



**Evaluation of the Skills Enhancement & Cross-cutting
Courses under the CCNY supported Next Generation of
African Academics (NGAA) Programme**

Evaluation Report

March, 2015





Preface

We are pleased to share with you the key findings as synthesized from the responses to the evaluation survey that was commissioned by the Directorate of Research and Graduate Training to assess the relevance, coverage, structuring/design, target, delivery, frequency and impact of the skills enhancement courses organized by the University with financial support from the Carnegie Corporation of New York.

Makerere University is among four Universities in Africa (i.e. University of Ghana Legon, University of Cape Town and University of Witwatersrand) which have benefited from the six year- two phase CCNY supported project (2010-2016) focusing on Building, Nurturing and Retaining of the Next Generation of African Academics (NGAA). The first 2-year project (2010 – 2012) was supported with a grant of USD \$1,900,000 (of which 70% supported PhD and Master degree training). Currently, the second phase will last for 3 year (USD 2,563,700) with an overarching goal of human resource development through training at Masters and Ph.D levels and fostering retention of academics addressing the following objectives and activities. It further has a component for enhancing the skills capacity of staff in cross cutting areas such as research management, policy brief development, scholarly writing and communication skills.

It is heartwarming to report that the Carnegie Corporation of New York, together with other donor partners, has played a fundamental role in augmenting the internally generated funds in Makerere University, which helped to substantially tackle the chronic shortage of funds for research. In fact since 2002, Makerere University annual reports reflect very successful strides in research output, the most substantive of which is being registered in College of Humanities and Social Sciences and all its consequent beneficiaries. Ostensibly, the NGAA programme offered to the recipient Colleges an opportunity hitherto inexistent for a long time, to engage in faculty- wide and multi- disciplinary research projects.

As a spin-off of the first phase, Makerere University together with the University of Ghana in collaboration with Cambridge University launched a new program supported by the Corporation – the Cambridge Africa Partnership for Research Excellence (CAPREx) that is centered on a fellowship and mentoring program for postdoc fellows in the humanities and social sciences, and on strengthening of research management and administration.

All these achievements have been well documented and applauded in the Evaluation of NGAA skills enhancement courses where the findings show that the course content and coverage was adequate. However, recommendations were made to strengthen the publicity of the courses both internally and externally and to integrate course curricular at undergraduate and graduate levels.

By all standards, the changes brought to Makerere University by the NGAA II programme especially in the field of doctoral and post-doc training are phenomenal. And although still far from being self-sustaining, various undertakings have had a tremendous impact, to which a cross section of the beneficiaries are extremely grateful. As such, no effort can be spared towards the full realization of the programme, whose intended and or desired job is still far from complete.

I encourage you to study the evaluation report and to familiarise yourself with the achievements and challenges herein. The report has been the product of tireless collegial discussions among academic staff and graduate students. While there have been some problems met, the unselfish contributions made by many have made this report a reality and we are grateful to the Carnegie Corporation for the financial support.

In the future, efforts are invited in order to make further improvements and optimize the benefits from the programme. As a fact of life, there are always aspects requiring revision, even correction.

Give us a feedback whenever possible as we together, *Build For the Future!*



Professor Buyinza Mukadasi

DIRECTOR, DIRECTORATE OF RESEARCH & GRADUATE TRAINING / CARNEGIE PROGRAMME COORDINATOR

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Executive Summary

Makerere University is among four Universities in Africa which have benefited from the six year-two phase CCNY supported project (2010-2016) focusing on building, nurturing and retention of the Next Generation of African Academics (NGAA). The programme now in its second phase has a component for enhancing the skills capacity of staff in cross cutting areas such as research management, policy brief development, scholarly writing and communication. It was envisaged that an evaluation will be undertaken during the second phase to assess the performance in the implementation of these skills enhancement training in research management, policy brief development and scholarly writing & communication. This evaluation would then feed into subsequent course offerings.

In undertaking this evaluation, the methodology applied included review of key programme documents obtained from the Directorate of Research & Graduate Training and interviews for beneficiaries, resource persons and coordinators. The evaluation adopts both qualitative and quantitative data analysis utilising computer aided software Statistical Package for Social Scientists SPSS for the quantitative and *Atlas-ti* for the qualitative

The key findings as synthesized from the responses to the evaluation questions mainly relate to respondents' perceptions of course coverage or content, structuring/or design, target, delivery, timing and frequency. Both participants and resource persons acknowledge the importance of the courses. This validates the need to have the courses as articulated at project design and formulation. A total of 282 beneficiaries from 9 colleges and 3 public institutions were covered in a space of 3 years, this was over and above the 180 (60 per year) that had been envisaged.

The evaluation under course content focused on the topics covered and the how they aligned to the objectives of the skills enhancement courses. A number of topical areas covered were deemed to have been determined from a generic point of view. It emerges that the absence of a systematic training needs assessment limited the focus and curriculum design for the courses as offered. In addition, the need to stratify the beneficiaries according to academic level was strongly emphasised, this would allow for target specific training sessions to be designed and organised.

Although several respondents state that the courses have impacted on their academic life, the measurable indicators in terms of policy briefs, publications and by implication promotions are limited. Moreover, these outputs even if they exist cannot directly be attributed to the training courses. Coordination, particularly record keeping remains a fundamental challenge, this is in addition to the need to diversify the choice of resource persons.

Several of the suggested improvements have resource implications which extend beyond the financial to human resource/experts or professionals, coordination and additional logistical inputs. This may call for a comprehensive requirements review exercise for future course delivery including identifying stop gap measures where conditions deem necessary.

The main recommendation includes the need to integrate the courses within the University system. This will minimise the multi-disciplinary tension, match the training to the academic level, promote relevance as well as ensure sustainability even after the NGAA project. Further articulated is the need to change the mind set of staff and students to embrace the soft skills that go beyond the academic circles. It is envisaged that this will enhance the research profile of Makerere University, enhance relevance through policy specific and writing to enhance research uptake. It will further enhance international research collaborations that is key to knowledge generation and transfer within the globalized era.

1. Introduction

Makerere University is among four Universities in Africa (i.e. University of Ghana Legon, University of Cape Town and University of Witwatersrand) which have benefited from the six year- two phase CCNY supported project (2010-2016) focusing on building, nurturing and retention of the Next Generation of African Academics (NGAA). The project now in its second 3-year phase is aimed at human resource development through training at Masters and Ph.D levels. It further has a component for enhancing the skills capacity of staff in cross cutting areas such as research management, policy brief development, scholarly writing and communication.

The overall goal of the programme in Uganda was to improve the capacity of Makerere University and other public universities to retain academic staff. The programme was to achieve this through four broad objectives. While the first phase focused on the food nutrition and value addition thematic area, the second phase targeted the humanities and social sciences. The programme had four broad objectives

- i) Increase human resource capacity in the above thematic areas;
- ii) To enhance the research management and communication skills of academic staff through short term trainings;
- iii) Increase research outputs from Makerere University;
- iv) Enhance personal development skills of academic staff through mentorship in professional growth and soft skills with a focus on gender equality.

The project was premised on the need to rejuvenate staff capacity to generate and disseminate new knowledge. This it was envisaged will increase retention and provide a sustainable flow of academics within the University system. The target was largely young academics at the lower ranks of teaching assistants and assistant lectures. Within a broader framework, the NGAA was expected to have the specific outputs which included. research and publication for 6 postdoc fellows; competitive grants to 25 early career academics to write and publish their theses as books; training in research management, research methods, scholarly writing and communication skills to PhD students and post-docs for a total of 60 beneficiaries per year for 3 years (2 courses per year); travel grants to 10 senior researchers from any discipline at Makerere per year for 3 years to present their findings at international conferences (30% of the grants reserved for women); and training to 20 beneficiaries in academic writing workshop; Providing training to 20 PhD beneficiaries in archives' research.

During the first phase of the programme (2010-2012) support was extended to a total of 77 and 42 PhD and Masters students, through small competitive grant scheme¹, 6 postdoctoral research teams and 43 travel grants to present research findings at international conferences.

The on-going phase (2013-2016) was designed to support beneficiaries of phase one to complete their studies and expand skills enhancement to include writing of policy briefs.

The focus of this evaluation is to assess the performance in the implementation of the short term skills enhancement training in research management, policy brief development and scholarly writing & communication.

The evaluation report outlines the purpose, sampling frame, methodology, findings and discussion as well as recommendations for improvement. It captures the process and output indicators as outlined in the project documents and reports.

2. Purpose of the Evaluation

The evaluation aimed at generating evidence of the changes realised as a result of the courses.

The evaluation was designed to establish whether the objectives of the courses as outlined in the project documents have been met and the reasons behind the success and or challenges encountered.

