



ANNUAL STAKEHOLDER EVENT

LOOKING TO THE LONG-TERM:
SUSTAINABLE RESEARCH
PARTNERSHIPS BETWEEN
LMICS AND THE UK

THURSDAY 10TH MARCH 2022
9:30AM - 11:30AM

#EquitablePartnerships @UKCDR ukcdr.org.uk

UKCDR ANNUAL STAKEHOLDER EVENT
**LOOKING TO THE LONG-TERM: SUSTAINABLE RESEARCH
PARTNERSHIPS BETWEEN LMICS AND THE UK**
EVENT SPEAKERS



PROF. CHARLOTTE WATTS
FOREIGN
COMMONWEALTH &
DEVELOPMENT OFFICE



MAVIS OWUSU-GYAMFI
AFRICAN CENTER FOR ECONOMIC
TRANSFORMATIONS



PROF. ERNEST ARYEETAY
AFRICAN RESEARCH
UNIVERSITIES ALLIANCE



DAJANA DZANOVIC
UNIVERSITIES UK
INTERNATIONAL



PROF. MELISSA LEACH
INSTITUTE OF
DEVELOPMENT STUDIES

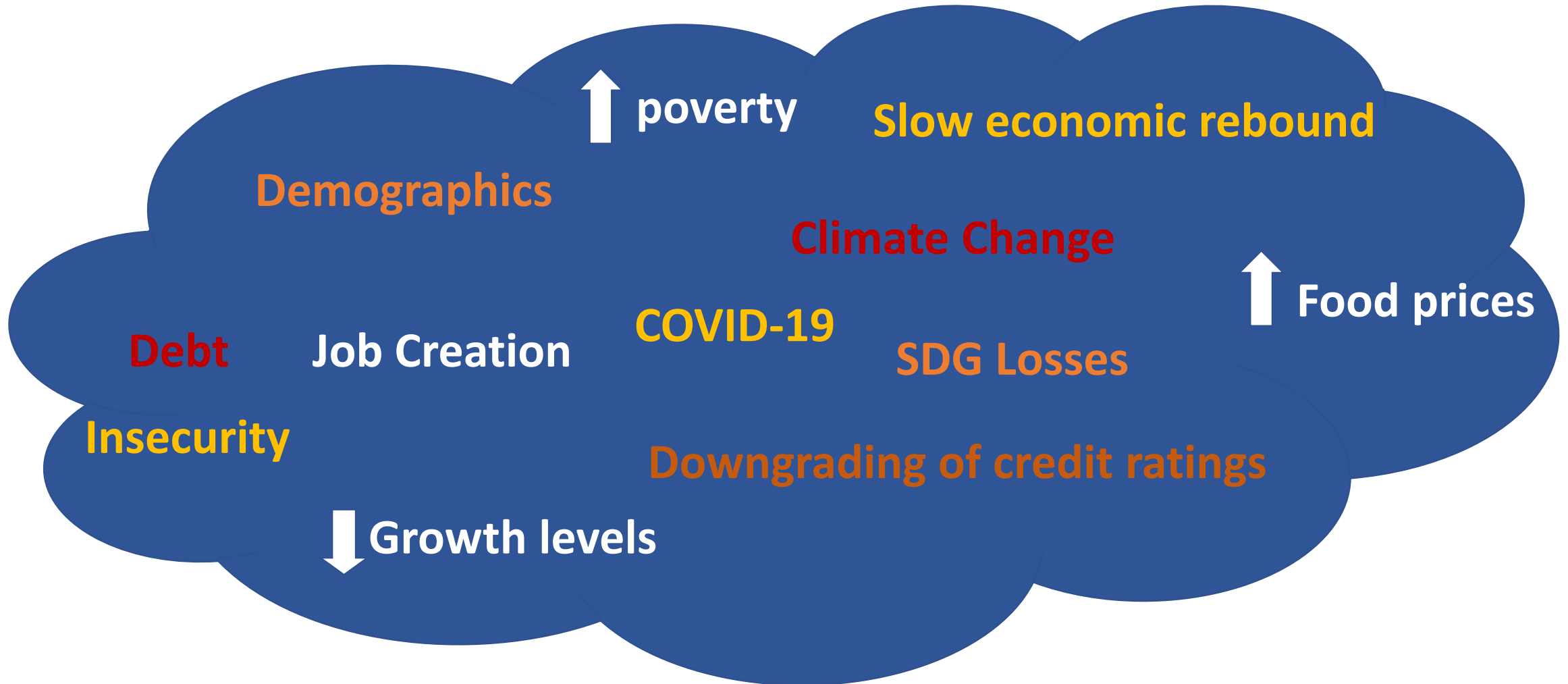
THURSDAY 10TH MARCH 2022 | 9:30-11:30AM GMT



The Role of Research and Technology in supporting the policy agenda of African Governments.

UKCDR Annual Stakeholder Event 2022

2022...Challenges being navigated by African Governments





ACET A Framework for Economic Transformation

Transformation = Growth **DEPTH**

D



Diversification
of production
and exports

E



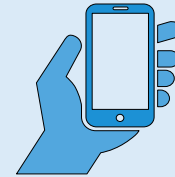
Export
competitiveness in
international markets

P



Productivity
increases of all
resource inputs,
especially labor

T



Technology
upgrades throughout
the economy to
make production
more efficient and
cost-effective

H



Human wellbeing
improvements such
as better jobs and
higher incomes

Importance of Science, Technology and Research in Policy Development



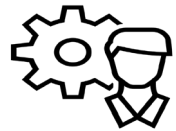
Created by ProSymbols
from the Noun Project

New advances in science and technology through research and product development are the fuel to innovation across all sectors – health, agriculture, manufacturing and industry, etc. It is a **fundamental requirement for value addition to raw materials** and people.



Created by Maria Zamchy
from the Noun Project

Evidence based and evidence informed research is critical in enabling governments to implement short, medium and long development plans



Created by I Putu Kharisn

Boosts the quality of human capital for early industrialization. Early industrialization relies on low and mid-level technicians



Created by Hilmy Abiyu Asad
from the Noun Project

Science, technology and research is a **crucial determinant of national economic competitiveness** - separating developing countries from advanced economies. Mastery of STI gives a nation an edge over its competitors in the global market, and vastly increases the military strength of countries.

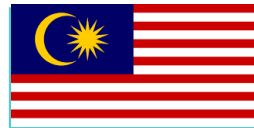
Importance of Science, Technology and Research in Policy Development

- Science, technology and innovation has played a significant role in the economic transformation of China, Malaysia, Japan, India, Singapore and others



China

Policies drove expansion in renewable energy industry, agricultural productivity and improvements to rural connectivity and Internet penetration



Malaysia

- formed digital free trade zones through which \$65 billion of goods and services are expected to flow in the period to 2025.



