

The logo for pasgr.org features the text 'pasgr.org' in a lowercase, sans-serif font. The 'a' and 'g' are stylized, with the 'g' having a red outline. A red silhouette of the African continent is integrated into the 's'.

PARTNERSHIP FOR AFRICAN SOCIAL
& GOVERNANCE RESEARCH



Building the Next Generation of Excellent Researchers & Policy Actors in Africa

2018 Annual Report

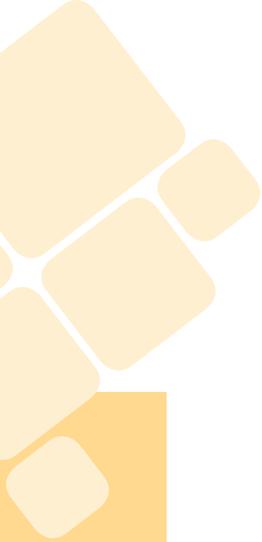


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Our donors

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Abbreviations

ARD	Advanced Research Design
ARUA	Africa Research Universities Alliance
AIHD	African Institute for Health and Development
CABE	Centre for African Bio-Entrepreneurship
CIFOR	Centre for International Forestry Research
DAAD	German Academic Exchange Service
DFID	Department for International Development
HEP	Higher Education Programme
IDRC	International Development Research Centre
IDS	Institute of Development Studies
INASP	International Network for the Availability of Scientific Publications
IRC	Informed Research Consumers
KRA	Kenya Revenue Authority
MRPP	Master of Research and Public Policy
PASGR	Partnership for African Social and Governance Research
PAYE	Pay-As-You-Earn
PDT	Professional Development and Training
SPHEIR	Strategic Partnerships for Higher Education Innovation and Reform
UCU	Uganda Christian University
UK	United Kingdom
UMU	Uganda Martyrs University
UoN	University of Nairobi

From the Chair

PASGR's main mission of creating vibrant social science communities across the continent has remained significant. As we continue to invest in our communities of practice by building the next generation of excellent researchers and policy actors in Africa, we have experienced immense effect in these communities of knowledge and practice throughout our work.

A key focus in 2018 has been the formation and strengthening of partnerships with new social science institutions and individuals across the region in major areas of public policy.

2018 was the year PASGR launched Pedagogical Leadership in Africa (PedaL)—a formal partnership of eight institutions that aims to embed and catalyse systemic change in teaching and learning practices. PedaL also seeks to maximise learning outcomes through strategic interventions in graduate social science programmes. The project is one of nine partnerships awarded by Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) to catalyse systemic change in teaching and learning within African universities.

PedaL has been highly praised and was recognised as the first training in pedagogy by notable international,

regional and local online and print media. It has also received endorsement from top African scholars and policy actors.

Thanks to a stronger digital and online imprint, we have been able to reach a broader pool of potential participants. The delivery of a customised Methods Institute in Nigeria and Zimbabwe through our innovative Professional Development and Training (PDT) courses has been embraced across the entire continent. The cost-effective initiative has been very well received by all the stakeholders and blends well with PDT's newly unveiled Business Plan (BP). It complements the wider PASGR Strategic Plan that aims to achieve an institutional sustainability trajectory.

Finally, PASGR's incipient leadership in excellence has been made possible by the very able Board of Directors and Secretariat, in collaboration with all our key partners. I would like to express my heartfelt appreciation for a job well done in 2018 and wish all stakeholders success in every endeavour.



A handwritten signature in black ink, appearing to read 'Ernest Aryeetey'. The signature is fluid and cursive, written on a white background.

Professor Ernest Aryeetey

Our mission, our vision

THE PARTNERSHIP FOR African Social and Governance Research (PASGR) is an independent, non-partisan pan-African not-for-profit organisation established in 2011 and located in Nairobi, Kenya.

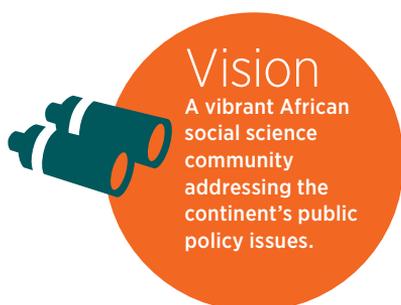
Currently engaged in more than 12 African countries, PASGR works to enhance research excellence in governance and public policy that contributes to the overall wellbeing of citizens. In partnership with individual academics and researchers, higher education institutions, research think tanks, civil society

organisations, business and policy communities both in the region and internationally, PASGR supports the production and dissemination of policy, relevant research; designs and delivers suites of short professional development courses for researchers and policy actors. It also facilitates the development of collaborative higher education programmes.

Our vision is “a vibrant African social science community addressing the continent’s public policy issues”. PASGR’s three core programmes bring together the right mix of universities, research institutions,

government, policy actors, researchers and academics to:

- Establish and sustain partnerships at national/ regional and international levels for advancing research, higher education and training;
- Facilitate the creation of policy and research communities;
- Enhance the institutionalisation of a research culture in Africa’s universities and research organisations.
- Co-ordinate a collaborative Master of Research and Public Policy with universities in Africa.





Communications & Outreach

Digital PASGR takes centre stage in programme work

A phenomenal 70 per cent growth in pasgr.org viewings during the year under review testified to the importance of Digital PASGR in programme delivery. It was clear that the medium was beginning to appeal to Africa's next generation of researchers and policy actors.

Other than Facebook, whose use dipped by 83 followers from 20,730 in 2017, and Google+, whose usage remained constant, PASGR subscribers grew by 22 per cent from 3,779 to 4,640. There was a clear transition to WhatsApp and Twitter as the latter registered a seven per cent growth and the former registered 86 users.