The evaluation findings will be used to draw lessons for future improvement of the skills enhancement and cross-cutting course offerings in the University. It is envisaged that the evaluation will inform the development and/or integration of the courses within the PhD programmes in Makerere University.

By design, the second phase project documentation articulated the need to evaluate the impact of the skills enhancement courses since their inception. The rationale was to facilitate learning, build on the achievements of the previous phase and inform the design and content of the courses. While it was envisaged that this will take place at the beginning of the second phase, the evaluation has taken place at a much later time in the phase implementation. Nevertheless, the findings will provide adequate input into the future skills enhancement training both in the current project mode under NGAA and the prospective integration into advanced degree University programmes.

3. Sampling Frame

Over the period under review (2010 to 2012), a total 9 sessions were run including 4 in research methodology and management, 4 in scholarly writing and communication while only one session was run in writing of policy briefs.

A total of 282 staff and students participated in the Courses (see table 1). Out of these 248 were from Makerere University and 10 were from other institutions; 24 did not have a unit attributed to them. The College of Veterinary Medicine and Biosecurity (COVAB) had the largest number of beneficiaries followed by College of Humanities and Social Sciences (CHUSS). School of Law did not field any participants while computing and Information Sciences had the least number of beneficiaries. Ten (10) resource persons participated in training, some of whom cut across the three sets of the enhancement courses as offered.

Table 1: Participants by Course and Institution\College

College/Institution	Policy Briefs Writing	Research Management	Scholarly Writing	Total
Not Reported	0	23	1	24
Agricultural and Environmental Sciences	9	15	12	36
Engineering Design Art and Technology	3	1	12	16
Education and External Studies	7	3	14	24
Health Sciences	6	7	7	20
Humanities and Social Sciences	15	10	16	41
Business and Management Sciences	4	5	5	14
Computing and Information Sciences	3	4	2	9
Natural Sciences	5	11	19	35
Veterinary Medicine and Bio-Security	17	19	16	52
LIBRARY	0	1	0	1
Total Mak	69	99	104	272
Kyambogo University (KYU)	4	0	0	4
Mbarara Univ. of Science & Techn. (MUST)	1	0	0	1
Busitema University	0	5	0	5
Total Other Institutions	5	5	0	10
Grand Total	74	104	104	282

4. Methodology

The methodology applied in the evaluation took into consideration the documents received from DRGT, the number of sessions run and the category of participants attending the training. It was further informed by the stated aim of the evaluation to feed into NGAA Phase II skills enhancement training sessions. A combination of methods was applied to gather both secondary and primary data. Similarly, both qualitative and quantitative analysis has been adopted.

4.1 Data Collection

Two methods were applied for data collection. These were review of project documentation to generate secondary data and the use of semi-structured interviews to generate primary data.

4.1.1 Review of Project Documents

Document review was a continuous process over the duration of the assignment. It entailed assessment of the project proposals as well as review of performance and interim progress reports. The proposal documents were used to establish evaluation benchmarks. These were synthesised from the outline of objectives and the gaps that the skills enhancement intended to address. Furthermore, the documentation (progress reports) were used to discern the performance from the perception of the coordinators

of the project and map it against the performance perception of the beneficiaries. The project documents thus informed the development of the interview guide that was used for primary data collection, targeted at beneficiaries, resource persons and the DRGT.

This was supplemented with data from feedback as contained in evaluation reports compiled at the end of each training session. Utilising this material enhanced the representativeness of the responses that have informed the various sections of this report. The rationale for adopting the sessional evaluations was to capture the participants' perceptions soon after the trainings when the material covered was still fresh in their minds. It further represents an assessment done by a large number of respondents. The session based evaluation reports have been used to capture the participants' expectations, relevancy, course coverage, effectiveness of the delivery methods used and suggestions for improvement.

4.1.2 Interviews

To triangulate the sessional evaluation responses, primary data was gathered using different formats of interview schedules. First, an online self-administered questionnaire was uploaded via *Google Forms*; the open source survey software. The instrument was customised to a specific skills enhancement course and sent to all participants and resource persons. Follow-up was made through mobile phone calls/sms, e-mail messages and face-to-face interviews for both trainees and resource persons. At this level, the beneficiaries were categorised based on the College and or the academic unit of affiliation. The adoption of this data collection method was to reach as many skills enhancement training participants as possible in what can be categorised as a mini-survey. Feedback forms were automatically generated to create an excel database that was later integrated, cleaned and used for data analysis.

Second, in-depth interviews were held with the coordinating team from the Directorate of Research and Graduate Training (DR>). This was used to get an understanding about the conception, management and expected outcomes of the skills enhancement courses at the institutional level. These interviews were digitally recorded and transcribed.

The mop-up phase involved the engagement of a full-time dedicated Research Assistant to follow up with beneficiaries and resource persons who had not responded to the online questionnaire. The data collection instrument adopted for the mop-up phase was a structured interview guide based on a hybrid of the online self-administered questionnaire. The tools used for all formats of interviews combined both closed and open ended questions that necessitated detailed responses and/or explanations. The data collection instruments are given as Annex 2.

4.2 Data Cleaning and Analysis

The evaluation adopted both quantitative and qualitative data analysis methods. Responses from *Google Forms* software automatically generated a database by skills

enhancement course and respondent category as a basis for the analysis.

Quantitative data analysis was used to establish the numbers, composition, proportions and ratings of course participants in the various training sessions. This focused on representativeness among the respondent categories and cohorts. Cross tabulation was used to assess correlations of participants' assessment of the various aspects of the courses offered. Quantitative analysis was further used to determine the strengths/or significance of the opinions espoused by the respondents generated from frequency tables using SPSS.

Qualitative analysis on the other hand involved generating themes from the responses to the open ended questions using *Atlas-ti* software. Each participant's response from the primary data collection and each end of session evaluation report was captured as a primary document hermeneutic unit ready for extraction, coding and categorising of responses into common areas or themes. The software was used to focus and collate the respondents' opinions and perceptions on the various aspects of the courses as earlier identified in the interview guides. These aspects that include content, relevance and effectiveness of the courses, modes of delivery, frequency and timing of the trainings have been presented into network charts generated by *Atlas-ti* in section 5 of this report.

4.3 Limitations

There were two main limitations to the evaluation study. First, although a survey design was initially adopted for data collection, the response from the different participants and resource persons was inadequate. The need to follow up increased the resource requirements with respect to time and employing additional Research Assistants. To minimise the bias created by low response, the evaluation has included feedback generated at the close of each training session. Second, the issue of record keeping still remains a challenge within the DRGT. Access to information about the courses and the sessions run over the period under review was intermittent and in many cases incomplete to facilitate adequate coverage and timely progress with the assignment. The scope of this study therefore is limited to the 9 sessions of the three skills enhancement courses where the information was available.

5. Findings & Discussion

This section provides the findings as discerned from the responses to the evaluation questions from the different methods. It capture the respondents' perceptions with respect to coverage, content, structuring/or design, target, delivery, timing and frequency. The section starts with a description of the respondents by category and courses attended, it further highlights the insights into the occurrence and rationale for several of the parameters covered. This is integrated with discussions about insights about possible rationale for the different occurrences.

5.1 Respondents

Out of the 282 participants, a total of 70 (including 5 resource persons and 3 coordinating staff) were contacted and gave feedback. Of these 28 (40%) attended writing of policy briefs (40%) as compared to 14 (20%) and 21 (30%) beneficiaries who were trained in research management and scholarly writing & communication respectively. The low response to the exercise was largely attributed to the time lag between the period when the courses were undertaken and the evaluation exercise. Several of the respondents both beneficiaries and resource persons had since relocated to other institutions and/or changed their contact addresses.

Nevertheless, the responses provide useful insights for lessons and the desired improvements in course offering. Furthermore, the strategy adopted to utilise the evaluation feedback at the time when the courses were offered increased the validity of the observations and recommendations generated from the study. Table 2 gives a snapshot of the respondents by course and college.

