

# **Evaluation of Danida Support to Development Research (2008-2018): Uganda Country Case Study Report**



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# Abbreviations

ASSP	Agricultural Sector Strategic Plan
BSU	Building Stronger Universities
CHDC	Child Health Development Centre
DAC	Development Assistance Committee
DFC	Danida Fellowship Centre
DRC	Democratic Republic of Congo
DIGNITY	Danish Institute against Torture
DIHR	Danish Institute for Human Rights
DIIS	Danish Institute for International Studies
DKK	Danish Kroner
DTU	Danish Technological University
FAO	Food and Agriculture Organisation
EAC	East African Community
EARLN-FMD	Eastern Africa Regional Laboratory Network for FMD
ENRECA	Enhancement of Research Capacity in Developing Countries
EQ	Evaluation Question
EU	European Union
EVAL	Evaluation Department (MoFA, Denmark)
FCG	Finnish Consulting Group
FFU	Consultative Committee for Development Research
FMD	Foot and Mouth Disease
FY	Financial Year
GDP	Growth Domestic Product
GDPR	General Data Protection Regulation
GERD	Gross Expenditure on Research and Development
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GoU	Government of Uganda
GU	Gulu University
IDP	Internally Displaced People
ICROFS	International Centre for Research in Organic Food Systems (Denmark)
IT	Information Technology
LIC	Low-Income Countries
MAAIF	Ministry of Agriculture, Animal Industries and Fisheries
MDA	Ministries, Department and Agencies
MDGs	Millennium Development Goals
MoFA	Ministry of Foreign Affairs
MoFPED	Ministry of Finance, Planning and Economic Development
MoSTI	Ministry of Science Technology and Innovation
MSI	Millennium Science Initiative
NARO	National Agricultural Research Organization
NCHE	National Council for Higher Education
Norad	Norwegian Agency for Development Cooperation
NORHED	The Norwegian Programme for Capacity Development in Higher Education and Research for Development
NRIP	National Research and Innovation Programme
NRM	National Resistance Movement
NSTI	National Science, Technology and Innovation Policy

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NSTP	National Science Technology and Innovation Plan
NTD	Neglected Tropical Diseases
OECD	Organisation of Economic Cooperation and Development
OUH	Odense University Hospital
PBL	Problem Based Learning
PCR	Project Completion Report
PHC	Primary Health Project
PI	Research Project Coordinator
PPR	Peste des Petits Ruminants (PPR)
PRDP	Peace, Recovery and Development Programme
R&D	Research and Development
RQ+	Research Quality Plus
RUF	Rådet for Udviklingsforskning
SDGs	Sustainable Development Goals
SDU	University of Southern Denmark
SIDA	Swedish International development Cooperation Agency
SSC	Sector Strategic Cooperation
STEI	Science, Technology, Engineering and Innovation
STI	Science, Technology and Innovation
STISA	Science, Technology and Innovation Strategy for Africa 2024
TAI	Technology Achievements Index
UCPH	University of Copenhagen
UGX	Ugandan Shilling
UN	United Nations
UNCST	Uganda National Council for Science and Technology
USAID	United States Agency for International Development
USD	US dollars
UWA	Uganda Wildlife Authority
WFP	World Food Programme

# Executive summary

This country case study in Uganda is part of an evaluation of Danida's support to development research over the period 2008-2018. The purpose of the country case study was to support the overall evaluation by providing in-depth information and analysis on the implementation and results of the project portfolio in Uganda during the period under evaluation.

The country case study included field visits to Uganda (two weeks in September-October 2019), a systematic document review, portfolio mapping and review, context analysis, stakeholder mapping, semi-structured purposive interviews (Denmark and Uganda), facilitated group discussions, and Research Quality Plus (RQ+) analysis and bibliometric analyses.

The Danida supported development research portfolio in Uganda in 2008-2018 contained two funding modalities: the Consultative Committee for Development Research (FFU) North-driven projects, and Building Stronger Universities (BSU)-programmes I-III. In addition to these two main funding modalities, smaller travel grants were provided for Master theses. The BSU programme I-III in Uganda supported Gulu University (GU); the FFU-North projects were implemented at the Gulu and the Makerere universities respectively. Out of the total number of 29 FFU-North projects, four were selected for in-depth study based on the following criteria: broad representation across the period under evaluation, covering projects implemented at Gulu and at Makerere Universities, variation across different themes, larger projects were given priority over smaller projects (e.g. PhD projects), and single-country projects were given priority over multi-country projects as it was considered difficult to get a full understanding of the project by only reviewing project interventions in one country (the case study was limited to Uganda). In addition to the in-depth study of the four sampled projects, a 'light' portfolio review of the FFU projects was conducted in relation to selected evaluation questions.

The total amount of Danida-funded development research including Uganda in the period 2008-2018 amounted to about 171.5 million DKK. By far the largest part of the total funding was provided to FFU Window North driven projects, i.e. about 152.5 million DKK. Under the FFU-projects, support to 11 larger strategic projects received the most funding, which constituted almost two thirds of total FFU funding (approximately 94 million DKK). This was followed by three research collaboration projects (around 27 million DKK), 11 PhD projects (approximately 17.6 million DKK), 3 smaller projects, i.e. Post Docs (about 13 million DKK), and lastly 200 thousand DKK was provided to smaller initiatives. In comparison the funding of the BSU programme (all three phases) constituted a relatively small amount, at slightly less than 19 million DKK. Thirteen out of the 29 FFU projects, both smaller (PhD/Postdocs) and larger projects (larger strategic projects and research collaboration projects) are multi-country research projects. This implies that the funding is not exclusively spent in Uganda (and Denmark).

In terms of the FFU projects and BSU programmes' research themes, the top three themes were: 1) State building, governance and civil society (10 projects in total, amounting to 23% of the total funding); and 2) Agricultural production (6 projects amounting to 20% of the total funding), and 3) Conflict, peace and security (7 projects amounting to 17% of the total funding). In terms of single-country versus multi-country projects (Africa or international), the main pattern was that for themes such as "State building, governance and civil society" and Conflict, peace and

security” the majority of projects were single-country (8 out of 10 projects and 7 out of 7 respectively). This can be explained by the fact that the research under these research themes specifically refer to the situation in Northern Uganda. It should be noted that BSU II and III are classified under the two major themes (in terms of funding); BSU II is classified under “Conflict, peace and security”; BSU III is classified under the same theme as well as “State building, governance and civil society”. This obviously contributes to the prominence of these two themes. Other themes, such as “Agricultural production” and “Natural resource management” to a higher extent tend to be multi-country (4 out of 6 projects and 3 out of 4 projects respectively) and based on more general agricultural research themes (e.g. animal diseases).

At the national level, Danida’s research funding is relatively small compared to other donors’ support to research and capacity development in Ugandan universities. Moreover, whereas other donors such as the Swedish International Development Cooperation Agency (SIDA)<sup>1</sup> and the Norwegian Agency for Development Cooperation (Norad) have broader research cooperation programmes supporting several universities, Danida’s support is channelled through the two funding modalities, BSU and FFU, to two specific universities: Makerere University (FFU-projects) and Gulu University (BSU programme I-III and FFU-projects). In terms of funding to Makerere University, Danida with its contribution of approximately USD 5.4 mill over the ten-year period ranks only number 15 on the list of donors. Nevertheless, although Danida is nationally a small donor, Danida can be considered a major donor to Gulu University. Hence BSU I-III is the largest programme (in terms of funding) out of the five research and capacity development projects implemented at this university. Moreover, BSU I-III is the only programme, besides Master and PhD training that also includes institutional capacity development.

The BSU programme I-III and the four selected FFU projects were reviewed with regard to the four OECD-DAC (Organisation of Economic Cooperation and Development-Development Assistance Committee) criteria: Relevance, Effectiveness, Efficiency and Impact as presented below.

**Relevance.** The BSU-programmes and the sampled FFU-projects were well aligned with and further advanced Uganda’s national priorities and policies and to some extent the SDGs by applying an integrated cross-disciplinary approach in relation to specific Sustainable Development Goals (SDGs). In contrast the projects had limited contribution to Danish development assistance in Uganda though they were aligned with the sector priorities of the Uganda Country Programme. The correlation of development cooperation and development research was constrained by the frequent changes in Danish development priorities (in contrast to research fields, which take a longer time to develop) and decades of restructuring and cutbacks, which significantly reduced the development/sector expertise at the embassy level. The larger projects, including the four sampled FFU projects, all responded to knowledge gaps at local and national levels in Uganda. Assessing knowledge gaps in relation to Danida-funded development research was encumbered by the lack of a strategy and systematic FFU knowledge gap assessments.

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<sup>1</sup> The Swedish research collaboration with Uganda started in 2000 and will be phased out in 2020.



The two funding modalities, the BSU-programme and FFU-North projects, were by and large found to be “fit-for-purpose” though the BSU programme was reported to have had shortcomings in the beginning (BSU I). With regard to the FFU-projects, the main challenges were related to the situation in Uganda (PhD enrolment, examination and graduation processes were lengthy and slow at Gulu and Makerere universities, disputes in relation to employment of national staff, lengthy procurement procedures, etc.) rather than the funding modality, though critical voices were heard regarding the frequent change of the FFU research themes. The appropriateness of the BSU programme gradually improved over the years, progressing towards a South-driven programme. Whereas the BSU I had a bias on Danish interests’ implementation and control of financial resources from ideation, BSU II responded to GU university needs and there was a 50:50 control of financial resources between the south and Danish partners. The current BSU III is characterised by participatory decision-making and responsiveness to the needs of Gulu University, which also has full control of the funds and takes the lead in the programme management structure.

**Effectiveness.** The objectives of the four FFU projects were by and large met though delays leading to extensions occurred for all of the reviewed larger projects. Direct comparison of objectives (as defined by indicators) and achievement was, however, not always possible due to poorly defined indicators, lack of targets, etc. For the BSU-program, whereas the targets of the first two phases were not fully attained, BSU III has made significant strides towards achieving its objectives.

For both modalities, the research collaboration between Danish and Ugandan partners was deemed very good, largely based on the principle of equality, according to both the survey results and the interviewees. From the BSU-programme at Gulu University, it was reported that challenges occurred in phase I due to the very North-driven approach, however, local ownership of the programme progressed from phase II onwards and the joint programme planning and review meetings nurtured a culture of collaboration. Furthermore, BSU catalysed South-South collaboration (collaboration with BSU-programmes at universities in e.g. Kenya, Tanzania, Zanzibar, and Ghana). For the four sampled FFU-projects, it was recognised that developing good partnership and local ownership takes time (all of the projects were in one way or another a continuation of previous projects). In one project, clashes occurred due to the different perceptions of gender and hierarchy in Danish and Ugandan culture.

The four sampled FFU-projects were all found to have led to institutional capacity development in both Gulu and Makerere universities despite this not being a requirement of FFU projects. The FFU projects championed new pedagogic and methodologies, for instance qualitative and ethnographic methods, which was previously not considered to be real science; a collaborative working culture/environment; moreover, the supervision of PhD fellows was strengthened. The Gulu BSU programme has the overall objective of capacitating the university as a provider of research-based education and the strengthening of research capacity. The evaluation found that the BSU support for institutional capacity strengthening provided a strong foundation for continued use of the established capacities. The university is now positioned to run accredited postgraduate programs, and there has been an improvement in completion rates of graduate students; the BSU also catalysed application of new pedagogies such as more learner-centred and experimental learning approaches (blended learning).

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The evaluation found many cases of practical applications of the research results of the four sampled FFU-projects. Hence, at the local level, the district administration, politicians and the communities demanded that the projects should be relevant to the local areas, for instance Gulu, and the projects were held accountable. The collaborative research projects were important instruments in this; another example of practical application was the collaboration between the TrustLand project and practitioners with regard to reconciliation of land conflicts. Occasionally, the research findings at the local level were replicated at a wider scale thereby increasing the impact. Cases in point are e.g. the bilharzia PhD research project under the ChildMed project and the rheumatic heart disease collaborative project under the PHC project. At the national level, the partners of the Transboundary project were involved in strategy and policy development, national task forces, etc. – all based on the research and knowledge of the FFU-projects (including two former projects). The practical application of research results was mostly related to former PhD fellows, originating from ministries/health institutions and returning to these after their PhD studies. Despite the many identified cases of practical application, this did not seem to be the result of a deliberate strategy of the projects. With regard to the BSU, the main objective is capacity development; nevertheless, research is conducted as part of PhD and the collaborative projects. Limited uptake of research results was found in BSU I and II, however, practical application of research results is expected from BSU III due to the design and implementation approach of the collaborative research projects which engages practitioners from the outset.

The monitoring and reporting systems of both the BSU and the FFU-projects appeared to be relatively well-functioning though there is room for improvement, for instance in terms of the log frame reporting and reporting on practical application of research results. Whereas the Ugandan partners (coordinators and administrators) in the four sampled FFU projects found the monitoring system to be well-functioning and easy to use compared to other donor systems, Danish partners either voiced dissatisfaction with the monitoring system (not fit for reporting on research) or indicated that the reporting was time-consuming and labour-demanding. The evaluation team however still finds the log frame suitable for monitoring of research projects. In many cases, the partner institutions made use of the Danida monitoring reports, and no conflicts between different systems were reported. Both Ugandan and Danish partners greatly appreciated the backstopping from the Danish Fellowship Centre (DFC) with regard to e.g. grants management and monitoring.

**Efficiency.** The first two phases of the BSU (each two years in duration) suffered from time creep and interventions could not be completed on time, e.g. due to delays in start-up and planning. This led to an increase in the duration of BSU III to four years. At the time of the mission, BSU III was well on course. The larger FFU-projects were largely implemented as planned, but all projects experienced delays leading to no-cost extensions. For the four sampled projects, the reasons for delays were generally justified (general elections postponing fieldwork, sickness, replacement of staff, disputes evolving around employment in Gulu, delays in enrolment, examination and graduation of PhD students' theses etc.).

Whereas no signs of donor harmonisation were found at the embassy and university levels (for both the BSU and the FFU-projects), a few cases of collaboration fostering synergies with other projects were identified at the project level (e.g. BSU III is linked to Training Health Researchers

in Vocational Excellence in East Africa THRiVE project funded by Wellcome Trust, and the ChildMed collaborated with USAID with regard to drug supply).

**Impact.** The main beneficiaries of the four sampled FFU-projects were the Ugandan partners (in particular the PhD fellows), who benefited significantly in terms of career building (many are now in leading positions) and research capacity development (ability to publish, prepare proposals, opportunities for international collaboration, etc.). The Danish (senior) partners benefitted less in terms of career building as the majority already had well-established careers; however, several Danish partners pointed to important learning based on the cross-disciplinary project approach. Younger Danish PhD fellows benefitted from both individual and larger projects, yet, funding of Danish PhD projects is becoming increasingly challenging as this has ceased to be a FFU priority. At the institutional level in Uganda, the four FFU projects generated more opportunities for international collaboration, increased prospects for attracting additional funding, promoted qualitative methods and a collaborative culture/working environment, enriched supervision of students, moreover, the research-based education and capacity for financial management improved. The Transboundary project contributed significantly to enhancing the capacity of the national laboratory for animal diseases, and the capacity for food and mouth disease serotyping has greatly increased. The other three FFU projects contributed mainly at the local level; however, for several of the research projects under these FFU-projects, practical application of the research findings was replicated in other areas (districts) as mentioned under Effectiveness.

The main beneficiaries of the BSU-programme were Gulu University as an institution as well as the individual staff and PhD fellows at Gulu University, who likewise benefitted from career building and capacity development; for instance, many PhD fellows assumed leadership positions at the university. By supporting development of organisation policies that support research, boosting internet connectivity, and establishing facilities for graduate training BSU has strengthened the research environment in Gulu University. The BSU PhD fellows have increased PhD staffing levels as well as capacity for supervision and examination of graduate students at the university. By facilitating staff to conduct research through PhD grants and more recently the collaborative projects, as well as building staff and student capacity in Problem Based Learning (PBL) and engagements with communities, the BSU programme is contributing to the university's aspiration of research-based teaching, and learner-centred pedagogy and community transformation.

### Conclusions

Largely, the selected FFU-projects were found to be better aligned with and contribute more to national strategies and priorities than to Danish development assistance in Uganda. The focus and substance of the BSU programme was deemed to contribute to advancement of the SDGs agenda and is consistent with Uganda's development priorities. By and large the Ugandan (GU) BSU programme is aligned with the Danish international development assistance. Nevertheless, for both the FFU and the BSU modalities, the dialogue and interaction between the embassy and researchers have not been well structured to fully exploit the potential synergies.

The BSU and the FFU projects have triggered benefits at institutional and individual levels for staff and graduate students in career building and capacity development. The former PhD

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students all ended up in high positions, for instance at ministry level or in the health system, or attained good careers in the universities' system. In the case of the FFU projects, all of the reviewed projects succeeded in responding both to the academic requirements AND identified (knowledge and practical) needs at local/national level within their respective fields. Critical factors contributing to the success were the strong (often long-term) partnership between the Danish and Ugandan partners, the requirement to be accountable to the local population, and inclusion of government officials (returning to their respective jobs) in the PhD programmes. In the case of GU BSU, limited focus on supporting engagements and communication to non-scientific/academic audiences has curtailed the uptake of research conducted by PhD fellows under BSU.

Overall, despite the fact that Danida is a small donor in Uganda, based on the assessment of the four projects, Danida's support to FFU projects appears to have had significant impact, both in terms of research, research capacity development and practical application of research results. The support to FFU projects at the two universities, Makerere and Gulu, also seems pertinent. Though Danida is only a small donor to Makerere University (number 15), the projects have had considerable impact on the specific departments where they were implemented. At Gulu University, the FFU projects constituted major financial injections, although this has also led to conflicts and power struggles, the overall impact has been positive. Targeting Gulu University for the BSU programme was a sound choice; directing the funds where the needs were greatest and where the funding could make a huge difference in terms of impact at the institutional level. Nevertheless, more could have been done in terms of coordination across the BSU programme and the FFU projects at Gulu University.

# 1 The Case Study

## 1.1 Introduction

Danida's 30 years of funding to development research have seen a number of modalities and funding channels, with two constant overarching objectives: contributing to generation of new knowledge and strengthening the capacities of institutions involved in development research. Danida's broad conception of development research has enabled support to span over a large number of fields, such as health, food and agriculture, forestry, water and energy, human rights, governance, security, and economic development.

In order to determine the most relevant, appropriate and effective means of generating new knowledge and strengthening research capacities to be of value for developing countries, the Evaluation Department (EVAL) of the Danish Ministry of Foreign Affairs (MoFA) commissioned an evaluation of the Danida support to development research over the period 2008–2018. The evaluation is intended to track and assess the results of funding over a ten-year period and to distil strategic issues to inform recommendations on the way forward for development research funding. Furthermore, the evaluation is envisioned to provide insights into how to ensure high quality research and to foster the most productive research partnerships. Lastly, the evaluation should facilitate the prioritisation of development research and ensure responsiveness to the Sustainable Development Goals (SDGs) that define global agendas for economic, social, and environmental policy making as well as the United Nations (UN) aim to leave no-one behind, by focusing research efforts on effectively responding to critical development issues in low income, “*fragile*” countries and regions that risk being left behind. The evaluation, therefore, looks backward to find credible evidence of approaches, performance, and influences on success in order to make assessments and provide lessons and recommendations that can inform future strategies aimed at maximising the value of development research for development impact.

Accordingly, the specific objectives of the evaluation are to:

- Document the achievements of development research funding since 2008, including all modalities;
- On the basis of an analysis of the Danish and international context for development research, examine the results of funding development research since 2008, with particular focus on the relevance, outcomes, and impact; and
- Draft recommendations for future funding of development research, indicating how to maximise quality, capacity development partnerships and policy impact.

As part of the evaluation, three country studies were undertaken in Ghana, Uganda, and Vietnam respectively. The countries were identified by EVAL as having received significant funding across the different funding modalities during the period under review, providing opportunities to consider research funding by other agencies and donors as well as research results arising from participation in international programs. FCG Sweden was contracted to conduct the evaluation.

This report on the Uganda country case study forms a part of the overall evaluation. The aim of the Uganda case study was to help deepen the analyses from the cross-country portfolio reviews

through a focus on the implementation and results of key grants in Uganda during the period under evaluation.

The case study was undertaken by Pernille Nagel Sørensen (Denmark) and Godfrey Kayobyo (Uganda).

### **1.2 Approach**

The full evaluation approach and methodology is described in the main evaluation report and summarised here.

The evaluation was undertaken using the Organisation of Economic Cooperation and Development–Development Association Committee (OECD-DAC) evaluation criteria, including relevance, effectiveness, efficiency, and impact. The main focus was on the results of the research and capacity development projects funded by Danida during the period 2008-2018. Twenty evaluation questions and four evaluation criteria identified by EVAL constituted the nexus in commissioning the evaluation. The approach to the evaluation was furthermore directed by the purpose and intended use of the evaluation, and the nature and scope of the object of the evaluation.

The case study report focused on the two available funding modalities in Uganda: 1) the BSU programme I-III, and 2) the FFU-North modality. Four projects were selected for in-depth study under the FFU North modality:

- Quality Medicine Use for Children in Uganda (ChildMed); 2009-2015
- Transboundary Animal Diseases in East Africa (Transboundary project); 2011-2015
- Governing Transition in Northern Uganda: Trust and Land (TrustLand); 2013-2018
- Post-Conflict Primary Health Care (PHC); 2013-2018

The sampled projects were selected based on the following criteria: broad representation across the period under evaluation (2008-2018), covering projects implemented at Gulu and at Makerere universities, variation across different themes, and larger projects were given priority over smaller projects (e.g. PhD projects) as these were more likely to yield relevant information on issues such as collaboration, capacity development, etc. Lastly, single-country projects were given priority over multi-country projects as it was considered difficult to get a full understanding of the project by only reviewing project interventions in one country (the case study was limited to Uganda). In addition to the in-depth study of the four sampled projects, a 'light' portfolio review of the FFU projects (29 projects in total) was conducted in relation to selected evaluation questions.

The main sources of information for the evaluation were field data collection in Uganda across the stakeholder groups and projects, online survey data, national documents (policies, strategies, analysis), Danida documents (Danish development assistance strategies, FFU and BSU modalities guidelines, etc.), and BSU program/FFU project documents (applications, progress reports, project completion reports (PCR), etc.) and reports of previous evaluations.

### **1.3 Methodology**

The evaluation was structured around an evaluation matrix that captured the Evaluation Questions (EQs) with respect to relevance, effectiveness, efficiency, and impact. The two

available funding modalities (hereunder the sampled FFU projects) had good potential for robust information, although the most recent FFU projects had less potential for determining outcomes and impacts. The country case study looked at:

1. Each funding modality's value proposition (from different perspectives) in the light of the overall objectives of Danida's development research funding, including its focus on capacity strengthening
2. Key contributions and outcomes
3. Important influencing factors - bottlenecks and facilitators of progress
4. Apparent success factors
5. Implications for success and sustainability in the long term

The country case study involved two weeks of field visits in Uganda in September-October 2019 (in Gulu and Kampala respectively), systematic document review, portfolio mapping and review, context analysis, stakeholder mapping, semi-structured purposive interviews (Denmark and Uganda), facilitated group discussions, and RQ+ analysis and bibliometric analyses.

The portfolio mapping included all projects from 2008 to 2018 (completed and on-going projects) in Uganda. Together with the context analysis, the portfolio mapping provided the framework for evaluating the funding modalities, hereunder the BSU programmes and the selected FFU-projects, against the four DAC criteria (relevance, effectiveness, efficiency and impact).

Structured interviews and group interviews were conducted with key informant groups ranging from beneficiaries (PhD fellows, researchers, project coordinators, administrators, etc.), practitioners involved in collaborative projects, Danida embassy staff, and national stakeholders (e.g. government staff) in Uganda. Stakeholder groups were mapped out with respect to their roles in Danida's development research support. The stakeholders in Denmark included project coordinators of BSU and FFU-projects. The stakeholders in Uganda included representatives of the Danish Embassy, universities in Gulu and Makerere, national agricultural research institutions, the ministry responsible for Science Technology and Innovation, policymakers, and the National Council of Science and Technology. The total number of interviewees was 71 (the full list of interviewees is included in Annex 2).

The data collection throughout the evaluation aimed to uncover multiple, potentially contrasting perspectives on the questions at hand. Data collection methods and questions were structured to ensure sufficient qualitative and perceptual information to develop an understanding of situations, balanced by quantitative and factual data that facilitated understanding and triangulation. Systematic triangulation was used to ensure the credibility of the evidence and an evidence map was prepared (see below). The Research Quality Plus (RQ+) framework and bibliometric analyses informed the data collection for the Uganda case study; the full RQ+ results are reported in the main evaluation rather than in the country case study.

### **1.4 Challenges and limitations**

The evaluation team experienced a number of challenges and limitations:

1. Due to time constraints, a full-fledged analysis of the FFU-North portfolio in Uganda was not feasible (29 projects were implemented in Uganda during the period 2008-2018). Nevertheless, Chapter 3 provides an overview of the portfolio in terms of funding, lead institutions, themes, etc. To the extent possible, other types of project portfolio information are included in the findings based on a review of the completion reports and other documentation.
2. Loss of institutional memory was a problem due to the rather long period under evaluation (2008-2018). This was in particular a problem at the Danish Embassy and at a few of the national institutions due to staff turnover.
3. A few stakeholders could not be met for interviews due to other calls on their time at the time of data collection while others turned down the request for an interview. However, this did not impact the quality of the results and evidence as all categories of target stakeholders were reached.
4. No aggregated/synthesised data at DFC/EVAL, for example number of PhDs, post docs and other outputs (e.g. by country) were available (information is only available at the project level in the project completion reports); this limited the possibility of including aggregated data across the project portfolio.

### 1.5 Quality of the evidence

The guiding principles of the evaluation that informed the process and content of the case study included:

1. Independence that safeguarded the evaluation from external influences and undue pressure.
2. Impartiality that ensured that findings were based on evidence from reliable and diverse sources, with triangulation to strengthen credibility. Triangulation was achieved by, for instance asking the same questions to partners (Ugandan and Danish) within the same projects (the four reviewed projects) and triangulating interviews with documents (for instance project completion reports).
3. Sensitivity that enabled the evaluation team to be sensitive to our own biases as well as to local values and cultures.
4. Confidentiality that protected individual informants by respecting confidentiality and General Data Protection Regulation (GDPR) regulations.
5. Transparency in applying the methodology transparently and consistently.
6. Use-focus on understanding, and working in close collaboration with Danida and key stakeholders, yet not sacrificing rigour and impartiality.
7. Balance in focusing on both the positive and the negative, considering both strengths and particular challenges.

An evidence assessment map (Annex 7) was used to help triangulate and assess the credibility of key aspects of the evidence. The first columns list evaluation matrix items, i.e. Evaluation Questions (EQs) the followings columns present each interview (Ugandan and Danish stakeholders) and the strength of evidence towards the EQs. The strength of the evidence is indicated by colour and number.



