to broaden participation in AuthorAID) & R3 (to connect global and local initiatives): We intend to work with selected universities and research institutions in the future to explore how they can leverage AuthorAID to enhance their own staff development and research training programmes; the emerging country and regional "hubs" offer one way to do this. Learning from the hub pilot, we will explore how further country or new thematic hubs might be nurtured as part of and to enhance the AuthorAID community.

- R4 (to strengthen AuthorAID's focus on gender-related issues): In 2023 we will undertake a focused gender review of AuthorAID's courses and content, to identify how it might be strengthened. This will include ensuring gender is reflected in all of AuthorAID's resources, and exploring specific, targeted support to women ECRs.

- INASP intend to support the GERA and EGLF teams in an advisory capacity as they develop their networks and plans. We will also integrate gender more strongly into AuthorAID's learning programme and resources, to increase their value to the GERA and EGLF teams.

How we intend to address the challenges identified by AuthorAID users

AuthorAID users in Nigeria noted challenges accessing our online "journal clubs" and in finding a mentor. The journal clubs are an initiative of the community, led and organised by community leaders, some of whom are also AuthorAID stewards. Clubs use different platforms, though WhatsApp is common; its maximum group size means that several clubs are now fully subscribed. This highlights the need for us to consider how we can ensure accessibility and quality of interventions that are community-led, but operating under the AuthorAID initiative and identity, and the guidance, advice and support we can offer to community leads. The new AuthorAID hub in Nigeria is responding by developing new clubs, to enable more researchers to participate. While we recognise that some members have felt frustrated, this is also a natural part of AuthorAID's move to become a decentralised and community-led initiative – itself designed to increase AuthorAID's reach and impact. The challenge for INASP is thus to understand what quality benchmarks are appropriate and how these can be maintained in an increasingly volunteer- and community-led initiative.

The mentoring challenge has been common to AuthorAID for some time: globally the number of ECRs seeking mentors far outstrips the number of experienced researchers able and willing to offer their support. A lack of mentors is a common challenge reported in the sector. We are exploring new ways of supporting mentoring at scale. This includes supporting "mentoring clusters" that are emerging through the new hubs, investigating whether an explicit training and development programme for mentors could help grow a larger pool of mentors within the community (and within their own countries and institutions), and investigating whether the success of mentor-mentee relationships could be improved by reducing some of the common frustrations that pairs encounter (i.e. through better preparation of aspiring mentees, and by finding ways to "triage" requests).

How we intend to better integrate activities in future programmes

A challenge noted in the evaluation, and by the QA report, is that GPEKE is to a large extent a series of separate sub-projects organised together under one umbrella programme. It is worth reflecting that this stems from a process not only of design but also of negotiation, firstly with Sida's Stockholm and county-based officers, and secondly with partners, to respond to their ambitions.
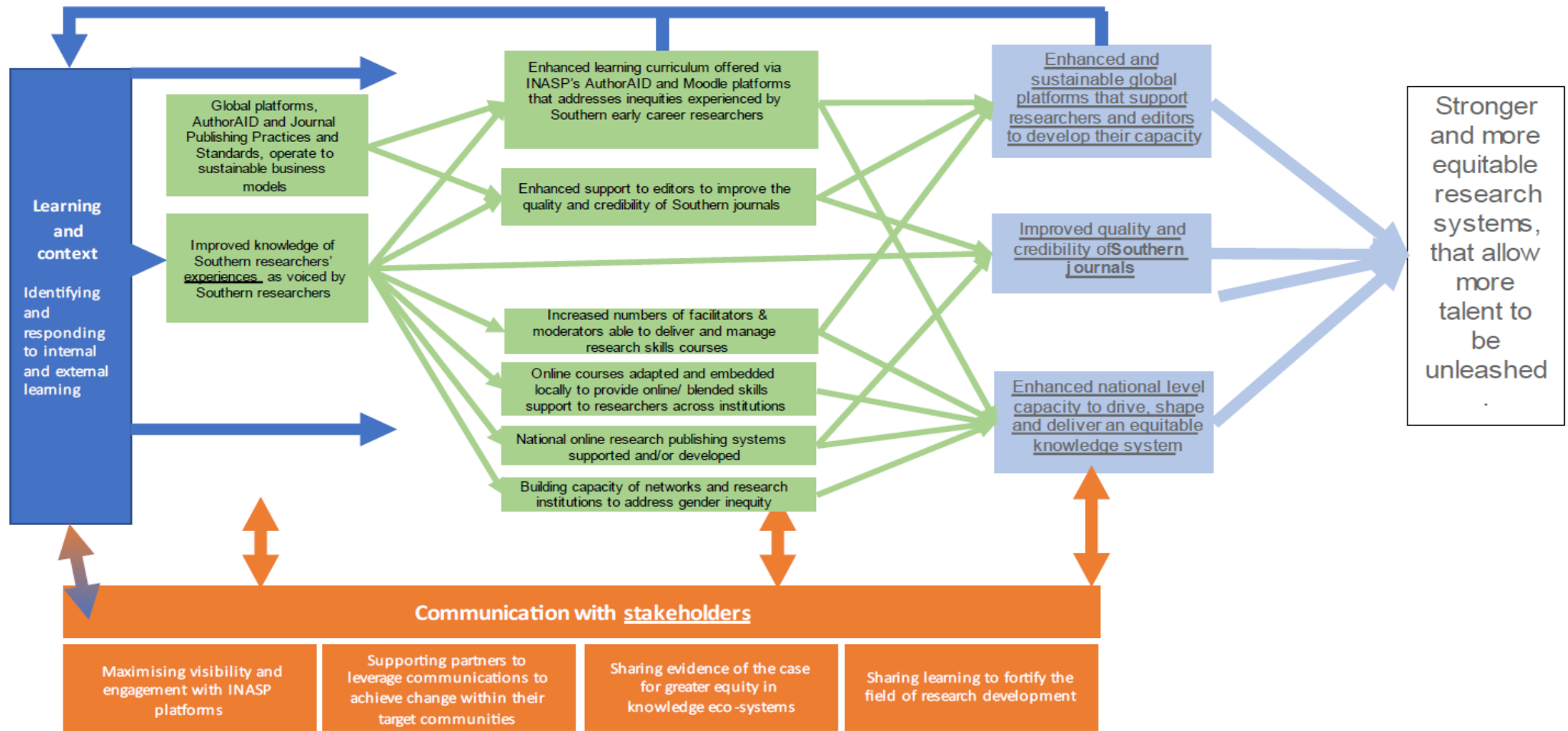
The project emerged from a larger programme, jointly funded with DFID, that supported ~20 countries, including all six of Sida's bilateral research cooperation countries. Changes to DFID's funding priorities, and Sida's wish to move from core programme support to a project grant necessitated a series of changes. Both INASP and Sida wished to continue to provide global support to LMIC researchers, and to provide deeper support to selected countries. We identified two of the six Sida focus countries to work with in depth, following inception work in 2018-2019. In addition, Sida was keen for INASP to provide support to their pilot project in Cambodia to which we agreed recognising the potential value we could bring.

Nevertheless, we recognise that this has also limited results in some areas, and we have not succeeded in connecting the project's parts as fully as we had hoped to do. In designing and planning for the next phase of work we have already considered at length how we can do more to integrate the global support provided by AuthorAID, online, with institutional and system support in specific countries.

Annex 1: GPEKE Theory of Change (from 2020 Annual Report to Sida)

Individual level
Build the skills, knowledge, and confidence and use research and knowledge more equitably and through viable business models

System Level
Build capacity at a "systems level" to
- ensure greater inclusion of actors;
- grow and spread capacity;
- Enable connections across actors and institutions

Organisational level
Build on organisational capacities to produce and share inclusive, robust and relevant knowledge, and that prioritise and use evidence – in the North and South, inside and outside capital cities.

Learning and context

Identifying and responding to internal and external learning

Global platforms, AuthorAID and Journal Publishing Practices and Standards, operate to sustainable business models

Improved knowledge of Southern researchers' experiences as voiced by Southern researchers

Enhanced learning curriculum offered via INASP's AuthorAID and Moodle platforms that addresses inequities experienced by Southern early career researchers

Enhanced support to editors to improve the quality and credibility of Southern journals

Increased numbers of facilitators & moderators able to deliver and manage research skills courses

Online courses adapted and embedded locally to provide online/ blended skills support to researchers across institutions

National online research publishing systems supported and/or developed

Building capacity of networks and research institutions to address gender inequity

Enhanced and sustainable global platforms that support researchers and editors to develop their capacity

Improved quality and credibility of Southern journals

Enhanced national level capacity to drive, shape and deliver an equitable knowledge system

Stronger and more equitable research systems, that allow more talent to be unleashed.

Communication with stakeholders

Maximising visibility and engagement with INASP platforms

Supporting partners to leverage communications to achieve change within their target communities

Sharing evidence of the case for greater equity in knowledge eco-systems

Sharing learning to fortify the field of research development

Annex 2: External quality assurance report and evaluation team response

Quality Assurance Report

Prepared for GPEKE by Tiina Pasanen, independent MEL consultant and researcher 13 January 2023.

The overarching process

Overall, the GPEKE evaluation was conducted in a structured and collaborative manner. The evaluation plan was clear and easy to follow, and it included all the essential information including the evaluation approach, key evaluation questions, data collection methods, key evaluation audiences and the timeline. The number of key evaluation questions (4) was sensible, and they were identified and formulated jointly with the evaluation team. The rationale for choosing internal evaluation and the Collaborative Outcome Reporting (COR) approach was explained.

As discussed in the QA Review of the GPEKE Evaluation Plan (29/06/2022), the main drawback of this type of internal / self-evaluation is that it increases the likelihood of producing findings that are, to some extent, positively biased as data is collected and analysed by the project staff and/or close partners. It can also be more difficult for partners to raise difficult issues e.g., about the partnership if the interviews are not conducted by an external third party as done in independent evaluations. These aspects were, however, managed and mitigated in the GPEKE evaluation to the extent it was possible, e.g., by triangulation of data (using several sources of evidence and several data collection methods) and having an external QA person to review plans and participate in main workshops.

Another challenge of the evaluation was to do with the nature of the GPEKE project. As GPEKE is more like a combination of individual projects and less like one coherent project where each activity is closely feeding into each other, it was at times challenging for partners - and those involved only in specific data collection activities - to make overarching assessments of GPEKE's performance. While this was a challenge, it can also be seen as an opportunity for learning and sharing experiences and insights across countries and partners which was one of the reasons for choosing the utilisation-focused self-evaluation approach. However, this 'fragmentation' was present in the workshops and is somewhat reflected in the final report too with its many individual pieces of evidence and findings.

Evidence and data sources

The GPEKE evaluation used several data sources and data collection methods, including existing annual reports, previous and new AuthorAID surveys, AuthorAID user data, Focus Group Discussions (FCGs), partner interviews, stories of change and joint evaluation workshops which also produced new insights. Limitations related to quality of the data are clearly spelled out in the final report, including the low response rate of the AuthorAID survey, a limited number of people participating in country FGDs and the quality of data regarding the Stories of Change (SoC). Some of the SoC submissions were very short and not really narratives about changes that the project had contributed to. Those submissions would have benefitted from follow up questions and prompts but that was not possible in this case. However, addressing the key evaluation questions always relies on more than one source of evidence - as highlighted in the Evaluation Matrix – and this triangulation increases the robustness of findings. Thus, the limitations of individual data sources are not insurmountable though need to be kept in mind when reading the results.

While the evaluation is in general transparent about the sources and quality of information, some of the feedback and quotes are not properly referenced in the draft report. It is recommended that the sources (though anonymous) will be added to all quotes for the sake of transparency.

Data analysis

All in all, information is presented, analysed and interpreted systematically and logically. The analysis is clearly presented against the evaluation questions though the bullet points type of writing makes it somewhat fragmented to read at times.

The quality of individual data reports that formed a basis for overarching analysis varied quite considerably. Some reports were well structured and included robust analysis and good insights. Some had challenges in balancing the amount of data. For example, some survey reports included so

much detail about background characteristics that key findings were lost in the report and not clearly highlighted. In some other cases, the reports were more descriptive than analytical. This was also the case with the earlier versions of the Result Chart where 'outcome statements' in the results column were repetition of the information in the evidence column, instead of conclusions based on the evidence. This, however, was considerably improved in later versions.

GPEKE partners participated in two workshops where evidence and findings were discussed: the co-analysis workshop and the summit workshop. In these workshops, the structure of the GPEKE project – almost like separate sub-projects put together under one umbrella programme – reflected the challenges of making overarching ratings and assessments about project achievements. This meant that those who had been a part of some specific GPEKE activities but not all, found it more challenging to make overarching assessments of GPEKE's performance. Similarly, people who had been in charge of certain data collection activities, had good knowledge and understanding of those results, but less on other pieces of evidence. This was recognised by some of the participants during the data validation workshop.

Given this, the overarching self-ratings about the extent which certain project outcomes have been met should be read with some caution. However, while this was a challenge it was also a good opportunity for learning and sharing of experiences and insights across partners and countries which was one of the reasons for choosing the self-evaluation in the first place. Moreover, the workshops produced new insights and especially break-out group discussions seemed to work well though the allocated time was a bit short for this type of analysis, especially given – as mentioned above - many were familiar with only some of the GPEKE work or evaluation evidence but not all. However, there is also a limit on how long people are able to focus on online workshops.

While in general the findings follow logically from the analysis, the evidence and analysis under evaluation questions 2.4 ("How has GPEKE work added value to other efforts to strengthen knowledge ecosystems in Uganda and Ethiopia?"') is less strong and somewhat difficult to follow. The analysis seems to suggest that GPEKE has added value to other efforts but there is little actual evidence to which efforts and how. It is recommended that this section is strengthened and/or clarified.

Things that didn't work as planned are briefly discussed but could have been more prominent in the report. There is also limited discussion on unintended and unexpected findings which may be especially challenging for self-evaluations.

Key results, lessons learnt and recommendations

Overall, there is a lot of evidence that the GPEKE project is addressing a real need, and that it has supported individual researchers through different online courses and other activities. Evidence about increased skills and capacity is strong. It is always more challenging to gather robust evidence about system level changes which tend to take a long time to emerge. Thus, it is important to identify and value the signs of the progress towards system level changes while at the same time recognising it is a long process. In GPEKE's case, there seems to be clear evidence regarding the value and progress especially on the country-level gender platforms and learning forums and setting up a National Research Repository in Uganda.

The evaluation also produced several insights and recommendations for different audience groups. In general, recommendations follow logically from the findings. However, how to address and improve the key challenges identified by AuthorAID users – including access to study groups and mentors – are missing and could be added.

In the future, the GPEKE project could perhaps benefit from annual 'outcome harvesting' type of sessions (if not already taking place) where emerging outcomes and signs of progress towards system level changes are identified and documented with partners.

Given that one of the reasons for choosing internal evaluation is learning and enhancing staff's skills in evaluation practices, it could be useful for the GPEKE project team to gather some feedback of the evaluation approach and its usefulness for the staff and partners.

Evaluation team response

We welcome this QA report, and the QA process throughout the evaluation as a mechanism to improve the quality of the evaluation and learn lessons for the future.

We accept the observation that GPEKE has been more of a collection of related components rather than a single coherent project. This is not by accident, but by the context in which the project funding was secured, as discussed in the management response. The challenges encountered by some partners participating in the evaluation reflects the design of the evaluation (the decision to involve partners in shared workshops, rather than to hold separate workshops for each component). Nevertheless, the observation is an important one, and we intend to do more to integrate these elements in future phases of work (see management response to the whole evaluation).