Table 2: Respondents by College, Course and Gender

College	Policy Briefs Writing		Research Management		Scholarly Writing		Total		
	F	M	F	M	F	M	F	M	
Agricultural & Environmental Sciences	3	3	0	1	1	5	4	9	13
Business & Management Sciences	2	0	0	1	0	1	2	2	4
Computing & Information Sciences	2		1		0		3	0	3
Education & External Studies	0	2	0	2	1	0	1	4	5
Engineering Design Art & Technology	0	0	1	0	1	1	2	1	3
Health Sciences	0	1		1		0	0	2	2
Humanities & Social Sciences	4	2	0	2	2	3	6	7	13
Natural Sciences	1	2	1	0	2	2	4	4	8
Veterinary Medicine & Bio-Security	2	4	0	2	2	0	4	6	10
DR GT	0		4		0		1	0	4
Library	0		1		0		1	0	1
	14	14	5	9	9	12	28	35	66

5.2 Course Content and Coverage

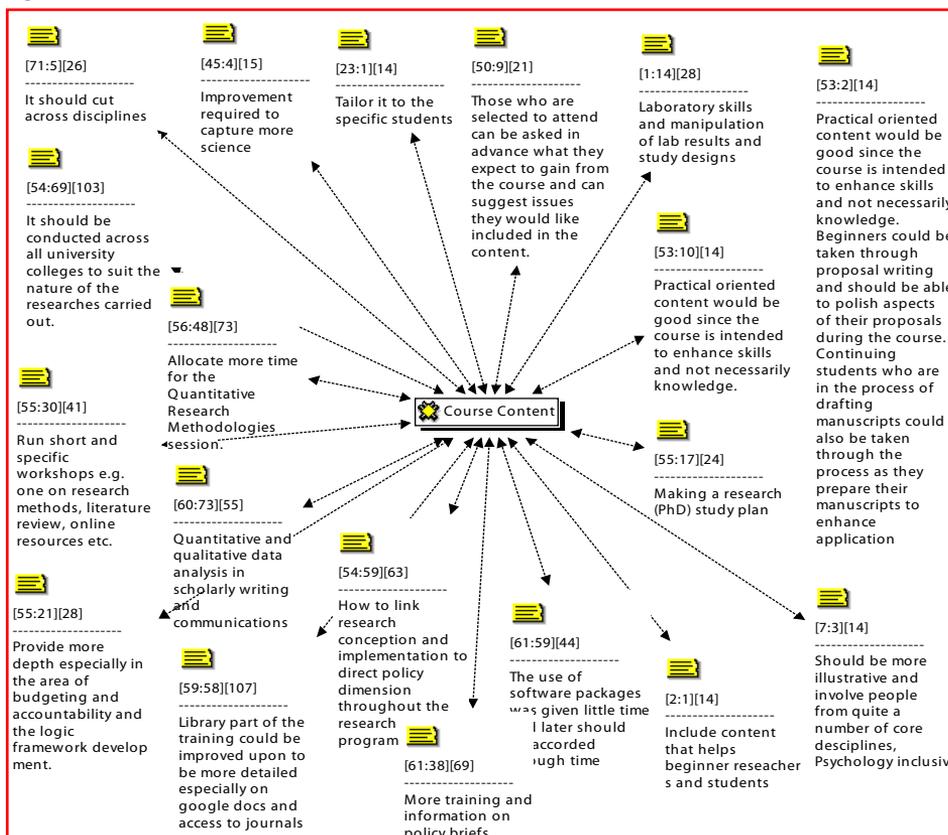
From inception, the rationale for the courses was the need to improve the communication, writing and dissemination skills of the staff in Makerere University.

The topics generated therefore were designed to address this short coming. However, from the responses with regard to course coverage, a number of topical areas covered were deemed to have been determined from a generic point of view. And that no systematic training needs assessment was undertaken to focus curriculum design for the courses as offered. The focus of understanding course content as a dimension of the evaluation therefore, was to bring out aspects of relevancy and comprehensiveness/or inclusiveness.

5.2.1 Course Content

The evaluation under course content focused on the topics covered and the how they aligned to the objectives of the courses (*see Annex 1*). It further captured the participants' expectations with respect to scope. While some participants indicated that the coverage was adequate, many of the respondents outlined areas that would enhance the courses. These among others included the quantitative and qualitative, computer-based data analyses and monitoring & evaluation. Responses revealed that multi-disciplinarity, practical orientation and tailor made study materials were required attributes for the content of the course offering. Figure 1 gives the dimensions of the course content as captured from the respondents.

Figure 1: Dimensions of Course Content



The highlighted responses underscore the need for a participatory, systematic training needs assessment to bring out the unique attributes expected of this nature of training. For example, one respondent noted that “Those who are selected to attend can be asked in advance what they expect to gain from the course and can suggest issues they would like included in the content.”

In relation to course content, some respondents felt that coordination of the course components was not adequately handled, they cite repetitions of content and the need to diversify the topics. For example, one of the respondents for the scholarly writing and communication course observed that “Perhaps if the presenters could have a meeting together or exchange presentation outlines, time could be saved as they avoid repetitions of content.” And the other participant for the Policy Brief Writing course observed that “It seems all presenters worked under the same sub-topics.” Further highlighted under coverage was the inadequate preparation by some of the facilitators as observed by one of the respondents that “Some resource persons seemed not well equipped with what they presented.”

From another perspective, these responses provide insight into the inadequacies in the current advanced degree training and therefore the need for bridging courses that were expected from the skills enhancement programme.

5.2.2 Rating of Topics covered by Course

In evaluating the course content, respondents were requested to indicate the usefulness of the topics covered by skills enhancement courses. Tables 3-5 provide the rating by topics, similar to other variables, the rating of the topics covered was a positive.

Under the **Research Management Course**, almost all the topics covered were rated as either useful or very useful. Despite the above highlighted lack of a coordinated effort and organized way of identifying the training needs, the topics selected and covered may be deemed to be appropriate. It therefore emerges that there could be need to balance the tension between the generic topics expected to provide the basics or foundation essential to the graduate students as identified by the course designers and the unique skills relevant to individual learners. And thus the need to broaden scope to integrate participants skills gaps in the courses.

There is however, need to re-examine the content of some of the courses that have incidences of slightly or not useful at all rating, these include: *Research ethics and case studies, Research Culture & Quality Assurance at Makerere University, Introduction to Project Management, and Introduction to Research Management.*

Table 3: Rating of Topics covered under Research Management Course

	Not Useful	Slightly Useful	Useful	Very Useful	Total
The Research Process	1	1	7	3	12
Graduate Studies at Makerere University		1	7	4	12
Ethics in Research & Intellectual Property Management		2	5	5	12
Ethics & Ethical Conduct of Research		3	4	5	12
Research Ethics & Case Studies		5	5	2	12
Overview of Library Resources to support Research		2	3	7	12
LIBHUB		2	4	6	12
Use of Electronic Library Resources		2	3	7	12
Use of IOPAC Endnote	1	3	4	4	12
Research Proposal Writing		1	5	6	12
Overview of Research Methods	1		7	4	12
Qualitative Research: Overview & Perspectives		2	7	3	12
Qualitative Data Analysis	1	2	4	5	12
Quantitative Research Paradigm and Methods		2	6	4	12
Research Culture & Quality Assurance at Makerere University	2	4	2	4	12
Introduction to Project Management	1	4	4	3	12
Introduction to Research Management		4	3	5	12
Budgeting & Accountability in Research	1	2	2	7	12

Under the Writing of Policy Briefs Course, *the philosophy and the types & models of policy briefs* were rated lower than *getting academic research off the shelves* or *the value of policy briefs to policy makers*. This may be an indicator of the respondents' interest in contributing to policy review and formulation from the researches undertaken in the various disciplines.

Table 4: Rating of Topics Covered under Writing of Policy Briefs

Topics Covered	Slightly Useful	Useful	Very Useful	Total
The Philosophy of Policy briefs: Rationale & Principles	2	16	8	26
Getting Academic Research off-the-shelves: Communicating natural sciences research to the public & Policy Makers		11	15	26
Getting Academic Research off-the-shelves: Communicating social sciences & Humanities research to the public & policy makers.		12	14	26
The value of Policy Briefs for Policy Makers (Members of Parliament)		11	15	26
Types and Models of Policy Briefs		14	12	26

For the Scholarly Writing and Communication Course, all the topics covered were highly rated as either useful or very useful by over 80% (i.e. on average 15/18) of the respondents. This may be attributed to the fact that as academics, this is core of their existence and topics selected though not exhaustive just touched their hearts. However, there may be need to re-examine the content of the *Gender perspective* and the *appropriate approaches for capacity to communicate to intended audiences* which have been rated as slightly useful or not useful at all.