## 2 The Context for Development Research in Uganda

### 2.1 Key trends in development

Uganda is a landlocked country in the Great Lakes region, bordered by Kenya, Tanzania, Rwanda, the Democratic Republic of Congo (DRC), and South Sudan<sup>2</sup>. In 2019, Uganda's population was estimated to be 40.3 million<sup>3</sup>. The country has a high population growth rate of 3.0% that is unsustainable, undermines efforts to improve quality of the population as productive agents<sup>4</sup>, and is placing pressure on use of land<sup>5</sup>. Rapid population growth is noted as a key factor that offsets the country's economic growth and obstructs its transition to middle income status<sup>6</sup>. The country is well endowed with a rich biodiversity of both plant and animal species, which offers a comparative advantage in bio-trade and national development. However, the high population pressure and economic activities has triggered rapid eco-system deterioration characterised by soil degradation, deforestation, pollution, drainage of wetlands, and loss of biodiversity putting economic, environmental and social development at risk<sup>7</sup>. The Government of Uganda (GoU) recognises that more effort is needed in protection and restoration of critical eco-systems<sup>8</sup>.

Politically, Uganda became a Presidential Republic, with the President as both Head of State and Head of Government in 1966. It has experienced relative peace in most parts of the country since 1986, when the National Resistance Movement (NRM) came into power, and in the entire country since the end of the civil war in Northern Uganda in 2006. However, the 20-year civil war that engulfed Northern Uganda, parts of the West Nile and Eastern Uganda left the region ravaged and reeling in abject poverty and at its peak displaced over 1.8 million people. It severely affected access to social services and undermined the predominately agriculturally based livelihood strategies<sup>9</sup>. After the war, Uganda formulated the Peace, Recovery and Development Programme for Northern Uganda (PRDP) whose strategic objectives focused on peace building and reconciliation, rebuilding and empowering communities, and revitalisation of the economy. The Fragile States Index for 2016 placed Uganda in the 'alert' category with inequality between regions combined with other potential conflict drivers such as high unemployment, poor governance, politicisation of religious and ethnic identity, lack of truth and reconciliation processes, including weak conflict resolution structures, as well as a massive influx of refugees cited as areas of major risk<sup>10</sup>.

Uganda's economy registered an average Growth Domestic Product (GDP) growth of 5.37 over the ten-year period from FY 2009/10 to 2018/19<sup>11</sup> a figure below the 7.2% and 6.3% target for

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<sup>2</sup> Uganda Bureau of Statistics (UBOS) 2019: Statistical Abstract 2018.

<sup>3</sup> Ministry of Finance Planning and Economic Development (MoFPED) 2019, Background to the Budget for Fiscal Year 2019/2020.

<sup>4</sup> State of Ugandan Population report 2018: Good governance a prerequisite to harness the demographic dividend for sustainable development.

<sup>5</sup> Ministry of Finance Planning and Economic Development, June 2017: Background to the Budget for Fiscal year 2017/18.

<sup>6</sup> Denmark Uganda Partnership Country Programme 2018-2022, Final version 2017.

<sup>7</sup> Government of Uganda; National report on progress on the Implementation of the Rio commitments on Sustainable development in Uganda; Draft June 2012.

<sup>8</sup> Ministry of Finance Planning and Economic Development June 2019, Background to the Budget for Fiscal Year 2019/20.

<sup>9</sup> Ministry of Foreign Affairs Danida October 2008: Programme Document for Restoration of Agricultural Livelihoods in Northern Uganda Programme (RALNUC 2), 2009-2011.

<sup>10</sup> Denmark Uganda Partnership, Country Programme 2018-2022, Final Version September 2017.

<sup>11</sup> Author computation based on figures in the UBOS Statistical Abstracts for various years and MoFPED Background to the budgets.

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the five-year period 2010/11-2014/15 and 2015/16-2019/20 respectively. The economy slowed down to a GDP growth of 4.8% in 2015/16, and 3.9% in 2016/17 before recovering to 6.2% and 6.1% in 2017/18 and 2018/19 respectively<sup>12</sup>. The slowdown was attributed to climate change, which impaired production and infrastructure, and political instability in neighbouring countries like DRC, and South Sudan, which contributed to an influx of refugees and undermined the country's exports. The agricultural sector continues to be the main stay of the economy; it contributed 20.6% of GDP in 2018/19, and 46% of Uganda's total export earnings in 2017. It provides raw materials for the manufacturing sector and employs the majority of the population with 69% of households engaged in subsistence agriculture<sup>13</sup>.

In her Vision 2040, Uganda aspires to transform from a predominantly peasant and low-income status to upper middle-income with a GDP per capita of 9,500 USD by 2040. Real per capita GDP increased from 607 USD in FY 2008/09 to 825 USD in FY 2018/19 a figure below the national Development Plan (NDP) II target US\$ 1039 by 2020. Poverty levels, which decreased from 24.3% in 2009/10 to 19.7% in 2012/13 increased again to 21.4% in 2016/17 a figure above the NDP II target of 14.2% by 2019/20<sup>14</sup>. Vulnerability remains a significant development challenge for Uganda with three out of every five Ugandans (62.3%) being either poor or below the middle-class income level. Uganda is highly vulnerable to climate change due to its overreliance on rain fed agriculture<sup>15</sup>. Increasing the country's resilience to the impacts of climate change effects is one of the tenets of Uganda's Water and Environment Sector Development Plan FY 2015/16-2019/20.

In spite of government and other stakeholders' efforts to improve the status of women and the promotion of gender equality, most women in Uganda still face a wide range of challenges, including discrimination, low social status, a lack of economic self-sufficiency, high illiteracy levels, and are at a greater risk of HIV/AIDS infection than men. The struggle to eliminate discrimination and inequalities in Uganda emphasises the need to address the different development concerns of women<sup>16</sup>.

Uganda's population high population growth is placing significant pressure on the use of land<sup>17</sup>. Strengthening land management was identified among the development fundamentals for harnessing opportunities towards realising Uganda's Vision 2040. Land management in Uganda faces a number of challenges including increasing landlessness and land poverty, underutilisation and scrambling over communal lands; discrimination of women and youth in accessing land; underutilisation of land owned by cultural and religious institutions; inadequate land administration services - especially land dispute resolution<sup>18</sup>.

Interventions of Uganda's health sector are geared towards the National Health Policy goal of *“attaining a good standard of health for all people in Uganda in order to promote healthy and productive lives”* to contribute to socioeconomic growth and national development in line with Vision 2040. However, diseases such as HIV, malaria, lower respiratory infections, meningitis and tuberculosis

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<sup>12</sup> Government of Uganda 2015, National Development Plan II 2015/16-2019/20 and Background to the Budget for Fiscal Years 2018/19 and 2019/20.

<sup>13</sup> Ministry of Finance Planning and Economic Development: Background to the Budget for Fiscal Year 2018/19, and for Fiscal Year 2019/20.

<sup>14</sup> UBOS 2017, Uganda National Households Survey 2016/2017.

<sup>15</sup> Ministry of Finance Planning and Economic Development, June 2018: Background to the Budget for Fiscal year 2018/19.

<sup>16</sup> The Equal Opportunities Commission 2016: Annual report on the state of equal opportunities in Uganda 2015/16.

<sup>17</sup> Ministry of Finance Planning and Economic Development, June 2017: Background to the Budget for Fiscal year 2017/18.

<sup>18</sup> Government of Uganda June 2015; National Development Plan II 2015/16 – 2019/20.

still cause the highest numbers of years of life lost in Uganda while non-communicable diseases such as high blood pressure, cancers, diabetes, injuries and disabilities are increasingly becoming a major burden<sup>19</sup>.

The Agricultural Sector Strategic Plan (ASSP) 2015-2019/20 and National Agricultural Policy 2013, emphasise the need to increase agricultural production and productivity in a sustainable manner. Beef, and milk, are among the 12 priority commodity enterprises in NDP II and ASSP selected due to their high potential for food security, high contribution to export earnings, high multiplier effects in other sectors of the economy; great potential to increase production and productivity; high potential for regional and international markets; and high potential for employment generation. However, livestock pests and disease, and access to productivity enhancing inputs remain constraints to increasing production and productivity, restrict market access and incomes of milk and beef value chain actors<sup>20</sup>.

## 2.2 Policy context for development research in Uganda

Uganda's Vision 2040 underscores the need for Uganda to re-orient itself to make Science, Technology, Engineering and Innovation (STEI) the main driver of economic growth and the key pillar of competitiveness. It stresses that achieving faster socio-economic transformation hinges on Uganda's capacity to strengthen the development fundamentals in order to successfully harness the abundant economic opportunities. STEI was identified as one of the development fundamentals, the others being: infrastructure; land; urbanisation; human resources; and peace, security and defence.

The country's development priorities enshrined in the five-year NDPs: NDP I 2010/11-2014/15 and NDPII 2015/16-2019/20 recognize human capital development, and science and technology as key fundamentals for socio-economic growth and transformation. Strengthening good governance, defence and security; and promoting sustainable population growth and the sustainable use of environmental and natural resources were also strategic objectives under NDP I<sup>21</sup>. Over the years Uganda adopted the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) and refocused its development approach by including targets and interventions in its NDPs. Uganda's commitment to sustainable development is further demonstrated through the ratification and domestication of regional and continental development agendas such as the East African Community Vision 2050 and the African Union Agenda 2063<sup>22</sup>.

The government recognises that Science, Technology and Innovation (STI) plays a key role in fostering research and development and in building the human capital that Uganda requires for managing and sustaining a future knowledge-based economy. The GoU is focusing on providing incentives to increase the size of productive labour by increasing research and development activities and the utilisation of research and innovation products<sup>23</sup>. The STI Sector is guided by four strategic objectives as provided in NDP II: i) to enhance the integration of science, technology and innovation into the national development process; ii) to increase the transfer and

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<sup>19</sup> Government of Uganda Health Sector Development Plan 2015/16 – 2019/20.

<sup>20</sup> Ministry of Agriculture Animal Industries and Fisheries (MAAIF); Agriculture Sector Strategic Plan 2015/16 – 2019/20, Draft April 2016.

<sup>21</sup> Government of Uganda National Development Plan I 2010/11- 2014/15, April 2010.

<sup>22</sup> Government of Uganda: Roadmap for Creating an Enabling Environment for Delivering on SDGs in Uganda, October 2018.

<sup>23</sup> Ministry of Science Technology and Innovation 2019, National Research and Innovation Programme(NRIP) Framework April 2019.

adaptation of technologies; iii) to enhance research and development in Uganda; and iv) to improve the science, technology, and innovation legal and regulatory framework<sup>24</sup>.

### **STI policy in Uganda**

The National Science, Technology and Innovation Policy (NSTI) 2009 is aimed at strengthening national capability to generate, transfer, and apply scientific knowledge, skills and technologies that ensure sustainable utilisation of natural resources for the realisation of Uganda's development objectives. The National Science Technology and Innovation Plan (NSTP) 2012/13 – 2017/18 provides the comprehensive framework for actualising the development aspirations enshrined in the NSTI policy 2009. The priorities include: creation of general capacities in STI infrastructure in universities and research institutions, creating a critical mass of scientists and engineers that are necessary for spearheading and sustaining industrial development and economic transformation, increased research and scientific innovation support mechanisms through capitalisation of the STI Fund and an aspirational goal of enhanced budget support of about 1% of GDP expenditure on research and development activities, and enhance private-public partnerships and international collaboration<sup>25</sup>.

In pursuit of operationalising the NSTP, the National Research and Innovation Programme (NRIP) was established with an overall goal of promoting Research and Development, Technology Incubation and Technology Commercialization activities<sup>26</sup>. Uganda's articulation of the STI policy framework is linked to the SDGs as well as continental and regional development frameworks prescribing relevant domestic technology development, research, and innovation (e.g. the African Union Agenda 2063, the Science, Technology and Innovation Strategy for Africa, (STISA) 2024, and the Eastern Africa Commission (EAC) Vision 2050.

## **2.3 Development Research in Uganda**

### **National STI system**

Uganda promotes STI as an enabler for economic development and transformation. The NDP II provides a number of interventions that are meant to facilitate the realisation of the four STI development objectives. The Ugandan National Council for Science and Technology (UNCST) established in 1990 has been the central coordinating body for all STI activities in Uganda until 2016 when the Government established a Ministry of Science, Technology and Innovation (MOSTI) to oversee the STI sector. Uganda's STI system currently comprises 50 universities (9 public and 41 private)<sup>27</sup>, 33 science-related vocational and technical institutes, 20 active research and development institutes, two national museums; one functional public library and five private laboratories<sup>28</sup>. The STI programmes are implemented by a host of institutions including sectoral Ministries, Departments, and Agencies (MDAs) with mandates and primary responsibilities for particular sectors, private sector institutions, and civil society organisations. The existence of a plethora of science, technology and engineering institutions (SETIs), often with somewhat parallel mandates, complicates the national STI coordination function of government.

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<sup>25</sup> Ministry of Finance, Planning and Economic Development March 2012: National Science Technology and Innovation Plan 2012/13 – 2017/18

<sup>26</sup> Ministry of Science, Technology and Innovation, National Research and Innovation Programme (NRIP) Framework April 2019.

<sup>27</sup> Uganda Bureau of Statistics (UBOS) November 2017; Education A Means to Population Transformation, Thematic Series Based on The National Population and Housing Census 2014.

<sup>28</sup> Uganda National Council of Science and Technology 2011: Science Technology and Innovation in Uganda Status Report 2009/10; and UNCST.

Human resources are a key growth-enabler for Uganda's transformation into a knowledge economy. However, human resources for the transformation of the economy is a major constraint<sup>29</sup>. Uganda's total Research and Development (R&D) personnel per 1 million inhabitants dropped from 63 in 2010 to 47 in 2014, figures well below the global average of 1,083 researchers per 1 million inhabitants in 2013, and the ratio of 65 per 1 million in the least developed countries<sup>30</sup>. Uganda's gross enrolment for university education grew from 85,622 in 2008 to 186,412 students in 2016. However, increased enrolments levels put more pressure on available physical infrastructure in public universities which did not grow in tandem with enrolments. All public universities are understaffed as their recruitment plans were unimplemented. Staffing levels at public universities on average stood at 33% of the establishment thus impairing the quality of service. The lecturer to student ratio deteriorated to 1:60 in some universities, well above the recommended National Council for Higher Education (NCHE) ratio of 1:20. The requirement for 60% of faculty to comprise of PhD holders is virtually unattainable especially for new and rural based universities. For instance, the proportion of PhD fulltime equivalent staff in higher education institutions related to agricultural R&D has remained stagnant at 42% between 2008 and 2016<sup>31</sup>. Chronic problems of staffing and inadequate research in universities were also cited as challenges that require innovative means to be conclusively resolved<sup>32</sup>.

### **Investments in STI Development**

Low investments in R&D remain a key factor undermining Uganda's aspirations of becoming a modern and prosperous country as enshrined in Vision 2040. Uganda's Technology Achievements Index (TAI), which measures how well a country is dispersing technology and building its human skill base dropped from 0.18 in 2008 to 0.14 in 2014 while the Gross Expenditure on Research and Development (GERD) as a percentage of GDP, which measures R&D intensity dropped from 0.6% in 2008 to 0.23% in 2014, well below the 1% recommended by the African Union and a key milestone for STISA 2024<sup>33</sup>.

The bulk of the R&D public funding in Uganda, 35.3% financed agricultural sciences under the National Agricultural Research Organisation (NARO); followed by the Ministry of Finance Planning Economic and Development and its auxiliary agencies<sup>34</sup> (22.5%), Makerere University 19.1% and Uganda Industrial Research Institute (14%) while medical sciences accounted for only 2.3%<sup>35</sup>. R&D in the public institutions was also characterised by slow technology adoption and diffusion in the country coupled with a weak legal framework to support innovation<sup>36</sup>.

Apart from the 33.35 million USD Millennium Science Initiative (MSI)<sup>37</sup> project implemented by the Uganda National Council for Science and Technology (UNCST) during the period 2007/08 – 2010/11, through which GoU promoted competitive STI funding mechanisms, support for STI has been inadequate and scattered across various MDA. Consequently, the system is underfunded

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<sup>29</sup> Government of Uganda June 2015: Second National Development Plan (NDP II) 2015/16-2019/20.

<sup>30</sup> Ministry of Science Technology and Innovation April 2019; National Research and Innovation Programme (NRIP) Framework.

<sup>31</sup> Author computations using data from the 2014 and 2018: Agricultural R&D Indicators Factsheets Update Uganda.

<sup>32</sup> NCHE 2018: Annual report 2018/19.

<sup>33</sup> The Science, Technology and Innovation Statistical Abstract, 2016.

<sup>34</sup> MoFPED was the mother ministry responsible for UNCST, and Economic Policy Research Centre.

<sup>35</sup> UNCST 2011.

<sup>36</sup> GOU June 2015, NDP II.

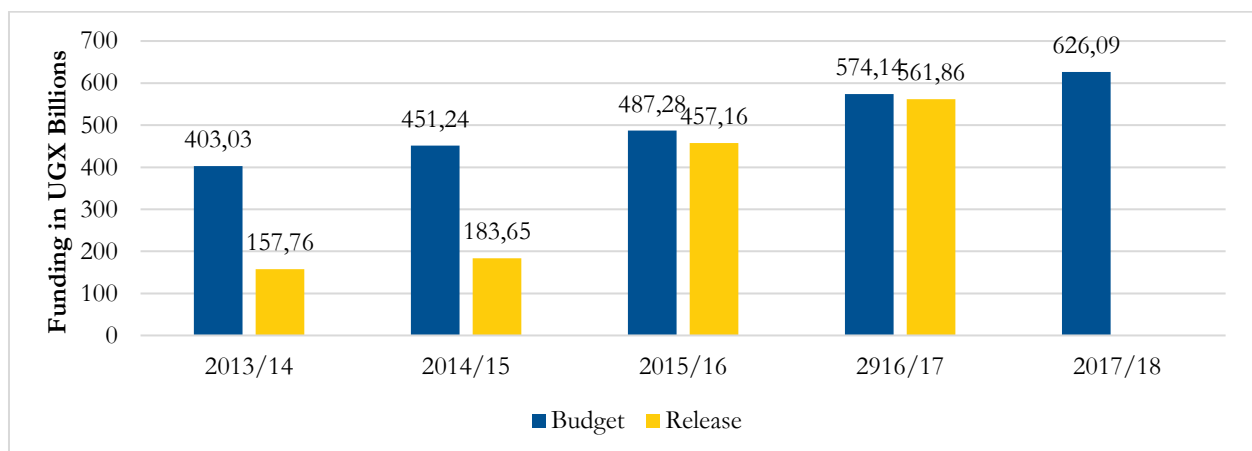
<sup>37</sup> The MSI project provided funds R&D institutions including university teams.

to the extent that over 50% of R&D funding is from external sources. The small size of Danida’s research support limits its impact on the broader context of STI and R&D in the country (see 2.5).

The President of the Republic of Uganda has supported several innovators using various modalities including the Presidential Initiative for Science and Technology Innovations. The Innovation Fund was launched in FY 2017/18 with a budget of 35 billion UGX aimed at progressing innovations from pilot to commercial entities, with support given to 17 projects<sup>38</sup>. However, the development budget for UNCST FY 2018/19 through which the innovation fund is appropriated was not approved by Parliament, consequently, lack of additional resources made the initial investment in research wasteful<sup>39</sup>.

Public funding to public universities stood at 0.3% of GDP, which is below the recommended share of at least 1%<sup>40</sup>. For the last five years, actual releases have been lower than approved budgets (Figure 1) and most funds go towards meeting staff salaries 56%, followed by material supplies 11.96%, student costs at 11.12%, infrastructure 1.85%, utilities 4.37%, staff development 1.37%, and research 0.82%. Funding for research and publication in public universities has remained very low though it is their core mandate. Its noted that in reality funds earmarked for research tend to be diverted to other uses to keep the institutions running as a result of tight budgets<sup>41</sup>.

**Figure 1: Funding of public universities Fiscal year 2013/14 to 2017/18**



Source: Adapted from BMAU Briefing paper 24-18

## 2.4 Universities and development

The policies and strategy documents of Makerere University and Gulu University emphasise a strong development orientation with an ambition for the universities to be an engine of development. Makerere University recognises that it must be connected, through its role as a

<sup>38</sup> Budget Monitoring and Accountability Unit (BMAU) Briefing paper 9/19, May 2019: Commercial uptake of research: Have the Innovation Fund supported projects delivered.

<sup>39</sup> STI Semi-Annual Monitoring Report FY 2018/19, April 2019.

<sup>40</sup> GOU 2015, National Development Plan II.

<sup>41</sup> Budget Monitoring and Accountability Unit (BMAU) Briefing Paper 24/18: Funding of public universities in Uganda-what are the issues; June 2018.

knowledge institution to national development; this is reflected in institutional policies<sup>42</sup>. Makerere University is Uganda's leading public university, established in 1922 to provide world-class teaching, research and service relevant to the sustainable needs of society. The university's strategic plan 2008/09-2018/19 recognises the importance of research and innovation for knowledge generation and technology transfer geared towards national development. The research and innovation policy 2008<sup>43</sup> and the Intellectual Property Management policy further re-affirm Makerere University's commitment to strengthening research capacity and output, enhancing knowledge transfer and supporting the commercialisation of research and innovation products for the benefit of society.

Gulu University is a growing university, opened in 2002 and formally established as a public university in 2003. Located in northern Uganda, which was affected by civil strife and an influx of refugees, it envisages being a leading academic institution for the promotion of community transformation and industrialisation for sustainable development in the region and Uganda at large. The university recognises the importance of research as one of the core functions through which it can become a centre for generating new knowledge to drive national development<sup>44</sup>. However, the Gulu University strategic plan 2009/10- 2018/19 identified shortage of academic staff, inability to attract and retain senior staff, and non-competitive remuneration as key challenges. Enhancing staff capacity through training at Master and PhD levels was identified as a key strategy for human resource development. Aligning research agendas with national and global priorities, increasing research outputs, collaboration with other universities and research user institutions, and disseminating the research findings were some of the strategies identified towards realising the objective of conducting basic and applied research.

### 2.5 Donor funding of universities

At a national level, Danida's research funding is relatively small compared to other donors' support to research and capacity development in Ugandan universities. Moreover, whereas other donors such as e.g. the Swedish International Development Cooperation Agency (SIDA)<sup>45</sup> and Norwegian Agency for Development cooperation (Norad) have broader research cooperation programmes supporting several universities, the Danida support is channelled through the two funding modalities, BSU and FFU, to two specific universities: Makerere University (FFU-projects) and Gulu University (BSU programme I-III and FFU-projects).

In terms of funding, with regard to Makerere University, Danida does not feature among the first ten high volume research funders during the period 2008-2018. With its contribution of approximately USD 5.4 mill over the ten-year period. Danida ranks number 15 on the list. The five largest donors are USAID (USD 31.9 mill), National Institute of Health (USD 31.8 mill), Master Card Foundation (USD 27.1 mill), Norad, the Norwegian Programme for Capacity Development in Higher Education and Research for Development, NORHED (USD 26.6 mill), and SIDA (USD 22.7 mill). See Annex 5 for the top ten donors and other selected donors, including Danida.

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<sup>42</sup> Nico Cloete, Tracy Bailey, Pundy Pillay, Ian Bunting and Peter Maassen, 2011; Universities and Economic Development in Africa. Centre for Higher Education Transformation (CHET) HERANA,

<sup>43</sup> Makerere University *Research and Innovations Policy*. 2008

<sup>44</sup> Gulu University Strategic Plan 2009/10-2018/19,

<sup>45</sup> The Swedish research collaboration with Uganda started in 2000 and will be phased out in 2020.

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Nevertheless, Danida can be considered a major donor to Gulu University. Five research and capacity development projects are currently being implemented at Gulu University. Two of the projects focus on health, two projects focus on agricultural production and value chain development, and one project focuses on gender (the Imaging Gender Future in Uganda, IMAGENU, is a Danida-funded FFU project). All of the projects include capacity development in terms of training Master and PhD students, but BSU I-III is the only programme that explicitly supported institutional capacity development. The funding amounts of the non-Danida projects range from approximately DKK 850.000 and 4.5 million, which are small amounts in comparison with the BSU programme I-III that amounts to about DKK 18.8 mill and IMAGENU at 10.9 mill. The projects funded by other donors run respectively 4 years and 7-8 years. Hence, even when considering the longer duration of the BSU programme (10 years), the Danida funding is considerably higher compared to the funding by other donors to GU. In addition to the above-mentioned projects, starting from 2000 Sida also provided support to Gulu University. The support was however channelled through Makerere University and is therefore not listed under donors to Gulu University. See Annex 5 for more details on the projects supporting Gulu University.



## 3 Danida's Development Research Programming in Uganda

### 3.1 Evolution of the support and financing opportunities

Danida's support to development research in Uganda during the period of evaluation, 2008-2018, consisted of 2 funding modalities: FFU-North-driven projects and the BSU-programme I-III. In addition to these two main funding modalities, smaller travel grants were provided for Master theses (see Table 3. below).

**BSU I-III:** The BSU I was launched in 2011 as collaborations between Danish institutions and 11 institutions in five countries: Uganda, Tanzania, Ghana, Kenya and Nepal, organised around four thematic platforms. The programme focused primarily on individual capacity development through supporting in total 41 PhD scholarships, and was driven from the North. An independent evaluation of BSU I pointed to a lack of ownership in the case of at least some of the platforms, leading to a risk of low sustainability<sup>46</sup>.

BSU I was operational until 2014, when BSU II was introduced. BSU II included seven university partners from Uganda, Ghana, Tanzania, and Nepal (Kenya was left out). Based on the experiences from BSU I, the activities of the second phase were to a large degree defined by the Southern Universities to reflect the needs for the institutional capacity development of the individual universities. The universities in the South, which held the responsibility for administration, thus drove the programme and there was a focus on institutional capacity development rather than individual capacity development.

The Council for Development Policy approved BSU III in September 2017. BSU III includes six university partners from Uganda, Ghana, and Tanzania (Nepal was left out). The third phase builds on the lessons learned from the second phase - for instance, it focuses on fewer thematic areas and it includes more in-depth research components with a focus on consolidating the results from the previous phases. The key principles of Southern leadership and ownership as well as the focus on institutional capacity development were maintained. It was acknowledged that capacity development and partnerships are long processes and ambitions must remain realistic, that peer-based partnerships have been received well, that activities should not be spread too much, and that DFC's administrative support was essential<sup>47</sup>. In Uganda, the BSU programme I-III provides support to Gulu University.

**FFU-North:** The Consultative Research Committee for Development Research (FFU) was established in 2006. The role of FFU was to play an advisory role to the MoFA with regard to selecting and monitoring research projects. Selection criteria of scientific quality, relevance to the Danish development support, and potential impact were introduced. Furthermore, the themes of the annual Calls for Proposals were aligned with the Danish development assistance priorities (priority countries and priority sectors).

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<sup>46</sup> CMI Commissioned report: "Building Stronger Universities in developing countries – A programme review report for Universities, Denmark". Prepared by Manyanza, David and Helland, Johan. Christian Michelsen Institute (2013).

<sup>47</sup> *Building Stronger Universities Phase III 2017-2021*. Programme Document. Evaluation Department; MoFA: August 2017.

Uganda is one of Danida's priority countries and has been for three decades. Through the entire period under evaluation (2008-2018), FFU has thus funded development research in Uganda, with the exception of 2016. In 2015-2016, cutbacks in public finance for development assistance affected the allocation for development research, including the FFU; as a consequence, the FFU Application Round for 2016 was cancelled.