We also accept that the individual data reports were highly variable and the sample size for some elements of the evaluation are rather small but agree that the integration of data from many sources at least in part collaboratively with other project stakeholders has mitigated for this and that the results of the evaluation are robust and reliable.

We have addressed some specific recommendations in the final version of the report:

- Anonymised sources for quotes have been added throughout.
- We have converted most of the bullet-points into paragraphs.
- We have streamlined the final version of the results chart by removing evidence that has not been drawn on in the final report.
- We have revisited some of the individual data reports to strengthen the evidence to answer to the question about how GPEKE work has added value to other initiatives in Uganda and Ethiopia.
- Further information on how INASP could address the key challenges identified by AuthorAID users has been added in the management response section.
- Planning for the next phase of the work includes reflections on how to embed better MEL processes in the future and outcome harvesting is one of the options being considered.

Annex 3: The evaluation team and roles

The evaluation team

- INASP Staff
  - John Young: INASP Executive Director – evaluation team lead, overall evaluation design, workshop design and facilitation, reporting.
  - Mai Skovgaard: GPEKE Manager – evaluation management + oversight on gender work and relationships with UNCST and EAS.
  - Andy Nobes: AuthorAID Manager – oversight on online learning.
  - Jon Harle: INASP Programme Director – oversight on management and relationship with Sida.
  - Tabitha Buchner: Programme Coordinator – support with data collection and workshops.
- INASP Associates
  - Ravi Murugesan: Analysis of MOOC data.
  - Gary Dooley: Analysis of Voice of Early Career Researchers survey and AuthorAID member surveys.
  - Bernard Appiah: Literature review and stories of change.
  - Felix Emeka Anyiam: AuthorAID survey and focus group discussion.
  - Harriet Mutonyi: Country focus group discussions in Uganda and Ethiopia.
- Evaluation Assistant
  - Eddah Kanini: Review of existing data, population of results chart, country interviews and assistance with country focus group discussions.

Quality Assurance

- Tiina Pasanen

Additional participants in the Summit Workshop

- Sida
  - Johan Savstrom – GPEKE Project Manager in Sida
- AuthorAID
  - Naumih M. Noah, Kenya
  - Abdullahi Umar, Nigeria
  - Al-Kassim Hassan Mohammed, Nigeria
- EAS
  - Abebe Mekuriaw
  - Mahider Mekuannent
- EGLF
  - Haregewoin Fantahun

- UNCST
  - Steven Sebbale
  - Immaculate Nakamya
- GERA
  - Sarah Nabachwa
  - Robinah Nakabo
  - Drake Tamale
  - Donah Asiimire
  - Deborah Wendiro
  - Benson Tukundane
  - Paul Mukasa
  - Jacklin

Annex 4: Documents consulted and evaluation matrix

Documents consulted

For the literature review

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INASP Donor reports

Global Platform for Equitable Knowledge Ecosystems (GPEKE) Report 2019 (Executive Summary)
Global Platform for Equitable Knowledge Ecosystems (GPEKE) Report 2020 (Executive Summary)
Global Platform for Equitable Knowledge Ecosystems (GPEKE) Report 2021 (Executive Summary

INASP Publications

Voice of Early Career Researchers Survey Report (2020)
INASP Partnership Satisfaction Survey (2020) Blog, Full report:
Impact of COVID-19 on ECRs (2020)
AuthorAID Women in Science: Inspiring the next generation (2020)

INASP Blogs

What is needed for an equitable research system in Ethiopia? (2018)
Uganda dialogue event on enabling equitable research system – Communique (2018)
Uganda dialogue event on enabling equitable research systems (2018)
Recognizing inequity in research and knowledge at all levels (2018)
Building sustainability of self-supporting communities: INASP's approaches (2019)
Online learning: five ingredients of success (2019)
Online journal clubs spark active discussions and new ways of exploring literature (2019)
Realizing visions for strong and equitable national research systems (2019)
Enabling an equitable Ethiopian research system – declaration (2019)
Why does it work? – INASP's approach to online learning (2019)
Dialogue on research equity in Tanzania (2019)
Digital strategy reflects INASP's values and experience (2019)
Common themes emerge for improving research equity in Uganda and Ethiopia (2019)
History and context can guide gender equity plans (2019)
Mbarara team develops app to detect and stop sexual assault (2020)
How a Gender Alliance aims to tackle inequities in higher education in Uganda (2020)
Going digital – What we have learnt about online learning approaches (2020)
Increasing the flexibility of AuthorAID MOOCs with learning pathways (2020)
Exploring the cracks in our knowledge systems (2020)
Developing AuthorAID towards a community-led model (2021)

[Innovation in digital learning is helping make higher education more resilient in Ghana, Kenya, and Nigeria](#) (2021)

[Could digital tools, AI, and social learning spaces help to reduce inequity in knowledge systems? (2021)](#)

[AuthorAID picks up Hidden REF award (2021)](#)

[Why improving gender equity in research matters in Uganda (2021)](#)

[Supporting research equity in Uganda and Ethiopia (2021)](#)

[INASP's self-study tutorials reach learners around the world (2021)](#)

[New Research4Life User Review sheds light on users' needs and challenges](#) (2021)

[Supporting research and knowledge in a pandemic (2021)](#)

[How an equitable knowledge ecosystem can improve adolescent health in Northern Nigeria](#) (2021)

[Addressing gender issues in Ethiopian higher education and research institutions – stories from Ethiopian gender champions (part one) (2022)](#)

[Addressing gender issues in Ethiopian higher education and research institutions – stories from Ethiopian gender champions (part two) (2022)](#)

[Value for funding: the story of how a grant mobilized a country towards engaging Guatemala's scientific diasporas (2022)](#)

[Using AI to reduce knowledge inequity – a transdisciplinary approach (2022)](#)

INASP internal management documents

GPEKE Team Meeting report - 3rd August 2020

GPEKE team meeting – 20th August 2020

GPEKE Plan for adapting to Covid-19

GPEKE Project: Coronavirus Implications and Response (March 2020)

Email to Prf. Teketel following meeting to discuss 2022 GPEKE activities progress in Ethiopia April 7th 2022

GPEKE context framework table (2021) and Context Monitoring Reports (2021)

Notes of Sida Annual Review (June 2020)

Notes of Sida Annual Review (June 2021)

Notes of Sida Annual Review (June 2022)

Quarter 2: INASP/EAS Partner Meeting 19th May 2021

GPEKE Learning Review Workshop: Ethiopia Thursday 26th August 2021

GPEKE Learning Review Workshop: Uganda Monday 31st August 2021

Evaluation Matrix

An evaluation matrix showing how existing evidence, additional data collection and data validation summit workshops contributed evidence across the evaluation questions.

Evaluation Question	Existing Data	Literature review	Stories of Change	Interviews with partners and Sida	FGDs in Uganda and Ethiopia	Survey and FGD with AuthorAID members	Interviews in INASP	Data validation WSs	Summit Workshop
1. Is GPEKE addressing a real need and the right challenges?									
• What did the research ecosystem look like before GPEKE especially in Uganda and Ethiopia?	XX	X						X	
• Is GPEKE addressing the challenges faced by individual researchers, higher education institutes, and the organisations supporting them in the Global South and especially in Uganda and Ethiopia?	XX	X						X	
2. Is GPEKE delivering the expected results in the way that was expected?									
• Has GPEKE delivered the selected outputs and outcomes, were the assumptions valid, what worked and what didn't work and why?									
o Outcome 1: An enhanced and sustainable global platform that supports researchers to develop their research skills	XX		XX	X		XX	X	X	
o Outcome 2: Greater research capacity enabled and sustained across the national research system in Uganda and Ethiopia	X		XX	XX	XX			X	
• How sustainable are the changes observed in the key country partners and the Uganda and Ethiopia Alliances?	X			XX	XX		X	X	X
• How has GPEKE work added value to other efforts to strengthen knowledge ecosystems in Uganda and Ethiopia?				XX	XX			X	X
• How and how much have GPEKE online activities contributed to enabling stronger and more equitable research systems in other countries, what worked and what didn't work?	X					XX			X
3. Was GPEKE implemented as planned?									
• What evidence is there that INASP's approach has established equitable partnerships with in-country partners?	X			XX	X				
• Why did GPEKE decide not to pursue some planned activities?	x			XX				XX	
• To what extent did GPEKE take an adaptive approach to project design and delivery to enable us to respond to evolving needs and contexts?				XX					
4. What has GKPEKE learned that might be useful more widely?									
• How can national science and technology agencies support the establishment of EKES at national level.			X	X	XX			X	XX
• What has GPEKE learned about online learning as an approach to strengthening research ecosystems which could contribute to research capacity building more widely. What works and what doesn't work?			XX			XX		X	XX

Annex 5: The Results Chart

Evaluation Question 1: Is GPEKE addressing a real need and the right challenges?

1.1 What did the research ecosystem look like before GPEKE especially in Uganda and Ethiopia?

Conclusion	Evidence	Source
While significant research capacity and strength had been built across the Global South, over the last few decades, it was often uneven. The rapid expansion of research and higher education systems has reduced the capacity of higher education institutions (HEIs) to undertake, manage and support research and to build the next generation. ECRs lacked access to training and the skills they need to undertake research, to publish, and to access funding. Low salaries meant that researchers frequently had to supplement their salaries through consulting and other paid work, and a lack of research funding meant that researchers often undertook commissioned research of a consultancy rather than academic nature. There were fewer women researchers relative to men, relatively few in senior positions, and women researchers often faced	• Southern researchers have fewer opportunities than Northern peers to access training and support. This is particularly true for researchers in the lowest income countries; for women researchers; and for researchers in institutions which have fewer resources and fewer international connections. While significant [research] capacity and strength has been built in both Uganda and Ethiopia, it is relatively uneven, and typically concentrated in a smaller number of leading universities and research centres. In both countries, the rapid expansion of the research and higher education system without commensurate investments in staff and facilities has impacted severely on research quality and opportunity for researchers. In Uganda, partners and participants in the research dialogue event highlighted the lack of a national coordinating mechanism to advance and drive forward a research agenda, and the absence of systems for managing and allocating resources. They noted a need to provide specific support to women, with training and mentoring. The Government of Ethiopia has recognized the critical role that Ethiopian research plays in development, as articulated in Ethiopia's Science, Technology, and Innovation Policy, 2012 • 84% of published papers are produced as a result of international collaborations. Adjusted by population, the number of researchers in Uganda is 75% lower than the African average. Gross expenditure in research and development (GERD) is among the lowest in the continent (0.17% of GDP in 2014). The Ugandan government has made science and technology a major focus of its growth strategy, developing policy and investing in national institutions. The Uganda National Council for Science and Technology is noted to be an important institution. Despite a supportive policy environment, the development of the system has been constrained by a lack of funding, insufficient capacity to implement policy, and the restrictive nature of the research permit system (Fosci et Al 2019a). Ethiopia published a National Science, Technology and Innovation Policy in 2012 but did not have a dedicated research policy. Policy aspirations were not yet translating into strengthening of the research system. A lack of funding, and skills gaps within research and policy organisations is limiting the contribution of research to development. The number of researchers relative to population in Ethiopia is less than half the African average. Gross expenditure on research was 0.6% of GDP in 2013. Ethiopia produces 33 papers per million people; citations of papers is low. 58% of Ethiopian papers are published with international partners; this is significant but lower than other African countries (Fosci et al (2019b)). • (In Ethiopia equity dialogue, participants talked about the benefits of female leadership and the encouraging steps that have already been taken within the country to bridge the gap. In addition to the current female prime minister in the country, Ethiopia's Ministry of Science and Higher Education now has a woman minister. Furthermore, the defence minister, the minister of peace, and the deputy permanent representative to the UN are all women. Ethiopia also has equal gender representation in cabinet. • Between 2013 and 2019 the proportion of women vice-presidents of universities increased from zero per cent to 16 per cent [Mott 2022]. Ethiopia's Education Sector Development Programme V (2015) identifies gender as a cross-cutting issue and describes initiatives in universities to support female students' achievements. Core policy objectives include women's increased participation in HE; greater involvement of female staff in teaching, research, leadership and management. [Mott 2022] Ethiopia has targets to reflect this ambition and an emphasis on gender-responsive training and teaching [Mott 2022]. The government monitors progress against indicators including: increasing female researchers' journal publications; participation of women in lower, middle and top leadership positions and university boards. [Mott 2022]. In 2019 a Higher Education Proclamation instructed that every HEI should have a strategic plan to be agreed with the ministry that included commitments to address these issues. [Mott 2022]. Research ecosystems in Uganda and Ethiopia include brain drain (Nurse et al, 2011), the need for researchers to take up consultancy jobs which limited research time (Wight et al., 2014), women and gender issues, and internet connectivity issues (Hunter et al. 2014). HEIs are characterised by poor management: "a creeping bureaucratisation and lack of organisational knowledge on how to support academics to obtain research funding, and how to manage these grants effectively once obtained." (Hunter et al. 2014); "Reliable internet access is often lacking for research students. When available, students tend to search on Google.com instead of the science research databases such as Google Scholar, PubMed, etc." (Wight et al., 2014); Management of MSc and PhD research programmes (in particular research student	• GPEKE proposal • Literature review • INASP Blog 2019 • Literature review

	supervision) (Hunter et al. 2014); supervision both finding a suitable supervisor with relevant expertise, and frequency and quality of supervisory meetings; and quality of teaching staff "(in Ethiopia), it was noted that compulsory research training modules were often taught in intensive doctoral schools by visiting scholars, as there is a lack of staff within institutions to provide this training." (British Council and the German Academic Exchange Service, 2018). Early career researchers: lack the skills needed for publishing in international peer-reviewed journals (Merritt et al. 2019); need to earn additional income (as above); work in an unsupportive working environment "The working environment is not supportive and challenging" Early-career male researcher from Ethiopia working in a public university (INASP, 2020); and have limited access to funds "Grantees stated that because national budgets are too strained to support substantial NCD research, the ability and opportunity for trainees to compete and win in country NCD-related grants is insufficient" (Malekzadeh et al, 2020).	
particular obstacles to developing their careers and accessing further training and support. The research environments of many institutions were often obstructive or felt to be hostile to women.	• Uganda FGD participants felt there is still unbalanced representation of women in higher levels of education and in turn leadership positions and limited awareness on how to address gender equality and equity issues within research by both genders though they thought the Ministry of Gender was looking at this.	• Uganda FGD

1.2 Is GPEKE addressing the challenges faced by individual researchers, higher education institutes, and the organisations supporting them in the Global South and especially in Uganda and Ethiopia?