Table 5: Rating of Topics covered under Scholarly Writing & Communication

Topic Covered	Not Useful	Slightly Useful	Useful	Very Useful	Total
Challenges & Opportunities to Scholarly Writing at Makerere University]	1	2	8	7	18
The Art & Practice of Scholarly Writing		1	7	10	18
Language & Style of Scholarly Communication	1	1	8	8	18
Scholarly Communication in Social Sciences		2	7	9	18
Scholarly Communication & Gender Perspectives	3	2	10	3	18
E-Resources for Scholarly Work in the University Library	1	2	5	10	18
Citation Methods & Ethics			7	11	18
Common short-comings in evaluation of Papers for publication	1	1	5	11	18
Writing a Journal Article & getting it published	1	1	6	10	18
Enhancing the capacity to communicate to intended Audiences: Appropriate Approaches	1	3	8	6	18
Presentation Skills for Scholarly Communication	1	2	8	7	18

5.3 Course Structuring, Design & Targeting

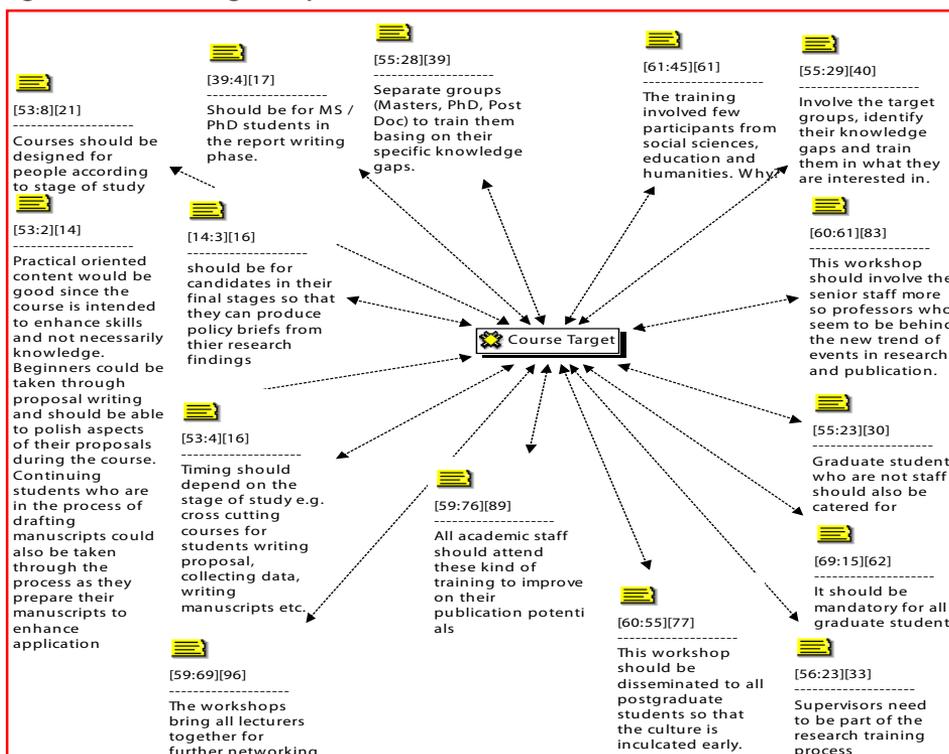
Course structuring and design is another dimension related to content. This blends with the duration allocated for a specific subject area within the course. Several participants noted that there was need to increase the time allocated to components such as the Library and access to library materials, statistics and data presentation. While this may highlight additional time requirement it also serves as a pointer to the skills gaps that need to be emphasised. It also highlights the prerequisite for training needs assessment before courses are delivered. In addition, the stratification of beneficiaries would allow for academic-level specific training sessions to be designed and organised. Participants suggested that the courses should be tailored based on academic level.

The courses should be structured differently for participants at postdocs, the Ph.D and Masters’ level taking into consideration the specific stages in their academic advancement. For example, one of the scholarly writing and communication beneficiaries noted the need for course differentiation by level as highlighted below;

Beginners could be taken through proposal writing and should be able to polish aspects of their proposals during the course. Continuing students who are in the process of drafting manuscripts could also be taken through the process as they prepare their manuscripts to enhance application

Figure 2: gives the different perspectives for Course target beneficiaries. Apart from structuring by level, respondents observed that the course should be mandatory for all graduate students, irrespective of whether they are staff or not. Further highlighted was the need to cover all staff regardless of whether they are registered in Makerere University or elsewhere. This aspect brings out the need for strengthening the competence of research supervisors as one of the outcomes of the skills enhancement courses.

Figure 2: Course Targets’ Opinions



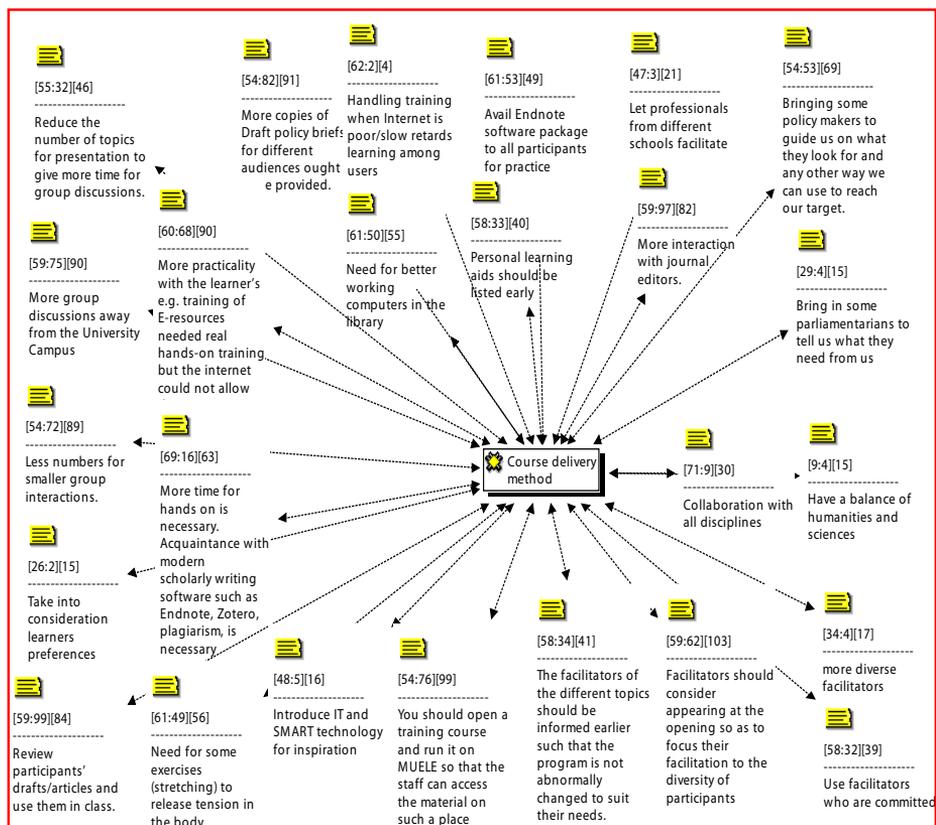
5.4 Course Delivery Methods

In relation to content and structuring of the courses was the mode of delivery used by the resource persons/or facilitators. The majority of participants highlighted the need

for participatory and practical training. They bring out the necessity to use examples that are discipline specific, illustrative and hands-on (see Figure 3). Respondents noted the requirement to use a hybrid of teaching methods that would include lectures, group work, case studies and field visits. For the group work, participants expressed the need to have small groups that would enhance interaction and learning.

The learning environment and teaching aides was another aspect highlighted by the participants. Facilitating course delivery issues of concern ranged from internet access, functional computers, access to software (endnote) and copies of policy briefs as teaching materials (see figure 3). Use of MUELE as a learning platform on which to deposit and share the learning materials by both staff and students was one of the points put forward for consideration in the delivery of the courses.

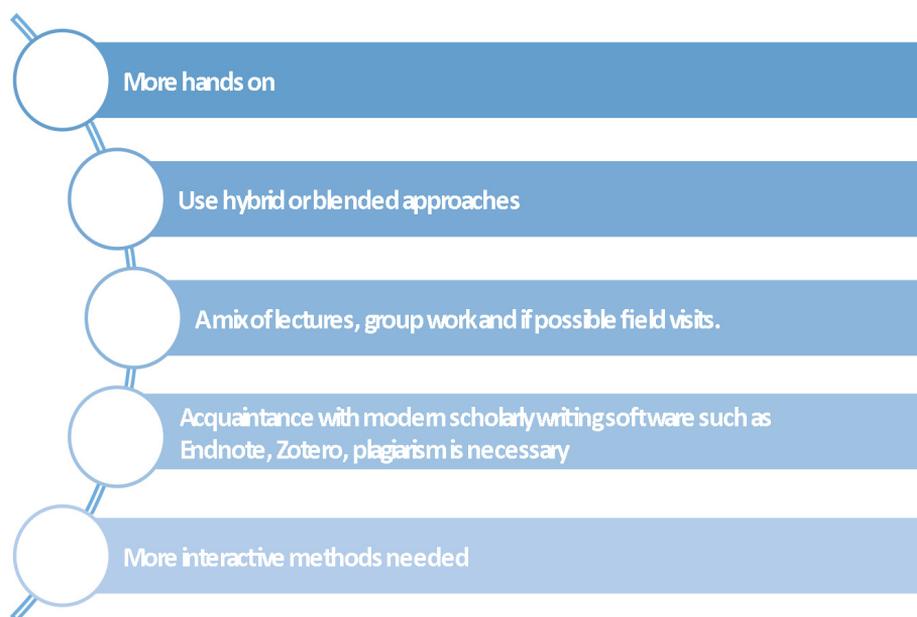
Figure 3: Proposed Improvements in Course Delivery



As indicated in Figure 3, another aspect of course delivery was the diversity of resource persons. Some respondents indicated the need to have professionals from different schools to facilitate the courses while others expressed the desire to have policy makers as resource persons to bring in the experiential perspective. Furthermore, cohesion of the skills enhancement courses would be enhanced by a de-brief at the beginning of the training session using committed resource persons.