FFU provides funding for both North driven and South driven (defined by whether the Northern or Southern partners take the initiative); in Uganda, however, only North driven projects were funded. In 2016-2017, there was a re-launch of development research based on the World 2030 strategy for development cooperation and humanitarian assistance<sup>48</sup>. With regard to development research, the strategy stipulated a shift towards supporting Danish research institutions, in particular within the Partnering with Denmark Initiative, later named the Strategic Sector Cooperation (SSC). Moreover, the scope of development research was broadened to include both Danida priority countries (the least developed) and growth and transition countries (middle income countries). From 2017, FFU operated with two Windows: **Window 1:** Funding projects in Danida priority countries with relatively broad themes, and **Window 2:** Funding projects in a limited number of growth and transition (middle income) countries with research themes aligned with the SSC priorities. As Uganda belongs to the group of least developed countries (and is a priority country), only Window 1 projects are funded in Uganda.

No formalised correlation between the FFU-funded projects and the BSU programmes exists; nevertheless, close collaboration was found at Gulu University between one FFU project (Trustland) and the BSU programme in Uganda. It should be mentioned that it was to a large extent the same persons who were involved in the two projects, both in the South and in the North.

### 3.2 Key trends

In this section data (funding, partner institutions, etc.) concerning the projects of the FFU portfolio and the different phases of the BSU programme are presented.

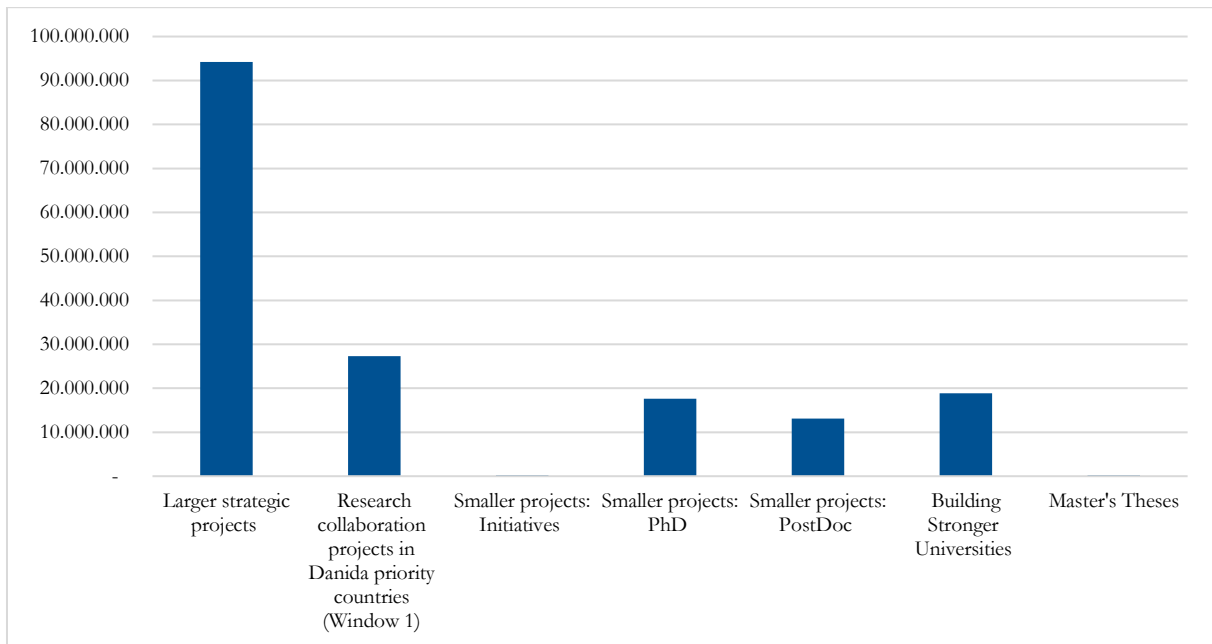
Figure 2. provides a graphic illustration of the funding across the different funding modalities and project types during the period 2008-2018. The funding presented is the total amount of funding to both Danish and Ugandan universities and other collaborating partners. Danida-funded development research amounted to about 171.5 million DKK in Uganda in the period 2008-2018. By far the largest part of the total funding was provided to FFU Window North driven projects, i.e. about 152.5 million DKK. Under the FFU-projects, support to 11 larger strategic projects was the largest category (approximately 94 million DKK), constituting almost two thirds of total FFU funding. This was followed by three research collaboration projects (around 27 million DKK), 11 PhD projects (approximately 17.6 million DKK), 3 smaller projects, i.e. Post Docs (about 13 million DKK), and lastly 200 thousand DKK was provided for smaller initiatives. In comparison, funding to the BSU programme (all three phases) constituted a relatively small amount at slightly less than 19 million DKK. As mentioned earlier travel grants were provided to Master theses (not part of BSU and FFU), this constituted a total amount of 220,100 DKK. A

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<sup>48</sup> MoFA, Danida. "The World 2030. Denmark's Strategy for Development Cooperation and Humanitarian Action", 2017.

full list of projects for all funding modalities (including partner institutions, etc.) is presented in Annex 4.

**Figure 2: Funding across funding modalities 2008-2018 (DKK)**



Several of the projects, both smaller (Phd/Postdocs) and larger projects (larger strategic projects and research collaboration projects) are multi-country research projects. This obviously implies that the funding is not exclusively spent in Uganda (and Denmark). However, it is not possible to indicate the funds spent in the two countries (Denmark and Uganda), as this would require extension budget-analysis (which time constraints do not allow). Out of totally 29 FFU projects, 13 projects are multi-country projects (4 smaller projects and 11 larger projects). Quite a number of the projects focus on African countries (9), three of which focus on East Africa, and 4 projects focus on both Africa and Asia. The projects selected for in-depth review are all single-country research projects with the exception of the Transboundary project, which has a smaller component in Kenya.

During the period under evaluation there has been a shift over time from smaller projects (PhD, Postdocs, and Initiatives) towards larger strategic projects and research collaboration projects over time (see Annex 4). This change is in line with changing priorities as coined in the FFU-call texts; hence according to the 2010 Call the incorporation of PhD education and PostDoc projects into larger research programmes would be favoured over the submission of individual applications (PhD and Postdocs)<sup>49</sup>. In the 2014 Call it was explicitly stated that PhD and Postdoc projects would not be supported individually<sup>50</sup>.

Table 1 shows the three phases of the BSU programme implemented at Gulu University (time of implementation funding, the main coordinator and partner universities). The funding for phase I

<sup>49</sup> Notice - Call for Applications 2010 – Development Research.

<sup>50</sup> Call 2014. Phase 1 Applications (prequalification). Danish Ministry of Foreign Affairs. Consultative Research Committee for Development Research. May 2013. .

is relatively small (about 865,000 DKK) compared to phase II (slightly under 8 million DKK) and Phase III (10 million DKK).

**Table 1: BSU I-III funding for Gulu University<sup>51</sup>**

Programme	Dates	Funding (DKK)	Coordinator	DK Coordinator	- - DK Partners
<b>BSU 1</b>	08/2011-12/2013	865 098	GU	AU (main)	KU, AAU, RUC
<b>BSU 2</b>	01/2015-09/2017	7 997 602	GU (main)	KU	AAU, RUC, SDU
<b>BSU 3</b>	10/2017-09/2021	10 000 000	GU (main)	AAU	KU, RUC, SDU

A high number of universities and research institutions were involved in the FFU-projects in Denmark (Figure 3). The figure shows the **lead** institutions and total amount of funding by institution. All projects included a high number of Danish partner institutions as indicated in Annex 4 (here only the lead institutions are indicated)<sup>52</sup>. With regard to the two largest universities, Copenhagen University (UCPH) and Århus University, the funding indicated in the figure covers funding to various faculties (see Annex 5 for a list of the faculties under UCPH and Århus University).

The largest institution (UCPH) is also the institution that received the most funding (about 55.2 million DKK) and also had the highest number of projects (14) – about half of the total number of projects (29). Likewise, the second largest institution, Århus University, received the second largest amount of funding (40 million DKK) and had the second highest number of projects (6). The Danish Institute for International Studies (DIIS), which contains a department on social science development research, is number three in terms of the amount of funding (about 31 million DKK) and number of projects (5). The other institutions each had one project and received funding ranging from 2.7 to 10.4 million DKK.

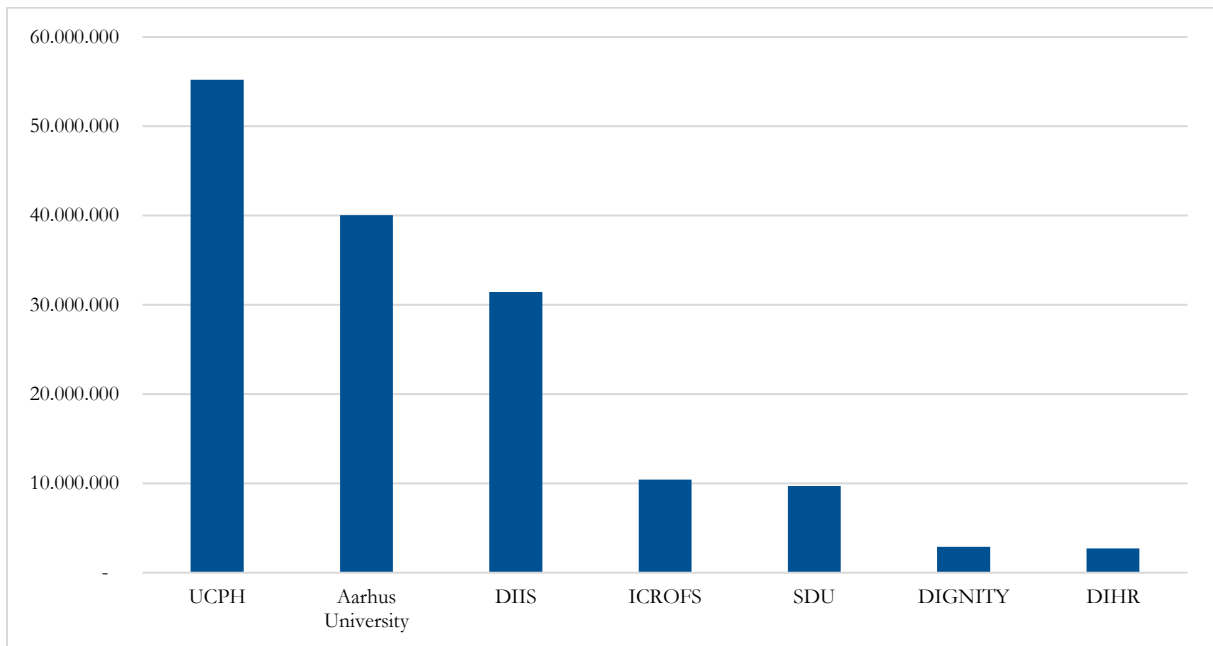
Despite being North-driven projects, a large percentage of the funds (for larger strategic projects and research collaboration projects) were allocated to the Southern partners. Starting from Call 2016, it was specified that about 60% of the budget should be provided to the South-based research institutions and 40% of the budget should be provided to the Danish partners<sup>53</sup>. At the same time, in line with the shift towards larger projects, there has been a change towards larger amounts for funding, starting from below 5 million DKK (with some exceptions) as stipulated in the calls 2008-2011, in the calls 2012-2013 the maximum amount per application was 5-10 million DKK amount, in the calls 2014-2017 the amount was DKK 10 million, and finally in 2018 the maximum amount had increased to DKK 12 million.

<sup>51</sup> Sources: BSU I: personal communication with DFC; BSU II-III: Danida Research Portal.

<sup>52</sup> Please note that the format of the reporting template does not allow for specification of all the participating institutions. For instance, the ChildMed project included the following institutions (not reported in Annex 4): Department of Pharmacy (Social Pharmacy), Department of Public Health, Faculty of Health and Medical Science, Department of Anthropology, Faculty of Social Sciences, Section Parasitology and Aquatic Pathobiology, Faculty of Natural Sciences.

<sup>53</sup> MoFA. Call 2016. Phase 1 Applications. March 6, 2015.

Figure 3: Funding per lead institution for the FFU projects



## Uganda Country Case Study Report

Table 2 below show the BSU and FFU projects (single and multi-country projects) divided according to research themes, funding amount, and percentage of total funding. The top three themes were: 1) State building, governance and civil society (totally 10 projects, amounting to 23% of the total funding); and 2) Agricultural production (6 projects amounting to 20% of the total funding), and 3) Conflict, peace and security (7 projects, amounting to 17% of the total funding). Other important themes included Health (13%), Economic development and value chain (10%), and Natural resource management (6%). Research on gender is represented by only one project (amounting 3% of total funding); climate change research is represented by two projects (4% of total funding). In terms of single-country versus multi-country (Africa or international), the main pattern is that for themes such as “State building, governance and civil society” and Conflict, peace and security” the majority of projects are single-country (8 out of 10 projects and 7 out of 7 respectively). This can be explained by the fact that the research under these research themes specifically refer to the situation in Northern Uganda. It should be noted that BSU II and III are classified under the two major themes (in terms of funding); BSU II is classified under “Conflict, peace and security”; BSU III is classified under the same theme as well as “State building, governance and civil society”. This obviously contributes to the prominence of these two themes. Other themes, such as “Agricultural production” and “Natural resource management” to a higher extent tend to be multi-country (4 out of 6 projects and 3 out of 4 projects respectively) and based on more general agricultural research themes (e.g. animal diseases).

**Table 2: Themes of projects (single and multi-country) in terms of funding (in DKK and in percentage)**

Themes by country and multi-country projects	Number of projects	Funding (%)	Funding (DKK)
<b>Agricultural production</b>	6	20%	34 580 474
Multi-country Africa	4	17%	28 331 873
Uganda	2	4%	6 248 601
<b>Climate change</b>	2	4%	6 407 919
Multi-country Africa	1	1%	1 345 429
Multi-country international	1	3%	5 062 490
<b>Conflict, peace and security</b>	7	17%	29 342 940
Uganda	7	17%	29 342 940
<b>Economic development and value chains</b>	4	10%	17 223 505
Multi-country Africa	3	5%	8 745 512
Multi-country international	1	5%	8 477 993
<b>Food security and safety</b>	1	1%	1 574 017
Multi-country international	1	1%	1 574 017
<b>Gender equality</b>	1	3%	4 998 813
Uganda	1	3%	4 998 813
<b>Health</b>	5	13%	22 699 846
Uganda	5	13%	22 699 846
<b>Natural resource management</b>	4	6%	10 144 205
Multi-country Africa	3	3%	5 081 715
Multi-country international	1	3%	5 062 490
<b>State building, governance and civil society</b>	10	23%	40 035 395
Multi-country Africa	2	8%	13 508 499
Uganda	8	15%	26 526 896
<b>Unspecified</b>	1	1%	865 098
Uganda	1	1%	865 098
<b>Water management and sanitation</b>	1	2%	3 333 259
Multi-country Africa	1	2%	3 333 259
<b>Total</b>	<b>42</b>	<b>100%</b>	<b>171 205 471</b>

\* Does not include Master theses or individual PhD themes that were sponsored under BSU (included under the overall BSU themes).

\*\* BSU I had no theme and is thus classified as unspecified in the table  
Sources of error:

1. As some projects cover more than one theme, the total funding amount has been divided equally between the different themes (the projects contribute equally to the themes). This means that the number of projects in the table will exceed the actual number of projects (as seen from Table 1 the total number of FFU and BSU projects is 32).
2. The funding amount indicated for the multi-country projects is the TOTAL amount for all countries as there is no ear-marking of funding for the specific countries.

## 4 Findings: The FFU Modality

This chapter provides an analysis of the FFU Modality with particular focus on the four sampled FFU-projects (selected on basis of the criteria mentioned in the Introduction). As indicated in Chapter 3, the FFU portfolio includes only North-driven projects and only Window I projects. The details of the four North-driven FFU projects are depicted in Table 3.

**Table 3: Selected FFU-North Projects, by partners and total grant**

Title	Project type	Start date	End date	Lead Institution	Partner Institution	Total grant (DKK)
Quality Medicine Use for Children in Uganda (ChildMed)	Larger strategic projects	31-12-2009	30-06-2015	UCPH, Faculty of Health and Medical Sciences, Department of Pharmacy	Makerere University, Child Health and Development Centre (CHDR) UCPH, Department of Anthropology	11 394 872
Transboundary Animal Diseases in East Africa (Transboundary project)	Larger strategic projects	01-01-2011	31-12-2015	UCPH, Faculty of Science, Department of Biology	MAIFF, Makerere University, Institute, Institute of Environment and Natural Resources Ministry of Agriculture, Livestock and Fisheries, Kenya Technical University of Denmark (DTU)	10 124 980
Governing Transition in Northern Uganda: Trust and Land (TrustLand)	Larger strategic projects	01-01-2013	31-12-2018	Århus University UCPH, Department of Anthropology	Gulu University, Institute of Peace and Strategic Studies, UCPH, Department of Anthropology	10 085 188
Post-Conflict Primary Health Care (PHC)	Larger Strategic projects	01-01-2013	30-09-2018	University of Southern Denmark (SDU), Centre of Global Health	Gulu University, Faculty of Medicine UCPH, Department of Anthropology Kolding Hospital, Department of Paediatrics Odense University Hospital (OUH), Emergency Department SDU, Psychological Institute, Center for Psychotraumatology	9 702 563

The evaluation of the four projects is organised based on the four DAC criteria: Relevance, Effectiveness, Efficiency, and Impact and the associated evaluation questions and indicators



relevant for the FFU modality as presented in the Evaluation Matrix. The EQs are presented as headlines. In addition to the findings for the four sampled projects, information on the whole project portfolio is included for specific evaluation questions.

### 4.1 Relevance

In relation to the criterion “*Relevance*”, the evaluation examined the extent to which research funded by Danida further advanced the SDGs as well as partner countries’ development policies and strategies, contributed to improving Danish international development assistance, and addressed knowledge gaps. The appropriateness and relevance of the themes specified in the calls for research proposals, and the modalities and channels of development research funding (the FFU modality) were also assessed.

#### ***EQ 1: To what extent, and how does research funded by Danida further advance the SDG agenda as well as partner countries’ development policies and strategies?***

**Through promoting an integrated approach, the majority of the larger projects of the Ugandan project portfolio are advancing the SDGs.** One of the fundamental principles of working with SDGs is to apply an integrated approach. In relation to research projects this means that the projects should integrate different disciplines (cross-disciplinary) within the themes of one or more SDGs. The majority of the larger projects in the project portfolio for Uganda are integrated across institutions from different disciplines (see Annex 4). Out of the 14 larger projects (11 larger strategic projects and 3 research collaboration projects), 11 projects included different disciplines, often covering both natural and social sciences (e.g. medical science and anthropology; geosciences and natural resource management and statistical and economic research; development studies and agribusiness and natural resources economies). The three projects that do not include institutions from different disciplines are all agricultural projects with rather specific research themes (bacterial plant diseases; the black Sigatoka disease of the banana; and transboundary animal diseases)<sup>54</sup>. Likewise, the SDGs principle of “*leaving no-one-behind*” was also found in many of the research projects, both smaller projects (PhD and Post doc) and larger projects (larger strategic projects and research collaboration projects). For instance, four PhD projects focused on AIDS, hereunder how to live with Antiretroviral Therapy; and three larger strategic projects as well as two PhD projects focused on recovery and rehabilitation in the North following the armed conflict (this included for example the TrustLand and the PHC projects). Nevertheless, responding to the SDGs in this way (integrated approach and leaving no-one behind) did not seem to part of a project design (based on World 2030 and the FFU Calls) and no difference was found in the projects launched before and after 2015. Rather this appears to be an inherent part of the Danish development research, which in relation to “*leaving no-one-behind*” is closely related to the strong (although diminishing) poverty alleviation profile of Danish development approach. Some of the post-2015 projects could be seen as adopting a “tick the box approach” in the description of how they adhere to one or more SDGs. However, it is interconnectivity that is the main principle of the SDGs, not responding to one small corner of a SDG.

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<sup>54</sup> PhD and PostDocs projects were not assessed here as these could not be expected to apply a cross-disciplinary approach.

**The four selected FFU-projects were aligned with the priorities and development policies and strategies of the partner country.** The two health projects (ChildMed and PHC) are aligned with the Ugandan National Health Policy goal of “*attaining a good standard of health for all people in Uganda in order to promote healthy and productive lives*” to contribute to socioeconomic growth and national development in line with Vision 2040. The National Health Policy aims for universal access to the Uganda National Minimum Health Care Package to ensure essential and good quality health services for all citizens of Uganda. The two health projects focus on two groups who might be hindered from having access to this Minimum Package; the population in Northern Uganda due to the disruption of provision of health services in the conflict and post-conflict periods (PHC project), and children, who often do not receive correct medication due to lack of understanding of appropriate medication for children (accurate diagnostic procedures, adequate use of appropriate medicines, etc.), i.e. the ChildMed project. The agricultural project, the Transboundary project, is aligned with the Agricultural Sector Strategic Plan (ASSP) 2015-2019/20 and the National Agricultural Policy 2013, which emphasise the need to increase agricultural production and productivity in a sustainable manner. Beef, and milk, are among the 12 priority commodity enterprises in NDP II and ASSP. One of the main constraints in relation to increasing livestock production (including beef and milk) are endemic animal diseases, among these are the Foot and Mouth Disease (FMD). The Transboundary project’s focus on enhancing the capability for rapid diagnosis of FMD to enable control and use of the best available vaccine is therefore highly relevant. Lastly, the TrustLand project is critical in relation to the continued process of rehabilitation and reconstruction in the North. Land management is one of the development fundamentals identified in Vision 2040. The population growth and the disruption of the customary system of land entrustment led to a high prevalence of land conflicts when people returned from IDP camps and resettled into rural areas. The research on land, trust/mistrust and governance with an emphasis on gender and generation is thus important to understand and mitigate the land conflicts, thereby contributing to increased agricultural production and food security.

### ***EQ2: To what extent, and how does research funding contribute to improving Danish international development assistance?***

**The research project portfolio contributed to Danish development assistance in Uganda only to a limited extent.** In the discussions with the embassy staff it was very clear that there was limited interaction and dialogue between the Danida-funded research projects and the embassy, mainly constrained to briefings at the launch of a research project. This is despite the fact that the research projects are granted under the FFU modality, which explicitly requires that the new knowledge should be relevant to Danish development assistance. In the FFU Calls during the period 2008-2012 this was relatively broadly defined as for example in the FFU Call 2012: “*Grants will be awarded to strategic research cooperation, which generates new knowledge relevant to the needs and strategies of developing countries and to Denmark’s development cooperation, and contributes to strengthening research capacity in developing countries. Capacity strengthening is understood as research-based education; e.g. support to PhD students*”.<sup>55</sup> From 2013, it was explicitly stated that grants would only

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<sup>55</sup> Notice: Call for Phase 1 Applications 2012 – Development Research.

be awarded to strategic research cooperation projects which contribute to strengthening research capacity in Danida priority countries (and the priority countries were listed)<sup>56</sup>.

**The sampled projects were aligned with the priorities of Danish development assistance in Uganda (health, agriculture, governance), but this did not necessarily foster synergy.**

Of the four reviewed projects, only the TrustLand project seemed to have been successful in contributing to the knowledge at the embassy (regarding the post-conflict situation in the North). The TrustLand project was relevant to the priorities of the Danish Embassy as the embassy was involved in the rehabilitation of the North and for example implemented an agricultural project. According to the project staff, the embassy thus had a great deal of interest in the project on land conflicts and for instance invited the project staff for discussions at the embassy. The former deputy ambassador in particular took an interest in the project and also shared the information with other donors<sup>57</sup>. In another case, the project arranged a presentation for the embassy with high-level persons (professors, dean, etc.); the meeting was poorly attended by the embassy (only one person showed up and this was not a health person); this led to great disappointment from the project staff. The two Makerere projects had limited, if any contact, with the embassy, mainly limited to a briefing at the embassy.

**Frequent changes in Danish development priorities (and thereby the FFU themes)**

**affected the continuation of development research.** The continuous change of strategies of Danish development cooperation<sup>58</sup>, primarily due to the frequent change of governments, led to changing priorities in the Danida main recipient counties<sup>59</sup>. As an example, the health sector programme was discontinued in Uganda, which affected the many research projects focusing on health (new projects could not be funded). As discussed later, long-term engagement appeared to be a critical factor for capacity development and uptake of research results at the national level (see the sections on Effectiveness and Impact).

**Reduction of development specialists and sector experts (MoFA/embassies) impacted negatively on the correlation between development research and development assistance.**

Danish interviewees highlighted the limited number of development specialists and sector experts as well as the frequent staff turnover of international staff as a constraint for interaction with the embassy. It appears that any dialogue or interaction with the embassy to a large extent depends on personal relationships and interests and that a satisfactory *modus operandi* for interaction (and potential contribution) between Danida-funded research and Danish development cooperation has not been found. The development researchers brief the embassy about the research (for instance at the start of the projects), but there is no formal dialogue/effort to discuss how the research can inform the country programme. The interviewed embassy staff voiced much interest in a more regular and well-structured dialogue and indicated that it was also the responsibility of the embassy to reach out to the researchers and ensure effective dialogue.

### ***EQ3: Does the portfolio of research projects adequately respond to knowledge gaps?***

<sup>56</sup> Call 2013: Phase 1 Applications (prequalification). Danish Ministry of Foreign Affairs. Consultative Research Committee for Development Research. October 5, 2012.

<sup>57</sup> The embassy staff could not verify this, as they were all relatively new.

<sup>58</sup> During the period under evaluation (2008-2018), four strategies for Danish Development Cooperation were in force: Partnership 2000 (2000), Freedom from Poverty – Freedom to Change (2010), The Right to a Better Life- Strategy for Development Cooperation (2012); and World 2030.

<sup>59</sup> It should be noted that the embassy staff interviewed emphasized that they, to the extent possible, aim at keeping the long-term perspective of the Danida interventions in Uganda despite changing Danida priorities.

**The larger projects of the FFU project portfolio all responded to knowledge gaps at the local/national level.** The 14 larger projects (larger strategic and research collaboration projects) of the project portfolio were all found to respond to identified knowledge gaps. For instance the Climate Change and Rural Institutions project focus on meso-level organisations (district level government, agencies managing natural resources, agricultural advisory services, and farmer organisations) to establish if/how they are progressing towards an enabling institutional environment to address climate change; despite its importance this is a new topic, which has not been studied before. Of the four in-depth reviewed projects, the ChildMed project, for instance, responded to the knowledge gap regarding children's use of medicine in both international research as well as low-income countries, including Uganda. In Uganda, children suffer disproportionately from parasitic infections, respiratory diseases, and a range of other acute and chronic conditions and account for a large need of medicine consumption, but with very high morbidity rates. The overall objectives of the ChildMed project were thus to contribute (with a scientific foundation) to improve the quality of medicine use for children in Uganda and build research capacity at individual and institutional level. The ChildMed project conducted a situation analysis in the Inception period to explore basic information about medicine supply and prescription at district and central level and lay the foundation for the project's sub-studies. The other three sampled projects also responded to local or national knowledge gaps. In the post-conflict situation in Gulu local land conflicts appeared to be a major problem (hindering agricultural development); moreover, the reestablishment of a primary health care system was hampered by the lack of demographic information. Both of the two projects in Gulu thus clearly responded to knowledge gaps at the local level. The Transboundary project addressed the knowledge gap with regard to developing effective tests for determining the serotypes of the Foot and Mouth Disease (FMD) in the East Africa region in order to control the disease and improve effectiveness of the vaccination campaign in case of disease outbreaks.