Japan

- Early and continued investment by the Government in science and technology education, in particular engineering, led to the development of a strong human resource base and networks to establish their own R&D systems



India

- policies supported IT service industry -a global pharmaceutical powerhouse accounting for 20 per cent of the global consumption of generics



Singapore

- facilitated technology transfer from multinationals and diffusion among local firms through the import of technologies, as well as implicit learning from employees

ICT & Policy Development

14 % 

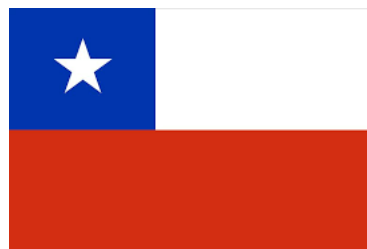
Created by Andre Buand



Brazil

7 % 

Created by Andre Buand



Chile



Mexico

5 % 

Created by Andre Buand



Argentina

Africa's Ambition – Science, Technology and Research

The African Union and Member states have initiated a number of strategies and programs:

- **Science, Technology and Innovation Strategy for Africa 2014-2024**
- The **African Science, Technology and Innovation Indicators (ASTII) Initiative** to strengthen the capacity of AU Member states to adequately measure progress towards science, technology, research and innovation.
- **Centre of Excellence in Science, Technology and Innovation** to upscale and commercialize home-grown innovations on the continent.
- **Investments in Universities and Policy Institutes**
- Technical and Vocational Education and Training **TVET**
- **STEM** in secondary schools

Implementation of STI in African Countries

Low Investment in R&D Expenditure:

- **AU Heads of State and Government agreed to invest at least 1% of Gross Domestic Product (GDP) in STI, YET all countries spend less than 1%.**

Low R&D Capacity

- **Researcher density in Africa is low compared to most OECD countries.** It varies considerably: 715 in Egypt compared to Sweden 7593 researchers (FTE) per million inhabitants

STEM skills challenges

- **STEM skills are lacking with challenges on both the supply and the demand sides.** Vocational, technical, and polytechnic education are largely underdeveloped., poor investment in STI capacity and high cost of STEM education

Strengthening Implementation - what needs to change?

Increase university and tertiary enrollments in science, technology, engineering, and mathematics (STEM)

Develop skills development programs outside the traditional institutions to provide specific job-oriented short-term training - 4IR

Support STI and R&D initiatives in strategic research areas

Build human capital pipeline to ensure increased availability of researchers and innovators for global competitiveness through research partnerships.

Increase the pool of women scientists – much more effect on future generation and massive impact on the economy.

Increase investments in African learning and research centres (Universities, TVET, Schools & Research Centers and increase the number of African students participating in international cooperative STI research projects through more institutionalized international collaborations.

Investment Partnerships (UK –Africa) – examples of good practice

The **British Council** and Department of Higher Education and Training (DHET), announce funding for 20 higher education partnerships, involving **22 South African Universities** (including Universities of Technology) and **19 Universities from the United Kingdom**.^[i]

The **Enriching Engineering Education programme** (2013-2015) introduced engineering curricula in universities in line with current industrial practice, and to improve teaching practices in engineering, through a structured partnership between universities and industry. **The University of Zimbabwe and the College of Engineering and Technology at the University of Dar es Salaam, Tanzania** were selected as ‘hub’ universities.

UK Research and Innovation (UKRI) Global Challenges Research Fund (GCRF), a landmark £1.4bn commitment by UK Government in 2016 to contribute to attainment of the Sustainable Development Goals through research and innovation

Partnership for Enhanced and Blended Learning (PEBL) brings together **23 East African universities and technical partners based in the UK and Canada, and supported by UK FCDO's SPHEIR** programme, to rapidly, and sustainably, scale up capacity for blended learning design and delivery

The British Council **Innovation for African Universities (IAU) project** to bring together Universities in the UK and SSA to engage, interact and learn from one another. The project promotes collaboration between Universities in the UK and SSA (specifically **Ghana, Kenya, Nigeria, and South Africa**)



THANK YOU

Research Capacity Strengthening and Equitable Partnerships in Addressing Today's Global Challenges