"We realised we could tap into the social media to complement Moodle, so we introduced the use of WhatsApp as a backup," said PDT Programme Manager Pauline Ngimwa. Technical Administrative Assistant Elijah Kabari worked with the Communication Unit to alert

the PASGR audience to the call for applications for PDT courses — testimony to Digital PASGR's overarching role.

Higher Education Programme (HEP) was the greatest beneficiary of Moodle, recording 393 MRPP and 233 PedaL users, compared with PDT's 198. From accessing and posting assignments, the multimedia direction that Digital PASGR took enhanced its ability to post audio, video and animation material at the centre of the organisation's operation.

PASGR also installed Video Conferencing Unit (VCU) software to facilitate video conferencing — reducing the need, time and cost of physical meetings. The digital scope also extends to planning meetings.

The unit also traced appearances of PASGR in various media, including Kenya's *Business Daily*, Rwanda's *New Times*, the *National Insight* and the *New Nigeria*, both of Nigeria and beyond.



At last, a means to pedal university teaching staff to greater heights

The launch of the Pedagogical Leadership in Africa project, popularly known as PedaL, was arguably PASGR's finest moment in 2018. The event brought together 200 stakeholders (72 female), Ministry of Education officials as well as national education regulators from Nigeria, Uganda and Kenya, and the Kenya Young Parliamentarians Association. Ten Vice-Chancellors and Deputy Vice-Chancellors, eminent scholars from the continent led by Emeritus Professor Pai Obanya, and university teaching staff and students were among the guests who witnessed the ostentatious occasion.

Mr Charles Obiero, who represented Kenya's Education Cabinet Secretary noted that PedaL creates "a holistic teaching experience" that will particularly enhance graduate competencies and transform access to quality and relevant education in Africa. The Executive Director of Africa's premier social governance and policy research institution PASGR, Prof Tade Aina, attaches great importance to the initiative that is helping university academics to "create exceptional learning moments in their classrooms".

Funded by UKAid (DFID) through the Strategic Partnership for Higher Education Innovation and Reform (SPHEIR), PedaL is one of nine partnerships. As the initiative's leader, PASGR works closely with its seven partners, including Africa Research Universities Alliance (ARUA), the Institute of Development Studies (IDS) of the University of Sussex, UK, and the initial five implementing universities, namely, Egerton, Ibadan, Ghana, Dar es Salaam and Uganda Martyrs.

The initiative aims to deliver a structured and integrated practical

pedagogical training to lecturers of African universities. Its design incorporates significant education knowledge domains such as education foundations, transformative curriculum design, innovative assessment and high-impact learner-centred pedagogical models and strategies.

Commenting on the PedaL design, Higher Education director at PASGR and PedaL Team Leader, Dr Beatrice Muganda, asserts: "We added interesting flavours like Technology Enhanced Learning and leadership in pedagogical practice that are consistent with global trends and practices." The leadership component is an enabler of systemic change, which empowers academics trained in PedaL to influence their peers' teaching and learning practices.

PedaL is dynamic; its design evolved organically into four closely interlinked training programmes, namely, PedaL core, a post-graduate certificate programme, a post-graduate diploma programme and a master's programme. PedaL core feeds into the three programmes that lend themselves to accreditation. The respective architecture responds to various needs of stakeholders meeting the requirements of national regulatory bodies like Kenya's Commissions for University Education (CUE).

The post-graduate certificate/diploma and Master's programme are already being accredited in three universities, namely, Egerton, Uganda Martyrs and Uganda Christian.

PedaL was designed in June, piloted in July and rolled out in August. It took off like a luxury speedboat, starting with the training of 181 participants (63 female) from 28 institutions. Post-training survey feedback confirmed that PedaL was demand-driven, relevant and of

Higher Education Programme

high quality. Participants find the teaching experience remarkable with comments such as an “eye opener” and “a project for the future”. All modules were acknowledged as important with case study teaching and Technology Enhanced Learning taking centre stage.

There were so many ‘Aha!’ moments for me; but the best was teaching with cases: [the] art of asking the right questions.” Another participant observed: “I’ve learnt a lot about technology-enhanced methodologies that I

didn’t know existed and are so helpful.”

That PedaL will have a profound impact on teaching and learning in African universities is evidenced by the teachers’ perceptions of their changing role in the teaching and learning process. After the training, they described themselves as “unique”, “transformed”, “better” and “changed”.

PedaL answers to a real felt need to professionalise teaching and learning. All teaching staff have mastery of content but

In MRPP, student and lecturer are co-creators of knowledge

PhD fellow and social development expert **Eliud Okumu Ongowo** regards the PASGR Pedagogical Leadership (PedaL) training course he attended as a game changer. It made a modern-day teacher of him.

The training solved a puzzle that had been a challenge to higher education, especially in terms of research that influences policy.

The course involving 200 lecturers sought to build a pool of researchers within selected African universities. It equipped participants with significant knowledge and skills — just what the Egerton University lecturer in the Department of Peace, Security and Social Studies needed. Ongowo teaches an MRPP course titled Global Context of Public Policy.

“I’m a better lecturer than I was before engaging with PASGR. Before going to class, I always think of the student; how best can I deliver the course or topic? What’s the value of what I’m going to teach? How is it helping in solving societal issues? And, how do I ensure that all the students have a chance to learn?”

Thinking through these questions forces him to prepare

adequately for class. “PASGR changed me from the old way of thinking that ‘I’ve taught this course for a long time; I’ll just walk in and teach.’”