Conclusion	Evidence	Source
There is strong evidence from many sources that GPEKE is addressing the constraints faced by individual ECRs in the Global South, especially women. Researchers in Uganda and Ethiopia have fewer opportunities than peers in the Global North to access training and support, especially researchers in institutions which have fewer resources and fewer international connections. They publish less than their counterparts in the Global North and South Africa. 89% of researchers responding to the Voices of Early Career Researchers (VoECR) survey in 2021 believed that more training and capacity building would facilitate	• 74% of publications in top development journals are written by researchers not based in southern countries. "The bulk of research on development and development policies in the South is conducted by researchers from the North. Southern universities represent 9% of conference presenters, while 57% of conference presenters are from Northern universities. There has been no evidence of improvements over time. Fewer than one in six of the articles published in top 20 development journals from 1990 to 2019 were by Southern researchers, while close to three-quarters were by Northern researchers. The remaining 11% were collaborations by Southern and Northern researchers. Additionally, there are also fewer citations per article for Southern-authored articles than for Northern-authored articles" (Amarante et al 2022). "*Action is required within HEIs to transform discriminatory gender norms – such as unequal domestic burdens falling upon women and bias in assessment, recruitment and promotion – as well as to address the practical barriers in the here and now that disproportionately affect women because of their place in society.*" And "*The field of STEM (science, technology, engineering and mathematics) is critical for innovation, for addressing environmental and health concerns, and for economic advancement. It receives a significant degree of attention in the context of HE, and it is also the field with the most global and persistent issues of under-representation and marginalisation of women and where the systematic under-valuing of women's work has been demonstrated in a host of rigorous research studies.*" And "*Men as a group remain advantaged at every stage of their academic careers. While women tend to outnumber men at entry into HE, as they progress through the ranks of academia the senior positions are very disproportionately held by men. Men receive more opportunities and higher discretionary payments* " [Mott 2022]. "*despite recent progress, the gender gap appears to persist, as women continue to experience numerous disadvantages that manifest in their academic careers: they are promoted more slowly than men, remain persistently under-represented in leadership research positions and agenda-setting roles, earn less than their male counterparts, tend to receive lower amounts of research funding, publish significantly less and are less cited, to mention a few examples.*" [Kraemer-Mbula 2020]. "*Numerous large-scale studies continue to show that men publish more papers on average than women (Larivière et al. 2013; West et al. 2013; Bendels et al. 2018)*" [Kraemer-Mbula 2020, p.80] and "*In a study of career challenges of African scientists, based on a survey of about 5 000 African scientists in 30 countries, Prozesky and Mouton (2019) confirm that most African female scientists do experience difficulties in their careers when trying to balance work and family demands.* [Kraemer-Mbula 2020, p.84] and "*Other challenges in the careers of African female scientists relate to lack of mentoring and lack of mobility and training opportunities.*" [Kraemer-Mbula 2020, p.85]. Key areas needing support identified in the literature review include: "*application for, and management of external research funds, and writing for publication in peer-reviewed journals. (Hunter et al 2014)*". Capacity development programmes "*targeted at institutional development and wider sectoral development have been few and far between. There is frustration with the lack of local research funding and with the politics of accessing such funds.*" (Nurse et al, 2011). Little work has been addressed to the national and regional research systems component of capacity building "These programs frequently are overlooked in favour of research projects which give greater visibility to high-income country (HIC) researchers" (Hyder et al., 2019)	• Literature review

their research. Women researchers find it particularly difficult to thrive in the research system because it doesn't take account of their domestic responsibilities. AuthorAID survey findings that ECRs need support in research writing, proposal writing, and publication is supported by the wider literature. Many also mentioned the importance of interaction with other researchers, networking and research collaboration. The need for support to national research publishing was identified as a priority by editors, librarians, researchers and other stakeholders in a meeting organised by UNCST in 2018. While it is not possible for a small project to address some of the organisational challenges within HEIs, including resources, staffing, infrastructure and culture, GPEKE's work with the gender alliance and forum in Uganda and Ethiopia is addressing some of the system-level challenges they face.	• Over half of [researchers responding to the voice of early career researcher survey in 2021] in Sudan, Bangladesh and Nigeria believe that their location is a disadvantage, compared to less than a quarter of those in Tanzania, South Africa and USA. Researchers from Sudan are more than five times more likely to perceive their location is a disadvantage compared to those from the USA. Researchers in Uganda (35%), Tanzania (38%), Kenya (38%) much less likely to have published in an international journal in the last year than in USA (62%), South Africa (58%) UK (58%). 89% of researchers completing VoECR survey in 2021 believe that more training and capacity building would facilitate their research. Of 4267 responses in the VoECR survey 2021 to the question "What is the most significant thing that could be done to improve recognition of research produced in your country": 21% (897) said more allocation of funding/ budget for research, 20% (843) said expanding collaborative opportunities (both national and international) and 20% (864) said better publication and dissemination of research.	• VoECR Survey 2021
	• Most respondents to AuthorAID survey in 2019 identified the need for support in research writing and proposal writing, but many also mentioned the importance of interaction with other researchers. 18% mentioned the importance of networking and research collaboration, and 7% specifically mentioned issues around grants and funding opportunities. *"INASP is really focusing on capacity building, where it matters. Gender equity matters a lot for developing countries like Ethiopia. Quality of research matters because by being cognisant of quality research you tend to address topic issues and also societal issues, so INASP is really by extending its technical support in capacity building of our researchers, particularly female researchers."* (Professor Tsige Gebre-Mariam, President, Ethiopian Academy of Sciences). UNCST meeting for editors, librarians, researchers and stakeholders on how to make the national research outputs more visible and accessible nationally and internationally identified the need for a national online journal publishing platform was identified as a priority but should also include research outputs other than journal articles.	• Annual report
	• From *both* the Uganda and Ethiopia interviewees, the main challenge identified was the fact that women were more prone to being disrupted and fall back when it comes to research and knowledge seeking. They have to push hard to remain in the system because they are expected to provide for the family and provide the caring aspect to the family. Institutional cultures were stated in both Ethiopia and Uganda. Advocating or championing for gender equity is perceived as being radical – *"Once you touch some buttons, you're perceived as a radical feminist, you you're labelled, Females are often labelled so whereas the set number of issues that we need to talk about number of mistakes we see in our institutions, there are quite a number of things we want to correct. We tread softly because we do not want to be labelled feminist or be perceived as evil and you become a bad employee. This kills the spirit".* Stakeholder-Uganda. Financing of gender related research has also been a challenge as stated in both Uganda and Ethiopia.	• Country Interviews
	• INASP staff all mentioned the growing numbers of ECRs due to high investment in Higher Education, but constrained resources and emphasis on teaching leaves little room and few resources for research and research support, and high consensus on key constraints faced by ECRs: Systemic - biases and dominance of northern science models, tensions within southern organisations having to fit within that, focus on top northern journals etc, mis-aligned policies and incentives etc; Institutional - lack of support in their organisations, incentives, gender-based inequalities; and Individual - Research writing, getting published, getting funding, getting career advice, soft skills, equipment etc.	• Staff Interviews
	• The success of the Research Writing Online Courses can be attributed to the fact that this was a common learning goal for new researchers just starting out in their fields. The desire to publish is a driving force for many graduate students to enrol in this program.	• Nigeria AA Survey FGD
	• Constraints to establishing an EKES in Uganda identified by Uganda FGD participants were: Limited awareness on how to address gender equality and equity issues within the research by both genders. There needed to be a sustained gender awareness campaign to create appropriate levels for intervention. Knowledge gaps in terms of what is already in existence to help inculcate gender equity issues within Science, Technology, Innovation and Research practices. The role of the Ministry of Gender in promoting some of the interventions is not largely known. Within Institutions of higher learning, Research institutes and all departments of government that deal with policy issues, there is limited understanding in most researchers, of how the gender issues are planned for or being addressed. Culture; nowadays people are not necessarily just focused on gender but the quality of output in their research. This push for quality has somewhat disadvantaged the push for equitable knowledge ecosystems because it is highly likely that women will be left out in many of the STI research projects. Unbalanced representation of women in higher levels of education and in turn leadership positions. It will therefore take time to have EKES since the number of women researchers still remains small.	• Uganda FGD
	• Constraints to establishing EKESs that were identified by participants in the Ethiopia FGD included: Lack of resources; Lack of commitment by institutions of HEI to EKES through budget allocation and also participation in training and leadership. Patriarchal system that limits achievements in EKES	• Ethiopia FGD

Evaluation Question 2: Is GPEKE Delivering the expected results?

2.1: Has GPEKE delivered the selected outputs and outcomes?

Outcome/ Output	What was achieved	Evidence	Source
Overall Outcome: to enable the production and communication of quality, credible and relevant research by a more diverse range of individuals and institutions within research systems globally, and specifically within Uganda, Ethiopia and Cambodia.	There is good evidence that GPEKE has strengthened the capacity of individuals to produce high quality research and publications. There is good evidence that researchers are passing on skills to others, and the gender networks are improving the environment for women researchers. Participants in the Country FGDs and the co-analysis workshop assessed achievement at this level at 75%.	• A declaration published on the EAS website and officially launched at a meeting in Addis Ababa last week [April 2019] calls on the Government of the Federal Democratic Republic of Ethiopia, academia, civil society, the private sector and all stakeholders to play their share in achieving a unified, nationally driven Ethiopian research system that is able to respond to national priorities. • Uganda FGD participants estimated the following level of achievement for GPEKE: Overall Outcome: 75%, Outcome 1: 125%, Outcome 2: 75%, Output 2.1: 100%, Output 2.4: 100%. • Participants in the Ethiopia FGD estimated GPEKE's achievements as: Overall Outcome: 75%, Outcome 60%, Outcome 2: 90%, Output 2.1: 100%, Output 2.4: 90% • 60% (15) of the SoC were about the impact of AuthorAID half of which were from women and half from men. Though rather more (60%) were from Batchelors and Master's degree holders than PhDs. 8 were from Nigeria, 3 from Uganda, 2 from Ethiopia and 1 from Nepal. The higher number from Nigeria is because respondents to the AA survey in Nigeria were invited at the end of the survey to also submit a story of change. Most emphasised identified increases in individual research capacity such as writing scientific papers and grant proposals as benefits, though some also describe improvements in the wider research ecosystem. • AA survey results show that AA has significantly impacted the publication outcome of participants. The data showed an increased number of roles as peer-reviewers from 2 as the corresponding author to 3 as co-author. Male 2 as corresponding author and 3 as co-author. Female 2 as corresponding author and 4 as co-author. • The median number of publications before the project, before 2019, was 1. But between 2019 and 2022, It shot up to 3 on average. • Both the Ethiopia and Uganda participants felt that the greatest success of the GPEKE project is the gender strand that is the establishment of the Gender Equity Research Alliance and Ethiopia Gender Learning Forum and the fact that the forum is functional to date and acts as a framework that continuously deals with gender issue. • Participants in the co-analysis workshop assessed achievement at Overall Outcome level to be 75%	• INASP Blog • Uganda FGD • Ethiopia FGD • Stories of change • AA Survey Nigeria • AA Survey Nigeria • Country Interviews • Co-Analysis WS
Outcome 1: An enhanced and sustainable global platform that supports researchers to develop their research skills	There is strong evidence that the AuthorAID platform has contributed substantially to increasing ECR research skills. 10 research writing MOOCs have been run since 2019 attracting 24,344 participants from around the world with 10,020 (41.2%) completing. Three-quarters (75%) of the individuals came from 10 countries, including Ethiopia and Uganda. The completion rate among women participants is slightly	• In 2019, the Massive Open Online Course (MOOC) in Research Writing in the Sciences, delivered from 9 September to 21 October, attracted 3,253 participants (1,628 women and 1,625 men). The overall completion rate was 51% (1,655). As with previous courses, more women completed (53%) as compared to men (48%). In 2021, three Massive Open Online Courses (MOOCs) on research writing were conducted on the AuthorAID / INASP Moodle platform, with a total of 7,606 participants from 131 countries, and a completion rate of 37%. 44% of the course participants were women. The three MOOCs were 'Research Writing in the Sciences', 'Research Writing in the Social Sciences', and 'Research and Proposal Writing in the Sciences'. In 2020 as well, the same three MOOCs mentioned in the previous point were offered, and 7,265 participants from 126 countries and 3,182 participants completed the courses (47%). There gender balance was good, with 49% of the participants being women. In 2020, the collaboration with country partners EAS and UNCST to promote MOOCs to researchers in their networks resulted to a total of 392 Ugandans participants with 60% completion rate, and 129 Ethiopians with 43% completion rate on the courses. • In the year 2020 365 participants completed at least one of the seven modules of the online course "Editorial Processes for Journal Editors", with132 (36%) of the participants being female. INASP is working to support more equitable research and knowledge systems. Over the past two years, 5458 women have taken an AuthorAID online course to support their research writing skills (48% of the total participants) and just over 50% of course completers were female. Researchers from the Global South can struggle to get their research published in academic journals if they are unfamiliar with the publishing system and how to structure a research paper. INASP's AuthorAID project aims to address these challenges in a range of ways such as the AuthorAID online research writing courses which had 60% of the completers (420 out of 697) to at least one of the two optional	• Annual report • INASP Web Pages and Blogs

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higher (42%), than for men (40%). Feedback survey results suggest that 'time management / other work' is the main constraint to completion, which has become worse since the early COVID-19 lockdowns – especially for women. 53% of women reported time management as a challenge, compared to only 41% of men. Participants report substantial increases in confidence in pre and post course assessments, and there are many examples of positive feedback: "The course enhances my knowledge and experience in doing social science research and most importantly on publishing of a paper" (GPEKE Annual Report 2020 p8), "This is a very well-structured course that is easy to navigate through.... the facilitators always responded to all the participants questions in the forums" (GPEKE Annual Report 2021 p8). "These types of short courses offered by INASP is very helpful to me. This is very important to me as a teacher because always I'm looking for new information to give to my students in my teaching sessions" (feedback from MOOC	modules. At the same time, a substantial proportion of the learners (277 out of 697, or 40%) chose to focus only on the core modules. • In 2019, INASP made a foray into self-study courses, as part of the Global Platforms for Equitable Knowledge Ecosystems (GPEKE) project and called these courses 'tutorials' to distinguish them from the facilitated courses. In spite of the lack of such support, many of the tutorial participants managed well and as of June 2021, more than 3400 individuals (45% female) from around 120 countries had enrolled in these tutorials, with more than 600 of them joining more than one tutorial. The highest completion rate was for the Search Strategies tutorial, in which 803 out of 1766 participants (45%) received a certificate. • MOOC course completers in 2021 reported a 58% increase in confidence for the 10 key topics in research writing. In the GPEKE period, 9233 individuals (49% women) from more than 140 countries completed at least 1 of the 10 research writing MOOCs (with more than 600 of the 9233 completing more than 1 MOOC). 92% of these individuals reside in low income or lower middle-income countries. 71% live in Sub-Saharan Africa, 12% in South Asia, and 11% in East Asia & Pacific. The highest completion rate of 60% was in a MOOC offered in the summer of 2020 coinciding with the lockdowns in various countries as a result of the COVID-19 pandemic. But the completion rate has dropped after that. In the most recent two MOOCs of 2022, 47% of 1918 feedback survey respondents those who completed the course reported that 'time management / other work' was a challenge (and this number is likely higher among non-completers, who tend not to complete the course feedback survey). Here there is a noticeable difference among women and men respondents: 53% of women reported time management as a challenge, compared to only 41% of men. INASP's self-study tutorials have been running quietly in the background, with 1611 individuals (44% women) from 93 countries completing at least one of the 4 self-study tutorials in the GPEKE period. • *"This is my first time of enrolling in such courses, and I very much enjoyed and appreciate every part of it. I've learned a lot, and I'm looking forward to learning more. The facilitators, moderators and participants are really great too* (Female MOOC Participants from Nigeria). *"I have to say this is by far the best online course I have ever done, and I have done a lot in the past.... Since the beginning I started to notice how well structured the lessons were... I truly believe that this course has changed the direction in my career and will definitely have a huge impact in the quality of the research I will do in the future.* (Female MOOC participant from Honduras)" (2019). *"It is a great opportunity for me to enrol in this course. I am so grateful that the course was timely offered when we had a lockdown in the area due to COVID 19. It has contributed to my work from home activities more so, attending the course took me away from worrying about the pandemic - it gave me something to work on and new learnings…The course enhances my knowledge and experience in doing social science research and most importantly on publishing of a paper. The good thing about this scheme is, it is not so time demanding, one can attend it on one's own pace. I got to know a lot of participants from other countries…"* (2020). *"This is a very well-structured course that is easy to navigate through. I am glad that I have managed to complete it this time round, having failed to complete the first time enrolled in 2020. Thanks to coordinating team at AUTHORAID, the Facilitators who always responded to all the participants questions in the forums. It is great to have the downloadable material for further reading and reference as, I did not manage sufficient time to go through all the materials that were recommended for further reading during the course. I found the optional videos very helpful too. Thank you."* Female, Uganda (2021). • *"Even though its offered through a virtual platform, the absence of a facilitator was not at all felt, since the activities throughout the course were made in a very engaging way." "I really appreciate that there is such kind of course which is more beneficial than just watching tutorial videos. It can directly be applicable in my context so I have shared the information to my colleagues." "These type of short courses offered by INASP is very helpful to me. This is very important to me as a teacher because always I'm looking for new information to give to my students in my teaching sessions."* AuthorAID courses are accessed by people in countries and regions affected by conflict or unrest – for example Yemen and the Somali regions – and by displaced people. This has helped AuthorAID think about how best to serve learners in less accessible situations. Considerations such as those discussed above around working with low bandwidth and options for asynchronous learning can help meet learners in more	• AuthorAID Newsletter, 2021 • Moodle Data • Annual reports • INASP Blogs