Ernest Aryeetey

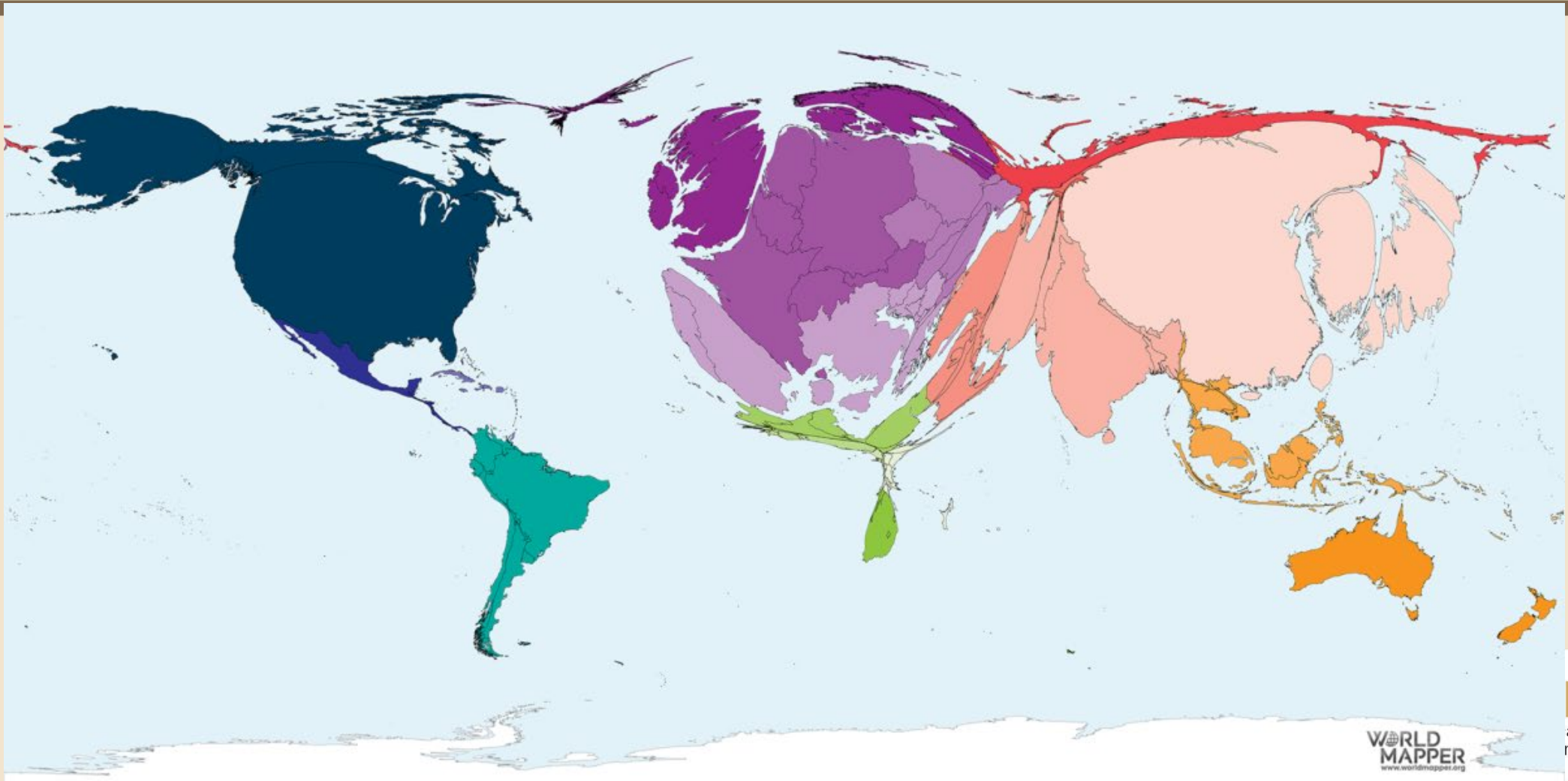


ARUA
African Research
Universities Alliance

Main Messages

- The complex economic, social and development challenges of our time cannot be addressed easily by countries and institutions working in isolation.
- As development challenges become increasingly transnational, it becomes necessary to build capacity to tackle them, including research capacity.
- A new approach to building research capacity must aim at collaboration from the beginning in long-term relationships that lead to win-win outcomes for all parties
- Building capacity through research partnerships must be based on equity in order to be successful, avoiding such outcomes as the brain-drain.
- Requires a shared vision and shared goals, placing people and the planet at the centre, hence a critical role for funders in shaping these partnerships

Science Papers published in 2016





Annual UKCDR Stakeholder Event

10 March 2022

UK Universities and Global Research Partnerships

Dr Dajana Dzanovic

Head of Strategic Partnerships, UUKi

Dajana.Dzanovic@international.ac.uk

@dajdz @UUKintl

The screenshot shows the homepage of the Universities UK International website. At the top left is the 'Universities UK' logo. The navigation menu includes 'About us', 'Topics', 'What we do', 'Latest', 'Media', 'Events', and 'International' (which is highlighted). The main heading is 'About us', followed by a mission statement: 'We are the collective voice of 140 universities across the UK. Our mission is to help UK universities be the best in the world, through their research and teaching, and the positive impact they have locally, nationally and globally.' Below this is a large image of three diverse young people smiling and talking. Further down, there is a yellow graphic with the text 'INTRODUCING UUK We are the collective voice of 140 universities. Find out more'. To the right of this is another image of three people in a meeting, with the heading 'Our members' and the text 'Our members are vice-chancellors or principals of UK universities.'



Universities UK

About us ▾ Topics ▾ What we do ▾ Latest ▾ Media Events Internati

UUKI PUBLICATIONS

UK research and development funding in higher education: The impact of ODA funding

Last updated on Wednesday 8 Sep 2021 on 10:34am

This report summarises findings from the UUKi/BEIS ODA survey 2021. The purpose of the survey was to gather information from UK HEIs about the benefit of ODA R&D funding to address global challenges, including the UN Sustainable Development Goals (SDGs), and to advance the UK's strategic priorities.

Specifically, this report aims to understand:

- The impact of ODA R&D funding on UK universities and their partners
- How the UK can continue to use ODA R&D with developing countries in support of the UN SDGs and UK strategic priorities.

In 2020, UUKi conducted a survey of UK higher education institutions (UK HEIs). We wanted to understand and clarify the secondary benefits of Official Development Assistance (ODA) funding to UK universities. The survey results were consolidated in the report: ['ODA funding and its impact on the UK higher education sector'](#) and included five key findings.

One year on, significant reductions have been made to the UK's ODA budget. We asked UK HEIs for further insight into the value of ODA Research and Development (R&D) funding from an institutional perspective. The findings, as described in this report, are intended to inform readers about the value of ODA R&D generally as well as the upcoming Comprehensive Spending Review, expected in autumn 2021.

With thanks to:

- UUK member HEIs who responded to the survey and provided case studies.
- A Department for Business, Energy, and Industrial Strategy (BEIS) grant which part funded this activity.

CREATED
29 Jul 2021

TAGS
[UUKi publications](#)
[Funding, finance and operations](#)
[International](#)
[International research collaboration](#)
[International research collaboration](#)

DOWNLOADS
[Download the new report](#)
[ODA funding report 2020](#)

SHARE

9 Have your institutional approaches changed in the last 5 years as a result of ODA research and development (R&D) funding? If so how?

Response	Count	Percentage
Yes	53	93%
No	4	7%
Don't know	0	0%

9.a If Yes

Change	Count	Percentage
Embedded ODA priorities (including global challenges, SDGs, equitable partnerships) in institutional research and/or global strategies	50	94.3%
Created new structures/institutes to increase institutional ability to respond to ODA priorities/global challenges	42	79.2%
Established new or wider institutional networks and contributed to long-lasting collaborations	52	98.1%

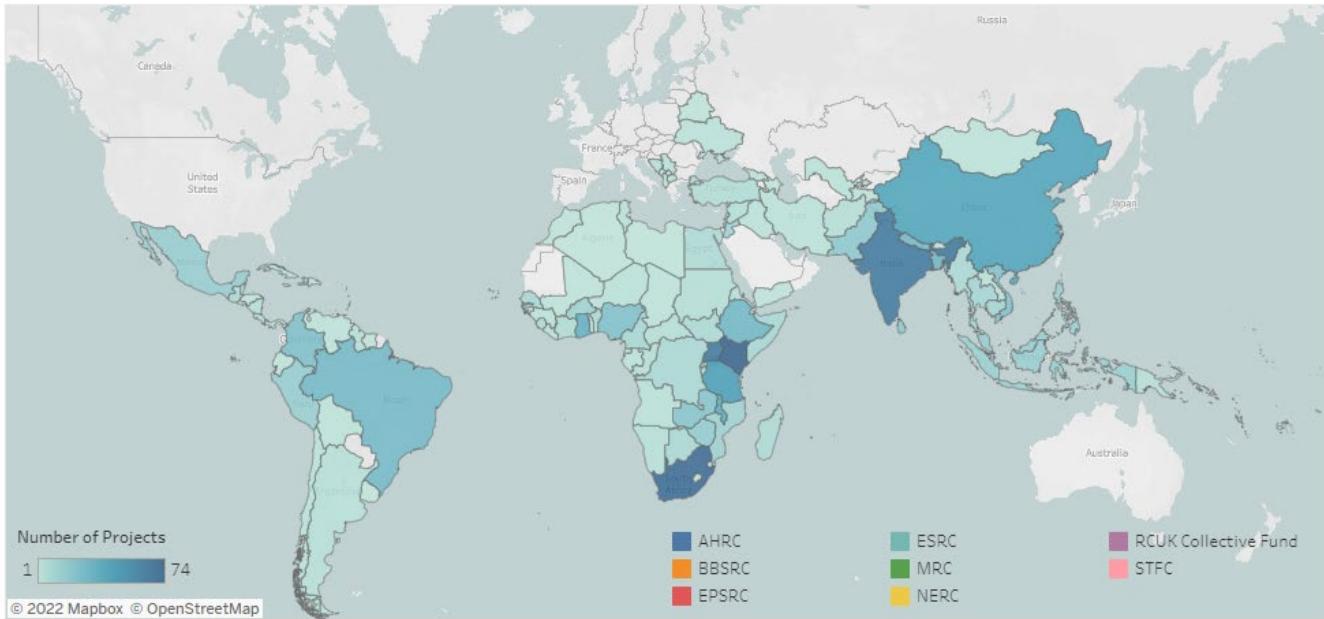
21 To what extent has ODA R&D funding enabled you to develop equitable partnerships with low and middle- and middle-income countries? 1-5 (1 is no extent, 5 is great extent)