The researcher, who first came into contact with PASGR in 2018, states that building the next generation of excellent researchers and policy actors in Africa requires a major change in mindset and re-tooling of the researchers, predominantly residing within the African universities.

“PASGR has targeted the right team to build a pool of researchers for the next generation,” he says, and lauds the organisation for consistently delivering capacity building programmes to create a pool of researchers and policy actors.

Teaching the MRPP, he says, is “a double-edged learning experience for both students and their lecturers. The course design recognises both parties as co-creators of knowledge.”

Teaching the MRPP in universities, Ongowo says, ensures that PASGR is living up to the trainees’ expectations. Being trained in PedaL, for instance, enabled him to reform the way he designed his course outlines and delivered courses to students. “My teaching has significantly changed from the previous theoretical and abstract delivery of knowledge [to a more] solution-oriented approach.” His students have been more involved in dealing with real issues in the community, and are able to come up with policy solutions to societal problems.

PASGR has targeted the right team to build a pool of researchers for the next generation.” Okumu

are less conversant with how to deliver the content innovatively. Yet, there has been a disconnect between schools of education, where some of this capacity resides and the faculties that need to develop the skills. Prof Aina emphasises: “PedaL has revitalised the participating schools of education and awakened a growing community of practice committed to transforming learning and teaching in graduate education.”

And Wanda asserts: “PedaL is succeeding in melting artificial faculty boundaries.”

PedaL is showing that education is an art to be embraced by all university teaching staff through training and constant practice. Its key element is, therefore, “unleashing the innate capacity of teaching staff to innovate in their classrooms and immediacy” Dr Muganda observes.

PedaL-trained lecturers go through a process of enhancing the quality and relevance of a course before returning to their universities to deliver it. The lecturers have access to mentorship and scaffolding within the community of practice and lessons learnt are documented and shared through e-portfolios.

Significantly, PedaL has been well received at policy level. During the August training, a Uganda Council for Higher Education official noted: “This is something we’ve always thought about, but we had no one to put it together and tell us how to recognise teaching excellence.”

The demand for PedaL has grown tremendously. Going forward, PedaL will be delivered in cascade workshops in universities and in structured regional hubs. This will

enhance replication, scaling up and ownership across institutions. Ultimately, the aim is to institutionalise PedaL within Centres of Teaching Excellence or Faculties of Education in African universities for constant tooling and retooling of teaching staff. The programme will be formally mainstreamed within selected university systems through postgraduate certificates/diplomas and even master’s degree programmes.

For PASGR, PedaL is one of the means for sustaining the outcomes of its collaborative Master of Research and Public Policy (MRPP) programme. To date, the MRPP has enrolled 709 students (241 female) in four cohorts and graduated 172 students (121 male) at the unparalleled rate of 56 per cent in Africa. The course is making steady progress towards producing the next generation of public policy actors and researchers. These gains will be consolidated through a doctoral programme that has been designed to enhance expertise for scholarship and practice in public policy so as to create the desired impact of generating effective public policies that enable economic growth and social transformation.

 **I am confident to say that I am now a well-trained university lecturer. My pedagogical skills have greatly improved. Almost each topic in my new course outline has pedagogical strategy used to enable learners understand the topic and also be able to implement the knowledge gained.”**

—Participant

Filling research void with the younger generation

US-trained political scientist **Habib Sesay** first visited PASGR offices in 2014 alongside a contingent of lecturers from his Fourah Bay College of the University of Sierra Leone and other MRPP member universities.

What stands out for the Senior Lecturer from the Department of Political Science is a workshop and training programme in pedagogy held in Nairobi in March 2018, which emphasised student-centred learning. The skills he acquired are reflected in his lecture notes, he says, adding that the three-week programme facilitators were knowledgeable, experienced and friendly.

“They taught and listened to their students, making sure that the students understood the lectures and fielded all questions,” he says, adding that the exposure to academics and non-academics from other parts of Africa was rewarding. He describes the 2018 Annual Report theme “Building the next generation of excellent researchers and policy actors” as a ‘wake-up call’ for academics, policy actors and researchers to be more productive. This, he says, will motivate the younger generation to consider research seriously in order to fill the gap left by older researchers.



MRPP opened my eyes to evidence-informed research

Sierra Leonean MRPP student **Steven Keifala** is passionate about evidence-informed policy-making. Before he joined the PASGR-spearheaded programme, the final year Master's student at Fourah Bay College of the University of Sierra Leone did not associate stakeholder engagement with evidence-gathering. "Joining the MRPP opened my eyes. They [lecturers] inspired me to understand that stakeholder engagement data that I gather is strong evidence that I can showcase to policymakers that this decision that you want to take can better work on this evidence that is before you," he says.

Steven is fascinated by stakeholder engagement and stakeholder concentration. "It forms the options that have compelled me to address problems around my society," says the student, who was involved in mobilising help for victims of the Ebola outbreak facing stigma and discrimination around the time he joined the MRPP course. Stakeholder engagement provides an opportunity to everyone at every level of society to contribute to addressing problems around a community and society at large "so that we can provide better evidences for whatever decisions we might want policymakers to take."



Grasp of issues depends on teacher's communication

Final year student **Winnie Chepkemoi Mutai** is a class leader at Egerton University. She won a DAAD scholarship to pursue an MRPP course in the 2017-2018 academic year. This enabled her to join a summer school in Germany based on her focus on Kenya's free maternal healthcare policy. Winnie is concerned about the gap between policy and implementation. She regards the MRPP as a timely solution to the problem. "They're preparing us to be leaders who are well-informed, diversified and with detailed information that makes us critically

informed about current issues not only in Kenya but also across Africa and the globe." Her course is synonymous with e-learning and e-cases, both previously unheard of in local universities and is positioning her as a potential policy teacher. "How well a student grasps issues depends on how well the teacher is communicating," she says. Winnie is certainly in the forefront of the next generation of excellent researchers and policy actors PASGR is forming and has already been exposed to high-profile UN forums both at Gigiri and in New York.