participants in INASP Blog 10-08-2021). As well as increasing individual skills the MOOCs are designed to facilitate collaboration between participants during and after the course leading to improved relationships between students and faculty, strengthened research collaboration and a more efficient and equitable research system. "AuthorAID gave me access to numerous mentors from different fields as an early career researcher. Some of these mentors worked with me during the proposal development stage until completion. Others were helpful in other ways such as reading manuscripts, career tips and linking me with other faculty that they thought would be useful for my progress." (AuthorAID member South Africa in AuthorAID Newsletter 2021). AuthorAID MOOCs are highly regarded by other organisations also working with ECRs in the Global South and AuthorAID MOOCs were selected as winner in the Practices category of the first Hidden REF in 2021 in recognition that it enhances the impact ECRs can achieve with	challenging situations. One of the key findings from our Strengthening Research and Knowledge Systems (SRKS) programme was that social interaction is very important for the success of online learning. Much of this interaction comes from the facilitation of the courses. With high numbers of participants – in the thousands for our research writing massive open online courses (MOOCs) – came the need to increase the number of facilitators. Community of Inquiry Model by Garrison to guide us in the development of the MOOCs, and have developed a guest facilitator model where people from partner countries support online discussion. This strong facilitator presence differentiates our MOOCs from others, providing greater scope for social interaction and, we believe, contributing to our significantly higher completion rates than typical • AuthorAID MOOCs was selected as winner in the Practices category of the first Hidden REF in 2021. Hidden REF is an initiative in the UK set up in recognition that the ways in which the research impact is judged overlooks many of the people who are vital to the success of research. The hidden REF was set up to celebrate all research outputs and recognise everyone who contributes to their creation. • In eight of the MOOCs offered during GPEKE, the course participants reported their pre- and post-course confidence on a numeric scale (1 to 5) for typical tasks involved in writing a research paper for scholarly publication. The overall average increase in confidence (from the start of the course to the end of the course) was 55% (Though the average confidence score for women is slightly lower than for men at both the beginning and end of the courses). High increases were seen for confidence in doing the following 5 tasks: dealing with peer reviewers' comments (83% increase), dealing with the process of submitting a paper to a journal (80% increase), distinguishing between suspicious journals and trustworthy journals (72% increase), identifying a suitable target journal for one's own research paper (68% increase), and writing the different sections of a research paper (53%). For the other 5 tasks, the average increase was between 34% and 44%.	• AuthorAID Blog • Moodle Data
	• *"This course specifically for OWSD fellows brought us together where we have started working on collaboration, providing peer-to-peer support and exchange of ideas." (from an OWSD participant) (2020).* Mentor cohort pilot project was initiated by the stewards with an aim to improve expertise and understanding of virtual mentoring, whilst exploring the feasibility and sustainability of manually matching 10 pairs of mentors and mentees from a range of disciplines in 13 countries. (2021), • The 'AuthorAID Leaders Hub' was launched, a new space created within the existing Moodle website exclusively for both mentors and facilitators. So far, with117 members. We also support local partners and community members to adapt and deliver our online courses to address the needs of their specific communities. We also encourage and build on local expertise and the expertise and knowledge within our networks – for example, many of our MOOC facilitators started as participants of our courses. • "*AuthorAID gave me access to numerous mentors from different fields as an early career researcher. Some of these mentors worked with me during the proposal development stage until completion. Others were helpful in other ways such as reading manuscripts, career tips and linking me with other faculty that they thought would be useful for my progress.*" Dr. Oluwaseyi Somefun, South Africa • 166 (84%) of the participants in the AA survey in Nigeria agree or strongly agree that AuthorAID services in their country have improved Institutional partnership with students and faculty, 162 (83%) that is has strengthened institutional partnership in collaborative activities (mentoring, research, learning) 149 (78%) that it has strengthened research collaboration and 127 (70%) that it has enabled them to develop a more efficient & equitable research system. There were no statistically significant differences between participants of different genders and age-ranges	• Annual reports • INASP Blogs • AuthorAID Newsletter, 2021 • AuthorAID Survey
	• In 2019, the first set of MOOC co-sponsors were brought on board: the Royal Society of Chemistry (RSC) – 20 participants; Organization for Women in Science in the Developing World (OWSD) – 16 participants and East African Science and Technology Commission (EASTECO) with Uganda National Commission for Science and Technology (UNCST) – 182 participants (2019). AuthorAID MOOCs was selected as winner in the Practices category of the first Hidden REF in 2021. Hidden REF is an initiative in the UK set up in recognition that the ways in which the research impact is judged overlooks many of the people who are vital to the success of research. The hidden REF was set up to celebrate all research outputs and recognise everyone who contributes to their creation	• Annual reports

their research. Participants in the Uganda FGD estimated that INASP had achieved 125% of its objectives under Outcome 1, while those in Ethiopia estimated 60%. Participants in the co-analysis workshop estimated c.90%.		• In the most recent 3 MOOCs in 2021 and 2022, 587 individuals from Vietnam (59% women) were among the course completers, making up 19% of the total completers in these courses. A survey was run in 2022 to find out how the INASP MOOC became popular in Vietnam, which revealed that individuals heard about the course from their institutional contacts and social media, particularly a major Facebook group called 'Liem Chinh Khoa Hoc'. Three-fourths (75%) of the 9233 individuals who completed at least 1 MOOC during GPEKE came from 10 countries, including Ethiopia and Uganda – two of the focus countries for GPEKE. The top 10 countries for course completers are Nigeria (2742 individuals), Vietnam (661), Kenya (660), Uganda (659), Nepal (522), Tanzania (441), Ethiopia (413), Ghana (342), Sudan (267), and Zambia (179). While not in the top 10, there were 83 individuals from Somalia. Of the 21643 individuals who took part in the research writing MOOCs during GPEKE, 2073 (9.6%) enrolled in more than one MOOC. While 81% of the course repeaters joined 2 MOOCs, the repeat count tapers down all the way to a few individuals participating in all 10 MOOCs. Further, among the 9233 individuals who completed at least 1 MOOC in the GPEKE period, 626 (6.8%) completed more than 1 MOOC. This is why the total number of MOOC participants (24344) is higher than the total number of individuals.	• Moodle Data (RM)
		• High consensus among INASP staff on big successes: AuthorAID, especially delivery of MOOCs and other services during Covid (using low-bandwidth model) and decentralisation and local management by stewards; Gender work in Uganda (scale) and Ethiopia (ownership by GWGs). And on what has not worked: making AA sustainable – because of lack of focus & "public good problem"; and work in Cambodia – because UPP not ready and couldn't spend enough time face-to-face to develop a plan.	• Staff Interviews
		• Uganda FGD participants estimated the following level of achievement for GPEKE: Goal: 75%, Outcome 1: 125%, Outcome 2: 75%, Output 2.1: 100%, Output 2.4: 100%	• Uganda FGD
		• Participants in the Ethiopia FGD estimated GPEKE's achievements as: Goal: 75%, Outcome 1 60%, Outcome 2: 90%, Output 2.3: 100%, Output 2.4: 90%	• Ethiopia FGD
Output 1.1: Enhanced learning curriculum offered via INASP's AuthorAID and Moodle platforms that addresses inequities experienced by early career researchers in the South	INASP has substantially enhanced the information and services offered on the AuthorAID and Moodle platforms to address the specific needs of researchers. 10 new modules and courses were added between 2019 and 2022 following consultation with users in response to specific challenges caused by the COVID-19 pandemic, including an increased range of self-managed courses, and localised versions e.g. in Uganda in collaboration with the Uganda National Council for Science and Technology (UNCST). INASP has also	• New sub-module on research impact series was introduced in 2019 (2019). Three new modules that were developed under the Strong and Equitable Research and Knowledge Systems in the global South (SERKS) project in 2018 were piloted incl. search strategies, academic writing skills and writing in plain English. INASP and the Uganda National Council for Science and Technology (UNCST) implemented three work packages in the GPEKE project in 2020: ensuring gender equity in research; development of a national research eco system; and AuthorAID research writing MOOCs. Despite the challenge of the pandemic, UNCST and INASP ensured effective communication while working remotely. In 2020 three Massive Open Online Courses (MOOCs) on the AuthorAID platform were conducted on Research Writing in the Social Sciences, Research Writing in the Sciences, and Research and Proposal Writing in the Sciences. (2020). In recognition of the new challenges posed by the Covid-19 pandemic, four new learning resources were developed in 2020 in response to needs identified through the AuthorAID community. These are influencing policy with research; proposal writing; self-study tutorials in critical thinking and online facilitation. Created a comprehensive five-week course, through merging the research communication tools with an updated version of 'influencing policy with your research' module. The course was piloted with a total of 85 people completing the course (31 of which were women), a completion rate of 29%, 90% reported satisfaction with the course, and on average a 50% increase in confidence regarding key topics. (2021)	• Annual reports
		• Flexibility was introduced in the seventh research writing MOOC in 2019 by introducing two additional modules, on the theme of research impact allowing the course participants to take part in these modules and giving ad hoc access to a group of people who hadn't joined the full course. The AuthorAID research writing MOOC [in 2019] became one of the biggest so far with 3253 participants, including about 220 participants from the three sponsored groups put together. Of those, 1681 (51.7%) met the basic completion criteria.	• INASP Blog
		• Modules developed include 'Academic Writing Skills' (module); 'Proposal Writing with Impact – Parts 1 and 2' (module covering both small grants and collaborative proposals for large grants); 'Influencing Policy with Your Research' (module); 'Research Communication for Policy Engagement' (course); 'Basics of AuthorAID Course Facilitation' (module); 'Facilitating Events and Courses in an Online World' (course); and 'Foundational Skills for Social Science and Health Research' (course). Subject-matter experts in Uganda reviewed the content in the	• Moodle Data

developed or improved a wide range of online tools since 2019. These include workshop resource packs on predatory journals, critical thinking resources, knowledge hubs, live video sessions, online journal clubs and communities of practice. AuthorAID member surveys in 2019 and 2022 showed that user satisfaction increased from 74% in 2019 to 80% in 2022. There is much very positive feedback e.g. *"I gained valuable learning from this course. I really appreciate how the course has been designed, which is easy to follow and comprehensive. This course has enhanced my existing research knowledge and is helpful for my career growth. I would like to express my sincere appreciation to all course administrators and mentors. I will definitely keep an eye on INASP website to be in touch with future courses."* (GPEKE Annual report 2020 p14). The AuthorAID survey results also show that AuthorAID has increased the average number of publications of members in Nigeria from 1 per year before	existing proposal writing course and included several Uganda-specific examples to make the course more relevant for researchers in Uganda. INASP then converted the content to an e-learning format by using an open-source authoring tool that produces web content which can be hosted on any website (not just an LMS), so that UNCST has flexibility in deciding where to host the course. The pilot of the course was offered in November 2022.	
	• 3 new tools developed in 2019: AuthorAID workshop resource pack, avoiding predatory journals recording (subsequently incorporated into MOOCs and 5 online journal clubs (2019). The critical thinking resources were used as both a self-study tutorial and a lightly facilitated course, and this provided an opportunity to compare the effectiveness of the two approaches. In 2020 a survey was conducted among online journal club members to assess their impact and potential sustainability and results showed that 71% had improved their skills as a result of the journal clubs, and 60% had become more connected to peers. Supported by some technical enhancements, the AuthorAID platform further developed as a hub for Southern researchers to share their advice and experiences through shared blog posts from South and North, sharing advice on topics such as navigating the journal landscape, writing various aspects of scientific publications and establishing successful collaborations. The pandemic provided valuable opportunities to innovate in approach to facilitate. A new model of 'classroom facilitation' was piloted for National Institute for Health Research Academy and the Global Challenges Research Fund One Health HORN project, which involved a team of dedicated facilitators who supported learners though feedback on their work, answers in the private forum, live video discussions, and two-minute 'quick tip' videos. *"I am one of the editors of The Geographical Journal of Nepal. To date, three of us (the editors) have participated in different training programs you've provided. Thank you for all the training and feedback from time to time which helped a lot for enhancing our annual research journal publication." "I gained valuable learning from this course. I really appreciate how the course has been designed, which is easy to follow and comprehensive. This course has enhanced my existing research knowledge and is helpful for my career growth. I would like to express my sincere appreciation to all course administrators and mentors. I will definitely keep an eye on INASP website to be in touch with future courses." "I just want to say a big thank you to the organizer of this training for giving me the opportunity to participate. The knowledge I acquire from this training has removed all the fear I do have about writing proposal and papers. Before I participated in the course I always see writing papers as herculean task, but all the fear is gone. It has also opened my understanding to know how to target the right journal outfit to send my papers and I know this will reduce the rate of rejection I received from journal editors."* Female, Nigeria • AuthorAID launched three online journal clubs, in four broad themes, each with a guest coordinator drawn from AuthorAID network and facilitators based in Kenya, Nigeria and Mexico, with an additional statistician and data expert from Nigeria providing support across all the groups. The idea proved popular, with over 800 people signed up across all the journal clubs, largely from Africa. Online and blended learning are important components of INASP's approaches to capacity development as we seek to support more equitable knowledge ecosystems to put research and knowledge at the heart of development. AuthorAID course material is developed and structured into packages that can be easily downloaded, customized and embedded into partners' own digital platforms. This makes it easy for partners to reuse, repurpose and add their own resources that are context specific. CoPs are one of INASP's key capacity development approaches. The development of CoPs is built into the project design and implementation from the point of project initiation to ensure that there is enough time and resource to design, prototype and launch each community. One of the largest CoPs is the AuthorAID platform, which was developed from a project into a community of 20,000 researchers and practitioners around research publication skills. It provided tools for connecting mentees with mentors, trained community members to become guest facilitators on the online courses and supported enthusiastic community members to steward journal clubs. Three new modules that were developed under the Strong and Equitable Research and Knowledge Systems in the global South (SERKS) project in 2018 were piloted. • Satisfaction with AuthorAID increased from 74% in 2019 to 80% in 2022 (the number dissatisfied remained similar, 3%, over that period), but men seemed more satisfied (83%) than women (77%). • Participants in the most recent research writing MOOCs express high satisfaction with the text-based learning resources in the course (average rating of 4.67 out of 5), comprehension-type activities (4.58), and writing	• Annual reports • INASP Blogs • AA Member surveys • Moodle Data

2019 to 3 in 2022 and also a progression towards more senior publishing roles. Most AuthorAID resources are accessed equally by men and women and have also been used by researchers in regions affected by conflict or unrest – for example Yemen and the Somali regions – and by displaced people.
But some services such as the journal clubs and discussion groups have been difficult to access. Some participants in the Nigeria AuthorAID FGD said: *"I tried to join on several occasions and failed", "It seems that new recruitment to the club had not yet started or that the forum was already full"* and *"The discussion forum was constantly at capacity and refused to accept any new participants"*. And most reported difficulty getting a mentor.

activities (4.34). Participants also appreciate reading the facilitators' posts on the forums (rating of 3.93). Other learning components used in online courses (excluding the ones mentioned in the previous point) include live sessions held via Zoom, assignments with expert feedback, integrated forum activities (for which prompts are given in the learning resources), wikis for making notes, and polls. INASP's course on editorial processes for journal editors was offered for the first time in 2018, and it has been offered six times in the GPEKE period (3 'Part 1' courses and 3 'Part 2' courses). These courses are not MOOCs – they are offered to pre-selected individuals who hold editorial responsibilities in Southern journals, typically connected to INASP's Journal Publishing Practices and Standards (JPPS) project. Another manner in which the editorial processes course is different from the MOOCs is that participants are free to work only on the modules that are relevant to them. Part 1 of the course contains 4 modules and Part 2 contains 3 modules. To complete a module, participants have to prepare a satisfactory action plan about an aspect of improving their journal, which is then checked by a course facilitator with expertise in the subject.