Extent (1-5)	Count	Percentage
1	1	1.8%
2	1	1.8%
3	3	5.3%
4	22	38.6%
5	30	52.6%

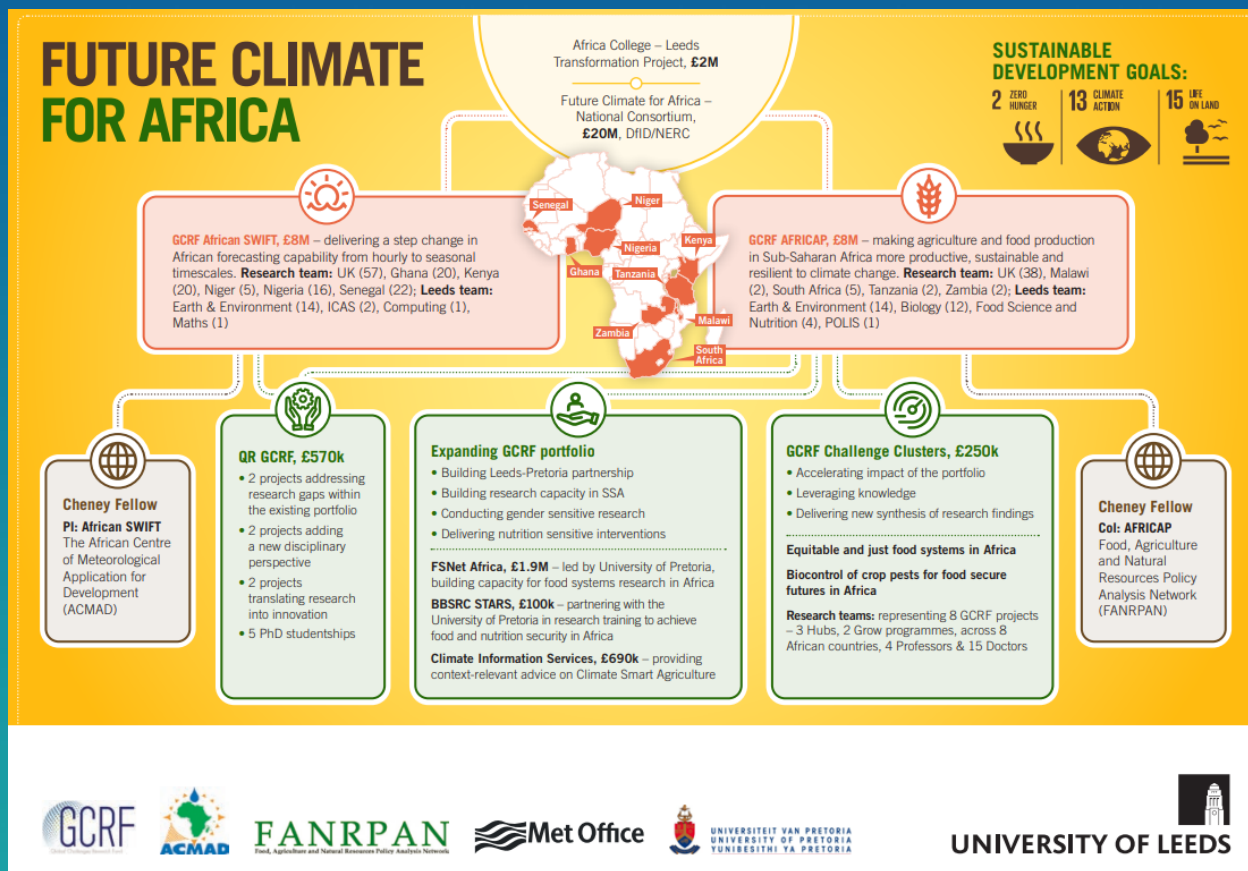


Countries of Focus and Challenge Areas on RCUK GCRF Awarded Projects

Select Challenge Area: (All)



- Global Challenges Research Fund: ~800 projects
- Newton Fund projects/countries:
 - Egypt (Newton-Mosharafa)
 - Kenya (Newton-Utafiti)
 - South Africa
- EU: Horizon 2020/Europe, COST
- International: Gates Foundation



- Strategic relationship with the University of Pretoria, South Africa
- Developed from GCRF portfolio including funding for GCRF AFRICAP (£8M) – a GCRF GROW award
- Several spinout projects developed through this including FSNet-Africa (led by UP, building capacity for food systems in Africa)
- Worked together to join the centres of excellence we have in Food Security and climate sciences through applying for joint funding and our own investment



Colombia	Pontificia Universidad Javeriana	Institutional	Institutional-level
Colombia	Universidad de los Andes	Institutional	Institutional-level
Colombia	Universidad del Rosario	Institutional	Institutional-level
Vietnam	Hanoi University of Public Health	Institutional	Institutional-level