**Assessing knowledge gaps in relation to Danish development (research) strategies & priorities is impeded by the lack of a strategy and systematic FFU knowledge gap assessments.** The first and so far, only strategic framework for development research, "*Strengthening Research Capacity Strategic Framework for Danish Support for development Research 2014-2018*"<sup>60</sup>, never came into force due to cutbacks in public finance for development assistance in 2015-2016. With regard to the FFU North-driven themes, no evidence was found of systematic knowledge gap analysis used to identify the themes of each call. In conclusion, it is difficult, if not impossible, to assess whether the reviewed projects were responding to identified knowledge gaps in relation to Danish development strategies.

### ***EQ 5 How appropriate and relevant are the research themes specified in the calls for research proposals?***

**The FFU North-driven themes reflect the priorities of Danish development cooperation, and were deemed relevant, yet the frequent change of themes constrains the advance of strong research fields.** The FFU-themes were generally relevant to the Ugandan context (as described in the context analysis) and as discussed under EQ 3 (for instance themes such as health and agriculture). Most priority themes tend to last for about 2-3 years, for instance "ICT

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<sup>60</sup> MoFA, Danida (2014). "Strengthening Research Capacity Strategic Framework for Danish Support for Development Research 2014-2018.

for development” (2014-2016) and “Medicine and health with special relevance for poor countries” (2008-2009). Some themes only occurred for one year, e.g. “food security” (2009), “youth, education and employment” (2009). Other themes such as “Climate, energy and sustainable use of natural resources” were more long-term (in different formulations) and lasted 5 years (2008-2012 and again 2017-2018)<sup>61</sup>. The frequent change in FFU themes causes uncertainty among researchers and constrains the advance of broader long-term development research. In Uganda, for instance health research (including both medical/clinical and medical anthropology approaches) has grown over the years to a large extent based on Danida funding. As “health” ceased to be a priority FFU theme, the Danish health research could no longer be continued (new health research projects were not be funded under the FFU). It was also noted by some researchers that subsequent themes had a narrow focus (not inclusive enough); hence some fields could not find where to fit in the research gaps emerging from previous work. “ICT for development” could be mentioned as an example of a narrow theme.

**Long-term engagement, in the form of consecutive projects, is bringing added value to both scientific results and practical application of research results.** The frequent change of FFU research thereby constraining the development of long-term research fields is problematic as consecutive projects were found to bring added value to both academics and the practical application of research results. A pattern was found with regard to consecutive projects, for instance the Transboundary project, which was the third of three projects. For consecutive projects there was typically an overlap in the researchers: the PhD fellows in one project would continue as for example post doctorate researchers, or in some cases, if they were returning to previous jobs outside the university, they would be partners to the projects, for instance partners at ministry level. As seen from the Transboundary project (see EQ 11) having a partner at a ministry contributed significantly to the practical application of the research results. The importance of long-term relationships for good research collaboration was also emphasised (see EQ 9).

### ***EQ6: How appropriate are the modalities and channels of development research funding (“fit for purpose”)?***

**The FFU North modality was generally found to be appropriate (fit for purpose).**

According to the FFU North calls, e.g. Call 2013<sup>62</sup> “*grants will be awarded to strategic research cooperation which generates new knowledge relevant to the needs and strategies of priority countries and to Denmark’s development cooperation and to strengthening research capacity in development countries*”. Relevance to partner countries and to Danish development assistance (EQ 1 and 2), capacity development (EQ 10 and 17) are discussed elsewhere. The main issue here is whether the modality is designed in such a way that it permits the fulfilment of the above-mentioned purpose of the FFU North modality. The evaluation found that the administrative set-up and the procedures and requirements of FFU North were appropriate and allowed efficient and effective project management (thereby potentially fulfilling the purpose). Despite the name (North-driven), starting from the Call 2016, it was specified that about 60% of the budget should be provided to South-based research institutions and 40% of the budget should be provided for the Danish partners (as mentioned earlier). Both Northern and Southern researchers and administrators of

<sup>61</sup> For FFU North research themes, see Forskningsredegørelsen 2008-2011 and report in support to development 2012, 2014.

<sup>62</sup> Call 2013, Phase 1 Applications (prequalification). Danish Ministry of Foreign Affairs. October 5, 2012.

the four sampled projects valued the FFU North modality. Hence despite being North-driven, the modality seemed to fulfil the needs (e.g. capacity needs) of the Southern partners (see EQ 10 and 17); moreover, the modality appeared to provide an appropriate framework for North-South partnership based on the principle of equal partnership (see EQ 9). With regard to the financial management, the Ugandan administrators highlighted the disbursements to be “*smooth and with no delay, and also fast as compared to other donors*” (e.g. *European Union (EU) and United States Agency for International Development (USAID)*”). The actual disbursement would take 1-2 weeks whereas for other donors it would take up to one month. Funds are released bi-annually, the first instalment in the beginning of the year, and the second after the annual accounts of the previous fiscal year has been approved. The requirement of external audits did not seem to pose problems, although it was indicated that it could be challenging to get an auditor to travel to Gulu. In a few cases, the different requirements/guidelines of Danida versus the Ugandan universities (Makerere/Gulu) were inconsistent, which occasionally led to problems. For instance, the Danida per diem for international travel (for senior staff) was lower than the ones at Gulu University, which were adjusted according to the position level (the higher position, the higher the per diem). The Danida per diems were equal for all staff; this led to complaints from the senior staff (see discussion under Effectiveness EQ 9).

**Major challenges were related to the situation in Uganda rather than the FFU funding modality.** The challenges mentioned were for example the problem/delay of the accreditation of PhD education<sup>63</sup> in Gulu University, the lengthy procedures to approve PhD proposals at Makerere University; slow processes for examining PhD theses and organising PhD defences, conflicts in relation to employment of national project staff (see EQ 13), and lengthy procedures for procurement, etc. In relation to the lengthy processes of PhD scholarships, an example from the ChildMed project is pertinent: for one specific PhD student, it took a total of one year and 8 months from submission to defence due to the difficulty with obtaining external examiners and an opponent. Furthermore, it took an additional 11 months from the defence to graduation as it only takes place once a year in mid-January at Makerere University. Other challenges encountered during the course of the ChildMed project at Makerere University included a strike by the university teachers as their salaries had not been paid, an in-operational internet system (as the bill had not been paid), several mandatory PhD courses were not offered (though tuition fees had been paid), and lastly a rather sporadic model of student supervision was widespread. Challenges in relation to the supervision of PhD and master students as well as publishing issues were mentioned in relation to Gulu University (PHC project).

## 4.2 Effectiveness

This criterion, “*Effectiveness*”, explored the extent to which the objectives of the development research were achieved, and whether the results were of a sufficiently high quality (based on the RQ+ assessment). It also examined how good the collaboration between Danish and southern partners has been and whether any obstacles were encountered. Furthermore, “*Effectiveness*” was assessed from the perspective of the contribution to development of capacities in partner institutions; use of the research results in promoting and understanding of technological, social,

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<sup>63</sup> This is true in case of the new FFU project IMAGENU (follow-up project of the TrustLand project), but it was not an issue for TrustLand and PHC.

economic and environmental changes; and the existence of functional M&E systems set up to track research project and partner funding progress.

***EQ7: To what extent have the objectives of the research been attained?***

The objectives/focus areas and some research findings of the four reviewed projects are presented below (further elaborated under EQ 11 and EQ 18).

<b>Quality Medicine Use for Children in Uganda (ChildMed)</b>
<p>Ugandan children suffer disproportionately from parasitic infections, respiratory diseases, and a range of other acute and chronic conditions. The project’s overall objective was to contribute to improving the quality of medicine use for children in Uganda from a scientific foundation and to build research capacity at individual and institutional level. The project focused on four types of diseases: acute respiratory diseases/asthma, epilepsy, HIV/AIDS, and tropically neglected diseases such as worms/schistosomiasis (bilharzia). As an example, one PhD project focused on asthma in children, more specifically on how to diagnose and manage asthma in children under five. The PhD fellow received support from a pharmaceutical company (Cipla) to train other health workers in a number of hospitals. Another PhD project focused on the administration of the drug to manage bilharzia to children in schools (see EQ 11).</p>
<b>Transboundary Animal Diseases in East Africa</b>
<p>In East Africa, livestock provides a source of family income for millions of people; a strong livestock sector is thus important for both food security and poverty alleviation. Endemic diseases in livestock and wildlife, however, threaten the livestock sector; this is further hampered by the transboundary movement of wildlife and pastoralists with their livestock. This project focused on the highly contagious Foot-and-Mouth disease (FMD). The project enhanced diagnostic and epidemiological research capacity and produced tools for Sero testing of FMD in the South. The research results informed subsequent research towards development of FMD vaccine in the country (see EQ 18) and further afield in the MAAIF, contributing for instance to the development of a Risk Management Strategy for FMD.</p>
<b>Governing Transition in Northern Uganda: Trust and Land</b>
<p>After two decades of war and displacement to IDP Camps, the population in Northern Uganda returned to their homes in the rural areas recently. Due to experiences from the conflict and the camps the situation is characterised by mistrust in government institutions. This is particularly a problem in relation to land holdings as the population has increased, the customary systems of land entrustment have been disrupted, and new borders have had to be negotiated. The objective of this project was to enhance research capacity and inform policy through creating knowledge about managing land disputes, trust and governance during post-conflict transition. The research examined the links between land, trust/mistrust and governance with an emphasis on gender and generation. Land disputes are managed through both formal institutions and courts and informally in families and clans. This double system appears to be advantageous, yet many disputes remain unresolved. Through the project researchers at Gulu University gained research competence in the area of land conflicts and are now better equipped to help manage and negotiate land conflicts - this is often done in collaboration with practitioners (see EQ 18).</p>
<b>Post Conflict Primary Health Care (PHC)</b>

Following the conflict and the forced urbanisation in IDP camps in Northern Uganda, the population resettled into rural areas with very poor health services. The combination of exposure to war trauma, camp life, World Food Programme (WFP) food aid, reversed migration from urban to rural areas offered a unique epidemiologic situation for studying the effects of more or less controlled displacement. The research results provided evidence for more an effective health service, and new knowledge on mobility, security and health. Moreover, training health workers at the major hospitals and rural health centres improved the level of clinical supervision and patient care. Results from the PhD study: 'Can suicide be preventable in Northern Uganda' showed that there was a 35% reduction in death by suicide and 65% reduction in attempted suicide. Moreover, the study indicated that training in mental health improved the well-being of Village Helpers. Other studies (a collaborative project) showed positive results of decentralizing services related to management Rheumatic Heart Disease from the district referral hospitals to lower level health centres (see EQ 11).

**The larger projects of the project portfolio by and large achieved their objectives though delays leading to extensions were common.** Out of the 14 larger strategic projects, four were still on-going and could thus not be assessed. The objectives and achievements of the ten projects were documented in log frames and narrative reports such as Mid-term and project completion reports. According to these documents and the information obtained through interviews (for the four sampled projects), overall the objectives of all projects seem to have been achieved although direct comparison of objectives (as defined by indicators) and achievement was not always possible due to poorly defined indicators, lack of targets, etc. All projects met challenges in the course of the implementation, but these were resolved, and the objectives were achieved within the granted extension period (see EQ 13 for discussion of factors leading to delays). Some projects, including the four projects selected for in-depth review, were directly or indirectly a continuation of previous FFU-funded projects and teething troubles might thus to some extent have been addressed in earlier projects. As discussed under Effectiveness and Impact, long-term engagement appeared to be a critical factor for successful implementation, for instance in terms of partnership.

### ***EQ 8: Are the results of sufficiently high quality? (RQ + assessment)***

**Variation occurred in terms of quality of publications.** The four reviewed projects had published in high-ranking journals; three projects attained 7 out of 8 points (very good); one project attained 6 points (good) in the RQ+ assessment. Three other projects were included as part of the RQ+ assessments; these however, showed a more mixed picture. One project had no list of publications; another project scored 4 (less than acceptable); the last project scored 7 (very good). With the exception of the two projects, which scored 4 or had no publication list, all projects had extensive list of publications in peer-reviewed journals, with the majority of the publications co-authored by Ugandan/Southern and Danish partners. In the two reviewed projects implemented at Makerere University, the Uganda partners were first authors in practically all publications in peer-reviewed journals, whereas the opposite was the case for the two reviewed projects implemented at Gulu University. At Makerere University, obtaining a PhD degree requires publication of four articles in peer reviewed journals (two articles must be published, two must be accepted); this might be one explanation for the high number of



publications with Ugandans as first authors. A full RQ+ assessment has been undertaken for the seven projects (included in the RQ+ analysis in the main evaluation report).

***EQ9: How good is the research collaboration between Danish and southern partners? What obstacles are encountered?***

**Collaboration between Danish and Ugandan partners was deemed very good, largely based on the principle of equality, and few obstacles were reported.** From the FFU Call 2015 it was explicitly stated that the partnership should be equal: *“In order for research partners to benefit from the collaboration, partnerships should be equal, and all partners must actively contribute to the preparation of research applications in Phase 1”*<sup>64</sup>. Despite the fact that all four projects were launched before 2016, equal partnership and common planning of the research project together seemed to be the ideal and was also by and large how it took place in the four reviewed projects. One Ugandan PI explained the planning process in the following way: *“The budgets and activities were arrived at through participatory discussions and the allocations to different activities were agreed upon through various meetings and discussions with no bullying. In the discussions we try to reach a mutual understanding of what will be achieved”*. In another project, which was the third project with the same partners<sup>65</sup>, the Ugandans and the Danes had developed very close relationships/partnership and bonds. The Danish coordinator described the collaboration between the Danish and the Ugandan partners in the following way: *“We had a fantastic collaboration in the project. All decisions were made unanimously; we never had any problems. Danes are very effective, but I told them to do it their way. You cannot expect that they should copy the Danes. It is important to be humble. I throw out one of the Danish partners as he had an arrogant attitude he wanted to tell the Ugandans what to do. It is easier to come with a respectful attitude; this is important”*. The same coordinator emphasised the importance of understanding that everything takes more time in Uganda due to the bureaucracy at ministry level and university level. One of the Ugandan partners in the same project described the collaboration in the following way (PhD fellow) *“The professors, we worked with, are my mentors; they have been so instrumental in giving me the confidence in the work. I still send my articles to Denmark to get comments...we developed a liking for each other – we became family... there were no misunderstandings/conflicts. ....I feel we have a lot in common. I learned hard work from them; Danes don’t waste their time; my culture has a lot of time wasting”*. The qualitative statements of Ugandan partners from the online survey pointed to the same positive experience with the partnership.

**Developing good partnerships and collaboration (and Southern ownership) takes time.**

One Danish informant described the partnership in the following way: *“Earlier the initiative always had to come from the Danes; now we have a PI, who takes the initiative. We have a balanced relationship based on equality (even though the Danes have better conditions). Now there is a positive development- the relationship is really good- it has not always been this way. Both partners should take responsibility and own the project; this has developed over the years. The collaboration is more balanced; this is also a result of the budget being shared- the Southern partners therefore also have the opportunity of taking an initiative”*. In the same project, one of the Ugandans described the collaboration in the following way: *“The project proposal was developed through a consultative and participatory process. There is a lot of consultation between the partners; most of the big ideas come from the North and it is not entirely true that there is no knowledge imperialism, but what I can say is that the Northern partners are better initiators of ideas than us. They put the ideas on the table and we discuss...for*

<sup>64</sup> DFC. Call 2016, Phase 1 Applications. Ministry of Foreign Affairs of Denmark. March 2015.

<sup>65</sup> The PhD fellows in one project continued as post doc or university partners in the next project, etc.

*me the collaboration has been smooth, decisions are always made in a participatory manner and there is consensus*". The importance of the Danish partners having a long history in Uganda and long-term partnerships were emphasised: *"it is important for the Ugandan partners that the Danish partners keep going on even when it is difficult. They become like family. It creates a different form for trust that they keep coming back"*. In most of the projects the partners had kept contact after the termination of the projects and would for instance publish together, apply for projects together, or as in the case above the former PhD students would send their articles to their former supervisors to get comments.

**In some cases, gender and hierarchy represented areas of cultural clashes.** One of the Danish coordinators reported how cultural differences affected the collaboration: *"Danish culture and Ugandan culture are different, in particular in term of the approach to hierarchy and gender. It is difficult for a female leader, who believes in equality. It is difficult to make things happen in a hierarchical culture where all leaders are men. You have to take some conflicts, for instance regarding the per diem (the higher position, the higher per diem)"*. In the first project (prior to the current one), there was no female students listed for the PhD position; the coordinator had to insist that female students should also be shortlisted. Likewise (in the current project) the coordinator insisted that all staff should receive the same per diem, regardless of the position.

### ***EQ10: To what extent have the research projects contributed to development of capacities in the partner institutions?***

**Capacities were developed at institutional level despite this not being an objective of FFU projects.** According to the Calls, the FFU-funded projects are expected to *"contribute to strengthening research capacity in developing countries. Capacity strengthening is understood as research-based education; e.g. support to Ph.D. students"* (Call 2012)<sup>66</sup>. The call texts for the other years have the same text, but without the definition of research-based capacity. Thus, the FFU-projects are, in contrast to the BSU-programmes, not expected to contribute to **institutional** capacity as such, and primarily focus on individual capacity development. Nevertheless, the four sampled projects have, to a varying degree, contributed to some level of institutional capacity enhancement in the partner institutions. The projects for instance contributed extra resources in the form of e.g. project vehicles (for field work) and laboratory equipment (Transboundary project); moreover, education to a larger extent became research-based; and financial management capacity improved. Furthermore, the projects generated more opportunities for international collaboration and increased prospects for attracting additional funding (enhanced capacity of proposal writing) (see also EQ 19). In addition, the projects introduced new research methods and approaches as seen from below.

**Championing qualitative and ethnographic methods contributed to recognition of these methods at university level.** Capacity development beyond capacity education for PhD fellows and beyond the individual level was found through the introduction and recognition of qualitative research methods (including case study approaches and ethnographic methods) in three projects (at Gulu University and at Makerere University). In particular for health, and in particular at Makerere, it was indicated that social science was not regarded as *"real science"* in the College of Health Sciences. One of the Danish coordinators narrated *"I hope that I also contributed to university education at Makerere. It is the oldest university in Africa so it is like a big elephant. It is difficult to*

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<sup>66</sup> DFC. Notice. Call for Phase 1 Applications 2012 – Development Research.

*change things at Makerere. At Makerere PhD education should build on large data collection to be real science*". It was mentioned by one of the PhD students that there is now a better understanding and appreciation of qualitative studies at the Child Health Development Centre (CHDC), the partner institution of the ChildMed project. All of the four PhD projects under this project applied both quantitative and qualitative methods in the research.

**Introducing a “collaborative working culture/environment” appears to have been successful, at least for one project.** One project aimed at promoting what could be termed a “collaborative working culture/environment” (teaching the PhD students to collaborate and share ideas, findings, etc.). Previously the students would not share their ideas or work out of fear that the other students would “steal” it. The project requested the students to present their work to each other; which was a completely new approach. “*They learned to work together, to publish together, etc. In general, there was cross-fertilization and a healthy atmosphere*”. The project also established an office for the PhD students (previously they had nowhere to work at the institute). According to the interviewees, the new culture of working together continued after the phase-out of the project. Though the promotion of a “collaborative working culture” was not explicitly mentioned by the other projects, there is no doubt that these projects practiced the same approach.

**The promotion of a new “supervision culture” is likely to have been effective.** The projects introduced a new culture with regard to supervision (primarily of PhD students). Previously the students had problems in getting meetings with their supervisors, but the projects encouraged more frequent and higher level (better quality) supervision. In some cases, the Danish and Ugandan supervisors had joint sessions in order to provide the same direction for the PhD student. In one project (this was not the case in the other projects), the Ugandan supervisors received an allowance for conducting supervision. According to one of the Ugandan supervisors, the allowance was a motivation, however, since there are so many other advantages of the supervision (publishing with the PhD fellows; writing proposals together, etc.), the supervision has continued even without the allowance.

### ***EQ11: How well are the research results being used, with respect to promoting and understanding technological, social, economic and environmental changes?***

**Community transformation is an important part of the four sampled projects – and occasionally there is room for scaling up the research findings.** The PHC and the TrustLand projects were both implemented in Gulu and neighbouring districts, and the ChildMed project was implemented partly in Jinja district, partly in Kampala. All projects worked closely with the district administrations and local politicians (participating in annual project workshops, dissemination workshops, functioning as informants, etc.). In one project, at a later stage, the district administration staff made use of the policy briefs prepared by the project. Moreover, as explained by one of the Danish coordinators, the project staff also had to be accountable to the local communities; the communities asked questions to the researchers (how they were going to measure, etc.) and demanded that the research should be relevant for the local area. In at least one of the four sampled projects, budget revision was required in order to include local-level projects, as this was not part of the original project design. Examples of local level projects and uptake of research results are presented below. As seen from the case of the PhD research project under the ChildMed project and the collaborative project under PHC,

occasionally research findings at the local level can be replicated at a wider scale thereby increasing the impact.

### **PhD research on bilharzia medication led to lower prevalence of the disease.**

One of the PhD projects under the ChildMed project focused on bilharzia, which has a high prevalence in Uganda, in particular among children. The government mainly provides a drug through schools targeting children 5 years and above; however, the tablets are resisted by the children as they are very big and bitter with a pungent smell. The objective of the PhD project was to improve the uptake of the medicine among children. The research included Randomised Control Trials in 12 primary schools in Jinja district. One group received education messages prior to the mass treatment, the other group in addition to the health messages received a pre-treatment snack before mass treatment. The results showed that the uptake of the drug was higher in the group of school children, who received the snacks (94% as compared to 79%) - and the side effects were lower<sup>67</sup>. The research findings were published in the newspapers and were presented to stakeholders at the district and the national level, including the Ministry of Health at a big dissemination workshop. Today, all primary schools that provide mass drug administration for control of bilharzia in Jinja give the tablets together with porridge. All districts with a high prevalence of bilharzia have taken up the practice. The Commissioner of Neglected Tropical Diseases (NTD) helped promoting the practice (he/she was part of the management structure of the ChildMed project). Due to this new practice, the prevalence of the disease is going down; at the start of the projects it was 35%, a recent study showed 22%.

The collaborative research projects were small one-year sub-grants; the university staff could apply for the grants, but also had to involve students. The PHC project had three collaborative projects, including the “*Rheumatic heart disease and Rheumatic fever prevention*” project (conducted at three lower health centres in Gulu Municipality). Under this project 25 health workers/practitioners were trained (clinical officers, nurses, and village health teams). Based on the research findings of the project, rheumatic fever health services are now provided at the lower health centres (instead of hospitals); which led to a lower prevalence of the disease in Gulu. The same model/approach has been adopted in other districts for instance Lira, Tororo, and Nakivale, Isingiro district<sup>68</sup>.

**Collaboration with practitioners created results, for instance with regard to reconciliation of land conflicts.** Several of the projects collaborated with practitioners. As an example, the TrustLand project collaborated with TOLIPA, an interest group comprising 18 member organisations working on institutional land conflicts in Teso. According to the TOLIPA representative, the project assisted them in shaping interest group interventions, developing a clear understanding of their mandate, and how to address this. Researchers involved in the TrustLand project trained the TOLIPA members in conflict analysis and mediation; the members used the new skills and knowledge in assessing/analysing conflicts in Katakwi districts and conducting reconciliation meetings; the members have now widened the scope to three new districts.

<sup>67</sup> Muhumuza et.al. BMC Infectious Diseases (2015) 15: 423. Reduced Uptake of mass treatment for schistosomiasis control in absence of food: beyond a randomized trial?”

<sup>68</sup> See for instance the following study from Lira: Global Health Action. 2019: Improving the accuracy of heart failure diagnosis in low-resources settings through task sharing and decentralization. (published online 7 November 2019).

**“Knowledge is power” – uptake of research results is particular effective when government officials obtain PhD degrees and return to non-academic work.** The uptake of the research findings of the Transboundary project mainly took place at the national level. Two of the four PhD fellows were MAAIF employees and returned to the ministry after the graduation. The Transboundary project was the third project with the same Ugandan/Danish partners; following the “*Wildlife Genetics*” and “*Livestock Wildlife Diseases in East Africa: Interplay and Control*” projects. The general pattern was that the PhD fellows of the first project(s) continued as partners in the succeeding projects, for instance as the MAAIF partner. The former PhD fellows, now based in ministries or national research institutions are involved in a high number of activities in relation to animal health, in particular FMD. One of the former PhD fellows for example designed “*The Risk Based Strategic Plan for Control of Food and Mouth Disease in Uganda*” (under the auspices of MAAIF/Food and Agriculture Organisation (FAO); based on this strategy it is expected that a policy will soon be developed; under the Eastern Africa Regional Laboratory Network for FMD (EARLN-FMD), which was catalysed by the Danida projects, a Manual on FMD has also been produced (there has never been a manual before). According to the former PhD fellow: everything he is doing is based on the knowledge and skills he got through the PhD programme - as he said: “*Knowledge is power*” (see also EQ 18). Another former PhD fellow, now working as FMD advisor in the Department of Research in the National Agricultural Research Organisation (NARO), also emphasised how all his current achievements (member of national task force, task member of the National Surveillance team, focal regional person for the EU FMG, training of technicians from over 35 countries, etc.) are based on the research and capabilities (technical knowledge and ability to provide guidance, etc.) he gained under the Danida-funded projects. Overall, the former PhD fellows are placed in high-level positions in relation to animal health and are able to make use of each other as well as other former partners, for example the Commissioner of Animal Health, who was the project manager of one of the previous projects. In the case of the ChildMed project, one of the PhD fellows came from a position as a clinician with no focus on research at Masaka hospital. After obtaining the PhD degree, they are now at the Lung Institute spearheading continuous professional capacity development of other practitioners in the management of asthma in children under 5 years of age in collaboration with a private pharmaceutical company, Cipla. At least two of the above-mentioned practitioners supervise PhD students in addition to their job in the respective institutions. In terms of the quality of the PhD research and completion rate (including time to finish the PhD dissertation) there seemed to be no difference between the two groups: government officials and academic staff<sup>69</sup>.

***EQ12: Are there well-functioning monitoring and evaluation systems set up to track research project and partner funding progress?***

**The M&E systems appeared to be relatively well-functioning though reporting on uptake of research results can be improved.** According to Danida’s requirements for monitoring of FFU projects, each project should submit a first-year report, mid-term report, project completion report (PCR) as well as annual financial accounts reports. The reports should include log frames, narrative reports and financial reports (being externally audited). The monitoring system appeared to be relatively well functioning and fit for purpose and not too labour demanding,

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<sup>69</sup> This is based on information from the Transboundary project as well as a review of the publications lists and project completion reports.

while at the same time (in most cases) providing the required information. However, log frames were not always well developed and the narrative reports could be improved by giving a more reader-friendly overview/analysis of the planned versus the actual activities (outputs). Despite these gaps and the critics raised by the Danish partners (see below), the evaluation team still found the log frame to be the most suitable monitoring tool given that other monitoring tools as for example Outcome Harvesting (as proposed by a Danish researcher) would be much more labour demanding. For three of the four sampled projects, the reports (e.g. the PCRs) appear to be a reasonable quality, whereas for one project the reporting was insufficient (included extremely limited information). One serious gap was found in the narrative reporting templates regarding information on impact and uptake of research results. In the earlier project completion report templates (around 2009), the researchers were requested to include information on impact: *”describe how the outcomes of the project will have an impact on e.g. poverty reduction, national policies, user behaviour, etc.”*. In later templates it was only required to report on “impact and/or outcomes” without any specification. This is a serious gap, which should be addressed.