Participants during a 2018 Professional Development and Training workshop.

Bulawayo, Abuja courses, new chapter in PDT work

Delivery of the customised Methods Institute in Nigeria and Zimbabwe was the highlight of the Professional Development and Training (PDT) programme during the year under review.

The trainings in Abuja (May 2-4) and Bulawayo (June 18-28) marked a turning point in PDT's delivery. It was the first time the PDT programme was running a customised course in line with the business plan it developed in the same year. For, while previous courses were delivered at PASGR's invitation, the Bulawayo and Abuja editions were at the clients' premises, and in response to their felt needs. Both were a dream come true for

We've delivered to mid-career researchers and policy actors; and we also have outliers, I must say," — senior citizens in their 70s. "Although we're focusing on the next generation of researchers, our course is inter-generational."
Dr Ngimwa

PDT Programme Manager Pauline Ngimwa, whose strategy is to reach out to institutions and enhance their capacities in response to their needs.

The institutional training outreach started with an offering to policy actors in Abuja at the Development Research and Project Centre (dRPC) — a child health-focused research group, which partnered with the National Institute of Policy and Strategic Studies (NIPSS) in Nigeria to deliver the Informed Research Consumers (IRC) module.

PASGR's Strategic Plan 2014-2018 mandates the PDT programme to work with institutions to enhance their capacities. While PASGR instigated the Abuja course, pointing out its usefulness for training the

Professional Development and Training

PDT Calendar 2018

- | | |
|-------------------|--|
| Feb 19-21: | Engendering Social Science Research Methods, Nairobi, Kenya |
| Mar 14-29: | Advanced Research Design (ARD) and Methods Institute, Nairobi, Kenya |
| May 2-4: | Informed Research Consumers, Abuja, Nigeria |
| Jun 18-28: | ARD Institutional training, Bulawayo, Zimbabwe |
| Aug 15: | MRPP/PedaL CPER training |
| Nov 7-22: | ARD and Methods Institute, Nairobi, Kenya |

dRPC, and having it commit to recover some of the costs, the Bulawayo hosts asked for the course. In both cases, however, the training answered to PASGR's sustainability agenda as it transits from a core-funder model to multiple sources of funding.

Under the latter model, PASGR trains an institution that can meet its costs. The win-win situation sees the institution pay for PASGR's costs in exchange for training. "We work closely to agree on course requirements, training needs, and a suitable training period," Dr Ngimwa says.

The exciting thing about the Bulawayo course was that, not only did the National University of Science and Technology invite PASGR to train its staff, but that from scepticism among some academics at the beginning of the course, a majority ended up embracing it.

"For someone to turn around and say, 'we actually need this training to help us carry out research that impacts policy', it was a huge achievement for us," Dr Ngimwa says.

Abuja and Bulawayo courses aside, the PDT programme also tooled and retooled different generations of African researchers, scholars, activists and academic leaders with capacities to understand, appreciate, guide and walk with their countries during the year 2018. This enlightened the trainees, enabling them to ask critical questions about policy research.



The PDT programme also carried out its usual April and November institutes successfully, with participants drawn from Nigeria, Uganda, Tanzania, Ghana, Botswana, Sierra Leone, Benin, Ethiopia, Malawi, Ivory Coast, Rwanda, Somali and Egypt.

An important aspect of the 2018 institutes was their diversification beyond PASGR's traditional boundaries and straddling all sectors. They included government departments such as the revenue authorities of Kenya and Uganda; the military; central banks and the banking industry; think tanks; and NGOs like the Arusha-based World Vegetable Organisation, CIFOR, Save the Children and Habitat for Humanity.

Additionally, the PDT maintained its annual

The November 7-22, 2018 ARD Methods Institute in Nairobi, Kenya, "was one of the best training [courses] I have [ever] received. [It] enriched my understanding in applying methods, designs, and tools for implementation [of] research and policy change. It also emphasised triangulation that helped me to approach social issues."

Death penalty researcher at the Egyptian Initiative for Personal Rights



A group of participants at a PDT learning session

Courses have created a thirst to learn more



If there's one thing Egerton University lecturer **Grace Ndeke** is grateful for, it's the fact that the April 2018 PASGR training enhanced her skills in the use of multi-method approaches to doing research.

A colleague, Dr Joel Ngeno, who had undergone the training introduced Dr Ndeke to PASGR.

"Since the training, my post-graduate students have benefited from my ability to guide them in the use of the ladder of generality during the concept formation stage," says Dr Ndeke, who counts herself lucky to have completed the modules, Designing Social Inquiry, Mixed Methods Strategies, Critical Policy Engaged Research, and Applied Quantitative Research Methods.

"The exposure has reshaped my knowledge and skills about research and created a thirst to learn more," she says, adding that the courses had equipped her to develop well-defined concepts and appropriate research questions and hypotheses.

After training, she recognises the need to carry out policy-directed research which previously ended up on the shelves.

The don regards the networking experience PASGR gave her as "an added benefit." She became a better researcher and mentor to post-graduate students — whom she describes as "future researchers geared towards policy issues not only in Kenya but also globally."