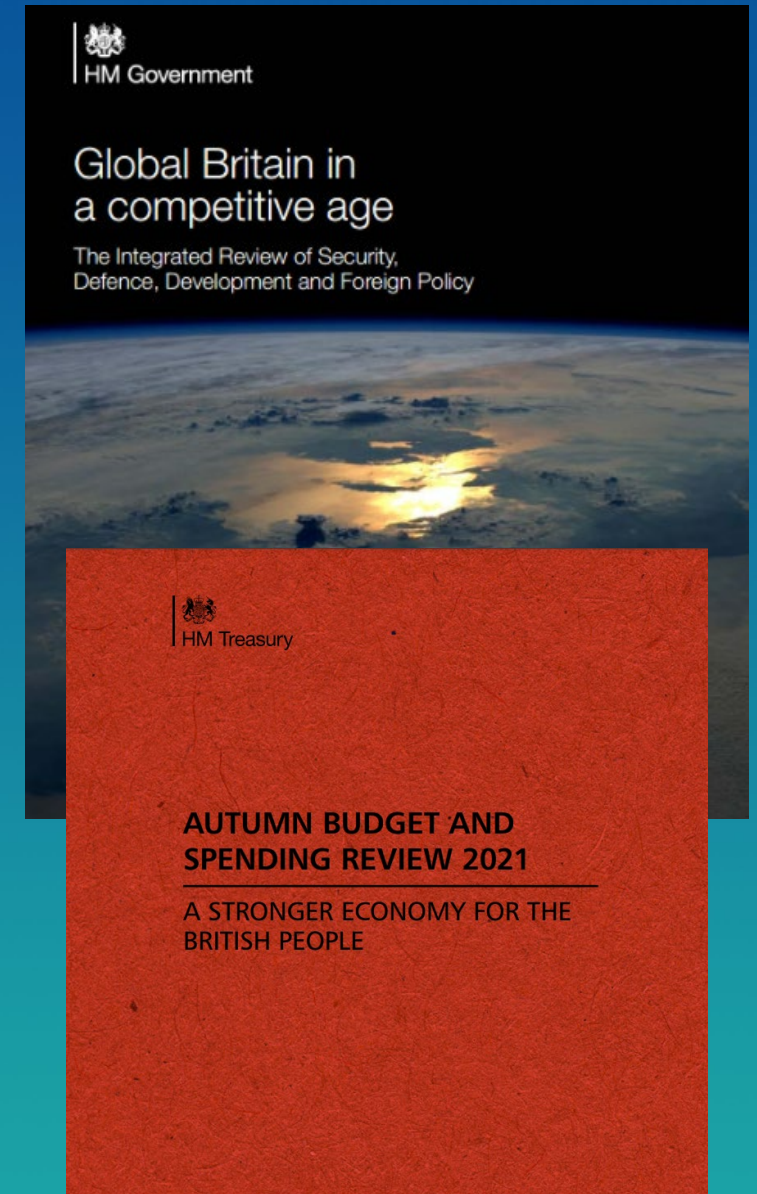
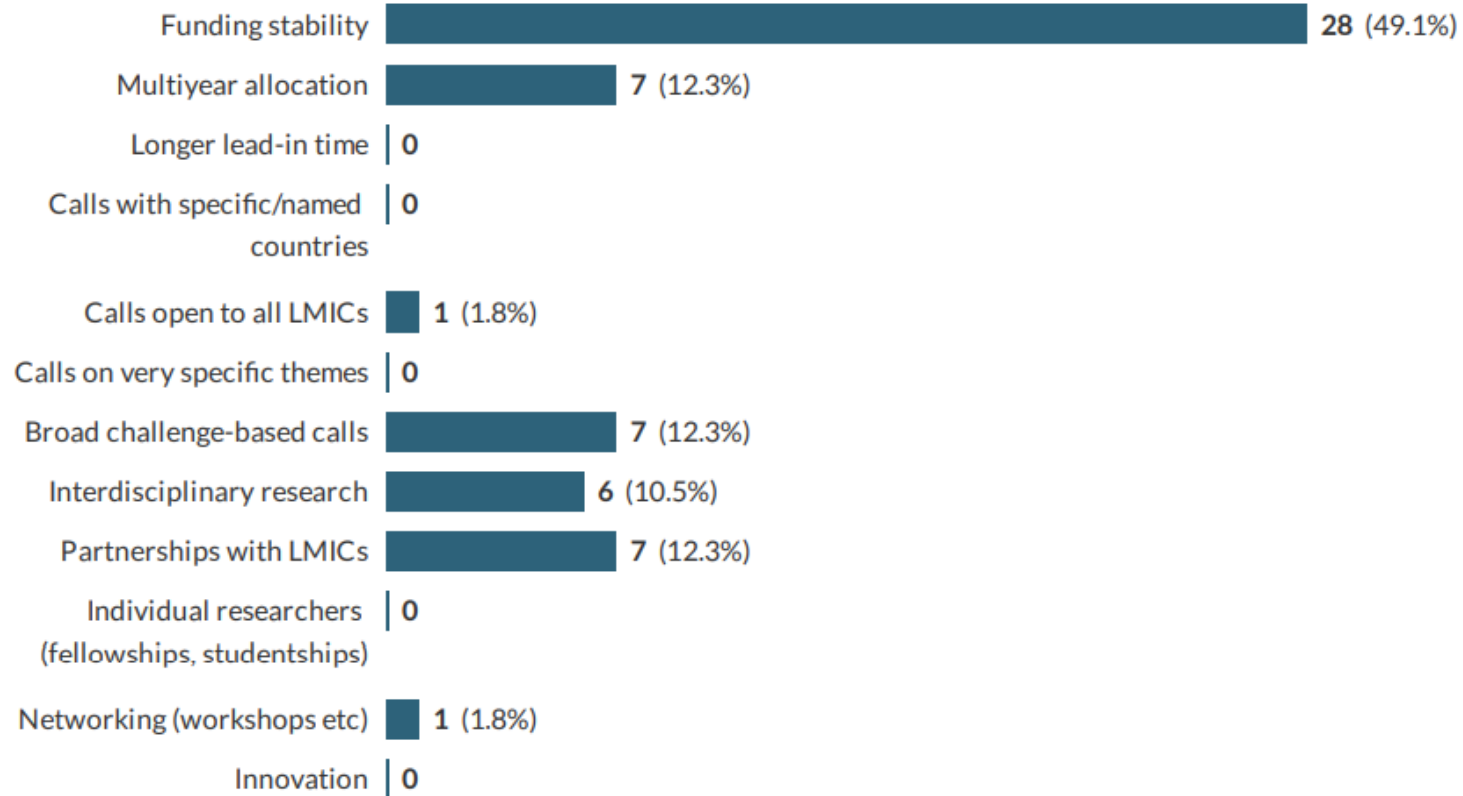
Newton Prize 2017 – Catastrophe-Tolerant Telecommunications Network



2017 Newton Prize winner. Dr Trung Duong from School of EEECS (ECIT)

- Identified priority countries in different global regions (Colombia and Brazil in Latin America, Vietnam, Malaysia and Vietnam in SE Asia and South Africa)
- These provide 'gateways' for research collaboration in the region, supporting further engagement with Least developed nations through networks and collaborative project activities
- Several public health projects focused on cancer with partners in Vietnam laid the groundwork for a more recent project on COVID-19
- Research delegations to partners in South Africa and Colombia resulted in institutional MoUs to support research engagement

12 Please select the most important characteristic of ODA R&D funding for your institution. Select one.



- UK international funding landscape → ‘blended fund’
- Global Challenges/ Themes/ Missions
- All will be underpinned by partnerships
- What can the UK HE sector be doing to ensure that we continue to partner ...
- ... and of course beyond too?