**Ugandan partners (research coordinators and administrators) found the monitoring system to be well-functioning and easy to use compared to other donor systems.** From Gulu University, it was reported that the monitoring and reporting requirements were good practice and helped to guide the implementers which areas to focus on. The Danida template was appreciated as well as the fact that the reporting is now online (previously it was manual). Other Ugandan partners (at Makerere University) emphasised that the monitoring system (including the log frame) was easy to use compared to the monitoring systems of other donors (e.g. the EU).

**Danish partners either voiced dissatisfaction with the monitoring system or indicated that the reporting was time consuming and labour demanding.** It was for instance indicated that preparing the PCR was a big job and though the response from DFC and FFU was very positive; the project never received any comments/feedback for instance on the follow up of the research results, e.g. in terms of dissemination. Other partners were critical towards the log frame as a monitoring tool for research: *“The log frame represents an excel approach to life. The information is too thin to reflect the reality”*. It was also brought up that important achievements cannot be inserted, as they do not fit with the log frame logic; in that sense the narrative report is considered more useful. It was proposed to try new approaches to monitoring, for instance Outcome Harvesting; this could also be a help to the project.

**The Danida monitoring/reporting system did not seem to be in conflict with systems of the partner institutions.** At the Danish side there appeared to be no specific requirements for reporting in the partner institutions; in most cases the Danida reports would be shared with the respective institutions and no further reporting was required. From Makerere University, it was indicated that there was no *“clash”* between the financial requirements/systems of Danida and Makerere University (ChildMed project). From Gulu University, it was reported that since the Danida reporting form is comprehensive the relevant information could easily be extracted and inserted into the Gulu University reporting form.

### 4.3 Efficiency

This criterion, “*Efficiency*”, focuses on examining the extent to which the research projects were carried out as planned and whether the projects have experienced delays and/or breakdowns; the extent to which the research funding was harmonised with other donors is also discussed.

#### *EQ13: To what extent are the research projects carried out as planned? Are there delays or breakdowns?*

**Larger projects were largely carried out as planned, but delays leading to extensions were common.** Of the 10 larger projects (four could not be assessed as they were still on-going), all projects experienced delays and were subsequently granted no-cost extensions. The extension varied between 3 months to 1 year; two projects were granted no-cost extension of two years. The four sampled projects were reviewed to assess the justification for the delays. The reasons for delays were found to be justifiable including for example: the Uganda general elections in February 2011, postponing PhD students’ data collection, substitution of partners, serious illness, and a unique opportunity to collect FMD data in relation to transfer of buffalos (Transboundary project). The TrustLand project, which was extended by 2 years, was only planned for four years in contrast to the other three projects, which had a planned duration of five years. The project started with a delay of 6 months due to lengthy processes in hiring a qualified research coordinator and obtaining an ethical clearance; moreover, the Ugandan PI was on sick leave. The project was overall implemented in accordance with the original project proposal, but there were some adjustments in terms of the researchers (replacements, reduction of the involvement in the project due to other jobs, etc.). The project was also affected by personal issues (maternity leaves, and involvement in a serious accident). The project was extended with two additional years in order to allow the PhD students to complete their theses and other publications, hold the final dissemination workshop and complete work on a book. Considering the shorter duration of the TrustLand project and the various factors leading to delay, the extension of two years seems justified<sup>70</sup>.

**Conflicting demands led to delays in PhD studies.** In most cases, the PhD studies had to be conducted while the PhD fellows took care of their other academic tasks (for instance teaching); this contributed to the delay in finalising the PhD studies (and the collaborative research), in particular at Gulu University. Moreover, for some PhD students, the period from the submission of the PhD thesis to the defence was also overly lengthy, up to about 10 months. For the ChildMed project it was a requirement that the PhD fellows should resign from their previous jobs during the course of the PhD programme.

**Disputes evolving around employment were common in Gulu and led to delays.** One of the projects in Gulu was also affected by conflicts in relation to employment. According to the PCR of this particular project, the following happened: in order to ensure continuity and research quality, the project had contracted most of the critical staff employed under a previous ENRECA project. Disputes arose between these staff and the university management over policies and employment terms. The dispute lasted from July 2013 to February-March 2014, dragging in political and community level leaders in the project area, and negatively affected the existing

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<sup>70</sup> Project Mid-term and Project Completion reports.

partnership with the community. In addition, the unexpected firing of a key project staff member, the Research Coordinator at Gulu University, and the subsequent legal suit pursued by the Research Coordinator, created a gap in coordination and supervision of project activities. The firing was cancelled after four months of intense dialogue involving the Danish partners and the local institution leadership<sup>71</sup>. In the post-conflict period after a bloody and vicious civil war (as described in the context analysis) Gulu University represented hope and opportunities in terms of positions and education. One of the Danish partners narrated: “*Everybody were very enthusiastic....There were many young researchers with IT skills; having IT skills became very important and created possibilities – this changed the relationship between generations as the young generation suddenly were more competent than the older generation of researchers. However, it was also dangerous to throw so much money into such a situation.....*”.

### ***EQ16: is the research funding harmonised to an appropriate degree with that of other donors?***

**No signs of donor harmonisation were found at embassy and university levels.** The correlation between the Danish embassy and the Danida-funded research was limited (primarily restricted to briefings about the research at the embassies). In continuation of this, donor coordination/harmonisation and knowledge sharing with regard to development research was also found to be limited at the embassy level. Neither were there any signs of donor coordination at Makerere University and Gulu University. It was reported that the different donors to the Child Health Development Centre (CHDC) at Makerere University knew each other, but there had been no attempts to coordinate or harmonise the donor interventions.

**A few cases of collaboration with other donors were identified at project level.** As an example, the TrustLand project organised a conference on Parks, Forests and People in 2016 in collaboration with GIZ, which had a project in Northern Uganda on land conflicts. The conference brought together researchers, practitioners, managers of protected areas like the Ugandan Wildlife Authority, and representatives of different communities living in the vicinity of protected areas. In addition, the ChildMed project collaborated with USAID with regard to drug supply. USAID has now taken over this area (after the project ended) and has developed a drug supply system, for instance including IT monitoring of the drugs.

## **4.4 Impact**

The criterion “*Impact*” is assessed by establishing the main beneficiaries of the research funding and how they have been affected; changes that have resulted from Danida research funding, notably with respect to development policies in the fields/topics investigated, and research capacities. Lastly, the difference the research funding has made for institutions and researchers is discussed.

### ***EQ17: Who are the main beneficiaries of research funding? How have they been affected?***

**Ugandan partners (primarily PhD fellows) were the main beneficiaries and benefitted significantly in terms of career building and capacity development.** The main beneficiaries of the Danida-funded research were the partners in Uganda though the Danish partners also to

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<sup>71</sup> Completion Report, Report for the years: January 2013-September 2018.



some extent benefitted from the research. The Ugandan interviewees of the four sampled projects expressed unambiguously that they benefitted significantly from the research funding (PhD programme and other research projects) and that it enhanced their capacity. The PhD fellows for instance mentioned enhanced capacity in the form of capability to: conduct complex and rigorous research, write and publish, supervise and teach, network at conferences, and prepare project proposals. Further, according to the PhD fellows, they had attained knowledge and skills in research methodology (for instance qualitative methods). For PhD fellows, who came from either ministries or health institutions (and who returned to these institutions after the PhD study), their involvement in the Danida-funded research provided them with capabilities to participate in policy development, and play advisory roles in task forces, etc. One of the projects contributed to the development of a career path in academia as a researcher from PhD students to post-doc to professors at Gulu University. This career path did not exist before; hence there was a gap in terms of positions between the young researchers and the professor positions. For all four projects, the majority of the Ugandan PhD fellows ended up in high level positions (leadership positions either in health political positions, in agricultural organisations/the MAIFF, or as researchers. One of the former PhD fellows was for instance headhunted to be the Dean of Gulu University. For all of the ten larger projects (excluding the four, which are still on-going), in total 20 PhD fellows obtained the degree (or were very likely to do so); this included 13 PhD fellows at Makerere University and 7 at Gulu University), furthermore four PhD fellows had not yet finished their theses (all from recent projects and all at Gulu University)<sup>72</sup>. Other categories, such as MSc students and post doc researchers also contributed to and benefitted from the projects. Undergraduate and MSc students were for instance involved in the PHC project and the KIIs noted that they helped support the research implementation while also getting hands on learning and experience in conducting research. For the ChildMed project, the value of having the PhD fellows and post docs working on the research issues and sharing during the joint sessions was mentioned.

**The Ugandan PhD fellows in particular benefitted from the stays in Denmark.** The stays at the Danida Fellowship Centre (DFC) seemed to have been extremely important for allowing the PhD fellows to focus on the research and receive close supervision. The interviewees (four male and three female PhD fellows from the sampled projects<sup>73</sup>) narrated how the stays in Denmark gave them the opportunity to focus on the research, which was difficult in Uganda due to many conflicting tasks at the university as well as the social commitments. One student uttered: “*the stays in Denmark were important – being moved away from the chaos in Uganda*”. The resources (information, easier procedures for procurement, etc.) in Denmark were also appreciated. The very close supervision by the Danish supervisors appeared to be the main benefit of the stays in Denmark (“*they were like family*”; “*she was like a mother*”). The projects appeared to have been flexible to the female students with children, both in Uganda and in Denmark. In the case of a PhD fellow, a mother of three, the stays in Denmark were broken up to allow her to attend to her children in Uganda. The stays at the DFC were also greatly appreciated; it was mentioned that “*it was a very nice place – and it made life easy*”.

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<sup>72</sup>Sources: completion reports. The accuracy of the calculation of number of PhDs degrees is challenged by the very long periods between submission and defence in Uganda; this can often take about one year. At that time the project has already ended and the Completion report submitted and it is therefore not possible to obtain accurate information.

<sup>73</sup> The evaluation team did not succeed in meeting with any PhD fellows from the PHC project.

**Danish partners in larger projects benefitted less in terms of career-building, but appreciated the cross-disciplinary approach.** The more experienced Danish partners, e.g. the coordinators, did not seem to benefit much in terms of their career paths as they already had solid careers holding positions such as professors or dean. However, several of the Danish partners highlighted the cross-disciplinary and cross-institutional approach and the collaboration between qualitative and quantitative researchers as being particularly successful. For instance, the health projects involved both medical science and medical anthropology (and pharmacy in the case of the ChildMed project). It was related, though, that cross-disciplinary collaboration can be difficult – *“we need to speak the same language”*. As mentioned in the analysis of BSU in Gulu University (Chapter 4, EQ 10), cross-cutting PhD courses were also promoted by BSU; moreover, in 2015 cross-cutting courses became a requirement for running post-graduate programmes by the National Council for Higher Education (NCHE). The significance of the collaborative research projects (for instance the projects in Gulu University with participation of students and university staff) was highlighted. One of the Danish coordinators phrased it this way: “this is one of the best experiences I have had with research in low-income countries (LIC)”. Another benefit, which was mentioned by the majority of the interviewed Danish partners, was the personal pleasure of working with Southern researchers and students. One of the Danish project coordinators phrased it this way: “On a personal note, the joy of educating and mentoring students in the south and seeing them blossom overshadows all the struggles, health risks and long hours spent!”.

**Younger Danish researchers benefitted from larger and individual projects in terms of career building, but funding is becoming scarce.** For the younger Danish partners, PhD fellows and Master students (the master students participated in larger projects, but were funded by other means), the involvement in the projects contributed to career building. This included the very few PhD fellows included in larger projects (the 10 larger projects, excluding the on-going projects, only included two Danish PhD fellows) as well as 11 individual PhD projects, and three individual PostDoc projects. During the period under evaluation, obtaining funding of Danish PhD projects has become increasingly more challenging. As mentioned in Chapter 3, funding for Danish individual PhDs is becoming scarce (not permitted from 2014), moreover the requirement that 60% of the funding of larger projects should be allocated to Ugandan partners restricts the possibility of including Danish PhD in the projects. This affects the career opportunities of younger Danish researchers as the channels for funding of development research are few, in particular within social science.

**Few negative consequences were reported by Ugandan partners.** The Ugandan interviewees could only think of few negative consequences of the Danida-funded research projects. Two issues were mentioned: though the stays in Denmark were highly appreciated by the PhD fellows as they allowed the students to focus on the PhD research and receive high-level supervision, the stays in Denmark also forced the PhD fellows to be away from their families for long periods. In addition, an issue occurred in relation to salaries for project staff. Staff, who were not on the university payroll, but employed by a project, eventually became university staff during the duration of the project. When the Ugandan government increased the salaries of science-based disciplines, the project staff did not benefit as their salaries were fixed based on the project budgets. This caused some dissatisfaction among the project staff.

***EQ18: What changes have resulted from Danida research funding, notably with respect to development policies in the fields/topics investigated? And to research capacities?***

**Danida research funding contributed to policy changes in the research areas only to a limited extent.** Two of the sampled projects directly contributed or influenced policy changes as seen in the two boxes below.

**Transboundary project**

One of the PhD fellows of a former project (now MAAIF partner to the Transboundary projects, seconded to FAO) prepared a FMD risk based management strategy: “The Risk Based Strategic Plan for Control of Food and Mouth Disease in Uganda”, under the auspices of MAAIF, FAO, and European Commission for the Control of FMD. The strategy was published in April 2017. The strategy became a reference document for developing a policy framework for FMD and Peste des Petits Ruminants (PPR). At the time of the mission, the policy was still under preparation; however, accordingly the Commissioner for Animal Health (who was the former manager of the Transboundary project) might help in taking the policy further. Initially there was no talk about a policy; everything was done in an ad hoc manner.

The former Phd fellow narrated how the current achievements are based on the knowledge and skills he and the other researchers attained through this project (see also EQ 11):

*“Knowledge is power – initially there was no data, no information; from the Danida projects we were able to generate knowledge, facts about the disease and shared it widely. So, through advocacy most people were able to appreciate and have embraced the common practices.... the ministry was able to understand that this is important if we invest money there, there will be a return– So, I can say our biggest contribution was on knowledge generation and also advocacy – because if someone does not know they do not give it attention. And we still need advocacy to convince the key stakeholder to be able to know that this work is important”.*

**TrustLand project**

One of the research projects under the TrustLand project, "Conflict over Protected Areas for Nature Wildlife Conservation in Purongo Sub-county, Nwoya District", influenced the new Wildlife Act in collaboration with practitioners. The TrustLand researcher worked closely with one of the community wardens of the Ugandan Wildlife Authority (UWA); the community wardens are responsible for managing wildlife, human conflicts, human access to protected areas, and liaison with stakeholders. The issues of the research project were thus very similar to the issues UWA staff face in meeting with community members.

Conflicts arose as wildlife stray into people’s gardens and destroy people’s crops, at times they attack humans causing physical injuries; moreover, land conflicts prevail as some community members had encroached on the protected area. There was no compensation for crops and injury to community members as a result of wildlife attacks. The researcher and the UWA warden trained the community members on human wildlife conflict mitigation and sensitised community members on strategies they could take to scare away the wild animals from their gardens. The communities were also trained in claiming their rights. With regards to benefit sharing from conservation, although the law stipulates that 20% of park entry fee is supposed to be given to communities to support their projects, community members were not aware and did not have well-established structures to access and manage the proceeds from benefit sharing from the park. Hence previously the local

government at sub-county level was taking most of the money and using it without consulting the community members.

The new Wildlife Act integrates some of the recommendations made during the TrustLand project especially with regards to compensation to community members and involvement of the community in management of wildlife. The collaboration between the UWA warden and the project also influenced communities to start accessing their share of the revenue from park entry fees.

**Contribution to policy development is closely related to ministerial work and is not likely to evolve directly from academic work.** In the reviewed projects there was a noteworthy difference between the applicability/uptake of the research findings, e.g. for policy development, depending on whether the researchers, for instance the PhD fellows were practitioners (e.g. from ministries or the health system) and returned to this after graduation, or whether the researchers came from/returned to the academic world. As voiced by one of the Danish coordinators, researchers do not necessarily have the required capacity and competences to engage with policymakers. On the other hand, in the same project, the project managed to influence the wildlife policy through the collaboration with practitioners. In any case, contribution to policy development does not directly evolve from academic work; collaboration with practitioners is required.

***EQ 19 What difference has the research funding made for institutions and researchers?***

**Research funding was found to have led to noteworthy changes for targeted institutions and researchers primarily in terms of capacity development.** Capacity development at the individual level was covered under EQ 17. At the institutional level, the projects contributed extra resources in the form of e.g. project vehicles (for field work) and laboratory equipment; moreover, the projects led to research-based education, improved financial management capacity, opportunities for international collaboration, and increased opportunities for attracting more funding (enhanced capacity of proposal writing). Furthermore, as discussed under EQ 10, the projects promoted qualitative approaches and methods, strengthened the supervision of students, and introduced a more collaborative culture and working environment. The Transboundary project contributed significantly to capacity enhancement of the national laboratory for animal diseases. Prior to the project, the capacity at the laboratory was low in terms of both equipment and knowledge, for instance for conducting diagnosis of diseases. One of the former laboratory technicians was granted a PhD scholarship through the project and Danida also provided laboratory equipment. Through his work at the laboratory, the capacity for FMD serotyping has greatly increased. Another PhD fellow developed tests, which helped to address the cross-reactions that made it difficult to do the laboratory analysis to identify particular serotypes. This work helped MAAIF to understand the epidemiology of FMD. At Makerere University, the project established laboratory facilities, which are still functional today. According to the PhD fellows, with the knowledge acquired from the project there is now sufficient expertise to produce the FMD vaccine in Uganda.

**Synergy between BSU and FFU projects in Gulu was based on personal relationships rather than design.** The TrustLand project was implemented at Gulu University in parallel with

the BSU-programme and benefitted significantly from this programme, for example through the cross-cutting PhD courses and the many capacity development interventions (see the BSU chapter). This allowed the TrustLand project to focus on research. The PhD fellows also benefitted from the virtual learning introduced by the BSU programme as well as the improvements to internet access. The TrustLand project informed the BSU Theme on 'Rights, Resources and Gender' while the new FFU project IMAGENU that focuses on gender is well aligned to the BSU III theme and common activities were reported to have been initiated. The collaboration and potential synergy can be attributed to the following factors: the synergy between BSU and FFU projects occurred by default given that BSU activities were institutionalized and focused on research capacity building, Gulu University is a small university, the staff do not distinguish between FFU and BSU projects, some Danish partners have been involved in both programmes and happen to be good at networking (and have long-term experience from Uganda). The other project implemented at Gulu University, the PHC, had limited linkages or collaboration with the BSU programme and focused on mentoring the other projects' coordinators in managing Danish funded projects, according to the informants.

### 4.5 Conclusions

#### Relevance

Overall, the FFU-projects were better aligned with and contributed more to national strategies and priorities than to Danish development assistance in Uganda. The projects were found to respond adequately to identified knowledge gaps at the national and local levels, whereas assessing knowledge gaps in relation to Danish development research was impeded by the lack of a development research strategy and systematic FFU knowledge gap assessments. The FFU-modality was deemed "*fit-for-purpose*" in terms of administration, financial procedures, an efficient PhD programme, North-South partnership, etc.; however, a strategic decision needs to be made regarding the development cooperation-research nexus (should development research continue to be aligned with the Danish assistance, and if yes, how can the contribution of the research be improved, etc.).

#### Effectiveness

Based on the review of the 10 larger finalised projects, the FFU-modality appears to be effective in terms of achievement of objectives. For the four sampled projects evidence of capacity development in partner institutions (hereunder PhD programmes), high quality publication, and practical application of research results was found. All four reviewed projects succeeded in responding both to the academic requirements AND identified (knowledge and practical) needs at local/national levels within their respective fields. Critical factors contributing to the success were the strong (often long-term) partnerships between the Danish and Ugandan partners, the requirement of being accountable to the local population, and inclusion of government officials (that returned to their respective jobs) in the PhD programmes.

#### Efficiency

The projects were largely efficient in terms of implementation, but delays leading to extensions were common. The delays - and hence the extensions - were generally justified based on unplanned incidents events such as the Ugandan general elections (leading to delay of field work),

replacement of staff, disputes in relation to employment, personal matters such as maternity leave, sickness. Delays, however, also occurred as a result of the project design: the fact that the majority of the PhD student conducts their studies while remaining in another job represents a challenge in terms of completing the PhD studies within the timeframe of the projects. Overall, the implementation appeared to be rather smooth and most challenges were handled peacefully with the exception of issues related to employment, which in some cases proved to be highly contentious. Few signs, if any, were found of donor harmonisation at the embassy and the university levels, though some (limited) collaboration took place at project level.

### **Impact**

The main beneficiaries of the projects were the Ugandan partners, in particular the PhD fellows, who benefitted in terms of career building and capacity development. The former PhD students all ended up in high level positions, for instance at ministry level or in the health system, or attained good careers in the university systems. The Danish partners benefitted to a lesser extent as many already had well-established careers; however, the projects' cross-disciplinary and cross-institutional approach was highlighted as being particularly valuable. Young Danish PhD fellows benefitted in terms of career building; yet the newer restrictions on funding to PhDs might constrain younger researchers from joining Danish development research; this research field is already shrinking as the first generation of development researchers have retired/are retiring. In terms of policy development, the projects' contribution was negligible except for two projects. At a general note, it might not be expected that research projects contribute directly to policy development as researchers often do not have the required competencies/experience to engage with policymakers. Hence, there is a need to have a broader understanding and definition of the uptake of research findings - and there is a need for clear strategies for the practical application of research findings (in line with the many cases of practical application mentioned in this report).

## 5 Findings: The BSU Modality

### 5.1 Relevance

The evaluation examined the extent to which the objectives of the Danida development research interventions were consistent with the policies, needs, priorities and requirements at the institutional and university-wide, national, global, and individual beneficiary levels as well as the strategic goals being pursued by Denmark. Accordingly, the evaluation assessed the extent to which research funded by Danida further advanced the SDGs and national development priorities and strategies, contributed to needs of the partner institutions, and contributed to improving Danish international development assistance. The appropriateness of the BSU modality and channels of development research funding was also assessed.

*EQ 1: To what extent, and how does research funded by Danida further advance the SDG agenda as well as partner countries' development policies and strategies?*

**BSU's design did not explicitly address the SDGs though the programme's focus areas ideally contribute to several SDGs.** Activities during BSU I were implemented under the platform of Stability, Democracy and Rights (SDR) while BSU II (January 2015 to October 2017) had a thematic focus on: i) SDR; ii) Quality, equity and innovation in education; and iii) Culture, education and development. The design of BSU I and BSU II did not explicitly address the SDGs, but ideation of these phases was informed by the Millennium Development Goals (MDGs), while the SDGs informed the ideas and activities in BSU III. BSU III, which commenced in October 2017 and will run up to 30 September 2021, has a thematic focus on: i) Transforming Education and ii) Rights, Resources and Gender in Post-war development. The GU BSU III programme through the action-oriented collaborative research projects addressing rights and sustainable livelihoods for refugees and host communities deliberately integrate disciplines from humanities, social sciences, and natural sciences (education, business and development studies, and agriculture and environmental sciences). These collaborative research projects will indirectly contribute to a number of SDGs notably SDG 1: End poverty in all its forms, SDG 5 on gender, and SDG 16: Peace and Justice. The strong focus on capacity building in the university and catalysing the transition to Problem Based Learning (PBL) and blended learning, coupled with the BSU III collaborative research interventions in building the capacity of primary school and higher education stakeholders to ensure the rights of all children to access quality education and improvements in pupil performance in schools will contribute to SDG 4: Inclusive and equitable quality education. The BSU III programme's focus on gender ideally contributes to SDG 5: Gender as a cross-cutting issue. The thematic focus on Stability, Democracy and Rights as well as Rights, Resources and Gender contributes to SDG 16: Peace, Justice and Strong Institutions and SDG 17: Global partnership to achieve development.

**The BSU programme was well aligned with Uganda's development priorities and contributes to advancing the SDGs.** BSU activities are aligned with the national development priorities defined in the NDP and Vision 2040, which identified the need to strengthen Science, Technology, and Innovation; enhance human capital development; as well as peace, security and

defence as key development fundamentals<sup>74</sup>. It contributes to the NSTI policy 2009 goal of strengthening national capability to generate, transfer, and apply scientific knowledge, skills and technologies and the NSTIP 2012/13 – 2017/18 priorities of creating all round capacities in STI infrastructure in universities and research institutions, and creating a critical mass of scientists and engineers that are necessary for spearheading and sustaining economic transformation<sup>75</sup>. Aligning academic programmes to the national development priorities and SDGs is a prerequisite to having them approved by the University Council and accredited by the National Council for Higher Education (NCHE).

### ***EQ2: To what extent, and how does research funding contribute to improving Danish international development assistance?***

**The BSU programme was consistent with priorities of Danish development assistance in Uganda.** The BSU programme in GU was (broadly defined) aligned with the priorities of Danish development assistance in Uganda (peace, rights, post conflict rehabilitation, livelihoods, governance). The thematic focus of BSU was aligned with the strategic objectives of the current Danish International Development Assistance country programme in Uganda (2018-2022) that focuses on i) Contributing to poverty reduction through inclusive and sustainable economic development; and ii) promoting democracy, good governance and human rights<sup>76</sup>. The BSU interventions that contributing to strengthening GU's capacity for community transformation in greater Northern Uganda, offers synergy to the Danida country development assistance programme that aims for post-conflict transformation of the Northern and West-Nile regions.

**Dialogue between the embassy and BSU programme has catalysed researcher's focus on priority areas in development assistance and engagement with other actors implementing development assistance interventions.** Current embassy staff, former Danish ambassadors in Uganda, and BSU programme implementers in Uganda and Denmark acknowledged that dialogue between GU's BSU programme and the Danish Embassy occurred via reciprocal visits to the embassy and Gulu University. The dialogue was noted to have contributed to a better understanding of the transition from conflict to post-conflict in the North in the embassy's case and also informed the BSU coordination team on the priorities for development assistance and actors implementing interventions in the same geographical focus region. A former ambassador noted: *"I have underlined in meetings with those involved in the projects to try to include in the research activities the main challenges in the Northern Uganda region and that is peace and reconciliation after many years of armed conflict in the region and also importance of including research activities on the rapidly increasing problems of refugees in the region"*. While BSU implementers in Gulu noted *"Each year we go to the embassy, they share with us the development priorities. They highlight their areas of interest and how researchers can align their research to development assistance"*. This influenced BSU's focus on refugees including urban refugees and host communities, post-conflict peace building, law, and the role of traditional leadership/elders, in the collaborative projects. The GU BSU III programme has catalysed the establishment of two thematic research networks: i) Transforming education; and ii) Rights, resources and Gender in Post-war development that are geared at facilitating collaborative

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<sup>74</sup> Government of Uganda June 2015; National Development Plan II 2015/16 – 2019/20

<sup>75</sup> Ministry of Finance, Planning and Economic Development March 2012; National Science Technology and Innovation Plan 2012/13 – 2017/18

<sup>76</sup> Denmark-Uganda Partnership: Country Programme Document 2018-2022, Final Version October 2017



research, seminars and public dissemination. Researchers have engaged with stakeholders including the Office of the Prime Minister (OPM), local government leaders and staff, civil society organisations implementing the development assistance programmes in the region, and schools. Ideas for collaborative research projects were identified through stakeholder engagements in each of the networks<sup>77</sup>. The initiated collaborative research projects focusing on strengthening the capacity of refugees and host communities to live economically, with environmental sustainability; and improving performance in primary schools will add value to the Danish country programme given that refugees and host communities are among the key target populations. At the time of this evaluation, the collaborative projects were in their infancy, just completing participatory problem identification/validation and about to embark on the research phase.