- AA survey results show that AA has significantly impacted the publication outcome of participants. The data showed an increased number of roles as peer-reviewers from 2 as the corresponding author to 3 as co-author. Male 2 as corresponding author and 3 as co-author. Female 2 as corresponding author and 4 as co-author. The median number of publications before the project, before 2019, was 1. But between 2019 and 2022, It shot up to 3 on average. When compared with Age range, those of above 40 years, significantly have more peer-reviewed publications, before 2019 or after compared to those 30-39 years and 20-29. The data collaborates with what was said previously, that AA activities have significantly impacted the publication outcome of participants. Understandably, those older will have more publications as they are in senior positions requiring publications for promotion. Between 2019-2022, participants' roles significantly increased as a peer-reviewer (44.31%), followed by Editorial board member (13.33%) and Editor-in-chief/managing/executive editor (3.14%).

- Online courses, especially the online course on Research Writing and Publication, have boosted the confidence of the students and researchers and they improved in taking up peer review roles. It show that the program had a significant positive impact on the students and researchers. Individual success- *"Before attending the online courses in Research writing and publication, I used to turn down invitations to review as I had no idea about the criteria for review and what to do. After the training, I now accept invitations as I am more confident".* The convenience and flexibility of online learning and free resources like news articles and blogs make them a top choice.

- Individual benefits from AA cited in the Stories of change include increased specific skills for example: *"My usual focus and attention is to just get promoted but because of the INASP, AUTHORAID Online Course, I have realized that my paper can even be retracted. Now, I can say that I have realized that online suggestion of research journal site, whether through my email or blogs (which has been my good sources) are not the best way to choose publishing site. I have to check whether the site is not in the list of the predatory and be careful. In addition, I have to check for plagiarism and be wary of just publishing."* (Nigeria, Male, Master's degree holder) and "*I have got lots of knowledge from the training in an enhanced and sustainable AuthorAID platform. It supports me to develop my research skills very well and even I found very essential training documents online".* (Ethiopia, Female, PhD holder). Also longer-term benefits for example *"In fact, it has been quite a long time since I attended online AuthorAID training. However, I remember that before the training, I had little knowledge of how to write research papers scientifically which improved much better with the training. I really liked the way of teaching this course. The training helped me build confidence in effectively supervising my bachelor's and master's level students in their research work and thesis. I received a number of other research training after this course. However, this one helped in brushing up on my basic knowledge of research."* (Nepal, Female, Master's holder). *"The skills I learnt from the AuthorAid course have been transferrable across the different context of these thematic areas and it doesn't matter what the project team is working on, the course has strengthened my capacity to deliver quality research designs and reports."* (Nigeria, Male, Bachelor's holder)

- MOOC in Research Writing in the Social Sciences, attracted 3,253 participants whereby, 1,628 were women and 1,625 men. The Academic Writing module was also fully piloted module was also fully piloted module. A total of

- Nigeria AA Survey

- Nigeria AA FGD

- Stories of Change

- Annual reports

		372 participants took the module, with 191 completing it (a 51% completion rate). (2019). Researchers from the AuthorAID network also contributed to a collection of Women in Research stories, gathered as part of International Day of Women and Girls in Science on 11th February. In addition, researchers have continued to share their photos and stories through our "Capture your research" competitions, which attracted 216 entries during 2020 and through a new series of researcher videos. • "AuthorAID MOOCs are particularly effective at reaching women researchers, who can find face-to-face training harder due to childcare commitments and cultural expectations. We have also seen participants from fragile and conflict countries, as well as researchers who self-identify as refugees. Such support is essential for ensuring equity in global research. AuthorAID MOOCs from 2019 to 2022 had an average completion rate of 41%, relatively high for MOOCs, and close to 50:50 gender participation". • AuthorAID courses are accessed by people in countries and regions affected by conflict or unrest – for example Yemen and the Somali regions – and by displaced people. This has helped AuthorAID think about how best to serve learners in less accessible situations. Considerations such as those discussed above around working with low bandwidth and options for asynchronous learning can help meet learners in more challenging situations	• INASP Blog • OTT Blog
		• *"Moving from face-to-face teaching to online is not simple or quick to do well but, if done right, it can be very effective. For example, the AuthorAID research writing online courses have to date trained over 11,000 researchers, with a course completion rate of around 50%.* Andy Nobes. • The three least used were AuthorAID journal clubs (13.18%), Online mentoring (24.55%), and AuthorAID discussion groups (on Google groups) (28.18%). • Most training in Nigeria is theoretical, AA can factor in physical hands-on training, just like the one ongoing in Lagos and Port Harcourt on Data Science. AuthorAID journal clubs have not worked as expected hence least utilized: *"I tried to join on several occasions and failed", "It seems that new recruitment to the club had not yet started or that the forum was already full". "The discussion forum was constantly at capacity and refused to accept any new participants"*. Most people also have difficulty joining a Journal Club and getting a mentor. The impact of AA in Nigeria could be improved by: increasing awareness about AA programs among researchers, increasing the capacity of the journal clubs, improving research mobilization, initiating more programs that give women priority, collaboration with Nigerian Research Institutions and combining online with face-to-face physical activities. • Suggestions for improvements to emerge from the stories of change include: 1) Including undergraduates *"I don't know if AuthorAID has such plans in place, but I think undergraduate students involvement would go a great length to promote professionalism, critical thinking, local and international collaboration in the students' body, and evidence-based practice in their post-undergraduate experiences.* (Nigeria, Male, No academic degree); doing more to ensure ECRs are aware of it *"The story is about how my interest and involvement in research changed immensely since I first took the Research Writing In The Sciences (RSW) online course from April 2022 through May 2022. That was my first time taking any research writing course so I struggled a bit with the learning styles. I eventually completed the course, with a merit certificate and lots of first time research skills."* (Nigeria, Male, No academic degree); and 3) dealing with gender issues could be problematic in societies with cultural dynamics such as in Uganda. Thus, it may be helpful to actively involve regional coordinators even within the same country for such efforts, which was the case in Uganda.	• OTT Blog • Nigeria AA Survey • Nigeria AA FGD • Stories of change
Output 1.3: Southern researchers from across the AuthorAID network collectively contribute to understanding researcher challenges and	In addition to annual surveys of AuthorAID members INASP has conducted several surveys to understand the constraints faced by early career researchers in the Global South. This has included a survey on the impact of	• AuthorAID conducted a survey to understand the members needs better through capturing their expectations, uses of the platform, levels of satisfaction, suggestions for future development, and senior members who would be interested in contributing to future developments (2019). In April 2020 AuthorAid conducted a "Voices of Early-Career Researchers" survey among AuthorAID members, to determine how the research environment is changing and affecting early-career researchers across the globe and to build a more complete, evidence-based picture of the evolving needs, motivations and contexts of researchers in the Global South and the equity issues they experience (2020). The 2020 community survey identified the top three priority topics for development amongst members were research, communication skills, research methodology basics, and statistics. A new version of the survey was created to capture change over the last eighteen months through a "positivity index", which measured researchers' positivity about their career and the research context at their institution/region. The survey also	• Annual reports

needs in the global South	COVID-19 and two Voices of Early Career Researchers surveys. The survey in 2020 was designed to determine how the research environment is changing and affecting early-career researchers across the globe and to build a more complete, evidence-based picture of the evolving needs, motivations and contexts of researchers in the Global South and the equity issues they experience. It was also used to develop a "positivity index" - which measured researchers' positivity about their career and the research context at their institution/region. The survey was repeated in 2021 to which over 5,000 researchers responded.	collected data on gender and challenges for women researchers; the experience and qualifications of researchers; and inter-country geography. Over 5,000 respondents completed the survey. Conducted an annual survey providing a snapshot of the experience of members and satisfaction with the platform, the ways that they learn, the use of similar services to AuthorAID, and how AuthorAID had helped them over the past year (2021. • Piloted a new 'research positivity' index covering 'personal positivity' and 'context positivity' with an aim to understand, and subsequently monitor, the factors contributing to, and intersecting with both researchers' personal experience of their research, and the context in which they work. • INASP as part of the AuthorAID project, during April 2020 conducted a study on "What impact, if any, do you think that the Coronavirus (COVID-19) pandemic will have on your research work?" The questionnaire was sent to 752 researchers from 94 countries and across the whole spectrum of academic disciplines with 531 (70%) responding. • To understand how well INASP was doing as a partner, a pilot survey was conducted in 2019, and from this a new survey developed of all current project partners in March 2020. The pilot survey had 17 responses from individuals representing 11 organisations. The 2nd survey was responded by 21 individuals representing 17 partner organisations with 20% being females and 80% males. The findings showed that most of INASP's active partnerships were in Africa	• VoECR Report 2020 • INASP web page • Partner Survey, 2020
		• AuthorAID stewards, initiated two learning sessions for leaders of the three AuthorAID online journal clubs – community run initiatives that discuss the latest papers and community needs using WhatsApp and Zoom. The objective was to share and document learning from the journal clubs to create a best-practice guide for existing members, as well as for those wanting to start their own online journal club (2021) • Over the course of 2021, we have increased our membership to more than 26,000 researchers and run three Massive Open Online Courses (MOOCs) on research writing and proposal writing. Together, these supported more than 7,500 researchers from 74 countries. *"The journal club for me is an exciting space to interact with scholars from various places and skills. Given the number of people who joined the clubs it shows people want to learn, they want to grow their skills and knowledge in research. It also shows the needs for research mentorship spaces for emerging scholars that is longer term, has quick feedback mechanism for the researchers who raise queries."* Aurelia Munene, journal club facilitator	• Annual report • INASP Blogs
		• We were surprised by how many people signed up to AuthorAID online courses – we saw a jump from 4,091 participants in 2019 to 7,220 in 2020 and a further increase to 7,596 this year [2021]. "To understand the issue more, this year we sent short follow-up surveys to those who failed to complete a course. We found that over 70% reported that it was 'time management and other work' that was the main significant obstacle to completing courses; this was more than double the percentage that reported internet problems as their main obstacle. Challenges with 'family commitments' were also reported by 20% of participants"	• INASP Blogs
Output 1.4: Sustainable business model for global platforms developed	Less progress than hoped has been made with developing a sustainable business model. A MOOC co-sponsorship model has worked well – providing a package of additional services alongside a regular open access MOOC. 16 organisations have taken this up since 2019 bringing in c.£85,000.	• In 2019 a new co-funding model was developed and launched as a 'co-sponsorship' package to potential partners in higher education, NGOs and scientific societies to ensure the long-term sustainability of the AuthorAID MOOCs. Communication activity supported the promotion of the science writing MOOC to make it more effective and efficient and to encourage greater participation of women and regional distribution. We refreshed our MOOC promotion process, contributing to the high enrolment rate, and gender parity of the registrations (2019). • This MOOC sponsorship model also provides an opportunity to support the wider training of disadvantaged researchers and to keep it free and open at the point of use. We have seen groups use these dedicated spaces in a range of ways to provide extra modules, more subject-specific teaching and additional learning materials. As the world's educational and research institutions think how to respond to the current crisis, we are having some interesting conversations about other ways that this could be used. • *"We have also seen an evolution in the nature of leadership and engagement from within the AuthorAID community. Our 'steward' model was launched in early 2020 as a first step in developing the AuthorAID platform to become a more community-led initiative".* The groups tried were designed to be self-sustaining, community-led groups rather than relying on a single facilitator. However, peer feedback and open discussion did not happen immediately, and it took a while before some participants felt comfortable sharing and discussing their ideas. All of	• Annual reports • OTT Blog • INASP Blogs