Equally compelling is the resource persons recommendations for the diversification of mode of course delivery as shown in Figure 4.

Figure 4: Resource Persons on Course Delivery Mode



Several of the suggestions by the respondents have wider resource implications which extend beyond the financial to human resource/experts or professionals, coordination and additional inputs. This may require a comprehensive requirements specifications exercise for future course delivery and or identifying stop gap measures where conditions deem necessary. It would also provide a basis for evaluating the sustainability of the Courses beyond the NGAA programme.

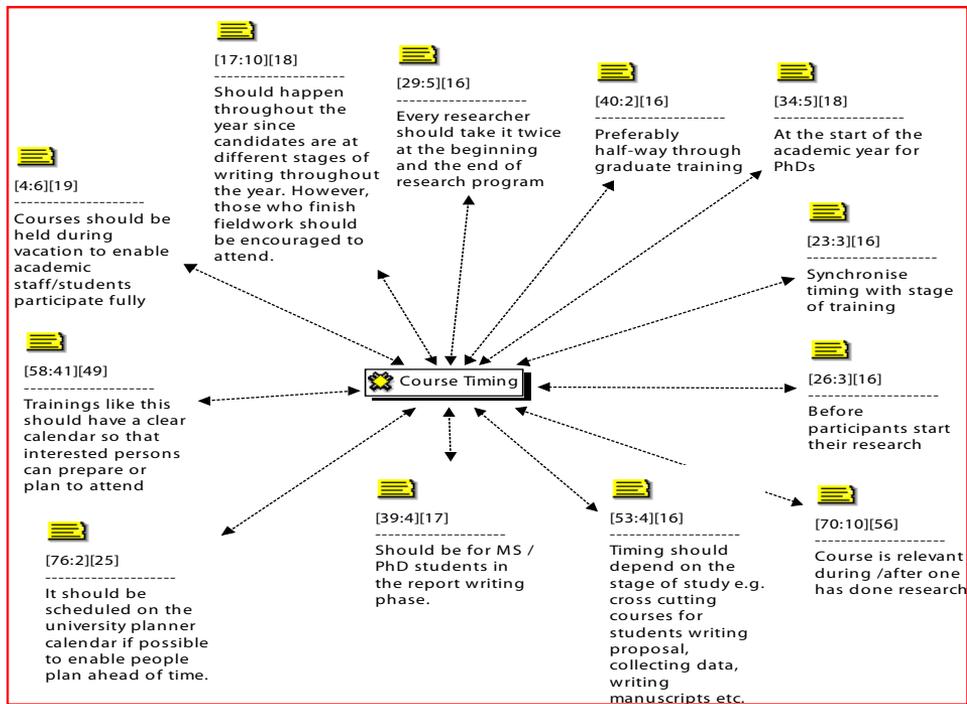
5.5 Course Timing & Frequency

The evaluation captures course timing and frequency as another dimension for the effectiveness of the skills enhancement courses. Two elements stand out under this area. First, integration in the University calendar; and second, stage in the study programme when the course should be offered (see figure 5 for respondents' perceptions and proposals on course timing).

Without exception participants noted that the cross-cutting courses should be integrated into the University calendar with clear timelines when they are on offer. They should be well programmed to take care of the research skills requirements at the various stages of study and timing appropriateness of the target participants (see Figure 5). The courses should be more frequently organised and if possible not

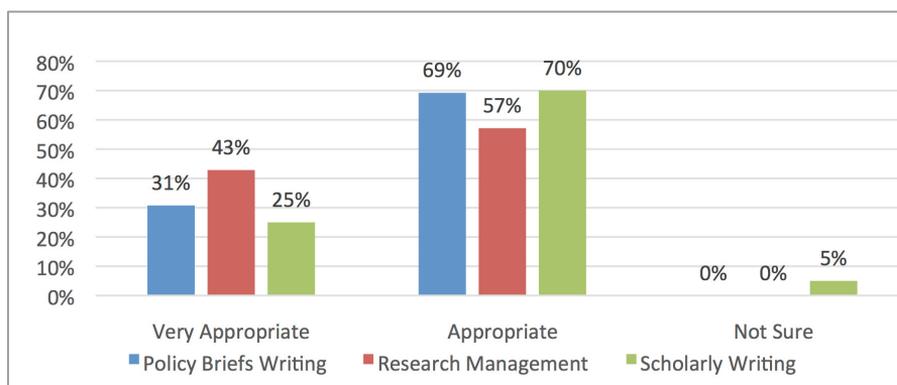
less than three times a year to fit in with the target participants’ stages of training. This will allow adequate preparation for both the target participants from the various disciplines in the colleges and resource persons from within and outside the University. Specifically highlighted was the need to offer the course to facilitate a milestone within the advanced degree programme, for example before participants start their research or at report writing stage.

Figure 5: Course Timing: Participants’ Perception and Proposals



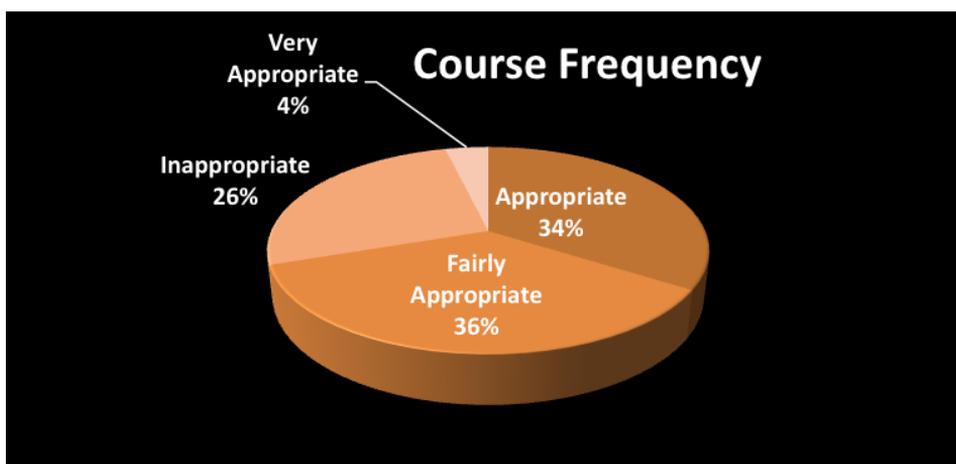
From another view point, participants for the specific courses indicate that the course timing was appropriate. Forty three per cent (43%) of the respondents who participated in research management trainings indicated that the timing was very appropriate see Figure 6. Only 5% of the respondents on the scholarly writing and communication skills had reservations about course timing. By implication, although the respondents make suggestions on course timing as highlighted above, the time of course offer for them as beneficiaries was appropriate.

Figure 6: Participants' Perception on Course timing



With respect to frequency only 4% of respondents indicated that this was appropriate, the bulk showed limitations. Twenty six percent (26%) show that frequency was inappropriate and 36% fairly appropriate (See figure 7). From this perspective one can discern the demand for the cross cutting courses by University staff. Indeed the recommendations for this aspect clearly articulate the need to have more regular courses preferably on a semester basis.