**Dialogue between the embassy and the BSU programme has not been well structured to systematically inform the country programme and vice versa.** Discussions and research findings from Danida-supported projects could play a positive role in informing the embassy when it comes to formulating and reviewing the country programme. The full potential of this has so far been missed. Also, the researchers do not have complete information on the interventions in the country programme and the development actors in the region. The dialogue could be strengthened through a well-structured annual event for researchers to share highlights from their research, how it informs the country programme interventions and for the parties to explore the potential for programming concrete and specific collaboration.

### ***EQ6: How appropriate are the modalities and channels of development research funding (“fit for purpose”)?***

**BSU is well positioned for strengthening administrative systems and procedures in partner universities.** The appropriateness of the BSU model improved over the three phases. Key informants from Denmark and Gulu University noted that BSU I had a bias on Danish interests, from ideation, implementation of activities, and control of financial resources. The institutional politics (debates/conflicts) between the partner institutions in the North impaired the programme. The split among the North partners and subsequent coming on board of the communication grant meant that Danida was sending funds from two pots to the GU BSU programme, which was managing them from one pot. This presented challenges when it came to streamlining funding of activities in the face of weak project administrative capacity in GU at the time. An independent review of BSU I cited challenges in management of staff workload, inadequate compensation, and lack of ownership as key factors that posed a risk of low sustainability<sup>78</sup>. The evaluation of Danida supported research on agriculture and natural resource Management 2006-2013 was also critical of BSU I, noting that its governance structure was not appropriate for the aims of BSU as it was both expensive and cumbersome. It further added that there was no indication of BSU producing any lasting and documentable results within the South partner universities<sup>79</sup>. Institutionalization of BSU in GU under phase II and phase III addressed

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<sup>77</sup> Annual progress report Building Stronger Universities III, Gulu University October 2017- December 2018; June 2019

<sup>78</sup> CMI Commissioned report: Building Stronger universities in developing countries – A programme review report for Universities, Denmark?. Prepared by Manyanza, David and Helland, Johan. Christian Michelsen Institute (2013)

<sup>79</sup> Orbicon & ITAD (2013): “Evaluation of Danida supported research on Agriculture and Natural Resource Management 2006-2013. MFA/Danida Evaluation report 2013.4. Copenhagen. August 2013.

the above challenges, and made the model appropriate to GU needs. BSU II and III activities were integrated into the university and decentralized to faculties, institutes and departments. The activities are implemented by lead faculties, institutes and departments without duplication thus facilitating exploitation of synergies between BSU and those of the respective focus units. The gradual increase in grants from 865,000 DKK under phase I, to 8 million DKK for phase II and 10 million DKK for phase III has built the institutional and project capacity in development research grants management. Gulu University's capacity to implement the activities, and control financial resources has been strengthened across the three phases. Internal and external control systems have been established to monitor the use of resources and implementation of the projects and the programme.

**Lessons from earlier phases used to improve design of subsequent phases making them more fit for purpose.** The lessons learned from BSU I were used jointly by the North and South to design BSU II, which was the spring-board for BSU III. The two year project duration in BSU I and II was inadequate to effectively implement project activities hence the extension of BSU III project to 4 years. The BSU model was redesigned in BSU II. The underlying *Theory of Change for BSU II* was that instead of supporting individual capacity development through individual research projects, PhD scholarships and Master degrees in Southern Universities, identified institutional challenges should be addressed by supporting the development of national research environments to produce high-quality research. Southern partners' own and defined outputs and activities which were considered relevant and essential in order to secure sustainability and institutionalisation of new capacities. The objectives and outputs of BSU II were found to be relevant and achievable, with Southern partners taking ownership of the implementation process<sup>80</sup>. The scope and focus of BSU II was relevant and it was the only donor supported programme providing institutional strengthening support in the Southern partner universities while other donor programmes supported particular research projects and activities. The review noted that overall BSU II was proving to be a suitable modality for developing research capacity in partner universities in the South<sup>81</sup>.

BSU III was designed to consolidate what was started in BSU I and II. Lessons learned from BSU II guided the development of realistic project ideas and activities limited to the narrow scope of the BSU III thematic areas. From BSU II to BSU III the Danish lead institution was changed from Copenhagen University to Aalborg University as the latter was considered to be more suitable and qualified to meet the needs of Gulu's priorities for phase 3 (Aalborg University has a more practical/applied approach than Copenhagen University). In BSU III GU has full control of the funds and the programme management structures, which includes an executive committee<sup>82</sup> and two steering committees with one in GU and one in DK to ensure joint decision-making and steering of the programme. The BSU modality enables the project to be responsible to Danida, DFC, the Government of Uganda (through the National audit process) and the Gulu University management. It responds well to GU's aspiration of being a leading academic institution for the promotion of community transformation and industrialisation for

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<sup>80</sup> MOFA 2016, Mid-Term Review of the Building Stronger Universities Programme Phase II, March 2016.

<sup>81</sup> MOFA 2016, Mid-Term Review of the Building Stronger Universities Programme Phase II, March 2016.

<sup>82</sup> Comprising of GU and DK coordinators, deputy coordinators and chairperson of the Steering committee in GU),

sustainable development<sup>83</sup>. It has strengthened the organisational policies for research, development of PhD programmes, graduate cross-cutting courses, establishment of PhD meetings/seminars, adoption of blended learning, graduate progress tracking software, and supplementing internet connectivity (though starting from very low levels at 2 Mbps to 40 Mbps). Survey respondents noted that the institutional strengthening and capacity building component with most of the work being done by the Southern partner, and the provision of start-up, data collection, completion grants, and study stays, which caters for staff at different stages of their PhD were key distinguishing features of the Danida BSU programme in comparison to other donor support.

BSU I and BSU II also included a Master programme whose intended outcome was to improve the students' individual capacity to subsequently contribute to growth and development in their home countries. In BSU I the Masters were only offered within the research focus areas of the BSU I programme: Environment and climate, Growth and employment, Health, Stability, Democracy and Rights. In BSU II the criteria for selected Masters programmes was relevance to development policy and priorities of the students' home countries. Hence the overall outcomes of the Masters programmes were considered to be relevant<sup>84</sup>.

**Not imposing age limits provided an opportunity for staff that had taken a long time to commence PhD studies to also benefit from PhD grants.** BSU had no cap on the age of applicants for the graduate grants, and this has been very helpful for those who had taken a long time to undertake their PhD studies to also access grants to either enrol or complete their PhDs. For instance, SIDA had a cut off age of 40 years for men and 45 years for women for applying for PhD support. Given the university's limited resource base, it could not effectively support staff on PhDs. The BSU model of offering completion and start-up grants enabled increase in the number of PhDs in the humanities and social sciences.

**Action oriented collaborative research projects in BSU III have addressed gaps with regards to positioning research for uptake that existed in the earlier phases.** Funding in the PhD grants to the individuals in BSU I and BSU II did not go far enough to support generation of knowledge products suitable for scientific audiences and subsequent engagements to facilitate communication to such audiences and enhance odds of uptake. Similar views were expressed in the mid-term review of BSU II which reported that Southern partners outreach opportunities (private, public and communities) were not sufficiently addressed. This gap appears to be addressed to some extent through the current collaborative research projects that ensure stakeholder engagement right from the beginning during project development, and throughout research implementation and dissemination<sup>85</sup>. The collaborative projects have included training in dissemination and provided for organising joint scientific annual conferences with the University and meetings with key stakeholders.

## 5.2 Effectiveness

This criterion explored the extent to which the objectives of the development research and capacity building interventions were achieved. It also examined how good the collaboration

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<sup>83</sup> Gulu University Strategic Plan 2009/10- 2018/19

<sup>84</sup> Danida Fellowship Centre; Review of the BSU Master Scholarship Programme Final Report, December 2015, Authored by ANKB, MTHJ, CIM

<sup>85</sup> Annual progress report BSU III Gulu University October 2017-December 2018, June 2019

between Danish and Southern partners has been and whether any obstacles were encountered. Effectiveness was also assessed from the perspective of the contribution to development of capacities in partner institutions; use of the research results in promoting and understanding of technological, social, economic and environmental changes; and the existence of functional M&E systems to track research project and partner funding progress.

### *EQ7: To what extent have the objectives of the research been attained?*

**BSU III has made significant strides towards achieving its objectives, but targets in the first two phases were not fully attained.** Findings from project reports and key informant interviews reveal that BSU III is on track to achieve its targets<sup>86</sup>. Progress has been made with regard to strengthening the administrative frameworks, facilities and services for research, as well as developing doctoral and Masters programmes. However, the lengthy procedure to approve university programmes has delayed student enrolment in the developed PhD programmes consequently impairing attainment of targets related to the number of graduate students. BSU II was less satisfactory with regard to attainment of its targets on PhD completion<sup>87</sup>. These targets were rather ambitious given that some recipients of PhD start-up/completion grants only got them during the mid-year of the project in BSU II. Delayed PhD completion is attributed to heavy teaching workloads, PhD supervision in Ugandan universities that is not so supportive to timely completion, and the slow bureaucratic process of graduate student examination<sup>88</sup>. Findings from key informant interviews revealed that out of the 16 recipients of PhD start/completion grants, 5 PhDs had graduated, 4 had submitted their theses pending defence, while 7 others were at varying stages including some from BSU I.

### *EQ9: how good is the research collaboration between Danish and southern partners? What obstacles are encountered?*

**Collaboration between Danish and Ugandan partners was deemed very good, largely based on the principle of equality.** The collaboration was characterised by collaborative development of ideas, consultative planning and implementation involving Southern and Northern partners, and joint executive meetings<sup>89</sup>. Similar views were provided by both Danish and Ugandan key informants who noted that the collaboration was very good and characterised by recognition and respect of each other's views, joint development and implementation of the programs. Decisions were made in a participatory way and reached through consensus: *'The partnership between Northern and Southern researchers/ staff was very good. Good partnership can be defined in the following way: The partners can be open and say what they mean to each other; can make binding agreements.* A member of the sub-grant awards committee from Gulu noted: *'The harmonious way in which we have worked with our Danish partners has facilitated progress and smooth running of the processes''.*

**Responsiveness to felt needs of Gulu University has gradually enhanced ownership from BSU I to BSU III.** Implementation of BSU programme interventions was informed by baselines which established status of the organisational policies, administrative capacities, facilities, services, for research as well as that of the individuals. GU was actively involved in the design of the

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<sup>86</sup> Annual progress report BSU III Gulu University October 2017-December 2018, June 2019.

<sup>87</sup> BSU2 Gulu University Completion Report.

<sup>88</sup> BSU2 Gulu University Completion Report.

<sup>89</sup> Online survey with participants of Danida-funded research.

various phases of the BSU programme, and ownership and control have progressively increased from BSU I to BSU III. Key informants noted that although in BSU I, the North came with a package in which they had to fit, they jointly designed the implementation modalities for BSU I during a workshop in Nairobi, while the North partners took lead in ensuring that it was implemented. The project implementers in Gulu attributed limited participation to lack of a critical mass of staff with PhD training at GU at the time, which gave the North partners a much higher advantage with regards to financial control as well as ideas and decisions on what capacity building courses to run, and who to take part in their implementation. The shortcomings were addressed in BSU II and BSU III. Ugandan key informants noted that *'In BSU II and BSU III Danida gave us the opportunity to identify our needs and subsequently develop strategy towards solving them. In BSU II there was more a 50:50 control and management of the resources while GU has full control under BSU III'*. These views are confirmed by findings from the mid-term review of BSU II, which revealed that the key and important element of BSU II design of ensuring ownership by and relevance for southern partners was achieved with the Southern partners managing the agreed Work Packages and the specific activities being tailored to specific faculty needs and plans<sup>90</sup>.

**The joint programme planning and review meetings have fostered nurturing of relationships.** The joint programme management structures have facilitated regular contact between the partners to reflect on implementation progress, discuss pertinent issues, and make decisions on the way forward. This is done through monthly Skype meetings of the Executive Committee, and a face to face annual programme meeting in Denmark. There is a steering committee in Gulu and a steering committee in Denmark which meet once every semester. A key informant from Denmark noted that, *'During BSU I and II the collaboration between Danish and Ugandan partners mainly worked when we were in Uganda. Now it is formalised – there is a steering committee in Gulu and a steering committee in Denmark (meeting once every semester). There is an Executive Board/ committee, which meets every month (via Skype)'*. This view was attested to by qualitative findings from the online survey where joint planning, continuous communication and the monthly BSU executive meetings were cited as factors that facilitated the collaboration.

**BSU prompted South to South collaborations.** Nurturing of the South to South collaborations started in BSU I and has continued to grow in the subsequent phases. Exchange visits between the Southern universities have proved relevant and feasible notably in regard to sharing experiences and new knowledge in respect to grants management, e-learning and other PhD service facilities. Initiatives implemented include training of staff from KU, SUZA and GU at UG, KNUST in Ghana, Sokoine University of Agriculture (SUA) in Tanzania, and Maseno University in Kenya<sup>91</sup>. The universities have subsequently positioned themselves to apply for collaborative research projects and they are now working on the East African challenge where the focus is on e-learning. The networking has further triggered information exchange on staff profiles in the relevant faculties in the six universities in the South thus facilitating ease of finding potential partners to develop proposals together and external examiners for graduate student theses. *'We have conducted exchange visits to SUA, Maseno University, State university of Zanzibar, and University of Ghana through which we learnt a lot that informed our on interventions in the BSU programme'*.

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<sup>90</sup> MOFA 2016, Mid-Term Review of Building Stronger Universities Programme (BSU)Phase II, March 2016.

<sup>91</sup> MOFA 2016, BSU II Mid-term review.

**Administrative challenges in BSU I and part of BSU II threatened to derail the programme.** The BSU programme in Uganda faced some administrative challenges that threatened to derail the programme due to unilateral decision-making regarding activity implementation, late submission of narrative and financial reports during BSU I and the greater part of BSU II. This was attributed to the weak monitoring system in BSU I and partly during BSU II. The difficulties provided a learning point for BSU III which now has an established system and structure, controls, checks and balances.

**Unpleasant experiences encountered due to challenges in obtaining visas to Denmark.** At times the Ugandan partners have been exposed to unpleasant “incidents” as mentioned by a Danish partner: “*They had problems in obtaining visas for the Ugandan colleagues for a conference in Denmark; this resulted in the dean arriving after the conference had started – this was humiliating for the Ugandan partners*”. After the issuing of visas to DK was moved to Nairobi, members of the GU BSU executive board and steering committee have experienced extra administrative work to obtain visas in relation to the yearly seminar/workshops in DK. This calls for finding an administrative solution to make it easier for the partners to travel to DK.

***EQ10: To what extent have the research projects contributed to development of capacities in the partner institutions?***

**BSU support for institutional capacity strengthening provides a strong foundation for continued use of the established capacities.** The purpose of the BSU programme was to boost capacity in universities in developing countries in the South. The GU BSU programme was designed with an overall objective of supporting the University in its efforts to strengthen research capacity at the PhD level and research-based education, with a special emphasis on research ‘*for community transformation*’<sup>92</sup>. Key informants from GU noted that the programme phases have built on each other to consolidate and enable continuity. Prior to the inception of BSU, in 2010, the University had no more than 14 faculty members with PhD degrees, training of PhDs was in its infancy, and had a weak institutional environment<sup>93</sup> to effectively support research<sup>94</sup>. The BSU focused on Faculties of Education and Humanities; and Business and Development studies now have a total of 15 PhD holders compared to 1 PhD before the start of BSU in 2010. Eight of the new PhD holders have been supported by the BSU programme. The other donors that have supported graduate training at GU are SIDA, Welcome Trust, NORHED-Norway and MasterCard Foundation through the Region Universities Forum for Capacity Building in Agriculture (RUFORUM). Out of six projects with capacity building interventions that were running at GU in 2018, only BSU supported the Faculty of Education and Humanities while the other four were in the Faculty of Agriculture and Environment (two), the Faculty of Science (one), and the Faculty of Medicine (one), see details in Annex 6.<sup>95</sup>

**BSU strengthened the previously weak organisational policy framework for research.** With BSU II and BSU III support, GU has developed organisational policies that support research, and research-based teaching as well as learning, which were not in place before the intervention. There is a handbook on graduate studies, best supervision practices, a staff

<sup>92</sup> <http://drp.dfccentre.com/projecttype/building-stronger-universities>

<sup>93</sup> Characterised by absence of organisational research related policies, weak administrative framework, facilities and services for research.

<sup>94</sup> <http://drp.dfccentre.com/projecttype/building-stronger-universities>

<sup>95</sup> Summary of project profiles in Gulu University 2019/20

development policy 2019, a research and innovation policy 2019, eLearning policy and an ICT policy, all of which have been approved by the relevant university organs<sup>96</sup>. Work is in progress towards the development of guiding documents for establishing of a grants office, a use of repository policy, a plagiarism policy, and the GU research agenda aligned to research needs in the geographical area, Uganda Vision 2040, and SDGs. *'GU did not have the critical institutional policies to support research, yet a university is a research-based institution'*. An E-Campus strategy and e-learning system were developed through collaboration with Maseno University in Kenya. An electronic monitoring system for tracking graduate student progress was developed by the department of computer science in the Faculty of Science. This is a double investment in the system as it strengthens internal capacity in developing and deploying the system while it also improves tracking of graduate students' progress. This is to replace the manual based monitoring system which was been used before. *'The IT department developed a Phd tracking system together with the students (inspired by Denmark)'*.

### **BSU has contributed to enhancing internet connectivity albeit from very low levels.**

Findings from project reports indicated that BSU II boosted bandwidth from 2Mbps in 2015 to 15Mbps in 2017<sup>97</sup>, while BSU III has increased it by 10Mbps paid upfront until to 2021. The university pays for an additional 30 Mbps of bandwidth bringing it to a total of 40mbps that is subscribed for monthly<sup>98</sup>. However, internet connectivity is still unstable, because of power cuts and sometimes missing payments.

**BSU supported the establishment of facilities for postgraduates.** BSU has supported the establishment of facilities for post graduate training. A PBL and e-learning lab was established with a seating capacity of 50 people. Graduate students irrespective of faculty access and use this facility. The faculty of education and humanities have a room with a seating capacity of 16 people equipped with internet facilities and dedicated to graduate students. Some e-resources (soft copies of articles and books) were downloaded on to computers at the BSU offices and these can be accessed by students on to their sticks or they can sit and read there. In collaboration with the ADBF 52 courses have been enrolled on Moodle at the end of 2019. BSU supported the first installation of Moodle. Now Moodle is implemented as part of national policies. However, the use of the e-learning system and access to e-resources has been constrained due to poor internet connectivity and lack of subscription to access some materials. As mentioned by one key informant, *"it was difficult to make IT on "baby level" function with advanced ICT systems"*.

**BSU positioned GU to establish and run accredited post graduate programs.** The Danida supported projects like ENRECA and TrustLand initiated the delivery of short intensive courses for PhD students. This thread was also picked by BSU II, and at the time the courses were delivered by the Danish partners. In 2015, the National Council for Higher Education (NCHE) put up minimum requirements for running post graduate programmes which included mandatory cross-cutting courses to be undertaken by all PhD students. Prior to this, it was not mandatory for PhD students registered in Gulu University to undertake any cross-cutting courses. NCHE also made it mandatory that all PhD programmes had to be accredited by the council before they can be run in the university. BSU supported joint development of the cross-cutting courses by

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<sup>96</sup> BSU II GU Completion report 2014-2017, April 2017 and GU BSUIII Annual progress report 2017-2018, June 2019

<sup>97</sup> BSU II GU Completion report 2014- 2017, April 2017

<sup>98</sup> Gulu University BSUIII Annual progress report 2017-2018, June 2019

the South in collaboration with their Northern partners. The work which was started in BSU II was completed in BSU III. Seven core cross-cutting courses have been integrated in new graduate courses as course units<sup>99</sup>. A database for crosscutting courses was established at the Institute of Research and Graduate studies to enable the faculties to adapt them and include them in the newly developed PhD and Masters programmes subsequently submitted to NCHE for accreditation.

**BSU capacitated development and delivery of graduate cross-cutting courses.** A total of seven cross-cutting PhD courses were developed and implemented during BSU II and BSU III<sup>100</sup>. Delivery of the cross-cutting courses was originally handled by partners in the North, but gradually Gulu University staff took over and are now teaching the courses in collaboration with the North. The approach used in developing and implementing the cross-cutting courses ensured that GU staff have been mentored and retooled through co-facilitation. The cross-cutting courses have also been adopted for the Masters programme. As reflected in the views of the staff involved in delivery of the courses: *“The traditional practice in GU has been that each master’s programme designs its own courses and they are taught separately. Even courses like research methods have been handled separately. But since BSU introduced the cross-cutting courses, we have now designed cross-cutting courses whereby master’s students taking different programmes will attend together”*.

**BSU has capacitated the partner university to produce graduates more suitable to addressing development challenges.** BSU has supported development of more relevant cross-cutting and thematic courses and adoption of new pedagogies. Key informants noted that the BSU II cross-cutting courses development workshops placed emphasis on anthropology of education, gender and sexuality, sustainable development, and peace and transitional justice, acting with technology, problem and project-based learning. They urged that the cross-cutting courses helped to equip students with knowledge and skills to contribute to programmes that address development priorities in the national Vision 2040, the National Development Plan and SGDs. These courses equip students with knowledge and skills to engage with communities and innovatively help to solve community problems. Thus, BSU has positioned the university to effectively work towards its motto of community transformation.

**BSU has catalysed the application of new pedagogies.** GU prioritised strengthening staff capacity in PBL and integrating its curricular towards research-based teaching. The PBL principles of community engagement and outreach endeared it to the university in pursuit of their vision of community transformation. BSU trained 50 GU staff on PBL, blended learning and action research in the community as a component of PBL was piloted by students<sup>101</sup>. PBL and blended learning is noted to have resulted in a new institutional approach to teaching and facilitating of research among students<sup>102</sup>. Views from key informant interviews attest to findings from the literature. Key informants from both GU and Denmark noted that the PBL workshops have catalysed change in delivery methods from teacher-centred to a more learner-centred mode and it has brought in project and research-based teaching in which students deal with real life situations and problems. Faculties are moving towards establishing a community of practice. One

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<sup>99</sup> Gulu University BSU II Completion report 2014 -2017, April 2017

<sup>100</sup> Gulu University BSU II Completion report 2014-2017, April 2017. Gulu University BSU III Annual progress report October 2017 – December 2018, June 2019.

<sup>101</sup> Gulu University BSU II Completion report 2014 – 2017, April 2017.

<sup>102</sup> MOFA 2016; Mid-Term Review of Building Stronger Universities (BSU) Phase II.



of the GU staff who participated in PBL workshops noted: *‘I have taught in the university for a long time, teaching the way I was taught, which was basically supply driven with the teacher as the custodian of knowledge. But participation in PBL training made me change to facilitate learning, now I guide them to discover new knowledge by building on what they know. We identify a challenge/problem which they research on and come up with a paper, they present and this guides further discussion’.*

**BSU has catalysed integration of PBL in curriculum.** PBL and blended learning approach has been integrated in the curriculum of new Masters courses as well as existing ones. This is expected to help students approach community issues with the skills, attitude, and knowledge necessary for innovative and holistic ways of addressing them<sup>103</sup>. The Master of Foundation of Education, Master in Curriculum Studies, Master of Linguistics and Literature studies, Master of Arts in History, Master of Arts in Geography were developed with fully integrated PBL and were submitted for accreditation. PBL and blended learning is used as the delivery approach in the Master of Education planning, management, and administration, the Master of Public Administration and management and Masters of Business Administration<sup>104</sup>.

**BSU catalysed development of continuous professional development short courses for practitioners.** As part of the theme on Resources, Rights and Gender, BSU III supported training workshops on gender and development as well as legal pluralism and transitional justice in post-conflict situations<sup>105</sup>. Key informants noted that the staff who participated in these trainings improved their knowledge and skills and this catalysed the Institute of Peace and Strategic Studies (IPSS) to develop two continuous professional development short courses for practitioners. The programme elements for a short course on gender, and another on environmental justice were reported to be almost ready by the time of this evaluation. A course was organised on Transitional Justice attracting students, lecturers, practitioners from the Greater north, national and international level. The short courses have provided a platform for networking with local, national and international stakeholders.

**Improvement in completion rates of graduate students.** In 2014, BSU supported GU staff to participate in a PhD supervisors’ workshop held at Maseno University in Kenya while 49 staff were trained during a supervisors training workshop in 2017<sup>106</sup>. BSU Project reports indicated that the training boosted their capacity in PhD supervision and enhanced completion rates among graduate students, evidenced by five PhDs graduating in January 2018<sup>107</sup>. The lecturers have developed better ability to conceptualise and undertake their research, teach and supervise research. The findings from project reports were attested to by key informants and as well as qualitative findings from the survey which indicated improved completion rates and increased output of the graduate students. This was attributed this to increased ability of the students to conceptualise and undertake their research as well as better teaching and supervision by the staff. The increased ability to conceptualise research was also attributed to cross-cutting courses on proposal development and scholarly writing and training in PBL. Project reports indicate that students develop their proposals and concept notes earlier and on time compared to when these

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<sup>103</sup> Gulu University BSU III Annual progress report October 2017 – December 2018, June 2019.

<sup>104</sup> Gulu University BSU II Completion report 2014 – 2017, April 2017.

<sup>105</sup> Gulu University BSU III Annual progress report October 2017 – December 2018, June 2019.

<sup>106</sup> Summary project statistics accessed from the coordination team.

<sup>107</sup> BSU II Gulu University Completion report 2014-2017, April 2017.

courses were not offered<sup>108</sup>. Key informants noted that “*Students would take 5-7 years to complete their masters programs, but now students especially in Faculty of Agriculture and Environment, and Business and Development studies complete within 24-30 months*”. While a key informant from Faculty of Business and Development Studies noted that “*In 2019 the Faculty of Business graduated 48 masters compared to an average of 20 graduates per year in the past. Most of the graduates were from Masters in Business Administration who were engaged in the PBL workshops thus capacitating them to do their research faster*”.

### ***EQ11: How well are the research results being used, with respect to promoting and understanding technological, social, economic and environmental changes?***

**Researchers contributed to the body of knowledge.** Research conducted by BSU-supported PhD students have resulted in contributing to the body of knowledge in their respective fields and uptake by the scientific community through publications and invitations to conferences. For instance, the Talloires Network 2017 conference in Mexico, Unpacking the Concepts of Stability, Democracy and Rights in Maseno University. One PhD fellow noted “*Because of my research work, I was invited to Kenyatta University in Kenya to give a lecture about Okot Bitek*” while another stated that “*Through Researchgate I get notifications on the use of my publications and recently my work had been quoted by 100 people*’.