All eyes on the prize as PDT participants listen to their facilitator during an Informed Research Consumers (IRC) course.

tradition of training Master of Research and Public Policy (MRPP) instructors. “We trained them on two modules: Critical Policy Engaged Research and Engendering Social Science Research Methods,” Dr Ngimwa says.

Another major milestone was the completion and implementation of the Business Plan. PASGR’s Strategic Plan aims at achieving sustainability, and implementation of the Business Plan, therefore, put the PDT programme, and by extension PASGR, on a sustainability trajectory.

All along, the PDT programme maintained its interdepartmental partnerships as it worked with the HEP and Research programmes. For instance, it worked with

the HEP to train MRPP instructors and jointly deliver the academic leadership training under a RUFORUM partnership.

“PDT instructors contributed immensely to the design of the Pedagogical Leadership (PedaL) courses,” Dr Ngimwa says, adding that her programme supported the HEP in designing and rolling out the Pedagogical Leadership in Africa (PedaL) Programme.

The PDT programme targets early-to-mid-career researchers and policy actors, who, however, need skills immanent in the 70-plus generation. The latter, therefore, proved important in developing the younger generation in their quest to become excellent researchers and policy actors in their own right.



“We’ve delivered to mid-career researchers and policy actors; and we also have outliers [citizens in their 70s]. Although we’re focusing on the next generation of researchers, our course is inter-generational,” Dr Ngimwa explains, pointing out the inevitable young-old nexus in which senior scholars mentor the young ones.

“The outliers happened to be MRPP instructors and, therefore, they were using the skills they were learning to have impact on the next generation.”

And, as if to underline the importance the PDT’s inter-generational approach to training, Dr Ngimwa concludes: “You need competent, excellent people, who will mentor and develop the next generation of policy actors and researchers.”



I thank PASGR for making my research journey easy by empowering me with knowledge in action research and other research methods, thereby boosting my confidence to undertake consultancies in research. PASGR gave me a step-by-step guidance on how to carry out policy engaged research. [It] equipped me [with] different research methods, which helped me through my PhD journey. The skills acquired during the training on 3MT helped me in my thesis defence in December 2018. I now have confidence to engage policy actors at different levels, something I could not do before my engagement with the organisation. During the June 2018 institutional research training, PASGR imparted research skills to [me and] 40 colleagues.

Dr Judith Charumbira, Lecturer, Department of Marketing, National university of Science and Technology in Bulawayo, Zimbabwe



Research Programme

Utafiti Sera takes centre stage in PASGR's research agenda

Year 2018 saw Utafiti Sera gain traction as PASGR continued to institutionalise an evidence-to-policy research platform. Kiswahili for 'research policy', Utafiti Sera defines processes, places, forums, platforms and/or vehicles that use research evidence to inform policy development and uptake.

One of PASGR's proudest moments

was the revelation by Governor of Kakamenga in Kenya, who is also the Council of Governors chairperson, Mr Wycliffe Oparanya that he had used research evidence and data to execute a health programme, which had significantly reduced maternal mortality in his county. He spoke at a social protection forum in Kisumu.

Working through Utafiti Sera houses, namely, Urban Governance and City Transformation in Nairobi and Kigali, Social Protection, and Youth Employment Creation and Agribusiness in Kenya (see Waitheera Gaitho testimony, Page 18), implementation of Utafiti Sera was a key focus of the Research Programme (RP) in 2018. The programme worked in Nigeria, Kenya, Rwanda and Mozambique.

PASGR got involved in the second pillar that addresses affordable housing in Kenya — because of its tremendous work with Pamoja Trust in Kenya on the politics of investment in urban infrastructure.

In Rwanda, the Research Programme worked on three key issues: Urban Governance, which targets affordable housing, Accessible Public Transportation and Sustainable and Effective Sanitation. In Kenya, the programme focused on what is emerging as the highly successful Youth Employment in Agribusiness project.

The Utafiti Sera on agriculture and agro-processing engaged various stakeholders. The programme included presentations on employment creation policy experiences within the country. Below: Dr. Martin Atela, PASGR's Research Programme Manager, making a presentation on Utafiti sera House on Youth Employment in Agriculture and Agro-processing.



Host institutions that PASGR works with are crucial to the execution of Utafiti Sera because they bring together the next generation of excellent researchers and policy actors.

Five and more decades after attaining independence from colonial rule, the need for a transformative approach to the governance of African countries cannot be understated. Therefore, PASGR in its work with partners, pushed towards evidence-driven policies and evidence-driven monitoring and evaluation and assessment of initiatives.

As PASGR Executive Director, Prof Tade Aina, puts it, “we’re working with different stakeholders because the key element of governance is accountability; to ensure that government is accountable”. This goes beyond the mere creation of new policies. “The problem with our countries is not a want of policies, it’s not a want of legislations, and it’s not a want of governance. The problem is the effective implementation of what exists in our [statute] books for the benefit and well-being of the majority of our people,” says Prof Aina

The big question that PASGR

grappled with in 2018 was: where is the evidence for implementing existing laws? And the ones you want to create, where is the evidence of putting them in place? And the ones you claim to be implementing, what kind of evidence can we bring forward to show that you’re doing it? Such questions got PASGR working with Pamoja Trust to institutionalise evidence-informed policy making in urban issues.

As it expanded space for various actors during the year under review, PASGR



Evidence-informed policy making marks new level in research

If there's one thing **Ms Waithera Gaitho** values from relating with PASGR, it is opening her eyes to what, she says, is not popular in Africa: evidence-informed policy- or decision-making.

The founder and executive director of Alternatives Africa—a not-for-profit accelerator for youth-owned micro and small enterprises that provides affordable financial and non-financial business training development and support services to youth-owned enterprises — 'met' PASGR in 2017. She had not heard of the twin concept before, with policies tending to be based on people's expertise, a government's feel or just random inclination.