Figure 7: Participants' Perception on Course Frequency

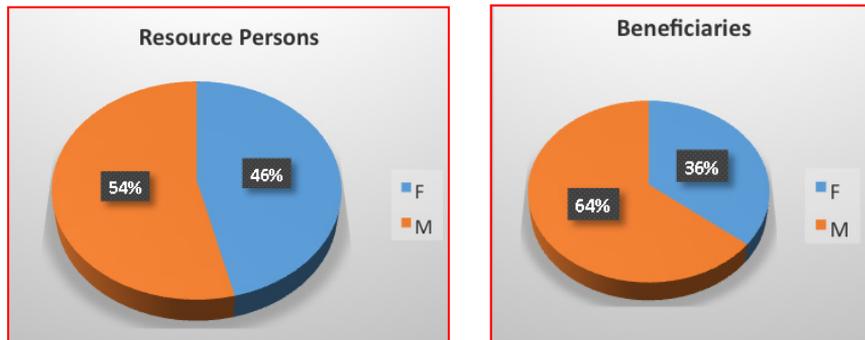


5.6 Co-ordination and Management of the Skills enhancement Programme

The project was coordinated by the Directorate of Research and Graduate Training. By intent the Directorate envisaged to widely publicise the training opportunity to all prospective beneficiaries. It was envisioned that the mode of communication would be adverts through the University intranet and college notice boards. It was further anticipated that women would be especially encouraged to apply and efforts that

target women would be employed. On the whole 46% of resource persons and 36% of course participants were female.

Figure 8: Gender Disaggregation of Resource Persons and Beneficiaries



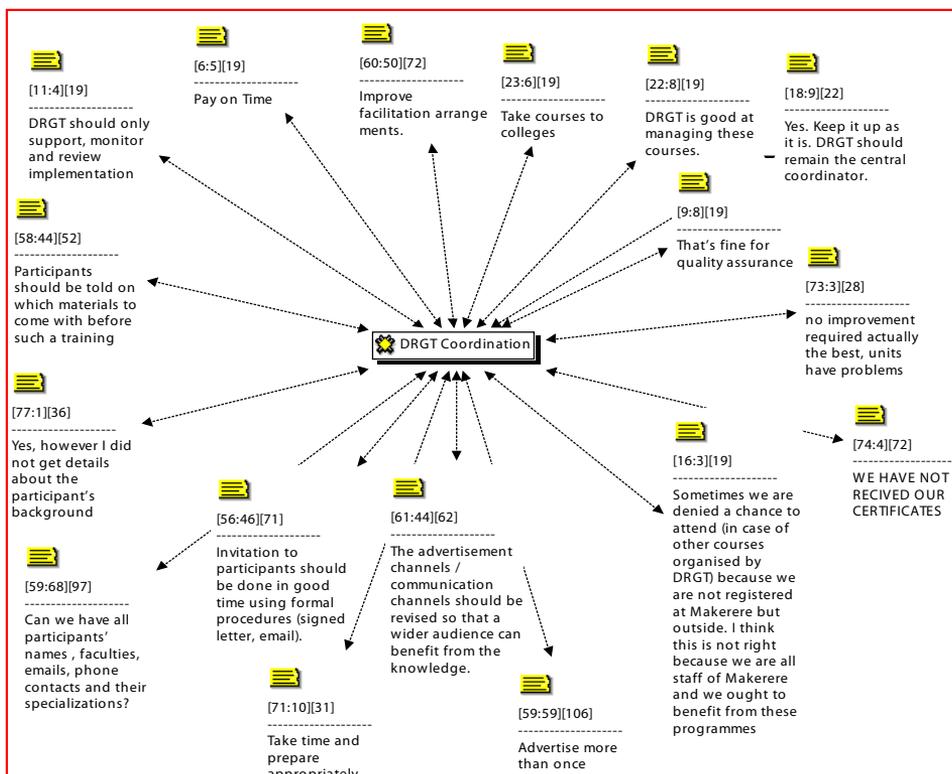
The coordination of the courses by the Directorate of Research & graduate Training (DRGT) was largely appreciated by many of the respondents. Several indicated that the coordination was appropriately handled. There were however a few areas of weakness which were pointed out by both the trainees and resource persons.

- a) The issue of inadequate timing and inappropriate targeting was pointed out. The recommendation to integrate the training in the University calendar is an indicator of the short comings of the scheduling. Further highlighted was the need to spread the courses across the different disciplines. In the current format, courses are offered for participants regardless of stage in research development, category of degrees of disciplinary requirements.
- b) The ineffective design and preparation for the courses, this includes the limited or lack of a thorough training needs assessment, information about the essential academic materials and requirements for effective participation. These among others include participants' manuscripts, draft dissertations, choice and preparation of facilitators, providing feedback after evaluation and facilitation arrangements.
- c) The limited publicity of the courses given the high potential participants' demand for courses.
- d) There were gaps in record keeping for applicants and beneficiaries. Evidence of this can be seen from a review of the beneficiaries. For example, 97 of the 282 participants attended more than one skills enhancement course session. While it may be appropriate for a participant to attend all the three skills enhancement courses, it limits the aspect of equity. Moreover there are content overlaps across the three courses. There are also cases where participants attended a specific skills enhancement course more than once.
- e) Although each training session had an evaluation at the end, this did not

feedback into the subsequent training. One resource person when asked how the feedback was utilised noted that he did not receive any! Furthermore the respondents in the current evaluation noted that it would have been helpful for the DRGT to follow up on participants to ascertain the effectiveness of the courses in good time.

Important to note were the proposed improvements including the need to follow up participants soon after running the courses and more wide publicity of the courses over the University intranet be made. The training workshops should be residential and off-campus to avoid interruptions with the routine official activities. This is also expected to improve on time management and better the coordination of resource persons. Training facilities such as computers and projectors need to be functional besides assured access to the internet. Figure 9 gives a snapshot of issues related to coordination by DRGT. It highlights quality assurance and monitoring & evaluation as key roles for the Directorate.

Figure 9: Issues with DR & GT Coordination



5.7 Participants Course Improvement Suggestions

Apart from certificates of attendance, participants' expectations and recommended deliverables from the courses included an input-output process where they come

in with their draft proposals and manuscripts to be further improved as part of the training programme. This would underscore the need for a participatory hands-on mode of course delivery. Hands on training based on real time pieces of work would enhance the success rating of the courses. For example, one respondent noted that *“Going through our theses and that can be the practical part of learning scholarly work.”* while another observed that *“Practically picking one or two articles (manuscripts) from a participant and going through it i.e. how to write the journal article”* would be one of the areas to enhance the training. Yet another said that *“You should ask participants to send their papers so that they are the ones we review/criticize in the workshop.”*

The hands-on approach would ensure that participants would have ready or nearly ready proposals and publications. While it accentuates the suggestion to bring on board journal editors and policy makers, the number of publications produced directly as a result of the training would have been improved. In addition, participants proposed that a course manual/compendia be developed for future reference.

5.7.1 Proposed Additional Course Areas of Coverage

Participants identified several areas which had not been or had been inadequately covered under the training. These responses were captured immediately after the sessions as part of the course evaluation exercise. They therefore give a genuine reflection of additional areas of coverage. Running through all the three cross-cutting courses were the quantitative and qualitative research design & analysis, and writing fundable research proposals. In absence of a comprehensive skills training needs assessment, these two areas as highlighted underscore the skills capacity gaps of University staff and students irrespective of the multi-disciplinary course they undertake.

The capacity gaps amongst staff were stressed by one of the resource persons when he notes that.

As a trainer, I did not acquire any skills from the trainees. Rather it became evident that even senior staff benefitted considerably from the short training. As such, there is an enormous need/demand for scientific writing skills in the entire University, with respect to project proposal development and peer reviewed publishing of research results.

This resource person further elaborated that,

Yes. I realized that (i) the way we impart research skills is on a piece meal basis. Students are not enabled to envision the entire research cycle to be able to anticipate and plan for synchronized activities including research implementation and results dissemination. The most affected students are those who join well-written funded projects. Because students are not part of the conception/ origination of the project, their capacity to identify research problems, analyse and distil them into logically implementable

proposals is never nurtured. Most of such students cannot delineate their thesis work from the project work. They thus not only take longer to comprehend their tasks but also frequently fail to initiate project proposal development.

Although not an area of focus, the issue of practical/or hand-on approach in skills trainings was emphasized when participants were asked to *“Indicate areas that they think should be included in the general report not talked about in the workshop.”*

Table 6 gives an overview of the areas expected to be covered across the three skills enhancement courses. While the list appears long, it provides a basis for course improvement and focus.