	More decentralised management through the AuthorAID Stewards has reduced the platform's dependence on INASP staff. 139 (66%) of the AuthorAID members surveyed for the evaluation said they would be prepared to pay a fee for AuthorAID services.	INASP's capacity development approaches are underpinned by the principles of sustainability and local ownership, making sure that we support lasting change and that capacity development can continue once INASP is no longer involved. We develop plans for sustainability together with our partners in the early stages of each project. Rigorous scoping activity allows us to understand what is possible in each context and tailor our support to local needs. Our courses can persist in various formats and ways of delivery, depending on what will maximize their use and engagement.	
		• AuthorAID Members in FGD in Nairobi were not surprised that people are prepared to pay. *"Coursera charge $50 for course certificate (though can do the course for free). Coursera provide very high-quality resources. AuthorAID MOOCs also very high quality – rigorous material with a test at end etc. People might value AuthorAID resources even more if had to pay and would be prepared to pay. Maybe an annual subscription to cover all courses. Maybe freemium model – most resources free, pay for MOOCs?"*	• AA FGD Nairobi
		• [We have] *"Achieved less on making AA sustainable than had hoped. Partly due to staff changes in INASP and too much else to do so didn't give it enough time. Also funding environment changed dramatically. Diversion of resources to Covid-related work. Team also found it difficult to focus on this. Too many people involved pulling in different directions. (Maybe also because it is always difficult to get public good services funded privately – even Coursera is funded by IFC)".*	• Staff Interviews
Outcome 2: Greater research capacity enabled and sustained across the national research system in Uganda and Ethiopia	There is strong evidence that GPEKE activities have increased research capacity in Uganda and Ethiopia. GPEKE partners and other stakeholders interviewed for the evaluation frequently reported that GPEKE had achieved a lot. Ten of the 26 SOCs collected for the evaluation highlighted how research capacity has been strengthened in the Uganda and Ethiopia, especially with an emphasis on gender issues. Participants in the Uganda FGD felt that GPEKE had achieved c.75% of its ambition for Outcome 2, and things which have worked well in Uganda include: increased awareness for inclusion of gender equity issues in research; increased	• Four hundred thirteen (413) individuals from Ethiopia (26% women) completed at least one MOOC and 659 in the case of Uganda (42% women). The institutional affiliations given by these individuals was collected and then the data was cleaned, combined, and deduplicated to come up with a single list of institutions for each country. The course participants from Ethiopia came from at least 100 Ethiopian institutions, including most of the public universities in the country. And the course participants from Uganda came from at least 190 Ugandan institutions, with many of the participants based at notable research institutes such as the Infectious Diseases Institute and Uganda Virus Research Institute.	• Moodle Data
		• All the participants in the FGD were involved in the GPEKE project for the last four years since the inception of the project in 2019. All participants participated in the online workshop on grant writing.	• Country interviews
		• All the participants agreed that the project had done and achieved a lot and that was not an easy thing. Majority of the participants felt that GPEKE delivered what was expected to deliver as elaborated in the theory of change. This is particularly in elevating the conversation on gender and equity and creating networks and new actors with bodies such as UN Women In Uganda one activity not achieved is the recognition of focal person officially as the institutions gender representative. Uganda FGD participants estimated the following level of achievement for GPEKE: Goal: 75%, Outcome 1: 125%, Outcome 2: 75%, Output 2.1: 100%, Output 2.4: 100%.	• Uganda FGD
		• Two participants in the Ethiopia FGD felt that the GPEKE project had not achieved as expected since some activities were not completed particularly due to challenges posed by the pandemic. Activities pointed out as incomplete includes: Advocacy and lobbying for policy changes and policy briefs on equity in leadership of higher education; Continuous interaction with early career researchers and particularly women; Institutionalization of gender equity in institutions of higher learning. The EAS participants explained that delays were not from GPEKE side but from the part of EAS due to turnover of staff, and that while delayed all agreed activities were completed. Majority of the participants felt some activities were not implemented as planned due to limited time delays in releasing funds. These included activities like conducting the needs assessment research and designing monitoring and evaluation tools for gender equity in research in the different institutions. One participant felt it was hard to say due to no data but every activity has been touched considering the short duration. Participants in the Ethiopia FGD estimated GPEKE's achievements as: Goal: 75%, Outcome 60%, Outcome 2: 90%, Output 2.1: 100%, Output 2.4: 90%	• Ethiopia FGD
		• Overall, ten SOCs (three from Ethiopia and seven from Uganda) highlighted how research capacity has been strengthened in the two countries, especially with an emphasis on gender issues. They describe changes in 5 areas: 1) Developed or strengthened institutional research systems: *"Currently, the University has given special training on the issue of research in which I was one of the trainers. Moreover, the University has created a competitive call for research grants where only female academicians were competing."* (Ethiopia, Female, PhD	• Stories of change

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focus on gender by funding bodies. Participants in the FGD in Ethiopia estimated that GPEKE had achieved 90% of its ambition for Outcome 2, saying there have been improvement in commitment by HEI to addressing equity issues through budget allocation and also participation in training, and improved leadership support. Participants in the co-analysis workshop estimated that GPEKE had achieved 80% of its objectives for Outcome 2.	holder) and *"So, the lesson learnt is to empower academic staff through hands on research skills development, and to widely sensitize High Education Institutions on Gender mainstreaming encouraging them to embrace the program. Then the issues of Gender and research in Universities will be strengthened and greater change will be witnessed in universities and the community"* (Uganda, Male, PhD holder). 2) Participation of early and mid-career women in research, *"The second significant change is early and mid-career women academics' strong motivation to get engaged in research practices. Especially, those who participated in the Gender Champions workshops have become members of EGLF and taken responsibilities".* (Ethiopia, Female, PhD holder) and *"Through the webinars and talks, women are motivated to participate in grants writing, research and publishing papers. Innovative research such as the discoveries of natural products e.g. Covilyec) by a female research, and Juice production which I did personally when I returned from my fellowship."* (Uganda, Female, PhD holder). 3) Addressing inequity in research and knowledge systems: *"The inputs gained from the various dialogues, trainings and workshops with regard to EGLF were crucial for the changes to happen. Such changes are important steps to challenge the inequity in the country's research systems."* (Ethiopia, female, PhD holder) and *"GERA efforts through Regional coordinators and focal persons within research Institutions is geared towards equitable research systems; in 2020 for example Bishop Stuart University graduated more female students than male students. Also at the same University, there are more females in top management positions than males"* (Uganda, Female, PhD holder). 4) Increased interests and knowledge in research ecosystem: *"Before the introduction of EGLF, I didn't know that there are different research polices, guidelines and practices that might have contributed to the existing gender inequity in research."* (Ethiopia, Female, PhD holder) and *"Majority of the staff in these universities had faint idea about Gender until we had to move from one university to another sensitize them on Gender and research"* (Uganda, Male, PhD holder); 5) Women taking up leadership positions in research systems: *"First, the senior female researchers have shown high willingness and commitment to challenge the research system in the country. By assuming leadership positions, many are now playing significant roles in promoting EGLF and reviewing the existing policies and guidelines at their respective institutions."* (Ethiopia, Female, PhD holder)	
Output 2.3: National online research publishing systems supported and/or developed	GPEKE has provided significant support to national online publishing systems. UNCST has developed an online research platform called "National Research Repository of Uganda" (NRU). Co-analysis workshop participants estimated that GPEKE had achieved 80% of its objectives for Output 2.3 whereas participants in the Uganda and Ethiopia FGD both estimated 100%.	• A three-day face to face workshop was organised by UNCST for 11 female and 10 male editors and librarians from institutions throughout Uganda highlighting areas in the journals that need improvement. During the face-to-face workshops for journal editors held in Uganda and Ethiopia, a module was successfully trialled on the gender considerations related to the management of a journal and in the reporting of research. (2019). A two-day workshop for journal editors was planned to coincide with the creation of the Ethiopian Journal Editors' Forum in Ethiopia organised and funded by the Ethiopian Academy of Sciences where 70 editors from all parts of the country attended but with only one female showing the need to address gender in subsequent workshops (2020). The Uganda National Council for Science and Technology began the development and setup of an online research platform called "National Repository of Uganda" (NRU). The platform has had over 2,000 submissions. *"…The National Research Repository of Uganda Platform has put a spotlight on the opportunities and possibilities that a more equitable research system could create. The Platform has caused for new partnerships in academia, private research organizations; with actors within Uganda's publishing community and other regulators like the National Information and Technology Authority of Uganda* (NITA-U)." (2021)	• Annual reports
		• Participants from the EAS also felt that the Ethiopian journal editor's forum and the MOOC are a success [NB this predated the GPEKE period]. The MOOC was attended by young researchers and staffs online with relevant topics such as writing grants and publishing.	• Country interviews
		• Uganda FGD participants estimated the following level of achievement for GPEKE: Goal: 75%, Outcome 1: 125%, Outcome 2: 75%, Output 2.3: 100%, Output 2.4: 100%. • Participants in the Ethiopia FGD estimated GPEKE's achievements as: Goal: 75%, Outcome 60%, Outcome 2: 90%, Output 2.1: 100%, Output 2.4: 90%.	• Uganda FGD • Ethiopia FGD
Output 2.4: Greater numbers of	GPEKE's work with the gender alliance and forum in Uganda and	• In Uganda, a series of workshops were organised to define the terms of reference for Uganda Gender Alliance and build further capacity with key institutions and research representatives in gender mainstreaming and knowledge-building. The first 'Gender Champions in Research and Higher Education in Uganda' workshop took place in	• Annual reports

research institutions supported to identify and address issues of gender inequity	Ethiopia were cited by nearly all contributors to the evaluation as one of the big successes of the project. Following on from the consultations in 2018 GPEKE supported UNCST to establish GERA and the EAS to establish the EGLF. This has included workshops in collaboration with UNCST involving over 100 participants from over 40 institutions across the country. Workshops in collaboration with the EAS involved over 100 participants from nearly 70 institutions. Following these workshops many new initiatives to promote gender equity in higher education institutes have started. UNCST and the GERA established a virtual platform to enable researchers across Uganda to share progress in gender equity in their institutions including work on sexual harassment and gender-based violence, and introducing gender balanced senior leadership roles in some departments. In Ethiopia the EAS established the EGLF and hired a focal-point person to coordinate activities	Kampala on the 2-4 September hosted by the Uganda National Council for Science and Technology (UNCST) and facilitated by INASP. The first of the regional workshops, took place in Arua in northern Uganda, hosted by Muni University. The workshop welcomed 39 participants (23 men and 16 women) from across 14 institutions in Uganda's northern region and focused on expanding the network of the Gender Alliance. (2019). In Uganda, UNCST and the national Gender Equity in Research Alliance hosted two workshops in 2020 to advance the vision and objectives of institutionalising gender equity within the national research ecosystem, as articulated in the 2018 Uganda Research Dialogue. 25 new institutions and 68 participants were engaged covering a diverse range of institutions in the east and west of Uganda. In Ethiopia, 27 new institutions and 34 participants were engaged by EAS for their first workshop on the practicalities of how to advance a vision of greater gender equity (2020). • All the participants were involved in the GPEKE project for the last four years since the inception of the project in 2019. All participants participated in the online workshop on grant writing. • Ethiopian Academy of Sciences (EAS) and INASP launched a Gender Champions Workshop in February 2020 at Getfam Hotel in Addis Ababa. The workshop participants were drawn from higher education and research institutions and key stakeholders such as the Ministry of Science and Higher Education. UNCST and the national Gender Equity in Research, conducted two training exercises on gender equity and gender mainstreaming across these institutions. It also consolidated a consultation exercise on how to embed, sustain and grow ongoing practical responses to the existing inequities at institutional level but with national impact. The workshops were attended by equal numbers of men and women, both recognising that the issues at stake transcend gender and the need for the university management to be fully involved. Consequently, the workshops included people at very senior levels of the universities' management. • With the mission to promote gender equity in Ethiopia's higher education and research institutions, the Ethiopian Academy of Sciences and INASP launched the Ethiopian Gender Learning Forum to brings together gender champions from 29 higher education and research institutions from across Ethiopia to discuss and reflect on gender-related issues in the country related to their work and research, and to find solutions. The Ethiopian Academy of Sciences is playing a really important role in addressing gender equity. We have public lectures on gender issues, and we have small projects addressing, for example, the quality of education in relation to gender equity. *"There are so many benefits to a forum like this! The main one is that we share our experiences, and we support each other in various ways. We share materials, we share information, and we support each other on how to better ourselves. Another benefit is that we female academics can coach each other, and we learn together".* In Uganda, INASP and Ugandan National Council for Science and Technology (UNCST) partnered to catalyse the launch of a new Gender Alliance to address gender barriers within its institutions and be responsive to the specific and holistic needs of both women and men researchers in Uganda. • If we are considering Addis Ababa Gender champions workshop It was conducted a total of four gender champions Workshop If not consider it only Arba Minch, Arsie's and Gondar workshop it will only three workshops so where is the starting point/year to consider the exact number of the workshop? Is that 2020 or 2021? If you consider four workshops which means Addis Ababa, Arba Minch, Arsi and Gondar Gender Workshop there was 112 participants from 66 universities, research institutions and stakeholders while you are considering Arba Minch, Asella (Arsi University) and Gondar gender champions workshops, there were 78 participants (21 men and 57 women) from 39 Universities, Colleges and research institutions). The EGLF major Accomplishment is Developed statue, facilitating Cultivating TOT for Gender Champion facilitator, established Board, conducing different trainings, Prepared Booklet and brochure to promote gender learning Forum, assessing the output of EGLF, developing road map and strategic plan of EGLF. In Uganda, the participant expressed that more researchers are now focussing on equity in their research. Uganda has seen a rise of researchers undertaking research in gender equity or including the component in their research • [Participants in the country interviews] pointed out that the website was not working as expected and this has pushed people away from uploading the stories. In Ethiopia 55 participants (13 M and 42 F) attended the two workshops additionally Gondar Workshop was conducted; 12 institutions(9 Higher Education Institutions and 3 Research institutions were engaged in the Gondar gender champion's Workshop by 23 representatives (8 M and	• Country interviews • Annual reports • INASP Blogs • Country interviews • Ethiopia FGD

which have included gender champion workshops, public lectures on gender issues and projects on how to promote gender equality in Ethiopian Universities. Two of the stories of change in Uganda and one in Ethiopia illustrate how GPEKE has contributed to establishing equitable knowledge ecosystems in Ethiopia: *"After the establishment of EGLF, I observed two significant changes in our research practices. First, the senior female researchers have shown high willingness and commitment to challenge the research system in the country…. the second is mid-career women academics' strong motivation to get engaged in research practices"* (Ethiopia, Woman, PhD) and Uganda: *"The Efforts of Global Platforms for Equitable Knowledge Ecosystems (GPEKE) Project in Eastern region of Uganda cannot not be ignored. By my personal assessment, it made some significant changes out of which I mention two of the; in my life as an individual; and in at least four universities in Eastern region Uganda in skills*	15 Female)….Generally, 4 workshops were conducted to promote gender equality in Ethiopian higher education and research institutions, during this workshop 112 participants were participated from different part of Ethiopia from 66 institutions	
	• EAS reflects: "*The initiative of establishing a Gender Learning Forum helped colleagues from higher education and research institutes to bring together, work, and discuss gender and gender-related issues. The progress so far contributed toward the establishment of the forum and its leadership team. The Academy is working to extend further and upgrade Gender-related activities from project to program level by bringing together all gender-related activities that exist at the Academy.*" (2020).	• Annual report
	• *"There is an increase in female instructors and female academicians – most of them are young. I want them to get all the proper encouragement to undertake research and be involved in teaching, and also deliver as much as they can…Because of this, I have that passion to motivate young girls, women, and also, of course, the boys as well. This is why I'm interested in being involved in issues that address the disparity, the disproportionate contribution or resource-sharing, at all levels*". (Yalemtsehay Mekonnen, Professor in Biological Sciences, Addis Ababa University). *"At my institution there are some scholarships set aside to help women students who would otherwise not have enough resources, which is one small step towards gender equity. We also allow women to come and teach, thus providing mentorship to our female students. When we hold conferences and lectures and symposia, we consciously create a gender balance by having both men and women presenting papers, and that's our small effort towards the cause – we hope that helps to bridge that gender gap*" Uganda. Two workshops were organised in partnership with the Ethiopian Academy of Sciences (EAS) and Uganda National Council of Science and Technology (UNCST) as part of the gender equity strand of the Global Platforms for Equitable Knowledge Ecosystems (GPEKE) programme. In both countries, (Uganda and Ethiopia), the networks affirm the positive and critical role that both women and men play in society, and have played historically, and the need to value and focus attention on the complementarity of these roles in national development. They also insisted from the start that any solutions advanced to address the issue of inequity must benefit both women and men and be orchestrated by both men and women in each setting.	• INASP Blogs
	• Both the Ethiopia and Uganda participants felt that the greatest success of the GPEKE project is the gender strand that is the establishment of the Gender Equity Research Alliance and Ethiopia Gender and Learning Forum and the fact that the forum is functional to date and acts as a framework that continuously deals with gender issue.	• Country interviews
	• In Uganda, actual products have also been produced under GPEKE such as web portals, repositories and other inclusive platforms. These that have led to better conversation with government bodies such as National council for higher education. Majority of the interviewees felt that the approach taken was okay. A few Participants recommended a different approach by holding some physical meetings or visit the respective countries more often for next projects if possible. Some participants felt that the project could consider support acquisition of basic equipment. From Uganda the interviewees felt it would have been good to have GERA have some independence from UNCST. GPEKE should have attracted more gender researchers initially in addition to the volunteers. This could have strengthened the forum more.	• Country interviews
	• Things which have worked well in Uganda include: increased awareness for inclusion of gender equity issues in research; increased focus on gender by funding bodies e.g. to ask for a clear plan for how the researcher will take into account gender equity issues; the government is having concerted efforts to address issues related to gender equality and equity - there is evidence that such discussions are happening at ministerial levels and technical levels but there needs to be some more interface happening. One participant in Uganda reported *"Gender training with AWARD and then GPEKE training enabled me to set up a profile on Linked in which has enabled me to be attract research partnerships"*. Uganda FGD participants estimated the following level of achievement for GPEKE: Goal: 75%, Outcome 1: 125%, Outcome 2: 75%, Output 2.1: 100%, Output 2.4: 100%	• Uganda FGD
	• In Ethiopia there have been improvement in resources, improvement in commitment by institutions of HEI to EKES through budget allocation and also participation in training and leadership support for research is also improving in institutions and there are gender champions at national level which emerged from the GPEKE EGLF output. But some of this is due to a general reduction of patriarchy in the system. Participants in the Ethiopia FGD estimated	• Ethiopia FGD