As Waithera Gaitho discovered, evidence-based policies are not knee-jerk; they come from objectively formulated evidence. Working with young entrepreneurs, Waithera resonates with the theme of this annual report, which seeks to build the next generation of policy researchers and actors.

"I met PASGR through one of the Utafiti Sera houses [Youth Employment Creation and Agribusiness in Kenya] and started getting involved directly in 2018. I got to know and understand evidence-informed decision making."

Waithera decries perspectives of Africa as "infested with war hunger and disease". The next generation, she asserts, is about a continent that's rising in regards to education, global connectivity, innovation and industry—one that has transformed Kenya into a 'Silicon Savanna. We've a high

percentage of middle income earners. We don't just have a great labour force, we also have a great consumer market.

A new generation of researchers and policy actors cannot come about if research and policy documentation is not evidence-based. Waithera regards evidence-informed policy and decision making as "indispensable because Africa's future is dependent on information and on findings. Personally, it's very close to my heart and I'm already using it."

As a mentor of young entrepreneurs who recognises youth as a majority, Waithera thinks youth ought to create jobs since they're innovative and creative. "If you gave them real objective research findings, based on their countries, there's no limit to the kind of innovations they can create and realise."

Evidence-based policy-making — the essence of Utafiti Sera — is like "a new beginning, a new level in research, which is what will take Africa to the next level," says Waithera, who cut her teeth in UNEP and UN Habitat. She sits on the Kenya Private Sector Alliance (KEPSA) Governing Council as vice-chairperson of the Gender and Youth Sector Board, besides chairing the Kepsa Youth Agenda.

I met PASGR through one of the Utafiti Sera houses [Youth Employment Creation and Agribusiness in Kenya] and started getting involved directly in 2018. I got to know and understand evidence-informed decision making."
Waithera Gaitho

recognised that policy formulation was not a government preserve; different actors play roles in that policy space — the essence of the Utafiti Sera houses that Africa's premier social and governance research organisation, PASGR, is working with. The actors, therefore, include government, researchers, community members, media and NGOs, all of whom PASGR regards as critical for the policy process.

In pursuing its mandate, PASGR recognised the challenge of bringing multiple groups together to achieve consensus. Utafiti Sera houses, with



Research calendar 2018

Jan 18:	First Utafiti Sera Forum on Urban Governance and City Transformation (UG&CT), Kigali, Rwanda
Jan 29:	First Stakeholders' Forum on UG&CT, Nairobi, Kenya
Feb 27:	Steering Committee Meeting Report UG&CT, Nairobi, Kenya
Mar 1:	Utafiti Sera Forum on Youth Employment Creation in Agriculture and Agro-Processing (YECA&AP), Trans Nzoia, Kenya
Mar 23:	Utafiti Sera High Level Policy Forum on a Legal Framework for Social Protection
June 12:	High-Level Policy Dialogue on an Apprenticeship Framework for YECA&AP in Kenya
Jun 14:	Utafiti Sera County Forum on Social Protection
Sep 17:	First Utafiti Sera Forum on UG&CT, Nairobi, Kenya
Oct 1:	Social Protection in Kenya: Cash Transfer Programmes
Nov 14-16:	Utafiti Sera National Forum on YECA&AP for Inclusive Growth, Nairobi, Kenya
Nov 19:	Utafiti Sera Third Forum on Urban Governance and Social Dimensions of Infrastructure- Nairobi, Kenya

which PASGR worked, served to facilitate consensus building between different stakeholders.

PASGR also completed the work it had started the previous year in the A4EA programme — Action for Empowerment and Accountability — which was driven by researchers in Nigeria and Mozambique. It also moved to conclude pending projects: political economy and political settlements and urban governance by submitting book proposals for publication of project outcomes.

The Research Programme (RP) Manager, Dr Martin Atela, does not take for granted

PASGR's work in Nigeria, Rwanda, Kenya, Mozambique, which he views as a major success and indicator of growth. Although researchers have as a routine done research as a routine, arguments are constantly emerging about the utility of research and about value for money in research work.

In 2018, Utafiti Sera strove to create linkages between the research process, researchers and policy actions, in essence identifying the interventions with significant impact.

This was recognised in PASGR's work involving youth employment creation, and social protection initiatives, which was led by the Utafiti Sera house, CAFE (Centre for African Bio-Entrepreneurship). "The lessons from the different contexts — Nigeria, Rwanda, Kenya, and Mozambique — are helping us shape the future of this programme and of evidence policy-making in the continent," Dr Atela says.

In one of the forums held in Trans Nzoia County, Kenya, CAFE brought together 12 to 14 counties and had them commit to use evidence to support youth employment creation in their own counties.

YOUTH EMPLOYMENT

The meeting involved senators and various stakeholders, including the Kenya Youth Employment Fund and the National Youth Employment Council, with whom PASGR is working to constitute a community of practice and knowledge and to provide evidence for advancing, institutionalising and growing youth employment in Kenya.

PASGR continued to implement the social protection project with the Africa Platform for Social Protection (APSP), with which PASGR had a first meeting early March. The meeting, opened by Tade, brought together 42 participants, including the Ministry of East African Community, Labour and Social Protection.

The meeting aligned with the Kenya government's commitment to create a new social protection legislation and policy. PASGR's role is to help mobilise a community of practice with APSP to provide evidence that helps the government realise its goal.

PASGR did similar work in Rwanda with the Institute for Policy, Analysis and Research (IPAR). In all this, PASGR worked with partners who helped it to constitute the community through Utafiti Sera and other local institutions.