Table 6: Areas not Covered by Skills Enhancement Course

Research Management	Scholarly Writing & Communication	Writing Policy Briefs
<ul style="list-style-type: none"> Quantitative research should be taught in details 	<ul style="list-style-type: none"> Rapid response of supervisors to students during research 	<ul style="list-style-type: none"> A clear indication of target audiences for the policy
<ul style="list-style-type: none"> How to write grant-winning research proposals 	<ul style="list-style-type: none"> Preparation of poster presentations as one way of communicating research funding to wider audience 	<ul style="list-style-type: none"> Language skills
<ul style="list-style-type: none"> Pragmatic paradigms and analysis of quantitative and qualitative research methods 	<ul style="list-style-type: none"> How to attract funds for research 	<ul style="list-style-type: none"> Detailed Press release
<ul style="list-style-type: none"> Monitoring and evaluation 	<ul style="list-style-type: none"> Quantitative and qualitative data analysis in scholarly writing and communications 	<ul style="list-style-type: none"> How to write fundable proposals to development partners
<ul style="list-style-type: none"> Team management and people management related project activities 	<ul style="list-style-type: none"> How staff should brand themselves to take advantage of their strengths 	<ul style="list-style-type: none"> Writing an “analysis” for media and a “comment” on an issue of concern
<ul style="list-style-type: none"> Detailed usage of software – endnote 	<ul style="list-style-type: none"> Use of gadgets used in presentations 	<ul style="list-style-type: none"> Tips for lobbying and advocacy
<ul style="list-style-type: none"> Practical qualitative software analysis 	<ul style="list-style-type: none"> Use of social media in academic and scholarly writing and communication 	<ul style="list-style-type: none"> The role of politics in utilization of scientific evidence
<ul style="list-style-type: none"> Making a research (PhD) study plan 	<ul style="list-style-type: none"> How to complete Ph.D./ Masters in time with limited 	<ul style="list-style-type: none"> Policy analysis and evaluation
<ul style="list-style-type: none"> Include case studies in qualitative research methods 	<ul style="list-style-type: none"> Dissemination and Seminars 	<ul style="list-style-type: none"> Writing real policy briefs that can be critiqued by fellow peers

Research Management	Scholarly Writing & Communication	Writing Policy Briefs
<ul style="list-style-type: none"> • Provide more depth especially in the area of budgeting and accountability and the logic framework development. 	<ul style="list-style-type: none"> • Methods of winning grants and funding for research work 	<ul style="list-style-type: none"> • Some highlights of sector based policy advancement
<ul style="list-style-type: none"> • Scholarly writing skills 	<ul style="list-style-type: none"> • The process of manuscript development 	<ul style="list-style-type: none"> • How to link research conception and implementation to direct policy dimension throughout the research programme.
<ul style="list-style-type: none"> • Writing an Evaluation Report 	<ul style="list-style-type: none"> • A more detailed presentation on endnote and reference management. 	<ul style="list-style-type: none"> • Challenges in engaging the target audience
<ul style="list-style-type: none"> • How to source for PhD funding 	<ul style="list-style-type: none"> • Practical journal writing. 	<ul style="list-style-type: none"> • Distribution of actual policy briefs particularly for humanities session
<ul style="list-style-type: none"> • Procurement procedures 	<ul style="list-style-type: none"> • Citation materials; the presenter should give information on various citation methods and not teaching/ presenting endnote program that is already catered for main library. 	<ul style="list-style-type: none"> • Turning research study findings into a fully-fledged policy document that can influence policy (practically)
<ul style="list-style-type: none"> • Reviewing research reports, theses and dissertations 	<ul style="list-style-type: none"> • Statistical methodological approach in various study areas. 	<ul style="list-style-type: none"> • The exact channels through which policy briefs can be delivered to the target.
	<ul style="list-style-type: none"> • Interdisciplinary to scholarly writing/publication. 	<ul style="list-style-type: none"> • Gearing policy briefs more into the humanities especially for research findings that might not necessarily lead to making of new policies.
	<ul style="list-style-type: none"> • Collaborative research/ publication. 	<ul style="list-style-type: none"> • How to sell the policy brief to the target audience especially in a country like Uganda that lacks a good reading culture.
	<ul style="list-style-type: none"> • A presentation on proposal writing as well could be incorporated in the training. 	<ul style="list-style-type: none"> • How to compress a 20 page document into 2-3 pages document without distorting the message you want to put across.

Research Management	Scholarly Writing & Communication	Writing Policy Briefs
	<ul style="list-style-type: none"> Perhaps people with no communication background might benefit from introducing them to basic concepts of communication e.g. the elements of a communication process so that when one falls absent a message source and channel/medium one knows the difference. 	
	<ul style="list-style-type: none"> The whole literature search source 	
	<ul style="list-style-type: none"> Publication of Book Chapters 	
	<ul style="list-style-type: none"> Statistical methods in scholarly writing 	
	<ul style="list-style-type: none"> Applicable research methods especially in scientific fields including the relevant analytic approaches. 	
	<ul style="list-style-type: none"> Language and styles of for scholarly writing is so key. It was well presented but the presenter should be given more time. 	
	<ul style="list-style-type: none"> Writing other than scholarly e.g. policy briefs, feedback information to researched community. 	
	<ul style="list-style-type: none"> Accessing data/information from electronic journals 	
	<ul style="list-style-type: none"> The use of software packages was given little time 	

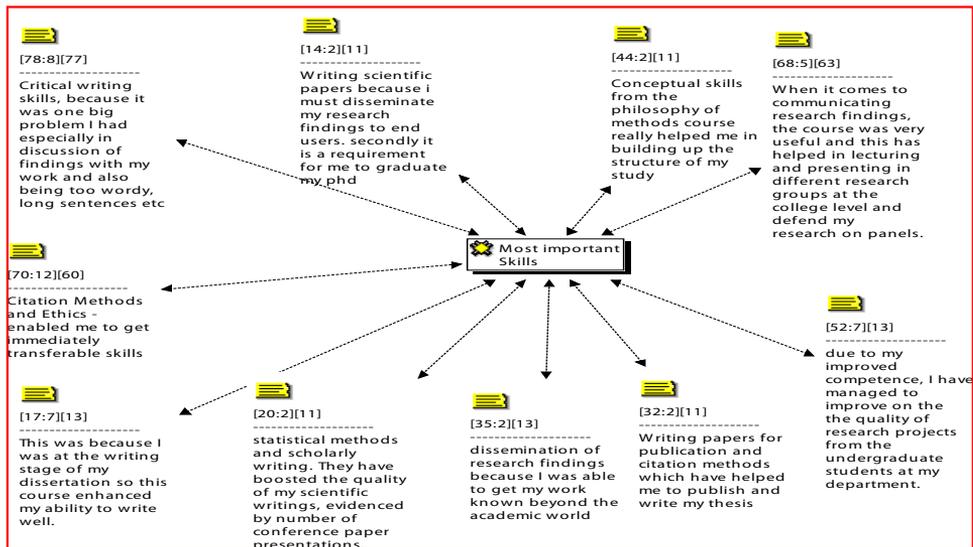
There is a cross over about the areas not covered by the specific skills enhancement courses. These responses indicate that the objectives of the three courses were not distinctly articulated.

5.8 Effectiveness & Relevance of the Courses

The effectiveness and relevancy of the courses were evaluated by ascertaining the most important skills acquired from the participants' perception. Several of the participants highlighted the contribution to their academic work, a few highlighted improving the way they lecture and undertake research. For example, one of the respondents

stated that “I can now ably identify and obtain suitable research information relevant to my lectures, ably write and review journal articles and manuscripts for publication/presentation.” Figure 10 highlights the most important skills attained from the training based on the 3 skills enhancement courses. Course specific rating of the skills acquired is given in section 5.8.1- 5.8.3.