"THANK YOU" IN SEVERAL AFRICAN LANGUAGES



Cameroon:
"Merci"
(French)

Angola:
"Obrigado"
(Portuguese)

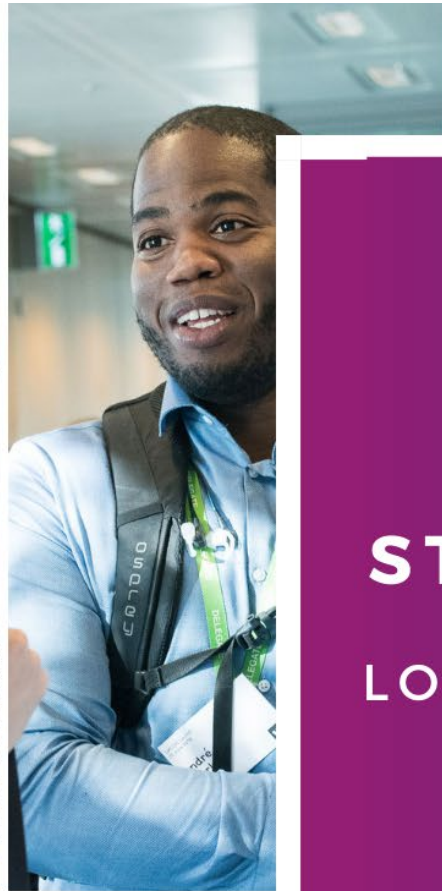
South Africa:
"Ngiyabonga"
(Zulu)
"Enkosi"

Egypt:
"Shukran"
(Arabic)

Ethiopia:
"Amesegännallô"
(Amharic)

Kenya:
"Asante"
(Swahili)

Uganda:
"Webale"
(Luganda)



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Demonstrating Impact: How Can we Work Together

Melissa Leach

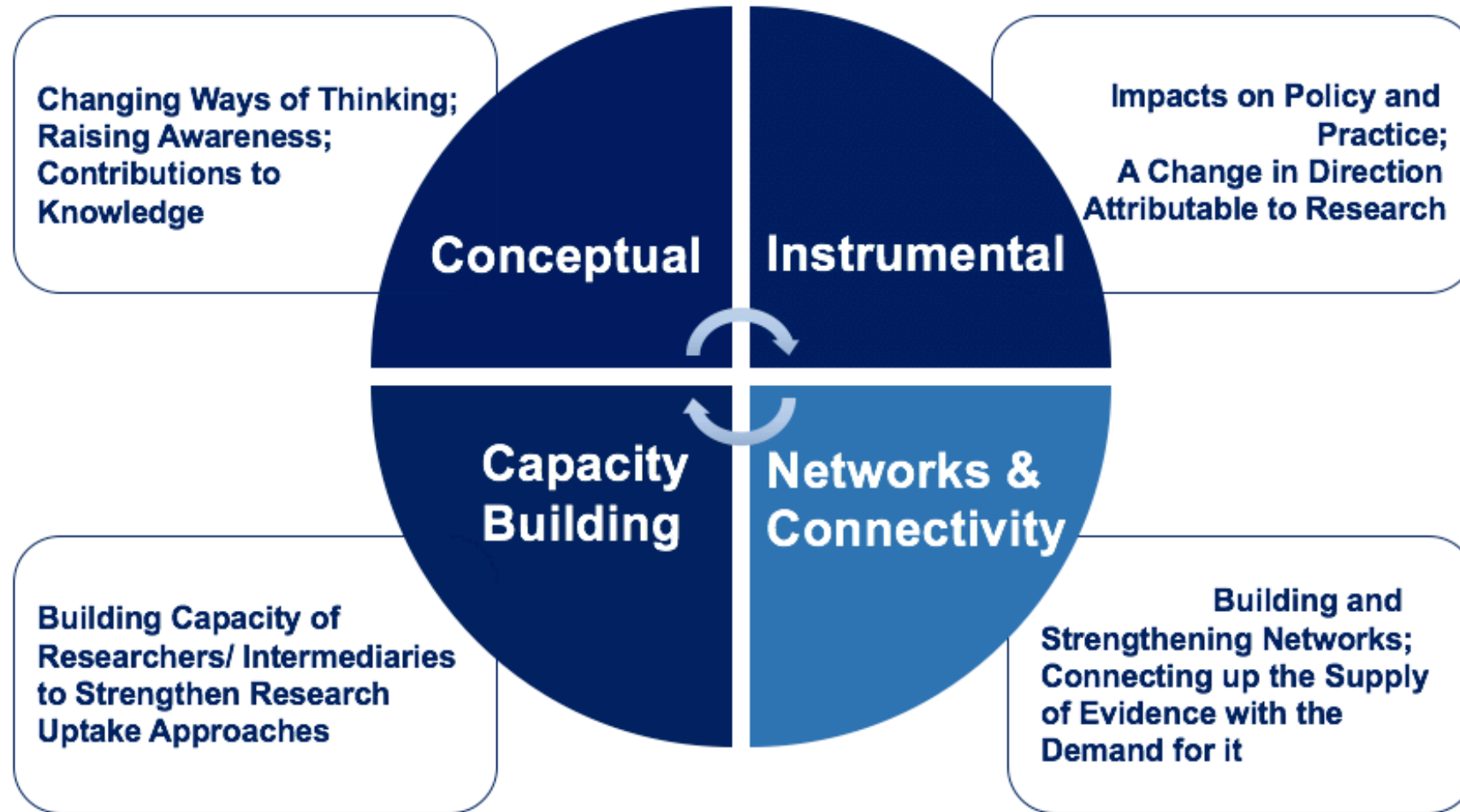
UKCDR Stakeholder event, March 10 2022

Some (very different) stories of impact

- Containing the West African Ebola outbreak
- Working towards stronger, fairer tax systems
- Urban futures: orientating policy towards sustainability, resilience and participation
- Reducing teenage pregnancy in Sierra Leone
- Building peace in the new oil frontiers of Kenya
- Improving the use of alternative energy systems in Africa and Asia

<https://www.ukcdr.org.uk/the-value-of-oda-research>
Recipes for Impact www.theimpactinitiative.net

Different types of impact and change



Different kinds of evidence



Primary Research:

- Quantitative data, surveys
- Randomized control trials (RCTs)
- Experiments and games
- Qualitative studies – interviews, case studies, ethnography
- Participatory research

Evidence Synthesis:

- Evidence mapping; analysis of narrative coalitions
- Systematic reviews
- Documentary synthesis
- Knowledge platforms

Whose knowledge counts?

Academics who publish in peer reviewed journals?

Practitioners who share best practice?