development and awareness on Gender and research." (Uganda, Woman, Master's). Participants in the co-analysis workshop estimated that GPEKE had achieved 85% of its objectives for this output. Participants in the Uganda FGD estimated 100% and those in Ethiopia 90%.	GPEKE's achievements as: Goal: 75%, Outcome 60%, Outcome 2: 90%, Output 2.1: 100%, Output 2.4: 90% • Two of the stories of change in Uganda and one in Ethiopia illustrate how GPEKE has contributed to establishing equitable knowledge ecosystems in Uganda and Ethiopia: *"After the establishment of EGLF, I observed two significant changes in our research practices. First, the senior female researchers have shown high willingness and commitment to challenge the research system in the country. …. The second significant change is early and mid-career women academics' strong motivation to get engaged in research practices. Especially, those who participated in the Gender Champions workshops have become members of EGLF and taken responsibilities... Such changes are important steps to challenge the inequity in the country's research systems. Finally, the recent mentorship and networking practices among the senior, early and mid-career female researchers could be taken as a good lesson to strengthen the research and knowledge ecosystems."* (Ethiopia, Female, PhD holder) and *"The Efforts of Global Platforms for Equitable Knowledge Ecosystems (GPEKE) programme in Eastern region of Uganda cannot not be ignored. By my personal assessment, it made some significant changes out of which I mention two of the; in my life as an individual; and in at least four universities in Eastern region Uganda in skills development and awareness on Gender and research."* (Uganda, Female, Master's)	• Stories of change

2.2 Were the assumptions valid?

Assumption	Conclusion	Evidence	Source
Partner research institutions are fully committed and able to advance the agenda engage researchers and other stakeholders in the range of activities.	Yes: the number of researchers participating in GPEKE activities, and the ownership taken by university members of the gender networks demonstrates that partners are supporting the project.	• UNCST co-sponsored a MOOC with 182 participants. A three-day face to face workshop was organised by UNCST for 11 female and 10 male editors and librarians from institutions throughout Uganda highlighting areas in the journals that need improvement (2019). The collaboration with country partners EAS and UNCST to promote MOOCs to researchers in their networks (in 2020) resulted to a total of 392 Ugandans participants with 60% completion rate, and 129 Ethiopians with 43% completion rate on the courses. In Ethiopia, a gender coordinator was recruited by EAS and supported by INASP to support the growth of the gender equity activity across the institutions. (2020). The Uganda National Council for Science and Technology began the development and setup of an online research platform called "National Repository of Uganda" (NRU). (2021)	• Annual reports
Stakeholders who contribute to shaping and using the research agenda are equally involved in the conversations	Yes: there is good evidence that GPEKEs country partners and AuthorAID stewards and other members have been involved in consultations throughout the project to shape project activities.	• The Ethiopian Academy of Sciences is playing a really important role in addressing gender equity. We have public lectures on gender issues, and we have small projects addressing, for example, the quality of education in relation to gender equity. "Ignited by the gender workshop organized by INASP and UNCST from 10th to 12 March 2020 at Busitema University, the university administration at Livingstone International University (LIU), Budaka District, without hesitation, adopted the 2020-2023 Action Plan developed by their representative during the workshop. Consequently, gender balanced leadership roles at senior level are now being manifested in some departments. • Over 112 participants from 66 universities in Ethiopia and over 100 individuals from 70 institutions in Uganda contributed to developing the gender work. • INASP's partners on GPEKE had grown out of collaborative work on dialogues in each country over the previous year. The initial design of the in-country work was informed by the results of that work and consultation with partners. Since then partners have been involved in workplan discussions, forum planning, research activities, facilitation of training, budget discussions, and stakeholder meetings.	• INASP Blogs. • Distilled from above • Staff interviews.
Stakeholders are willing to develop and engage in more collaborative	There is strong evidence that stakeholders across the whole project have been willing to engage and collaborate with the	• INASP's partners on GPEKE had grown out of collaborative work on dialogues in each country over the previous year. The initial design of the in-country work was informed by the results of that work and consultation with partners. Since then partners have been involved in workplan discussions, forum planning, research activities, facilitation of training, budget discussions, and stakeholder meetings. *"[there have been] different views on what partnership means"; "UNCST and EAS had different ideas [on journal editor training and] Embedding of online*	• Staff interviews

		learning in Uganda and Ethiopia"	
approaches to address needs	project to identify, develop and test a range of different approaches to address needs, that views have sometimes diverged, but that in-country partners and the AuthorAID Stewards have taken ownership of and developed activities aligned with the project themselves.	• Subject-matter experts in Uganda reviewed the content in the existing proposal writing course and included several Uganda-specific examples to make the course more relevant for researchers in Uganda. This course was piloted by UNCST in November 2022. • AuthorAID stewards, initiated two learning sessions for leaders of the three AuthorAID online journal clubs – community run initiatives that discuss the latest papers and community needs using WhatsApp and Zoom. The objective was to share and document learning from the journal clubs to create a best-practice guide for existing members, as well as for those wanting to start their own online journal club. In Ethiopia, 29 institutions were engaged across two gender champion workshops and a Training of Trainers workshop to increase awareness of the Ethiopian Gender Learning Forum. The two gender champion workshops were held in different regions of Ethiopia (2020). In Uganda, UNCST and the Gender Equity in Research Alliance (GERA) hosted five gender champion workshops and a Training of Trainers workshop to build further support and to consolidate the alliance. These workshops introduced a larger group to the gender alliance and made them familiar with gender concepts and terminologies. In total, 41 institutions across Uganda were engaged in GERA workshops during 2021 (2021)	• Moodle Data • Annual reports
There is clear understanding that INASP is only supporting "part of the picture" & contributing to a part of the change	Insufficient evidence emerged through the evaluation to test this assumption		

2.3 How sustainable are the changes observed in the key country partners and the Uganda and Ethiopia Gender Alliances?

Partner	Conclusion	Evidence	Source
Uganda National Council for Science and Technology	There is good evidence from the country interviews and focus group discussions that the work with UNCST will be sustainable. Activities are embedded in UNCST's strategic plan; the National Research Repository is hosted by the Research and Education Network of Uganda; and funding for this and GERA is ring-fenced in the UNCST budget.	• The participants in Uganda felt that the activities will be sustained because UNCST is backing GERA. The GERA will be sustained once the gender researchers and specialists come on board. *As UNCST, we built very interesting partnerships. We started a repository with the Research and Education Network of Uganda, which provides sort of cheap internet for universities. We also started working with a consortium of Uganda university libraries for content to Put in the repository. The first thing that we have done is to ring fence fund financing for these initiatives to ensure that they continue. Secondly, we have also undergone some sort of structural changes, to ensure GERA, which is an Alliance formed during this work, could be supported to become autonomous because we have incubated it up to this point. But still, we believe that we can support it and allow it to grow as an alliance that make its own sort of independent approaches, either with new stakeholders or create its own partnership* (Interview-Steve, UNCST). *Plans are underway with the GERA platforms to put them under our ICT department so that we can continuously host them making sure that their online presence remains even after GPEKE closes. GERA is incorporated into UNCST and already budgeted for, So now sustainability for those two is guaranteed* (Interview-Immaculate, UNCST) • The discussion had the plans highlighted like inclusion into the strategic plan of UNCST and the various MOUs that had been signed with for example NCHE. The UNCST have included the activities into the strategic plan of UNCST as well assigned various MOUs for example with NCHE. FGD	• Country interviews • Uganda FGD
Uganda gender network	There is strong evidence that the work on gender by GERA will be sustainable. It is a registered NGO, has the	• These gender networks have continued to evolve. They have begun to facilitate the institutionalising and mainstreaming of gender equity in the day-to-day workings of research institutions and institutions of higher education across the two countries. • Many researchers want to join GERA and because GERA is an NGO, and recognized by our university, and our country Uganda National Council of Science and Technology. There will be nothing stopping us from winning	• INASP Blog • Country interview

support of universities and the UNCST which has committed to continue to fund its activities. A member of the coordinating team from one of the GERA regions is keen to expand its activities to more universities.	grants or actually attracting more funding. Another thing is we had an interaction with the various institutions and the leaderships of institutions of higher learning in the regions were advocating a budget provision in their budgetary allocations and this, will continue the sustainability of activities. Yes. Because you UNCS has taken on GERA. And they promised to fund it. And along the way, in the hopes of writing the organization standing on its own. The participants from GERA were more involved in developing the platform and ensuring it remains functional. They were involved in workshops and training focal persons in different universities to understand gender issues and their role in identifying gender gaps.		
	• *"This movement is bound to live on way beyond my imagination.... In my current capacity as the acting deputy coordinator for GERA, central region I have worked with other committee members to reach out to other tertiary institutions of learning in Uganda. As we continue meeting more and spreading the gospel, the education outlook of this country is bound to shift irreversibly and focus more on ensuring equitable representation in all aspects of our lives"* (Uganda, Male, Batchelors, SoC 10)	• Stories of change	
Ethiopian Academy of Science	There is good evidence that there is a strong commitment to gender equality generally in Ethiopia and for a unified, nationally driven Ethiopian research system that can respond to national priorities. The President of the EAS is a very strong supporter of initiatives to address research capacity building and the specific challenges women face. Participants in the Ethiopia FGD identified several plans to maintain EAS's efforts.	• A declaration published on the EAS website and officially launched at a meeting in Addis Ababa last week calls on the Government of the Federal Democratic Republic of Ethiopia, academia, civil society, the private sector and all stakeholders to play their share in achieving a unified, nationally driven Ethiopian research system that is able to respond to national priorities. • *"INASP is really focusing on capacity building, where it matters. Gender equity matters a lot for developing countries like Ethiopia. Quality of research matters because by being cognisant of quality research you tend to address topic issues and also societal issues so INASP is really by extending its technical support in capacity building of our researchers, particularly female researchers."* (Professor Tsige Gebre-Mariam, President, Ethiopian Academy of Sciences).(2019) • The participants in Ethiopia pointed out that for sustainability of the Ethiopia forum, more partners and funds will have to be looked for or an extension of the project. Partners especially the Africa Union, institution and Higher learning will need to focus on the forum as a priority and to own the benefit of the forum. • Participants in the Ethiopia FGD identified several plans to enhance the sustainability of this work including: EAS is planning to turn gender championing into a programme not a project; Development of research capacity at national level through workshops; The training of editors will again be picked up. Perhaps liaise with Author aid; There are efforts to incorporate EGLF into EAS initiatives and plans; Running gender workshops in other universities which have taken on the task of changing their policies and creating the right environment for research e.g. Gonda University; Motivating women researchers who may have many other pressures in life; Gender officers at institution and national levels need to deal with real capacity building for ECRs issues if significant gains are to be achieved in EKES	• INASP Blog • Annual report • Country interviews • Ethiopia FGD	
Ethiopia gender network	There is strong evidence from multiple sources that the EGLF work will continue. The focal point person is now funded by the Packard Foundation, and the focus group discussions and stories of change suggest very strong commitment to continue among members	• These gender networks have continued to evolve. They have begun to facilitate institutionalizing and mainstreaming of gender equity in the day-to-day workings of research institutions and institutions of higher education across the two countries. • Regarding sustainability, you know, as I mentioned earlier with the support of INASP we had focal person and since last December the focal person pay is not from INASP but from the Packard Foundation project, so that person salary will be paid. • Wider network needs to be created that links various institutions into EGLF and a budget allocation be given to empower women across the region or within Ethiopian Institutes. Perhaps spearheaded by EAS. There are efforts to incorporate EGLF into EAS initiatives and plans. • *"The Ethiopian Gender Learning Forum (EGLF) at a national level is one of the big changes brought due to the activities of the program (workshops). The EGLF is moving to contribute much more on equitable research capacity development in national research systems in our country. Institutions especially those that hosted the gender learning champions workshop like our University (University of Gondar) is highly motivated to bring gender equity. Currently, the University has given special training on the issue of research in which I was one of the trainers. Moreover, the University has created a competitive call for research grants where only female academicians were competing. And I am one of the grant winners and am currently on the way to starting the*	• INASP Blog • Country interviews • Ethiopia FGD • Stories of change	

| | | *research activity. Participants working on gender equity at different institutions share practices ideas, and burdens and talk about solutions that initiate all of us to prepare action plans. For example me and my friends in my institution produce our action plan and begin our activity"* (Ethiopia, Female, PHD, SoC11). | |