Board of directors

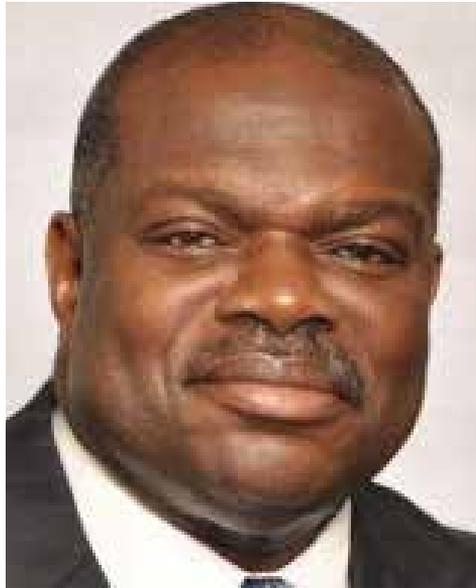
PASGR is governed by a Board of Directors currently chaired by Prof Ernest Aryeetey, the immediate former Vice-Chancellor of the University of Ghana, Legon. The members are eminent personalities reflecting African leadership as well as regional and international credibility in African policy-making, research and higher education. The Board is responsible for providing high level strategic guidance during the initial

implementation of PASGR programmes, approving programme and organisational design, and reviewing work programmes and budget.

PASGR also has a research committee, which is an integral part of its governance and management. In June, the Eighth Research Committee meeting elected Prof Karuti Kanyinga of the University of Nairobi as its new Chair. Pictured on this page are members of PASGR Board of Directors.



Prof Akin Aina
Executive Director, PASGR
(Secretary and ex-officio member)



Prof Ernest Aryeetey
Former Vice Chancellor, University of Ghana
(Chair)



Dr Narciso Matos
Former Executive Director,
Foundation for Community
Development, Mozambique
(Vice Chair and Treasurer)



H E Prof Judith Bahemuka
Founder, International
Learning Centre, Kenya



Dr Rohinton Medhora
President, Centre for
International Governance
Innovation (CIGI)



Dr. Eunice Muthengi
Deputy Head, East
Africa Research Hub,
Research and Evidence
Division, Department for
International Development
(DFID)



Prof Goran Hyden
Professor Emeritus,
University of Florida



Dr Codou Diaw
Former Executive Director,
Forum for African Women
Educationalists, Kenya



Ms. Helen Ambasa
Director, Legal Services
and Company Secretary at
United States International
University-Africa

Research committee



Prof Karuti Kanyinga
Development scholar and Associate Director of the Institute of Development Studies, University of Nairobi. Chair of PASGR Research Committee.



Prof Funmi Olonisakin is a Professor at King's College London and Founding Director of the African Leadership Centre.



Dr Tim Kelsall
Research Fellow at the Overseas Development Institute specialising in political economy analysis and political anthropology.



Dr. Martin Atela
Programme Manager, Research and Policy at PASGR, Secretary and ex-officio member).

MRPP steering committee

The Master of Research and Public Policy (MRPP) is governed by a Steering Committee (SC), which guides all aspects of development and implementation of the collaborative programme. It operates through working groups with technical and academic expertise from each of the 13 partner universities in seven countries and PASGR-appointed external resource persons.

The Committee comprises senior representatives designated by the Vice-Chancellors of each participating university and PASGR's Director of Higher Education. It is co-chaired by Prof Gelase Muthaba of the University of Dar es Salaam and PASGR's Executive Director. The Steering

Committee was involved in course design and its mandate covers course development, upgrading and ensuring that the MRPP maintains the high standards that are its hallmark. The Committee's input is crucial to Programme launches and in the post-launch monitoring and evaluation.

Two Steering Committee Meetings were held in 2016 to provide strategic guidance towards programme launch and implementation. In addition to providing day to day leadership for programme implementation in their respective universities, SC members have imparted fundamental insights for strengthening and expanding the MRPP network as well as developing a doctoral initiative.

PASGR Secretariat

Tade Akin Aina: Executive Director

Jane Muema: Executive Assistant

Elijah Kabari: Technical Administrative Assistant

Martin Atela: Programme Manager, Research

Marjory Githure: Programme Assistant, Research

Beatrice Muganda: Director, Higher Education Programme

Simon Wanda: Programme Officer, Higher Education Programme

Mercy Limiri: Programme Assistant, Higher Education Programme

Anna Otiato: Director, Finance

Charles Nyaga: Senior Finance Officer

Colleta Njeri: Finance Assistant

Pauline Ngimwa: Manager & Head, Professional Development Training

Nyambura Irungu: Programme Assistant, Professional Development Training

Esther Simekha: Communication Trainee

Dr. Charles Ackah
University of Ghana, Ghana

Prof Gelase Muthaba
University of Dar es Salaam, Tanzania

Prof Mark Okere
Egerton University, Kenya

Prof. Erick Nyabetha
Maseno University, Kenya

Dr. Dennis Kamugisha
Mzumbe University, Tanzania

Dr. Martin Kizito
Uganda Christian University, Uganda

Prof Maximiano Ngabirano
Uganda Martyrs University, Uganda

Dr Bashi Mothusi
University of Botswana, Botswana

Prof. Ayodele Jegede
University of Ibadan, Nigeria

Dr Haruna Bonaventure
University of Jos, Nigeria

Prof. Browne Onuoha
University of Lagos, Nigeria

Mr Samuel Weekes
University of Sierra Leone, Sierra Leone

Dr. Fred Jonyo
University of Nairobi, Kenya



In numbers

200 Participants at the launch of PedAL (Pedagogical Leadership in Africa) at the InterContinental Hotel, Nairobi, on August 6