Governments and their official statistics?

NGOs and their policy reports?

Journalists in the media?

Public intellectuals?

Citizens and their lived experiences?

Beyond linear models

Research-Policy Relations

Knowledge driven model – based on natural sciences



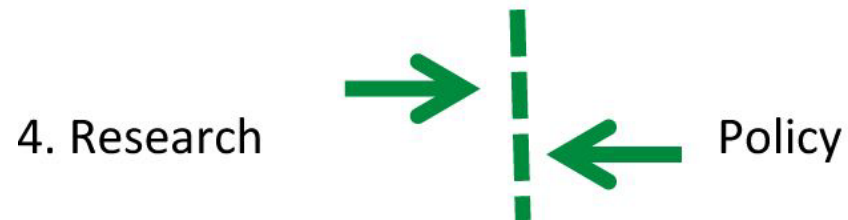
Political model – tactical use of research



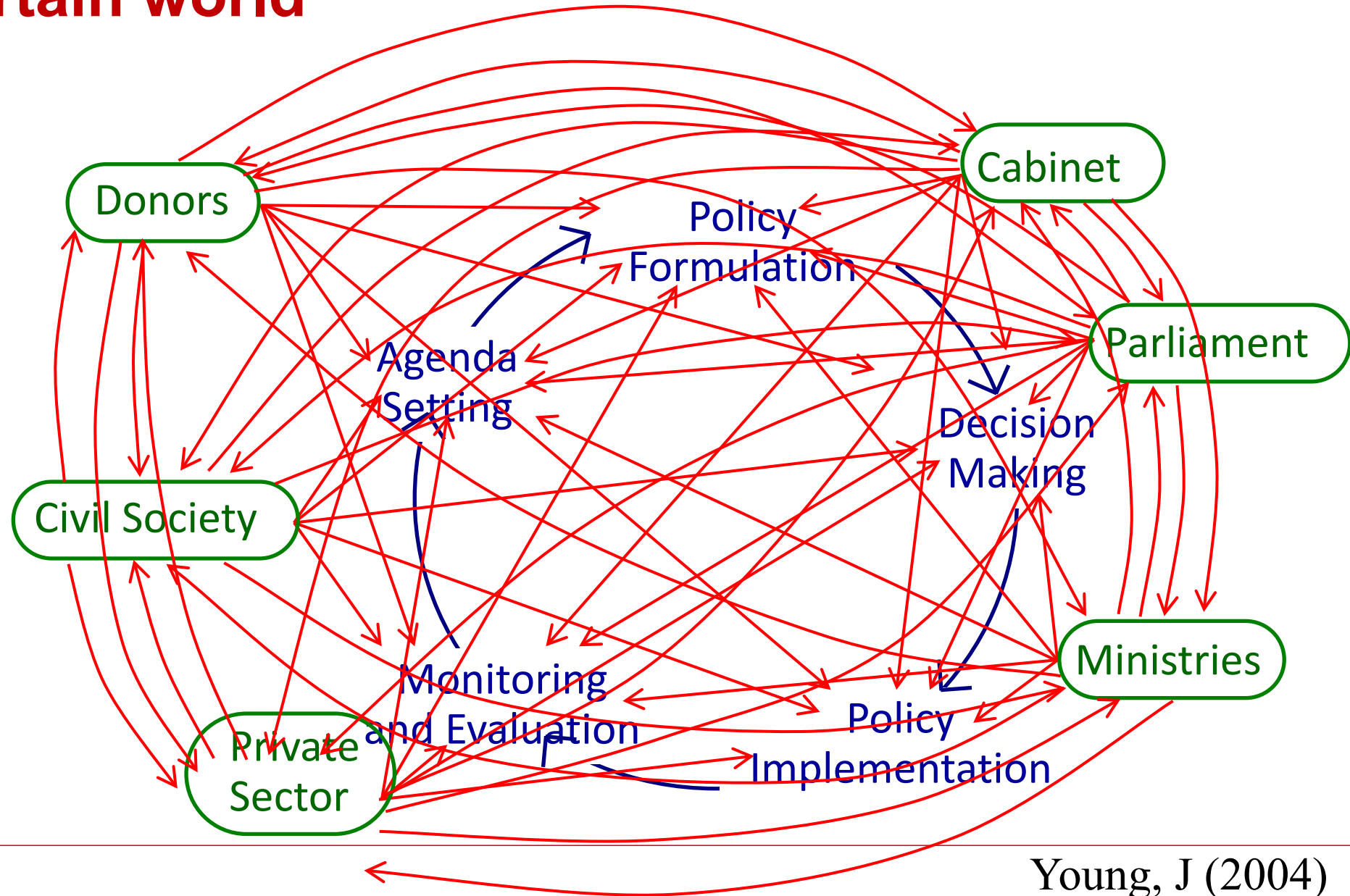
Interactive model – science and policy are interconnected and influence each other.



Gap model- research and policy are two separate systems that have to be bridged



Evidence in a complex and uncertain world



Pathways of impact and change

- **Plural** pathways of change, supported by narratives, underpinned by power – research should be prepared to challenge the dominant, bring to light alternatives
- Value of **transdisciplinarity** – researchers and societal partners working together in co-construction – of questions, evidence, communications
- Pathways of change may involve **multiple interacting impacts**, over different time and spatial scales
- Iterative **adaptation** as problems, evidence needs and opportunities change
- Some impacts are **measurable** (money saved, lives improved...); most are not. Importance of **stories of impact and change**
- **Politics** – of change itself – who gains and loses; and politics of knowledge in how change is assessed and valued



Working together - different kinds of partnership

- Between people and organisations of different kinds (researchers, civil society, government, donor agencies, etc)
- Between those with different areas of expertise (disciplines, experiences, policy/practice)
- Between those with different identities and social/political commitments
- Between those located in different places or power positions ('decolonisation')
- Between actors with access and leverage in different parts of science-policy processes
- Between researchers, decision-makers and those with capacities to measure, evaluate and communicate impact (MEL, comms, impact evaluation as discipline, practices, expertises)



Bounded mutuality

- 1) Exploit the differences in your expertise and networks
- 2) Be clear about how roles and responsibilities differ
- 3) Ensure that everyone understands the overall goal

Sustained interactivity

- 1) Build on pre-existing relationships and alliances
- 2) Exchange ideas continuously both within the partnership and beyond
- 3) Build trust and respect

Policy adaptability

- 1) Identify policy engagement opportunities
- 2) Frame evidence for policy audiences
- 3) Adapt to changing environments

**Thank you for listening
Let's discuss.....**

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**Making research work
for global development**

UKCDR's work on enablers of research

Alice Chadwick El-Ali

Senior Research & Policy Officer, UKCDR

UKCDR: Enablers of research



Enablers for research



- Safeguarding for international development research
- Research Capacity Strengthening
- Equitable Partnerships