2.4 How has GPEKE work added value to other efforts to strengthen knowledge ecosystems in Uganda and Ethiopia?

Conclusion	Evidence	Source
There is good evidence that GPEKE added value to other efforts to strengthen knowledge ecosystems through its focus on gender-related issues, increasing awareness of these issues, establishing discussion fora, and reaching researchers who couldn't access other programmes. The literature review identified a number of other programmes in Uganda and Ethiopia but often for relatively small numbers of researchers and often in collaboration with Northern universities. One participant in the Uganda FGD described how the training had helped her to raise her profile on LinkedIn and connect with other researchers. Stories of change from Ethiopia and Uganda illustrate how GPEKE has reached researchers unable to access other programmes and enabled them to progress their careers and inspire others.	• Uganda FGD participants identified a number of other programmes addressing similar issues to GPEKE: AWARD – African Women in Agriculture in research and development, Makerere Gender institute, UN-Women, IDRC, Futures Uganda working with Ministry of Agriculture, Animal Industry and Fisheries, USAID and Science granting councils. Uganda FGD participants estimated GPEKE's contribution to observed achievements vs that of these other programmes as: Goal: 50% GPEKE 50% Others, Outcome 1: 40% GPEKE 60% Others, Outcome 2: 25% GPEKE 75% Others, Output 2.1: 40% GPEKE 60% Others, Output 2.4: 50% GPEKE 50% Others. Deborah shared how she had a gender training with AWARD and then GPEKE training enabled her to set up a profile on Linked in which has caused her to be attractive in research as a woman • Participants in the Ethiopia FGD identified few other initiatives working on similar issue: [Other activities by the] Ethiopian Academy of Sciences and SETAWIT –Society of Ethiopian women in science and technology- it is a government initiative. Participants in the Ethiopia FGD estimates GPEKE's contribution to observed achievements as - Goal: 60% GPEKE 40% Others, Outcome 60% GPEKE 40% Others, Outcome 2: 100% GPEKE, Output 2.1: 90% GPEKE 10% Others, Output 2.4: 50% GPEKE 50% Others. • Other capacity development programmes in Ethiopia and Uganda identified by the literature review include: The SNOWS consortium, which had Mbarara University of Science and Technology as one of the partners "The aim of the consortium, with the help of the Wellcome Trust is "to build African capacity for interdisciplinary research in water supply, sanitation, and environmental health, bringing together universities from across the continent, with research-active universities in the North" (Hunter et al. 2014). The Wellcome Trust DELTAS (Developing Excellence in Leadership, Training and Science) programme which includes AMARI which aims to recruit, train and support a network of 50 early-career researchers at M.Phil., Ph.D. and Post-doctoral levels across four countries: Ethiopia, Malawi, South Africa and Zimbabwe" (Merritt et al. 2019). CARTA (The Consortium for Advanced Research Training in Africa) which competitively recruits early-career university academics for PhD fellowships" (Uwizeye et al,2020). The Next Generation Scientist program includes a 3-month fellowships for scientists in LMICs including Ethiopia and Uganda. "The 3-month core program comprised two main components: a bespoke research project and a formally structured science and leadership skills development program", and long term mentorship (Pillai et al. 2018). The Bloomberg Data for Health Project which trains digital health involved practitioners and researchers Uganda and partners in the United States "to improve public health data globally in order to empower decision makers and improve the health of populations". (Hyder et al., 2019). • *"I'm a teacher educator, a trainer, a researcher and a research teacher at Addis Ababa University, Addis Ababa, Ethiopia. I also served the former Ministry of Science and Higher Education.... for about three years... I've been working with EAS and INASP since the inception of the Ethiopian Gender Learning Forum (EGLF) in 2018....before the introduction of EGLF, I didn't know that there are different research polices, guidelines and practices that might have contributed to the existing gender inequity in research".* (Ethiopia, Female, PhD, SoC8). *I had no opportunity to study for a PhD because my university did not consider me worthy. GPEKE contributed to my visibility. Andy Nobes of AuthorAID linked me to Graham Wise who helped me publish in a highly ranked Journal. I am on Research Gate, have an ORCID number, and have registered with LinkedIn. I speak about gender in forums where I participate and [including with GERA] I have encouraged women, mentoring several young women to do their study in issues benefiting women.* (Female, Uganda, PhD, SoC16). *"Before the introduction of EGLF, I didn't know that there are different research polices, guidelines and practices that might have contributed to the existing gender inequity in research."* Ethiopia, Female, PhD holder. *"Majority of the staff in these universities had faint idea about Gender until we had to move from one university to another sensitize them on Gender and research"* Uganda, Male, PhD holder. *"First, the senior female researchers have shown high willingness and commitment to challenge the research system in the country. By assuming leadership positions, many are now playing significant roles in promoting EGLF and reviewing the existing policies and guidelines at their respective institutions".* Ethiopia, Female, PhD holder	• Uganda FGD • Ethiopia FGD • Literature review • Stories of Change

2.5 How and how much have GPEKE's online activities contributed to enabling stronger and more equitable research systems in other countries?

Conclusion	Evidence	Source
There good evidence that GPEKE has contributed to strengthened equitable research ecosystems even in countries with only online activities. 166 (84%) of the participants in the AuthorAID survey in Nigeria felt that AuthorAID services have improved partnership with students and faculty, 162 (83%) that it has strengthened mentoring, research and learning, 149 (78%) that it has strengthened research collaboration and 127 (70%) that it has enabled a more equitable research system. AuthorAID members in the Nairobi FGD felt that AuthorAID has strengthened the knowledge ecosystem but could do more if it included other activities	• AuthorAID courses are accessed by people in countries and regions affected by conflict or unrest – for example Yemen and the Somali regions – and by displaced people. This has helped AuthorAID think about how best to serve learners in less accessible situations. Considerations such as those discussed above around working with low bandwidth and options for asynchronous learning can help meet learners in more challenging situations. • All of INASP's capacity development approaches are underpinned by the principles of sustainability and local ownership, making sure that we support lasting change and that capacity development can continue once INASP is no longer involved. We develop plans for sustainability together with our partners in the early stages of each project. Rigorous scoping activity allows us to understand what is possible in each context and tailor our support to local needs. Our courses can persist in various formats and ways of delivery, depending on what will maximize their use and engagement. • AA members in the Nairobi FGD felt that AA has contributed to strengthening the knowledge ecosystem but could do more if included other activities: more active on-boarding of new members, small grants, institutional partnerships where supervisors could encourage others to be involved. *"E.g. Corsera has partnered with specific institutes (ILRI?). Their incentive would be increased number and quality of publications. That's good for the institute, department and project"*, Stewards with a geographical role - encouraging face-to-face networking between members etc. • 166 (84%) of the participants in the AA survey in Nigeria agree or strongly agree that AuthorAID services in their country have improved Institutional partnership with students and faculty, 162 (83%) that is has strengthened institutional partnership in collaborative activities (mentoring, research, learning) 149 (78%) that it has strengthened research collaboration and 127 (70%) that it has enabled them to develop a more efficient & equitable research system. 118 (62%) of respondent in the AA survey in Nigeria agree or strongly agree that AuthorAID services in their country have made it possible for women researchers to be provided with the same opportunities and training as men, And 89 (50%) that there has been an increase in women engaged in research. 81 (48%) of respondents agree or strongly agree that AuthorAID services in their country have Increased involvement with policymakers and practitioners. There were no statistically significance between respondents of different gender or age-range. • The stories of change include many examples where the benefits are extending beyond the individual to the wider knowledge ecosystem for example: 1) teaching others *"I'm also participating in this course because of the proposal writing components and to also to adequately provide support to my fellow undergraduate students in addition to the abundant available support and guidance by the AuthorAID community both on the learning platform and via email."* (Nigeria, Male, No academic degree); 2) enabling leaders within institutions in LMICs to use the acquired knowledge to build capacity "I have got lots of knowledge from the training in an enhanced and sustainable AuthorAID platform. It supports me to develop my research skills very well and even I found very essential training documents online that help me to train my junior friends in my institution" (Ethiopia, Female, PhD holder); 3) using improved online skills to teach others "I gained significantly the ability to organize online meetings and webinars." (Uganda, Female, PhD holder) and 4) stimulating other initiatives e.g. in Uganda where "The Massive Open Online Courses that translated into the Online Learning Initiative. Under the MOOCs Ugandan Researchers were trained in 2019 and 2021 and under the online Learning Initiative, the first course will be run October 2022." (Uganda, Female, Master's)	• OTT Blog • INASP Blog • AA FGD Nairobi • AA Survey Nigeria • Stories of change

Evaluation Question 3: Was GPEKE implemented as planned?

3.1 What evidence is there that INASP's approach has established equitable partnerships with in-country partners?

Conclusion	Evidence	Source
There is strong evidence from multiple sources that GPEKE	• It has been exciting to see these groups start to become more embedded within the two countries. The Ethiopian Gender Forum meetings have attracted representation from Government ministries. In Uganda, GERA has been registered as an NGO. • Across Ethiopia and Uganda, the participants felt the relations has been very good both at individual level as well as institutional level. In	• INASP Blog 2021 • Country interviews

has established equitable partnerships. INASP's partners on GPEKE had grown out of collaborative work on dialogues in each country over the previous year. The initial design of the in-country work was informed by consultation with partners. Since then, partners have been involved in all aspects and stages of the project. There has also been a very strong partnership between INASP and active members in AuthorAID Partners recognise and value their collaboration with INASP. In the FGDs in Ethiopia and Uganda, participants felt the relations have been very good both at individual level as well as institutional level and in the gender alliance and forum.	future more physical meetings were recommended as opposed to virtual. *"As I say INASP is our long term partner and we expect this will go further beyond 2022 as institution and individually"*. Prof. Teketel Yohannis-EAS. All participants pointed out that the interaction has continued to be good even after Jennifer left and Mai came in. There is still smooth implementation of activities. The participants in Uganda expressed that the relationship changed positively. The coordination and communication with focal person in different institution and steering committee became clear. *"There is a good flow of communication right down from the institutions of higher learning and permeates to the steering committee"* Wahid-Uganda. Majority of the participants agreed that they were involved in determining GPEKE activities. The participants were involved during the inception of the GPEKE Projects. A few participants felt that the project had a clear theory of change already developed. One participant felt that the project had its own objective which coincided with academy objectives. • Different participants were involved in different ways as listed: Workplan discussion, Board members nomination, Forum planning, Research activities, Facilitation of training, Budget discussion, Budgeting, Stakeholder meetings. High consensus among INASP staff on strong inter-organisational relationships with UNCST and EAS. Built through SERKS activities & strong personal relationships developed by Femi. Lots of good will, but sometimes difficult to maintain individual relationships because of high turnover on both sides. As a consequence relationships took a lot of effort to maintain. Perspective of partnerships sometimes different. INASP as GPEKE grant holders distributing funds for activities to partners can sometimes lead to INASP playing a quasi-donor role rather than a reciprocal partner role. INASP tended to fund activity-by-activity rather than as 'programmes' (cf. in TESCEA). • INASP staff recognise that all partners have their own internal and external challenges – e.g. UNCST's move into the Office of the President, and the impact of Covid and staff turnover in INASP. There was continuous dialogue with partners about progress, plans and new ways of working together – e.g. discussion with Prof. Teketel from EAS about "opportunities to continue the partnership.... including support to researchers through online learning/MOOCs, which INASP will be well placed to seek funding for.... [and] other pieces of work, including support to journal publishing, where funding is more likely to go directly to partners in the South (including bodies like EAS). EAS could then bring INASP in as a partner to support this work. Transition to Community-Led model for AuthorAID – "After a survey of the whole AA community which resulted in many suggestions and ideas about how it could be taken forward, Andy built a team of trusted people within AA to act as volunteer 'stewards' to advise INASP on strategy and ideas for AA's growth and development". Gradually increasing focus on local partnerships as a route to sustainability.... the approach does entail a shifting role for INASP — more advisory, less directly in control of delivery. In some cases such as journal platforms in Ethiopia, INASP is supporting an existing initiative that predated GPEKE. Establishment of quarterly partner meetings with partners in Uganda and Ethiopia to review progress, workplans, future work and the partnership. E.g. in 19th May 2021 meeting with EAS, EAS said "EAS is happy with the way partnership has been going well…. EAS grants manager appreciates the communication about the calls for funding….. Want to look towards bigger collaboration with INASP and EAS." • Mid-term learning reviews with EAS and UNCST identified new opportunities to deepen and broaden the work, e.g. [establishing] a high-level forum with Presidents and Vice Presidents would help us understand what support they need and where they see change being able to take place (Ethiopia) and to "strengthen processes of gender mainstreaming in any guidelines that UNCST develops" (Uganda). There has been collaboration between students and researchers who didn't know each other before who have taken the AA courses. UNCST has welcomed the training provided by GPEKE but there is need for more Training of Trainers sessions.	• Staff Interviews • Management Reports • Uganda FGD

3.2 Why did GPEKE decide not to pursue some planned activities?

Conclusion	Evidence project during 2019,	Source
There are very few planned activities that didn't go ahead, though sometimes slightly changed or to a different timeframe.	• Due to the late start of the GPEKE the planned visit to Cambodia was not held. • Majority of participants felt that while things worked out overall, they sometimes didn't proceed as expected. All expressed that there were administrative challenges such as delays in transfer of funds and challenges in human capacity within wider stakeholders. Participants from the EAS academy side reported that there was a turnover and transition. Those in charge of some activities left and the journal activity has not been as active as the gender forum side. There was short of time due to interruptions. The GERA website was pointed out as not working as expected and this has pushed people away from uploading the stories. • While publishing work in Uganda continued in a slightly different form than originally planned, online publishing and embedding work in Ethiopia was stopped because it would have been difficult to resolve them and develop alternative plans without spending time face-to-face, and to focus effort on the gender work.	• Annual Reports • Country interviews • Management Reports

3.3 To what extent did GPEKE take an adaptive approach to project design and delivery to enable it to respond to evolving needs and contexts?

Conclusion	Evidence	Source
INASP took a very consultative and inclusive approach to planning GPEKE. The COVID-19 crisis in 2020 triggered a major rethink of how to deliver the project. INASP explicitly started to explore adaptive management tools in 2021. That led to a review of ToC in August 2021 to align it with the results framework a dialogue with UNCST/EAS about the publishing work and discussion in 2022 with EAS resulting in a decision to pause work on online courses to focus on work with the Ethiopian Gender Learning Forum.	• A revised Theory of Change was developed in collaboration with partners in 2020. • INASP's self-study tutorials were launched in quick succession soon after the onset of the COVID-19 pandemic and resulting closures of physical learning spaces. The goal was to offer opportunities for students, researchers, and teaching staff in developing countries more opportunities to learn key topics as they started adapting to a new work or study routine. The topics of the 4 tutorials are 'Search Strategies', 'An Introduction to Critical Thinking', 'Basics of Grant Proposal Writing', and 'Facilitating Events and Courses in an Online World'. • INASP staff took a very consultative inclusive approach to planning within the INASP team, esp. for annual plans for Sida, but involvement of partners fragmented into different workstreams (AA, Editors & Journals, Gender) and activity-focused. Then implementation was very adaptive & emergent in response to changing circumstances (e.g. response to Covid, stopping embedding, decision to focus on gender in Ethiopia). Difficult to identify things that were "planned but then not delivered" because plans evolved. INASP staff recognise that changes of staff and changing responsibilities brought different approaches to planning at programme-level - initially very decentralised and emergent, then more centralised emphasising overall programme coherence, and in different workstreams - some workstream leaders were much more consultative and flexible than others. • Rapid response to Covid: Set up COVID log in May 2020 to track reports on impact of Covid in Africa and especially Uganda and Ethiopia and regularly review and consider likely impact on programme work and how to adjust. Developed plan for responding and identifying possible new partners and mechanisms for online work and need to adjust to different contexts. Decision to pause embedding work because very difficult to do effectively online (2021). Practical application of adaptive management tools including USAID Decision Tree, Dave Algoso's 3x3 matrix, PDIA Toolkit (2021). Started a review of ToC in August, processes to align it with the results framework, reviewed the assumptions and considered likely impact of Covid (2020). Reviewed feedback of MOOC co-sponsors on design of co-sponsorship package to be more flexible to meet diverse demands (2020). Dialogue with UNCST/EAS about the publishing work. Recognised different interests in each country and need to be flexible in support provided (2020). Discussion with key partner in Ethiopia and decision to pause work on embedding of online courses to maximise effort and impact of work with Ethiopian Gender Learning Forum (2022). Identified need to continuously track the contexts in Uganda and Ethiopia to identify other organisations active in the same space, new resources and how the context is changing and produced updates quarterly for discussion in team meetings (2021). Very open and highly responsive to feedback in annual progress meetings with Sida – e.g. to review and look for other partners in Uganda in Ethiopia (2020)	• Annual Report • Moodle Data • Staff Interviews • Management Reports