24 Resource persons who delivered six PedAL modules that covered four parallel cohorts of about 40 participants each in a complex schedule in August

6 Modules offered during the PedAL Central Training August 7 to 13

13 Member universities in the PASGR Master of Research and Public Policy (MRPP) programme

25 The date in January when Utafiti Sera held its first Social Protection Forum in Nairobi, Kenya

181 Total number of participants, 63 of them female, who participated in the PedAL Central Training course at Panari Hotel, Nairobi, from August 7 to 14

10 Key stakeholders, including Government of Kenya officials, who attended the High-level Policy Dialogue on Youth Employment Creation in Agriculture and Agro-processing for Inclusive Growth in Kenya co-convended by the Centre for African Bio-Entrepreneurship (CABE) and PASGR

20 Participants at the High-level Policy Forum on a Legal Framework for Social Protection in Mombasa, Kenya, March 2018

38 Percentage of lecturers in a lecture feedback study who felt 'very confident' in the use of PedAL teaching strategies

11 Number of newspaper appearances PASGR made during the year 2018

9 Duration of customised Advanced Research Methods (ARD) Training course that the PDT programme held at National University of Science and Technology in Bulawayo, Zimbabwe, in June

37.2 Percentage of 169 teaching staff, who gave their feedback following the PedAL central and pilot trainings

50 Participants at the Utafiti Sera County Forum on Social Protection that was held on June 28 at the Vic Hotel in Kisumu

50 Percentage of unemployed youth in Kenya, whose needs are addressed by the Social Protection programme

3,000 Cost in US dollars self-sponsored students pay to attend a PDT course

65 Years and above that the Social Protection programme targets

30 Participants from various collaborative MRPP partner and non-partner universities who attended PASGR's first doctoral design workshop



Practising 4Es to manage multiple financial sources

As PASGR entered the penultimate year of DFID core funding that ends in September 2019, the 4E norms of economy, efficiency, equity and effectiveness came to define its operations.

Led by Executive Director Tade Aina, PASGR started 2018 set to make the Administration and Finance department an efficient machine capable of managing a multi-partner funding terrain. To this end, it not only stepped up fundraising by writing more proposals; it also moved to build pools of specialised resource persons and to create an inventory of a constituency it could walk with, including an inventory of multiple sources of financing and revenue.

PASGR found itself having to bid with global contractors despite being a research and higher education network, whose commitment to building the next generation of excellent researchers and policy actors does not sit well with contracting firms. This notwithstanding, it stayed the value-for-money course, which it had embarked on in the 2017 fiscal year, with greater emphasis on cost recovery, as it transitioned from a predominantly single-funder situation to a multi-partner organisation.

Having leaned on one major partner since its inception in 2012, PASGR had to step up its foray into the uncharted waters of competition with established contractors. The efforts paid off as Ford Foundation stepped in to provide general or core support

to enhance DFID's MoU grant. The transition meant careful computation of costs in every project in a way that limits unnecessary subsidies. The idea was to carefully address not just the costs of delivering various projects, but also the cost of their conception, with an eye on value-for-money and cost recovery.

Admin and Finance had to work extra hard on the most efficient and effective ways of delivering projects. This called for a degree of sophistication that saw the department acquire a new software to enable it to account for every cost and revenue unit with a view to sealing any perceived gaps, and with attention to detail. The software, whose installation kept Technical Administrative Assistant Elijah Kabari busy has the capacity for reporting along multiple projects.

Fiscal 2018 was a significant bridge in PASGR's understanding of effective and efficient computation of staff costs and overheads. It entailed accurate estimation and costing of programme delivery with an eye on not only generating revenue internally, but also creating a reserve fund.

PASGR sought to build the capacity of both programme and finance staff to be able to do more sophisticated, effective and efficient budgeting.



Financials

STATEMENT OF INCOME AND EXPENDITURE

	Notes	2018 USD	2017 USD
INCOME			
Grant Income	4	2,954,711	2,316,015
Other Income	4	107,551	87,772
Total Income		3,062,262	2,403,787
EXPENDITURE			
Research Programme	5 (a)	501,666	637,119
Professional Development & Training programme	5 (b)	551,056	648,360
Higher Education Programme	5 (c)	1,498,603	677,898
Core Administration	5 (d)	426,273	388,217
Total Expenses		2,977,598	2,351,594
SURPLUS FOR THE YEAR		84,664	52,193

STATEMENT OF FINANCIAL POSITION

	Notes	2018 USD	2017 USD
ASSETS			
Non-Current Assets			
Property & Equipment	6 (a)	64,226	26,958
Intangible Assets	6 (b)		12,487
		64,226	39,445
Current Assets			
Grants Receivable	7	55,533	80,997
Other Receivables	8	80,017	29,846
Cash and bank balances	9	1,414,816	910,235
		1,550,366	1,021,078
TOTAL ASSETS		1,614,592	1,060,523
FUND AND LIABILITIES			
Non-current liabilities			
Capital Fund	10	64,226	39,444
Reserve Fund	11	151,691	67,027
		215,917	106,471
Current Liabilities			
Unexpended grants payable	12	1,223,595	729,201
Payables	13	175,080	224,851
		1,398,675	954,052
TOTAL FUND AND LIABILITIES		1,614,592	1,060,523



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PARTNERSHIP FOR AFRICAN SOCIAL
& GOVERNANCE RESEARCH

Partnership for African Social and Governance Research

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2018 Annual Report