Best practice guidance, tools and resources

Guidance on **Safeguarding in International Development Research**

- Rights of victims/survivors and whistle-blowers
- Equity and fairness
- Transparency
- Accountability and good governance

4. RESEARCH MANAGER OR ADMINISTRATOR

Rights of victims/survivors and whistle-blowers	Equity and fairness	Transparency	Accountability and governance
<ul style="list-style-type: none">• What safeguarding risk assessment do we carry out for research sites?• What sources of expert knowledge are we using for decisions on contexts outside of our own direct experience?• Do we carry out pre-departure briefings and/or debriefs on return? If so, how do we evaluate their usefulness?	<ul style="list-style-type: none">• How are we and our partners sharing the administrative burden of due diligence requirements?• How can we assess safeguarding risks collaboratively with our research partners?• How can we broaden the focus of these assessments beyond protecting our own staff to consider the risks to people they interact with?	<ul style="list-style-type: none">• How good are we at collecting and sharing information and lessons learned about safeguarding incidents and concerns? Is it systematic or patchy and ad hoc?• If I receive a report of a safeguarding incident caused by one of my researchers, do I know who I need to report it to and how?	<ul style="list-style-type: none">• Have we worked with colleagues to map out where safeguarding roles and responsibilities lie across our institution? (e.g. HR, Finance, Legal, etc.)• How can we overcome a tendency towards siloes or fragmentation of safeguarding responsibility?• With planned or ongoing research, are there other research projects in the same area I need to coordinate with on safeguarding?

UKCDR

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Home > Research Capacity Strengthening: Resources, Tools and Guides

Research Capacity Strengthening: Resources, Tools and Guides

Explore this collection of tools, guides, reports and other resources on research capacity strengthening (RCS) for development.

Relevant for funders, researchers, implementers, and other stakeholders engaged in RCS.

Find out more about UKCDR's work in the RCS space through the [Research Capacity Strengthening Group](#)

- RESOURCE: ESSENCE Seven Principles for
- RESOURCE: ESSENCE Planning, Monitoring and
- PDF: Funders' priorities: David Manning



Our work on Research Capacity Strengthening (RCS)

RCS – a process that enables countries to shape and sustain their own long-term research development and impact



RCS mapping

- Briefing paper on UK ODA and Wellcome-funded research capacity strengthening in LMICs (2021)
- Mapping fellowships and scholarships in Africa (2019)
- Mapping international funder RCS priorities (2015)
- 300+ health RCS initiatives (2014)



Research Capacity Strengthening Group (RCSG)

Members include:

- FCDO
- Wellcome
- UKRI
- DHSC
- INASP
- Royal Society
- ACU
- and others



Our work on equitable partnerships

Equitable research partnerships = mutual participation + mutual responsibility + mutual benefits, with equal value placed on each partners contribution

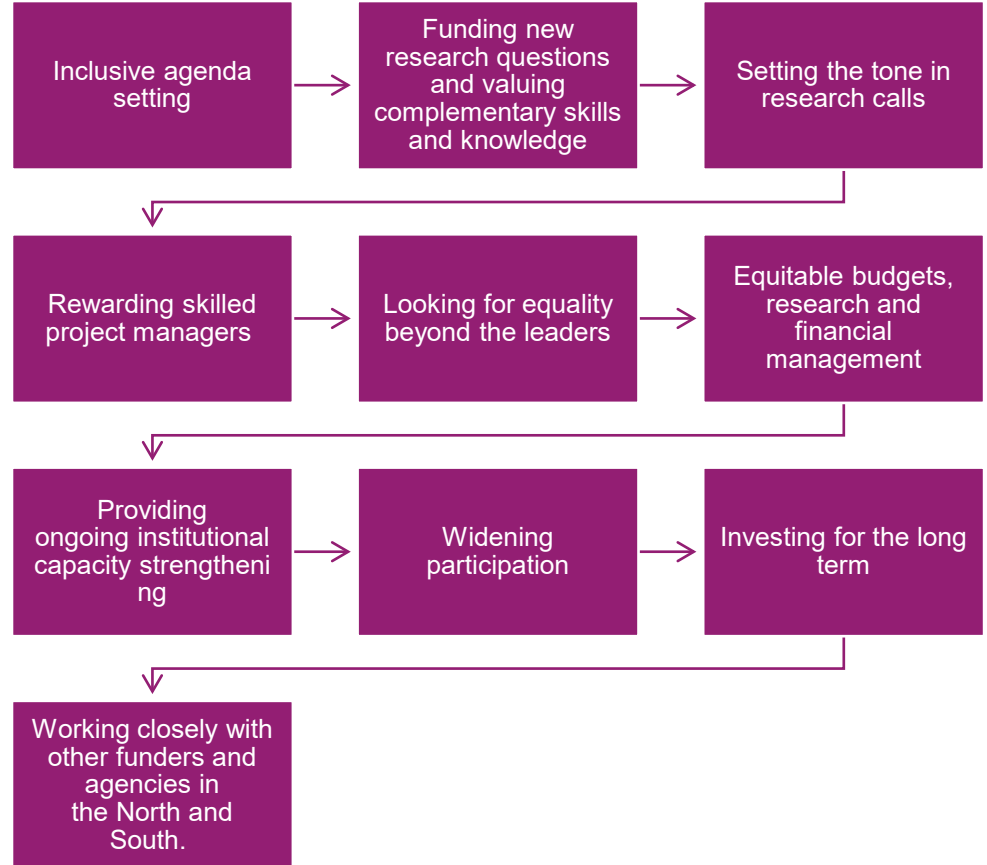
UKCDR Equitable Partnerships Principles (2017)



Building Partnerships of Equals

The role of funders in equitable and effective international development collaborations

10 ways funders can influence equitable partnerships



International Research Development Funders Forum 2019



Funders workshop how to improve good practice at IRDF

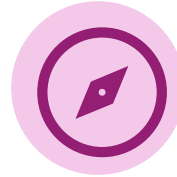


UKCDR + ESSENCE EP Resource Hub

- **About:** Central hub of tools, guidance and resources from global partners promoting equity in international development research partnerships
- **Purpose:** Support all those involved in the research process to embed practices which ensure equity in the design, delivery and dissemination of research
- **Launched:** 25th March 2021 – 34 resources live on UKCDR website
- **Blogs:**
 - UKCDR-ESSENCE co-authored blog on value of equitable partnerships in development research
 - Blog series: ‘Lessons from practitioners’



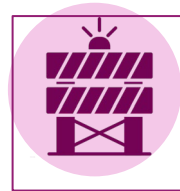
From principles to practice



Framework for guiding conversations about equitable partnerships



Lessons on changes in practice that can support equity



Examples of how equity can be promoted, as well as highlighting remaining barriers.



Case studies highlighting good practice





**Making research work
for global development**

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