**Overwhelming focus on academic qualifications and publications is impairing uptake by non-academic users.** BSU has supported the organisation of the GU annual conference. However, the audience is predominantly academic. The PhD researchers also prioritise academic publications as this positions them for career growth. Key informants noted that community and public engagement are critical right from the beginning, but these were not strong in BSU I and BSU II. Dissemination in BSU I and BSU II largely focused on the scientific/academic community, though in BSU III the focus on communication has shifted towards policy briefs and community engagements as well. The BSU III pilot collaborative research projects and the PBL approach have built in community engagement.

**There are some isolated cases of research uptake, though it was not by design.** Some of the research conducted by PhD fellows under BSU has been used by other development agencies. For instance, three GU staff were involved in the formulation of the Northern Uganda Development Framework under the auspices of United States Agency for International Development (USAID) which was developed in 2017-2018. The researchers used information in their publications from their research to inform this framework that provides the development priorities for Northern Uganda. The collaborative projects under BSU III through engagements with practitioners and communities are likely to increase odds of research uptake.

### ***EQ12: Are there well-functioning monitoring and evaluation systems set up to track research project and partner funding progress?***

**The M&E systems appeared to be relatively well-functioning and have improved over the years.** BSU II and III have been monitored based on log frames and narrative reports. The mid-term review of BSU II noted that the target and output indicators in the LFA were mainly quantitative providing little guidance in terms of improved qualitative institutional capacity. This

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<sup>108</sup> Gulu University BSU III Annual progress report October 2017 – December 2018, June 2019.

weakness was addressed in early 2016 when a new template was developed requiring inclusion of qualitative narratives on actual capacity changes due to initiated activities and outputs. During BSU II, partners were required to produce bi-annual reports; however, they found it to be too time-consuming without any added value. Consequently, there was a switch to annual progress reporting<sup>109</sup>. According to DFC, BSU II and BSU III partners in both North and South were reluctant to use log frames in the beginning, but this changed over time, in particular after the monitoring was only done on an annual basis. Discussions with members of the GU BSU coordination team reveal that they find the reporting format to be handy in tracking progress, and appreciate the regular follow-up and guidance from DFC which help to keep them on track, though clarity on what to fit in some of the sections is at times challenging. Members of the coordination team noted: *“They give us a template for reporting which addresses the key objectives, outcomes, and expected outputs. It is a good tool to gauge progress but at times we are challenged in understanding what is required to include in some rows as sometimes they change the jargon and when you compare with the concepts in the project log frame you find that things are mixed up”*. Internally, the coordination team undertakes monitoring and evaluation of project activities to keep track of the project activities.

**Backstopping from DFC is greatly appreciated.** The interviewed people involved in coordinating BSU in Uganda and Denmark appreciated the guidance and mentoring from DFC with regard to using the reporting framework and keeping the project on its rails. Similar views were also registered from the qualitative data in the online survey where constant consultation and timely support from DFC was cited as one of the factors that facilitated collaboration between partners in the South and North. Ugandan partners had this to say: *The good thing is that DFC guides us. Before you take off a team is sent from DFC to take you through, and you can consult the DFC coordinator for guidance, as and when you need it. DFC has been very supportive mentoring us on grants management and reporting. Every year DFC sends a team to monitor and that keep us moving on track, where we are lagging behind they ask us where we are finding challenges, and we together discuss the way forward. This is a back and forth consultative process”*. While a key informant from Denmark noted: *“They (the Danish Partners) had to learn a new language with regard to monitoring (log frame). There has been a good dialogue with DFC – they are very exemplary in the way they try to teach and involve – a very Danish way- they are also very supportive at mail”*.

**The partner university finds utility in the information collected through the Danida reporting framework.** The coordination team noted that reports requested by Danida is first shared with the steering committee, which clears the report before it goes to the university secretary, and the PI who is the vice chancellor. This is noted to promote transparency and accountability from all stakeholders both in Gulu University and Denmark. The team does not have to produce another report for the university management.

### 5.3 Efficiency

This criterion focused on examining the extent to which the research projects were carried out as planned and whether there are breakdowns; the appropriateness of resources used for administration and monitoring of research, as well as the extent to which research funding was harmonised with other donors.

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<sup>109</sup> MOFA 2016; Mid-term review of Building Stronger Universities (BSU) programme phase II,

***EQ13: To what extent are the research projects carried out as planned? Are there delays or breakdowns?***

**BSU III was given a longer duration following lessons learned from the first two phases.** Earlier BSU phases suffered a time creep and interventions could not be completed on time. There were delays in the start-up and planning phase as partners were preparing the detailed activity planning, but delays also occurred due to a slow mobilisation process and a lack of staff availability both in Denmark and in Southern universities<sup>110</sup>. Subsequently activities could not be completed in the two years and the partners sought a no cost extension for BSU I and BSU II<sup>111</sup>. BSU III has been given a longer period of four years. The BSU III is well on course to achieve its targets but accreditation of PhD programmes for the Institute of Peace and Strategic Studies, the Faculties of Education and Humanities and Business and Development Studies is delayed<sup>112</sup>. Likewise, implementation of the collaborative research projects was just taking shape and had not entered the research phase by the time of this evaluation<sup>113</sup>.

***EQ: 14. Is an appropriate level of resources used for the administration and monitoring of research funding?***

**Administration and monitoring of BSU grant does not constitute a burden to Gulu University.** The GU staff involved in the various programme management committees did not find the time inputs into this to be a burden. Key informants noted that there has been capacity building for managing the project efficiently. This is reflected in views of the interviewed members of the GU BSU III steering committee who noted that: “*We established the project management structures, Executive Committee, Steering committee, coordination team and sub-grants awards committee. Meetings do not last more than three hours and the documents are prepared and sent to members via email for them to read before coming for the meeting*”. Members of the coordination team noted that individually they can negotiate with the respective heads of departments and deans for reduced teaching loads during peak periods of programme administrative work. Members of the steering committee get an allowance for participating in the meetings at a GU rate agreed upon with the donor. The coordination team noted that use of an e-banking system has saved time for processing payments and the signatories can authorise from anywhere in the world as long as they can access their emails and or mobile phones. This has helped to cut out delays associated with people not being physically present to sign cheques. The banking transactions are more efficient and funds disbursements tracked electronically.

***EQ16: Is the research funding harmonized to an appropriate degree with that of other donors?***

**No signs of donor harmonisation were found though a few cases of collaboration with other donors were identified.** The linkages between the Danish embassy and the Danida-funded research were limited (primarily restricted to briefings about the research at the embassies). In continuation of this, donor coordination/harmonisation and knowledge sharing

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<sup>110</sup> *Mid-term Review of Building Stronger Universities Phase II*. Ministry of Foreign Affairs, March 29, 2016.

<sup>111</sup> Letter of Request For Extension-At-No-Cost For BSU II for Gulu University North-South Partnership to July 31, 2017; July 2016

<sup>112</sup> Gulu University BSU III Annual progress report October 2017 – December 2018; June 2019.

<sup>113</sup> Clarifications to the report noted that 5 of out the 7 collaborative research groups had entered into the research phase by February 2020 while 2 research groups had developed the research ideas and plan.

with regard to development research was also found to be limited at the embassy level. Neither were there any signs of donor coordination at Gulu University as it was planned in the BSU project design. This resulted in duplication of activities and failure to take advantage of synergies in the beginning. Gradually GU has become better in taking advantage of synergies between the different donor supported projects at implementation level. Nevertheless, there is still need to develop mechanisms at GU to make the donor contributions transparent, and to enhance exploitation of synergies at the implementation level. Findings in the context analysis validated by discussions with staff at the Ministry of Science Technology and Innovation, as well as Uganda National Council of Science and Technology, also pointed to poor coordination among donors in the STI system. Similar views were also reflected with regards to coordination among actors in the agricultural research sector.

**Synergies are explored and fostered with other projects at implementation level.** BSU III is collaborating with the Training Health Researchers into Vocational Excellence in East Africa (THRiVE) project funded by the Wellcome Trust. THRiVE has organised training on proposal writing and scholarly writing, using the cross-cutting course content materials developed under BSU program. The two projects coordinate with regards to organising short skills enhancement events to ensure that there is no duplication and they build on each other's efforts. They target the same participants and discuss the content to be covered in a given training such that the subsequent training event on the same subject builds on what was covered by the other as opposed to duplicating efforts. In the collaborative research projects, BSU III is using the Faculty of Agriculture and Environment to provide the technical expertise for developing the green charcoal while the research team from Faculty of Education handles the social aspects of the project. The project is formally engaging with staff and students in the Faculty of Agriculture and Environment supported by MasterCard Foundation through RUFORUM to work on green charcoal in refugee host areas. Synergies were also exploited with the SIDA supported PhD fellows and this is noted to have functioned well.

**Catalysing system wide synergies.** The cross-cutting courses, bandwidth improvements, and policies like the GU graduate handbook and strengthened capacity of supervisors benefit the entire institution<sup>114</sup>. Key informants noted that BSU trained PhD fellows under the FFU Trust land project in e-learning while some of them have also participated and benefited from the PhD lunch meetings supported by BSU. The PhD lunch meetings provide peer to peer support mechanisms, facilitate sharing of knowledge and information and finding solutions to common challenges for PhD fellows, and accessing technical inputs from other staff. The PBL lab is used by all graduate students in the university and staff offering access to internet and space. The coordination team noted that at times, the University overhead of 12% is used to fund the activities of the project. Key informants from the GU library noted that BSU-ADBF HEST have collaborated in the implementation of shared activities. BSU has supported the acquisition of software to harness utilisation of ICT infrastructure established under the Africa Development Bank funded HEST project, supported creation of awareness on available e-resources and archiving some of the open access e-resources on computers in the BSU lab for easy access by staff and students.

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<sup>114</sup> GU BSII completion report 2014 – 2017, April 2017.

## 5.4 Impact

Impact was assessed by establishing the main beneficiaries of the research funding and how they have been affected; changes that have resulted from Danida research funding were identified, notably with respect to development policies in the fields/topics investigated, and research capacities; lastly, the difference the research funding has made for institutions and researchers was established.

### ***EQ17: Who are the main beneficiaries of research funding? How have they been affected?***

**Ulu University, the individual staff and the students have been the main beneficiaries of the programme.** By supporting the development of organisational policies that support research, internet connectivity and provision of PhD grants and strengthening the organisational links through the Institute of Research and Graduate Studies (IRGS), BSU has addressed GU needs of developing capacity to mount and effectively run graduate programs. By facilitating staff to conduct research through the various PhD grants and more recently the collaborative research projects, as well as building staff and student capacity in PBL and blended learning, coupled with engagements with community members the programme is contributing to GU's aspiration of research-based teaching, learner centred pedagogy and community transformation. By supporting exchange visits to other universities of their choice in the South, the project further had an in-built mechanism to enable the participating universities to respond to their felt needs. The trained PhDs have contributed to developing the new PhD programmes at the university. The GU BSU programme gives an important contribution to strengthening research capacity building at Gulu University.

**BSU PhD fellows have improved on PhD staffing and graduate student supervision capacities.** Findings from project reports indicate that the BSU programme has increased capacity to teach, supervise and examine theses of graduate students in the university. These staff members are now actively involved in supervising Masters and PhD students in the university<sup>115</sup>. Similar views were echoed by the deans for Faculties of Education and Humanities and Business and Development Studies. *“Before BSU, there was no capacity for supervising students in the faculty and we were relying on supervisors from other universities and this would also contribute to delays in student completion. Now the number of masters students able to graduate has gone up as we do not have to delay while waiting for convenience of external people to come to the viva panel”*. Capacity to examine students' theses as internal examiners in the university has also improved.

**Individuals cited improved research skills and this has multiplier effects.** PhD fellows who have benefited from the BSU PhD grants noted that this has enabled them to conduct their research, produce publications, and use their research experiences as well as results in process of facilitating learning for the students through research-based teaching. Findings from key informant interviews are consistent with those from project reports which indicated that the BSU PhD grants has improved research capacity of the respective staff as they were involved in action research in the community<sup>116</sup>. Key informants cited improvement in skills including research methodology, developing of concept papers and proposals, developing tools, conducting and managing the field work, knowledge of the right procedures to follow during data collection from

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<sup>115</sup> Gulu University BSU II Completion report 2014 – 2017, April 2017.

<sup>116</sup> Gulu University BSU II Completion report 2014 – 2017, April 2017.

approving protocols to actual data collection and academic writing. It was noted that these skills were also imparted to students as the staff facilitate learning through lectures and supervision of students. The skills in academic writing helped a number of staff to produce publications. For instance, four staff produced articles which were presented during the Globe: A Journal of Language, Culture and Communication Volume 6, 2018<sup>117</sup> conference on Unpacking the Concept of Democracy, Stability and Rights organised during BSU I in GU and Maseno University. These articles were published. The joint conference papers and journal papers between North and South partners as well as publications by the BSU-supported graduate students have contributed to increasing GU's visibility<sup>118</sup>.

**Individuals who accessed study grants at Masters and PhD levels benefited from capacity building and career progression.** Key informants noted that some PhD fellows have been promoted within the university and assumed leadership positions. While the courses have enhanced the capacity of researchers to conceptualise research, write concept notes and proposals for research projects which have enabled faculty to win grants. For instance, five staff members who participated in the cross-cutting course on proposal/concept writing have won career development awards of 10,000 GBP each, which is a seed grant towards the development of a bigger research project. This was the first time that each of them had won the competitive grants. A team of GU staff from the faculty of education and humanities won a grant for a collaborative project on a Teacher Development Programme under the title “*The project on Improving Teacher Professionalism through School Based Teacher Mentorship in Northern Uganda October 2019-2020*” from the Commonwealth of Learning with a total funding of 39,894 CAD. Apart from the BSU, the team members had not won any other grants before. With the introduction of e-learning under BSU, the Department of History in the Faculty of Education and Humanities has joined a collaborative research arrangement with Makerere University's College of Education and External Studies (CEES) to consolidate e-History in the teaching and learning history under the theme: Using Emerging Technologies to Innovate the Teaching and Learning of History in Public Universities in Uganda (eHistory). This is a grant Makerere University received from the Government of Uganda under the Makerere University Research and Innovation Fund Project.

## 5.5 Conclusions

### Relevance

The focus and substance of the BSU programme contributed to the advancement of the SDG agenda and is consistent with Uganda's development priorities. By and large the GU BSU programme is aligned to Danish international development assistance's priorities, offers synergy in terms of geographical areas of intervention, the priority challenges of peace, rights, and resources and target population, notably through the collaborative research projects. However, dialogue between the embassy and researchers has not been well structured to fully exploit the potential synergies. The BSU funding modality was appropriate and this has gradually improved from BSU I to BSU III.

### Effectiveness

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<sup>117</sup> Globe: A Journal of Language, Culture and Communication Volume 6, 2018 Theme: Stability Democracy and Rights in Post-Conflict Areas. Guest editors Professors Florence Indede, Inger Lassen and Charles Okumu.

<sup>118</sup> Annual progress report GU BSU III Oct 2017- December 2018, June 2019.

The BSU programme has strengthened both institutional and individual staff capacity in GU. It has strengthened the research policy environment, boosted internet connectivity, established some facilities for graduate studies, contributed to increasing the number of staff members with PhDs in the university, catalysed the establishment of PhD schools, adoption of new pedagogical approaches, and dissemination of research to scientific communities. Nevertheless, limited focus on supporting engagements and communication to non-scientific/academic audiences has curtailed uptake of research conducted by PhD fellows under BSU I and BSU II. This shortcoming has been addressed in BSU III through interventions in pilot collaborative projects and PBL.

### **Efficiency**

Programme objectives were not fully achieved in the original time planned for BSU I and BSU II which had to seek no-cost extensions, but BSU III is on track to attain its targets. The programme has enabled exploitation of system wide synergies as well as with some other donor-funded projects during their implementation. However, there is no evidence of donor coordination at GU and it is also weak at the national level.

### **Impact**

BSU has triggered benefits at institutional and individual levels for staff and graduate students. GU derives benefits from the improved research policy environment as well as the facilities and services has enabled the institution, faculties/institutes and departments to expand their frontiers beyond the institution. Individual staff members benefit from improved research capacity, which has improved their visibility as well as ability to win other research grants. Some have also benefited from career progression with PhD fellows having been promoted to and holding leadership positions in the faculties.



## 6 Strategic Issues

The Uganda case study raises a number of critical strategic issues, parts of which are also relevant for the main evaluation as discussed below.

**Discussion point 1: The development assistance-development research nexus.** One of the critical questions in relation to the Danida-funded development research is related to the nexus/correlation between the Danida development assistance/cooperation and the Danida-funded development research. Key questions include: how strong should this correlation be? To what extent can the development research be expected to contribute to the Danish development assistance, for instance the country programme on Uganda, and how can/should dialogue and interaction be assured?

In Uganda, the BSU programme had some interaction with the Danish embassy; the discussion led to a better understanding of the post-conflict situation in the North for the embassy staff, and for the BSU programme implementers the interaction with the embassy influenced the focus on refugees, including urban refugees, and host communities, peace building, law, and the role of traditional leadership/elders, through the collaborative projects. In the case of the four selected FFU projects, only one project, the TrustLand project, interacted with the Danish Embassy beyond briefing on the projects. The partners of the TrustLand project had similar types of interaction with the Embassy (as did the BSU), which likewise contributed to a better understanding of the post-conflict situation in the North; for instance in terms of land conflicts, this was relevant for the embassy, which at that time supported the rehabilitation and reconstruction in the North through an agricultural project. In both of the two cases (the BSU-programme and the TrustLand project), the interaction was not part of an intentional strategy; neither did the BSU and the TrustLand provide direct inputs to Danida funded projects.

**Factors influencing success, both positively and negatively.** Danish partners with long-term presence in the country (as for instance in the case of TrustLand and BSU) seemed to be important for interaction with the Embassy; thus, the involvement of anthropologists with decades of research experience in Uganda was instrumental in developing this contact. Yet, other projects also based on long term presence (for instance the Transboundary project, which was the third of consecutive projects), had limited, if any contact with the Embassy. In general, it appears that the research topics needed to be directly relevant to the Embassy in order to attain interest. Very technical (natural science) research topics such as for example animal health, including FMD might be too specific to attain interest from the embassy staff who gradually tend to be generalists rather than development/sector specialists as a consequence of decades of cutbacks. The FMD work (Transboundary project), however, has implications for market access which is one of the issues of interest for the Embassy. This further points to the need for a structured dialogue for the researchers to engage with the Embassy to show how their work would add value to the country programme. At a more general level, the significant reduction of the critical mass of sector expertise at embassy level hampers the uptake of development research findings. In addition, the relative frequent changes of Danish development priorities also affect the contribution of development research to development assistance. With regard to health, for instance, a strong Danish research field has been developed in Uganda, nevertheless, the

discontinuation of the health sector as a priority sector of Danish cooperation ended any further collaboration (and further funding of health research).

**Discussion point 2: The practical applicability of research results: co-incident or by design?** Another critical strategic issue is to what extent practical applicability, including policy development, of the research results should be expected as part of the research funding? And how should this be integrated in the project design: i) Do the call guidelines go far enough to demand for this, ii) are adequate resources provided/budgeted for the projects to ensure this happens, iii) ability and preparedness of the researchers notably PhD fellows to identify the kind of stakeholders they would need to engage with, and the engagement strategies to position their research for uptake.

In the case of the Uganda, for all of the four selected FFU-projects practical applications of the research results were found, although to a varying degree. Two projects, the Transboundary project and the TrustLand project, contributed directly or influenced policy development. In the case of the BSU-program, examples of practical applications of the research project were only found to a limited extent in BSU I and II, but might be found in BSU III due to the introduction of collaborative projects.

**Factors influencing success, both positively and negatively.** Granting of PhD scholarships to government officials, e.g. ministries or health institutions, and the return of the PhD fellows to these institutions after finalising the studies, appears to be the single most important factor contributing to practical application of the research findings. In Uganda this was seen for example in relation to the Transboundary project and the two health projects: PHC and ChildMed projects. Thus, it appeared to be a very good strategy to grant PhD fellowships to government officials, though it was not by project design. Funding PhD scholarships only for university students/staff however might lead to only a limited impact in terms of practical application of research results, but the capacity development of university staff is crucial for enhancing the research and teaching quality at the universities. There is no trade-off between academic research and uptake of research results; hence academic research can yield very important research results which potentially can have high uptake and be very influential. It might however be difficult for academics to ensure the uptake of the research findings. In terms of practical application, engagement with practitioners/stakeholders during the research process and coupled with deliberate dissemination to non-academic audiences (at community and national/regional levels) enhanced uptake of the research results. Cases in point are the TrustLand and ChildMed projects.

**Discussion point 3: BSU programme– a drop in the ocean or providing real impact?** A third critical strategic question in relation to the evaluation of the Danida-funded research focuses on the BSU program. Key questions include: is this good value for money and should support be provided both to larger established universities and smaller upcoming universities?

In Uganda, the BSU programme only provides support to the small, relatively newly-established Gulu University and comparison with BSU-programmes in larger universities is thus not possible. In Ghana, however, larger universities, who are already among the best in the world, are also supported through the BSU-programme, and it is questioned whether this is the best use of the

relatively limited Danida development research funding – it appears to be “*a drop in the ocean*”<sup>119</sup>. With regard to the Gulu University, the above analysis clearly pointed to enhanced institutional and individual capacity as a result of the BSU programme. It is important to note that whereas Danida is a small donor in the Ugandan context (also to Makerere University), it is the largest donor to Gulu University and the only donor funding institutional capacity development. The support to GU is thus not just a “drop in the ocean”.

**Factors influencing success, both positively and negatively.** The evaluation found that responsiveness to the needs of the university has been critical for successful institutional and individual capacity development at Gulu University. The responsiveness was not very pronounced in BSU I, but gradually developed through BSU II and III. From BSU II to BSU III the Danish lead institution was changed from Copenhagen University to Aalborg University as the latter was considered to be more suitable and qualified to meet the needs of Gulu’s priorities for phase 3 (Aalborg University has a more practical/applied approach than Copenhagen University). Other critical factors in terms of capacity development has been the guidance and mentorship from the Northern partners, not only on technical areas like content development or delivery approaches, but also with regard to strategy/policy development at the university, e.g. putting in place a plagiarism policy and a repository policy before procuring the plagiarism software.

**Danida support to development research in Uganda: good value for the money?** Overall, despite the fact that Danida is a small donor in Uganda, based on the assessment of the four projects, Danida’s support to FFU projects appear to have had significant impact, both in terms of research, research capacity development and practical applications of research results. The support to FFU projects at the two universities, Makerere and Gulu, also seem pertinent; though being a small donor to Makerere University (number 15), the projects have been implemented at specific departments and have had considerable impact on these. The FFU projects have been major financial injections at Gulu University, although this has also led to conflicts and power struggles, the overall impact is positive. Targeting Gulu University for the BSU programme was a sound choice - to direct the funds where the needs are greatest and where the funding can potentially make a huge difference. Nevertheless, more could have been done in terms of coordination across the BSU programme and the FFU projects.

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<sup>119</sup> Ghana Case Study Report.

## Annex 1: List of interviewees

Title	Name	Surname	Position	Department/ Unit	Organisation	City/ Town	Country
1. His Excellence	Nicolaj	Hejberg Petersen	Ambassador	Embassy of Denmark		Kampala	Uganda
2. Mr	Henrik	Jespersen	Deputy Head of Mission/Head of Cooperation	Embassy of Denmark		Kampala	Uganda
3. Mr	Charles	Magala	Senior Programme Advisor-Governance	Embassy of Denmark		Kampala	Uganda
4. Professor	Lone	Dirckinck-Holmfeld,	Professor	Department of Communication and Psychology	Aalborg University		Denmark
5. Professor	Michael	Whyte	Associate Professor Emeritus	Institute of Anthropology,	University of Copenhagen,	Copenhagen	Denmark
6. Dr.	Ducan	Ogeng		Dean Faculty of Environment and Agriculture	Gulu University	Gulu	Uganda
7. Ms	Agatha	Alidri	Lecturer	History Department, Faculty of Education and Humanities	Gulu University	Gulu	Uganda
8. Ass Prof	Charles	Okumu	Ass Prof	Depart of Linguistics Faculty of Education and Humanities	Gulu University	Gulu	Uganda
9. Professor	Elizabeth	Opio	Professor	Faculty of Science,	Gulu University	Gulu	Uganda
10. Dr	Expedito	Nuwategeka	Dean	Faculty of Education & Humanities	Gulu University	Gulu	Uganda
11. Ms	Judith	Awacorach	Lectuer,	Faculty of Education & Humanities	Gulu University	Gulu	Uganda
12. Ms	Scholastica	Amito	Staff	Institute of Research and Graduate Studies	Gulu University	Gulu	Uganda
13. Mr	David Ross	Olanya	Dean	Faculty of Business and Development Studies	Gulu University	Gulu	Uganda

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14. Mr	Geoffrey	Tabo Olok	Lecturer	Department of Computer Science, Faculty of Science	Gulu University	Gulu	Uganda
15. Dr	Christine	Oryema	Director	Institute of Research and Graduate Studies	Gulu University	Gulu	Uganda
16. Dr	Stephen	Langole	Director	Institute of Peace and Strategic Studies	Gulu University	Gulu	Uganda
17. Dr	Keneth	Olido	Senior Lecturer	Faculty of Business & Development Studies	Gulu University	Gulu	Uganda
18. Ms	Hellen-Christine	Amongin	Lecturer	Faculty of Education	Gulu University	Gulu	Uganda
19. Mr	William	Amone	Lecturer	Faculty of Business & Development Studies	Gulu University	Gulu	Uganda
20. Sr	Rosalba	Aciro			Gulu University	Gulu	Uganda
21. Mr	John Bismark	Okumu	Lecturer	Faculty of Education	Gulu University	Gulu	Uganda
22. Ms	Sulayman	Babiiha	Lecturer	Faculty of Business & Development Studies	Gulu University	Gulu	Uganda
23. Dr	Stephen	Odama	Senior Lecturer	Faculty of Education & Humanities	Gulu University	Gulu	Uganda
24. Mr	Clara	Kansiime	Lecturer	Faculty of Business & Development Studies	Gulu University	Gulu	Uganda
25. Ms	Perry Vivian	Drateru	Lecturer	Faculty of Business & Development Studies	Gulu University	Gulu	Uganda
26. Ms	Dolly	Oryem	Head teacher	N/a	Gulu Primary School	Gulu	Uganda
27. Mr	James	Patovu	Head Teacher	n/a	St Peter Primary School	Gulu	Uganda
28. Mr	Christopher	Ochora	Parent Teacher Association Representative	N/a	Gulu Primary School	Gulu	Uganda
29. Mr	Charles Chris	Opira	Head teacher	N/a	Layibi Primary School	Gulu	Uganda
30. Mr	Justine	Atyama	School Management Committee Representative	n/a	Layibi Primary School	Gulu	Uganda
31. Ass.Prof	Lioba	Lenhart	Lecturer	Institute of Peace & Strategic Studies	Gulu University	Gulu	Uganda

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32. Ms	Alice	Akello Omara	MA Student	Faculty of Business & Development Studies	Gulu University	Gulu	Uganda
33. Ms	Stella	Akumu Otim	MA Student	Faculty of Business & Development Studies	Gulu University	Gulu	Uganda
34. Ms	Betty	Ajok	MA Student	Faculty of Business & Development Studies	Gulu University	Gulu	Uganda
35. Ms	Daisy	Achiro	Staff	University Library	Gulu University	Gulu	Uganda
36. Ms	Susan	Ukech	Staff	University Library	Gulu University	Gulu	Uganda
37. Dr	Rapheal	Aregu	Head	University Library	Gulu University	Gulu	Uganda
38. Ms	Dorine Jeltrude	Akumu	Lecturer,	Kitgum Campus	Gulu University	Kitgum	Uganda
39. Mr	Peter	Okwoko	Team Lead	n/a	AfriGreen Sustain	Gulu	Uganda
40. Ms	Julaina	Obika	Senior Lecturer	Institute of Peace & Strategic Studies, PhD fellow Trust Land	Gulu University	Gulu	Uganda
41. Professor	Lotte	Meinert	Coordinator	Department of Anthropology	Århus University	Århus	Denmark
42. Ms	Mia	Korsbæk	Administrative Coordinator	Department of Anthropology	Århus University	Århus	Denmark
43. Mr	Sebastian	Oguti Oswin	Part time Lecturer		Gulu University	Gulu	Uganda
44. Ms	Esther	Acio	Lecturer	Institute of Peace & Strategic Studies,	Gulu University	Gulu	Uganda
45. Mr	Ben	Otto-Adol	ProgrammeManager	N/a	ARIDA Africa	Pader	Uganda
46. Ms	Rose	Amongin	Interest Group Coordinator	N/a	TOLIPA	Soroti	Uganda
47. Mr	Walter	Odokorwot	Community Warden	Kidepo National Park	Uganda Wildlife Authority	Kaboong	Uganda
48. Professor	Morten	Sodemann.	Professor	Infection medicine,	University of Southern Denmark (SDU),		Denmark
49. Dr	David	Musoke	Lecturer	Faculty of Medicine	Gulu University	Gulu	Uganda
50. Mr	Robert	Kiduma	Research Projects Coordinator	Faculty of Medicine	Gulu University	Gulu	Uganda
51. Dr	Pancras	Odong	Lecturer	Faculty of Medicine	Gulu University	Gulu	Uganda

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52. Dr	Twalib	Aliku	Consultant Paediatric Cardiologist	Uganda Heart Institute	Mulago Hospital	Kampala	Uganda
53. Professor	Hans Redlef	Siegismund	Associate professor	Faculty of Science, department of Biology,	University of Copenhagen,		Denmark
54. Dr	Chrisostom	Ayebazibwe	Deputy Team Leader/epidemiologist	ECTAD Uganda	FAO	Kampala	Uganda
55. Ass. Prof	Vincent	Muwanika	Associate Professor Evolutionary & Conservation Genetics),	Department of Environmental Management, College of Agriculture & Environmental Sciences	Makerere University	Kampala	Uganda
56. Dr	Moses	Tefula Dhikusoka	Senior Research Officer	National Livestock Resources Research Institute	National Agricultural Research Organisation	Wakiso	Uganda
57. Dr	Alice	Namtove	Lecturer	College of Veterinary Medicine	Makerere University,	Kampala	Uganda
58. Professor	Ebba	Holme Hansen	Professor Emerita	Department of Pharmacy, Faculty of Health and Medical Sciences	University of Copenhagen		Denmark
59. Professor	Anne	Katahoire	Professor	Child Health Development Center, College of Health Sciences	Makerere University	Kampala	Uganda
60. Mr	Agustine	Mutumba	Administrator	Child Health Development Center, College of Health Sciences	Makerere University	Kampala	Uganda
61. Dr	Simon	Muhumuza	Lecturer	School of Public Health, College of Health Sciences	Makerere University	Kampala	Uganda
62. Dr	Rebecca	Nantanda	Lecturer,	Lung Institute,	Makerere	Kampala	Uganda

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				College of Health Sciences	University		
63. Dr	Xavier	Nsabagasani	Director of Research	n/a	Virtual University of Uganda	Kampala	Uganda
64. Dr	Julius	Mukalazi	Coordinator	Competitive Grants Research Scheme	National Agricultural Research Organisation	Entebbe	Uganda
65. Dr	Victoria	Namulawa Tibenda	Deputy Coordinator	Competitive Grants Research Scheme	National Agricultural Research Organisation	Entebbe	Uganda
66. Dr	Maxwell	Otim-Onapa	Director,	Directorate of Research	Ministry of Science, Technology & Innovation (MoSTI)	Kampala	Uganda
67. Mr	Ajer	Basil	Director	Directorate of Technopreneurship	MoSTI	Kampala	Uganda
68. Dr	Peter	Ndemere	Executive Secretary	Uganda National Council for Science & Technology (UNCST)	MoSTI	Kampala	Uganda
69. Mr	Ismail	Barughara	Assistant Executive Secretary	Uganda National Council for Science & Technology (UNCST)	MoSTI	Kampala	Uganda



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## Annex 3: List of Projects in Uganda

Title	Project Type	Project number	Start Date	End Date	Lead Institution	Partner Institutions	Total Grant (DKK)
<b>FFU</b>							
Becoming Healthy Again: Reproductive Intentions and ARVs in Uganda	Smaller projects: PhD	23-08-AU	01/01/2008	30/06/2012	Aarhus University (AU), Faculty of Humanities, Department of Anthropology and Ethnography		388 829
Strengthening University-level Training in Food Policy Analysis in Africa and Asia	Smaller projects: PostDoc	935-LIFE	01/01/2008	01/01/2011	University of Copenhagen (UCPH), Faculty of Life Sciences (LIFE)	UCPH, LIFE, Institute of Food and Resource Economics	1 574 017
Elites, Production and Poverty. A comparative study (Bangladesh, Ghana, Mozambique, Tanzania and Uganda)	Smaller projects: PostDoc	927-DIIS	01/01/2008	30/03/2012	Danish Institute for International Studies (DIIS)		8 477 993
Enhancement of research capacity to control and manage bacterial plant diseases in Eastern Africa	Larger strategic projects	731-LIFE	01/01/2008	31/12/2011	UCPH, LIFE UCPH, LIFE, Department of Plant Biology and Biotechnology		5 400 483

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Medicines for Life: Living with Antiretroviral Therapy in Uganda	Smaller projects: PhD	930-KU	15/08/2008	30/06/2013	UCPH, Faculty of Social Sciences UCPH, Faculty of Social Sciences, Department of Anthropology	1 125 092
Military Lives and Livelihoods - Morality, Gender, and Militarization in Northern Uganda	Smaller projects: PhD	48-08-KU	01/09/2008	31/08/2013	UCPH, Faculty of Social Sciences UCPH, Faculty of Social Sciences, Department of Anthropology	2 146 713
Clients and Providers in Ugandan ART Programmes	Smaller projects: PhD	90-08-KU	01/09/2008	30/06/2013	UCPH, Faculty of Social Sciences UCPH, Faculty of Social Sciences, Department of Anthropology	112 592
Catholic responses to the AIDS epidemic in Uganda	Smaller projects: PhD	73-08-KU	15/09/2008	01/06/2011	UCPH, Faculty of Theology, Centre of African Studies (CAS), UCPH, Faculty of Theology	176 980
Implementing Human Rights in Ugandan Prisons	Smaller projects: PhD	53-08-DIHR	31/12/2008	31/12/2012	Danish Institute for Human Rights (DIHR)	2 724 247
Changing Human Security: Recovery from Armed Conflict in Northern Uganda	Larger strategic projects	54-08-AU	01/01/2009	01/03/2014	AU, Faculty of Arts AU, Faculty of Arts, Department of Culture and Society Gulu University (GU), Uganda, Syddansk Universitet Odense (SDU), Centre of Global Health, Denmark, University of Copenhagen (UCPH), Department of Anthropology	9 967 649

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Income Generation through Market Access and Improved Feed Utilization: Production of Quality Beef and Goat Meat (IGMAFU-Meat)	Larger strategic projects	51-08-LIFE	01/03/2009	31/12/2014	UCPH, Faculty of Health and Medical Sciences UCPH, Faculty of Health and Medical Sciences, Department of Large Animal Science	Makerere University, Faculty of Agriculture, Department of Animal Science, Makerere University, Faculty of Agriculture, Department of Agricultural Production, Sokoine University of Agriculture (SUA), Department of Animal Science and Production, Aarhus University (AU), Department of Animal Health, Welfare and Nutrition Faculty of Agricultural Sciences, University of Copenhagen (UCPH), Department of Food Science	7 624 137
Inter-locked crises, competing value chains, and food security in Africa	Smaller projects: Initiatives	09-005DIIS	01/05/2009	01/02/2010	Danish Institute for International Studies (DIIS), Denmark	Technical University of Denmark (DTU), Risø, DTU Climate Centre (DKC), DTU Climate Centre and UNEP RISØ Centre CIRAD	200 000
More than entertainment: popular culture and entrepreneurship among urban youth in Uganda	Smaller projects: Phd	09-036AU	01/10/2009	31/12/2013	AU, Faculty of Arts AU, Faculty of Arts, Department of Culture and Society		2 334 976
Youth and employment: the role of entrepreneurship in African economies (YEMP)	Larger strategic projects	09-059KU	01/10/2009	30/06/2014	UCPH, Faculty of Science, UCPH, Faculty of Science, Department of Geosciences and Natural Resource Management	University of Ghana (UG), Faculty of Social Sciences, Institute of Statistical and Economic Research (ISSER), Makerere University Business School, Uganda, University of Zambia (UNZA), Department of Development Studies, Copenhagen Business School (CBS), Denmark, Global Entrepreneurship Research Association, United Kingdom /Denmark	6 223 743

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A population genomics approach to assessing the impact of climate change on the evolution and dynamics of East African bovinds.	Smaller projects: Phd	09-028KU	31/12/2009	31/12/2011	UCPH, Faculty of Science UCPH, Faculty of Science, Department of Biology	Makerere University, Uganda	403 027
Plant health systems - a novel approach to plant healthcare in Uganda	Smaller projects: PostDoc	09-022DBL	31/12/2009	01/04/2012	UCPH, LIFE UCPH, LIFE, Department of Veterinary Disease Biology -	Makerere University, Faculty of Agriculture, Department of Agricultural Extension Education CABI Africa-Global Plant Clinic, Kenya	3 082 404
Quality Medicine Use for Children in Uganda (ChildMed)	Larger strategic projects	09-100KU	31/12/2009	30/06/2015	UCPH, Faculty of Health and Medical Sciences UCPH, Faculty of Health and Medical Sciences, Department of Pharmacy	Makerere University, Child Health and Development Center (CHDR), University of Copenhagen (UCPH), Department of Anthropology	11 394 872
Saving a precious crop: sustainable management of the black Sigatoka disease of banana	Larger strategic projects	09-084LIFE	01/04/2010	31/03/2013	UCPH, Faculty of Science UCPH, Faculty of Science, Department of Plant and Environmental Science	Makerere University, Faculty of Agriculture, Department of Agricultural Production, Central Food Technology Research Institute, India, Grains and Legumes Development Board, Ghana	3 166 197

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Changing natural habitats under future climates	Smaller projects: PhD	10-095LIFE	01/09/2010	31/08/2014	UCPH, Faculty of Science UCPH, Faculty of Science, Department of Geosciences and Natural Resource Management	World Agroforestry Centre (ICRAF), Tree Genetic Resources and Domestication	2 690 858
Productivity and Growth in Organic Value-chains (ProGrOV)	Larger strategic projects	10-014AU	31/12/2010	31/12/2017	International Centre for Research in Organic Food Systems (ICROFS), Denmark	Makerere University, Faculty of Agriculture, Department of Animal Science, University of Nairobi (UoN), Faculty of Agriculture, Department of Animal Production, Sokoine University of Agriculture (SUA), Department of Crop Science and Production, Technical University of Denmark (DTU), National Food Institute, University of Copenhagen (UCPH), Faculty of Science, Department of Food and Resource Economics	10 424 506
Strategies of (in)coherent lives	Smaller projects: PhD	10-076DIIS	01/01/2011	03/04/2015	Danish Institute for International Studies (DIIS)	University of Copenhagen (UCPH), Denmark Gulu University (GU), Uganda	2 630 239



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Transboundary animal diseases in East Africa	Larger strategic projects	10-006KU	01/01/2011	31/12/2015	UCPH, Faculty of Science UCPH, Faculty of Science, Department of Biology	Ministry of Agriculture, Animal Industry and Fisheries, Uganda, Makerere University, Institute of Environment and Natural Resources, Ministry of Agriculture, Livestock and Fisheries, Kenya, Technical University of Denmark (DTU), Denmark	10 095 000
Climate Change and Rural Institutions	Larger strategic projects	11-026DIIS	01/01/2012	31/12/2016	Danish Institute for International Studies (DIIS)	Hue University of Agriculture and Forestry, Centre for Climate Change Studies in Central Vietnam, University of Zambia (UNZA), IWMR Centre, Makerere University, Department of Agribusiness and Natural Resource Economics, ForestAction Nepal, Nepal	10 124 980
Once we were Warriors: Realizing Resources, Demobilization and Community Resilience Among Former Child Soldiers in Fragile States	Smaller projects: PhD	11-095RCT	14/03/2012	15/07/2017	DIGNITY - Danish Institute Against Torture, Denmark	Aarhus University (AU), Department of Education - Research Unit for Interdisciplinary Education Research Vivo International, Uganda Branch Institute of Psychology, University of Konstanz, Traumatology Unit, Germany The Resilience Research Centre, the School of Social Work, Dalhousie University, Canada	2 895 919
Governing Transition in Northern Uganda: Trust and Land	Larger strategic projects	12-056AU	01/01/2013	31/12/2018	Aarhus University (AU), UCPH, Department of Anthropology	Gulu University (GU), Institute of Peace and Strategic Studies (IPSS), University of Copenhagen (UCPH), Department of Anthropology	10 085 188

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Post-conflict mobility: Challenges and Potentials for Primary Health Care in Northern Uganda	Larger strategic projects	12-057SDU	01/01/2013	30/09/2018	University of Southern Denmark (SDU), Centre of Global Health	Gulu University (GU), Faculty of Medicine, University of Copenhagen (UCPH), Department of Anthropology, Kolding Hospital, Department of Paediatrics, Denmark, Odense University Hospital (OUH), Emergency Department, University of Southern Denmark (SDU), Psychological Institute, Center for Psychotraumatology	9 702 563
Agricultural Investors as Development Actors? (AIDA)	Research collaboration projects in Danida priority countries (Window 1)	16-02-DIIS	01/03/2016	28/02/2021	Danish Institute for International Studies (DIIS)	Makerere University, College of Agricultural and Environmental Sciences, Sokoine University of Agriculture (SUA), Department of Agricultural Economics & Agribusiness, Green Development Advice, Denmark, University of Copenhagen (UCPH), Faculty of Science, Department of Geosciences and Natural Resource Management	9 999 777
Political Settlements and Revenue Bargains in Africa	Research collaboration projects in Danida priority countries (Window 1)	16-03-AU	01/08/2016	31/07/2021	Aarhus University (AU), Faculty of Business and Social Sciences Aarhus University (AU), Faculty of Business and Social Sciences, Political Science	Makarere University, School of Law, REPOA, Policy Research for Development, Tanzania, Danish Institute for International Studies (DIIS), Denmark	7 284 756
Imagining Gender Futures in Uganda – IMAGENU	Research collaboration projects in Danida priority countries (Window 1)	17-07-AU	01/10/2018	30/09/2022	Aarhus University (AU), Department of Anthropology	Gulu University (GU), Institute of Peace and Strategic Studies (IPSS), University of Copenhagen (UCPH), Department of Anthropology	9 997 626
<b>BSU</b>							

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Building Stronger Universities I – GULU	Building Stronger Universities	BSU1-GU	01/08/2011	31/12/2013	Gulu University (GU), Uganda	865 098	
Building Stronger Universities II – GU	Building Stronger Universities	BSU2-GU	01/01/2015	2017-09-30	Gulu University (GU), Uganda University of Copenhagen (UCPH), Department of Anthropology Aarhus University (AU), Faculty of Arts, Department of Culture and Society Aalborg University (AAU), Department of Culture and Global Studies; Department of Communication and Psychology; Department of Education, Learning and Philosophy, University of Southern Denmark (SDU), Department of Law, Roskilde University (RUC), Department of Society and Globalisation	7 997 602	
Building Stronger Universities III – GU	Building Stronger Universities	BSU3-GU	01/10/2017	30/09/2021	Gulu University (GU), Uganda Aalborg University (AAU), University of Southern Denmark (SDU) University of Copenhagen (UCPH) Roskilde University (RUC),	10 000 000	
<b>Master's Theses</b>	Master's Theses		2011	2018	-	-	220 100

## Annex 4: Projects and funding per lead institution and faculties

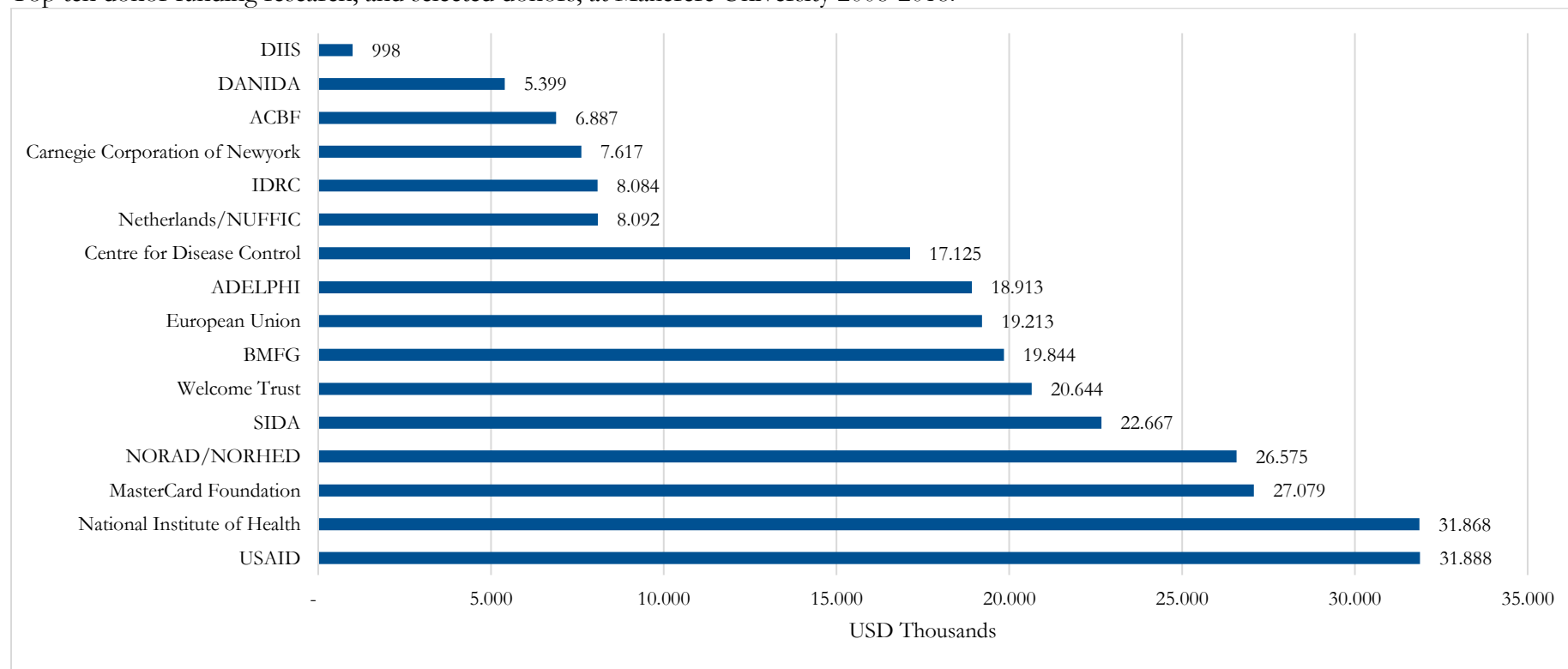
<b>Lead Institution</b>	<b>Number of Projects</b>	<b>Sum of Funding (DKK)</b>
<b>Aarhus University</b>	<b>6</b>	<b>40 059 024</b>
<i>Aarhus University (AU), Denmark - Aarhus University (AU), Department of Anthropology</i>	<i>1</i>	<i>9 997 626</i>
<i>Aarhus University (AU), Denmark - Aarhus University (AU), Faculty of Arts - Aarhus University (AU), Faculty of Arts, Department of Culture and Society</i>	<i>1</i>	<i>9 967 649</i>
<i>Aarhus University (AU), Denmark - Aarhus University (AU), Faculty of Business and Social Sciences - Aarhus University (AU), Faculty of Business and Social Sciences, Political Science</i>	<i>1</i>	<i>7 284 756</i>
<i>Aarhus University (AU), Denmark - University of Copenhagen (UCPH), Department of Anthropology</i>	<i>1</i>	<i>10 085 188</i>
<i>Aarhus University (AU), Denmark Aarhus University (AU), Faculty of Arts Aarhus University (AU), Faculty of Arts, Department of Culture and Society</i>	<i>1</i>	<i>2 334 976</i>
<i>Aarhus University (AU), Denmark Aarhus University (AU), Faculty of Humanities - Prior to 2013 Aarhus University (AU), Faculty of Humanities, Department of Anthropology and Ethnography - Prior to 2013</i>	<i>1</i>	<i>388 829</i>
<b>Danish Institute for Human Rights (DIHR), Denmark</b>	<b>1</b>	<b>2 724 247</b>
<b>Danish Institute for International Studies (DIIS), Denmark</b>	<b>5</b>	<b>31 432 989</b>
<b>DIGNITY - Danish Institute Against Torture, Denmark</b>	<b>1</b>	<b>2 895 919</b>
<b>Gulu University</b>	<b>3</b>	<b>18 862 700</b>
<b>International Centre for Research in Organic Food Systems (ICROFS), Denmark</b>	<b>1</b>	<b>10 424 506</b>
<b>UCPH</b>	<b>15</b>	<b>58 298 519</b>
<i>University of Copenhagen (UCPH), Denmark - University of Copenhagen (UCPH), Faculty of Health and Medical Sciences - University of Copenhagen (UCPH), Faculty of Health and Medical Sciences, Department of Large Animal Science</i>	<i>1</i>	<i>7 624 137</i>
<i>University of Copenhagen (UCPH), Denmark - University of Copenhagen (UCPH), Faculty of Health and Medical Sciences - University of Copenhagen (UCPH), Faculty of Health and Medical Sciences, Department of Pharmacy</i>	<i>1</i>	<i>11 394 872</i>

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<i>University of Copenhagen (UCPH), Denmark - University of Copenhagen (UCPH), Faculty of Life Sciences (LIFE) - Prior to 2012 - University of Copenhagen (UCPH), Faculty of Life Sciences (LIFE), Department of Plant Biology and Biotechnology - Prior to 2012</i>	1	5 400 483
<i>University of Copenhagen (UCPH), Denmark - University of Copenhagen (UCPH), Faculty of Science - University of Copenhagen (UCPH), Faculty of Science, Department of Biology</i>	1	10 095 000
<i>University of Copenhagen (UCPH), Denmark - University of Copenhagen (UCPH), Faculty of Science - University of Copenhagen (UCPH), Faculty of Science, Department of Geosciences and Natural Resource Management</i>	1	6 223 743
<i>University of Copenhagen (UCPH), Denmark - University of Copenhagen (UCPH), Faculty of Science - University of Copenhagen (UCPH), Faculty of Science, Department of Plant and Environmental Science</i>	1	3 166 197
<i>University of Copenhagen (UCPH), Denmark University of Copenhagen (UCPH), Faculty of Life Sciences (LIFE) - Prior to 2012 University of Copenhagen (UCPH), Faculty of Life Sciences (LIFE), Department of Veterinary Disease Biology - Prior to 2012</i>	2	6 164 808
<i>University of Copenhagen (UCPH), Denmark University of Copenhagen (UCPH), Faculty of Life Sciences (LIFE) - Prior to 2012 University of Copenhagen (UCPH), Faculty of Life Sciences (LIFE), Institute of Food and Resource Economics - Prior to 2012</i>	1	1 574 017
<i>University of Copenhagen (UCPH), Denmark University of Copenhagen (UCPH), Faculty of Science University of Copenhagen (UCPH), Faculty of Science, Department of Biology</i>	1	403 027
<i>University of Copenhagen (UCPH), Denmark University of Copenhagen (UCPH), Faculty of Science University of Copenhagen (UCPH), Faculty of Science, Department of Geosciences and Natural Resource Management</i>	1	2 690 858
<i>University of Copenhagen (UCPH), Denmark University of Copenhagen (UCPH), Faculty of Social Sciences University of Copenhagen (UCPH), Faculty of Social Sciences, Department of Antropology</i>	3	3 384 397
<i>University of Copenhagen (UCPH), Faculty of Theology, Centre of African Studies University of Copenhagen (UCPH), Faculty of Theology University of Copenhagen (UCPH), Denmark</i>	1	176 980
<b>University of Southern Denmark (SDU), Denmark - University of Southern Denmark (SDU), Centre of Global Health</b>	<b>1</b>	<b>9 702 563</b>
<b>N/A (Master's theses)</b>	<b>1</b>	<b>220 100</b>
<b>Grand Total</b>	<b>34</b>	<b>174 620 567</b>

# Annex 5: Donor funding of research at Makerere and Gulu Universities

Top ten donor funding research, and selected donors, at Makerere University 2008-2018.



Source: Author computations using figures from Makerere University Fact Book 2017-18, Fact Book 2016-17, and the 2016 Fact Book special edition entitled ‘*Tracking the performance of the Makerere University Strategic Plan 2008/09-2015/16*’

**Running projects (2019-2020) at Gulu university with capacity development**

	<b>Title</b>	<b>Faculty</b>	<b>Start date</b>	<b>End date</b>	<b>Total cost</b>	<b>Funder</b>	<b>Capacity building</b>
1	THRiVE	FoS	July 2017	March 2021	GBP 236 000 (DDK 2 072 550)	Wellcome Trust	Training Masters and PhD, post doctoral
2	BSU	FEH	1-Aug-2011	Oct 2021	DKK 18 862 700	DANIDA	PhDs, Masters, Completion grants etc.
3	Agri-Business Rice Clusters and Market Linkages for food security and Income in Northern Uganda	FoAE	March 2018	March 2022	USD200 000 (DKK 1 332 160)	RUFORUM (Master Card)	Training 1 PhD & 1 MSc
4	TAGDEV-Master Card	FoAE	July 2016	2024	USD686 709 (DKK 4 574 030)	RUFORUM (MasterCard)	Training Masters and PhD
5	Imagining gender futures in Uganda	IPSS	Dec 2018	Dec 2022	DKK10 914 740	DANIDA	Training 4 PhDs
6	Increasing capacity for mama-baby survival in post conflict Uganda and South Sudan	FoM	1 <sup>st</sup> July 2013	June 2020	NOK 1 121 505 (DKK 849 218)	NORHED, Norway	Training 2 PhDs and 16 Masters

*Source: Summary of project profiles in Gulu University 2019/20*

*Notes: Due to the fluctuating currencies (USD, NOK, etc.), the funding amounts indicated are approximate, calculated based on Oanda currency converter 1 January 2020.*

## Annex 6: Evidence Sheet (based on interviews)





FCG.

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