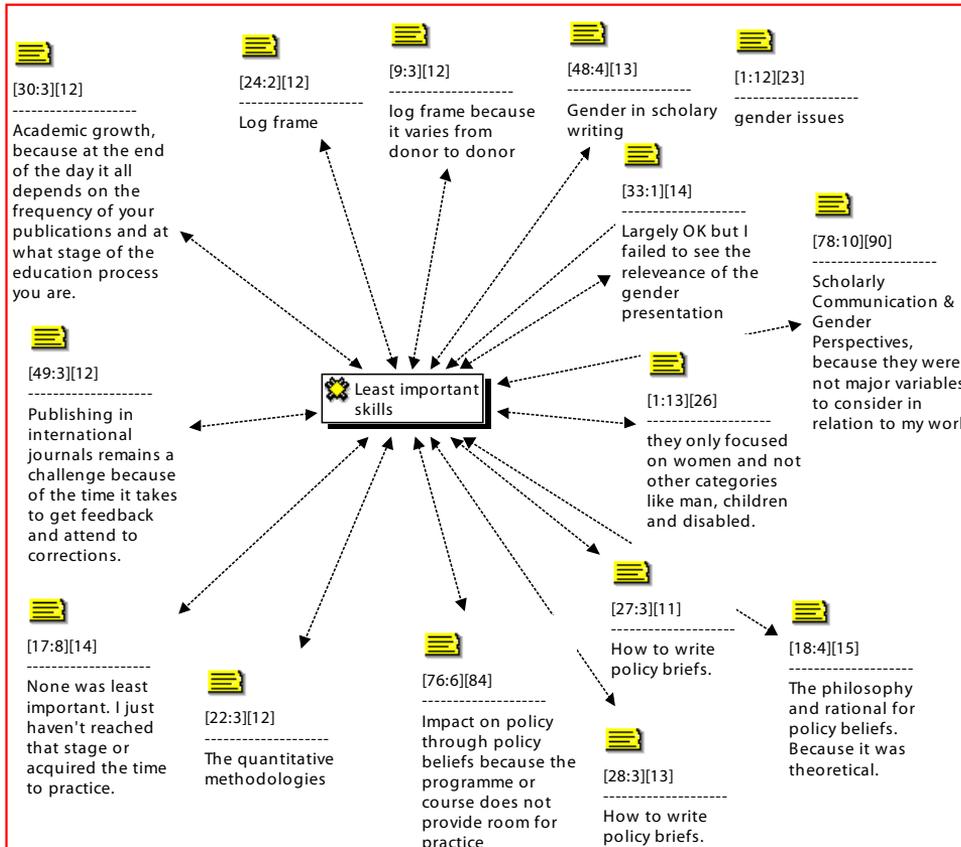
Figure 10: Most Important skills



Appreciated but not intended as a course objective was the importance of networking among the participants as academics. The training was used as an opportunity of getting to know like-minded people in the struggle to publish and influence policy.

When participants were asked to identify the least important skills they listed gender, log frame and writing policy briefs. While these aspects may have been important to other participants the ‘one size fits all’ approach adopted by the training brings out diverse appreciation of the course content. This therefore highlights the need for target specific training by level of study and discipline. For example, one respondent noted that “*Scholarly Communication & Gender Perspectives, because they were not major variables to consider in relation to my work.*” Figure 11 gives an overview of the least important skills as captured by the respondents.

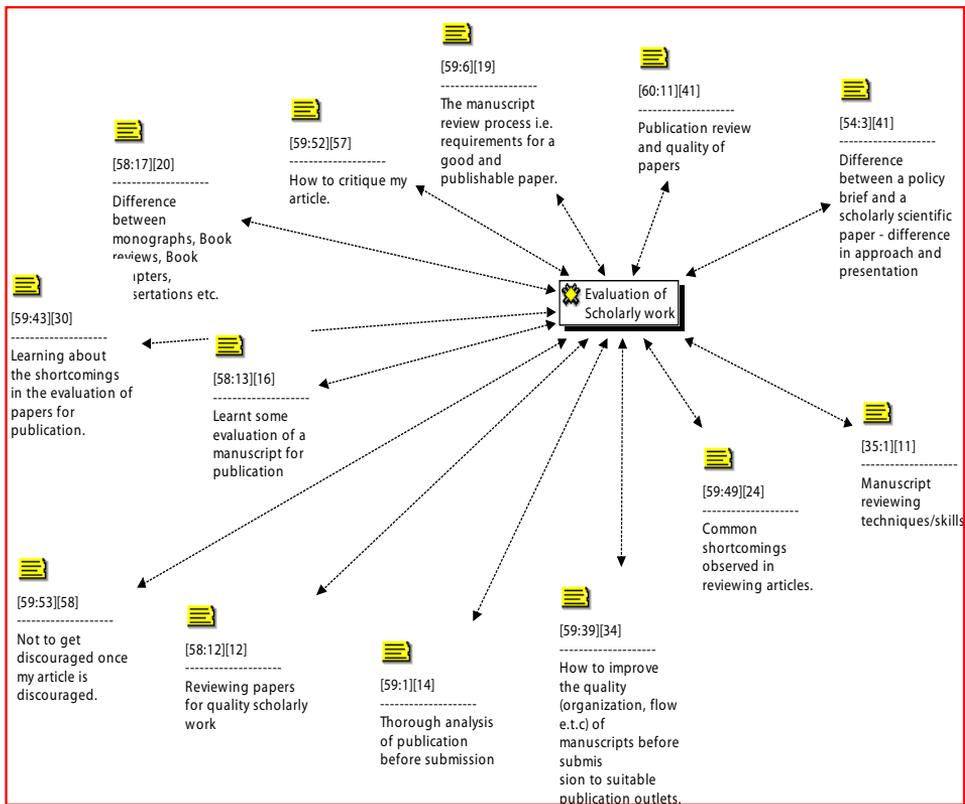
Figure 11: Least Important Skills



5.8.1 Scholarly Writing & Communication Important Skills

For the scholarly writing course, use of endnote in reference management; ethical and gender issues in research; feature as one of the important skills acquired by several respondents. Figure 9, gives an overview of the respondents' perceptions about the importance of the skills gained at the training. There was increased awareness on topical scholarly writing issues including critique and review process of scholarly work and the common short comings in publishing.

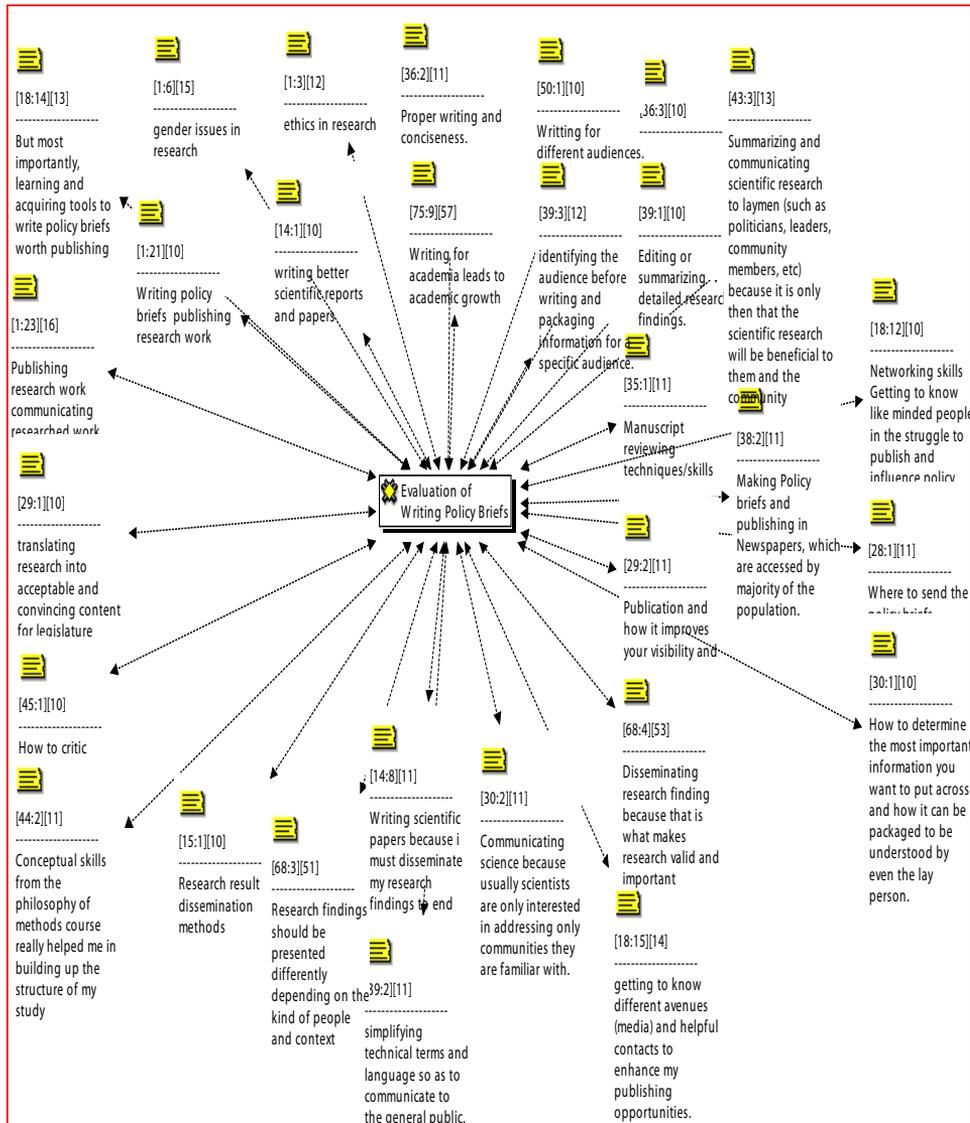
Figure 12: Important Skills in Scholarly Writing & Communication Training



5.8.2 Skills in Research Management Training

The most important skills under research management training were the use of online resources, critical thinking when conceptualising a research problem, development of research proposals and actual execution of the research (see Figure 13).

Figure 14: Important Skills in Writing of Policy Briefs Training



6. Effect on academic life of beneficiaries

6.1 Overview

Programme documentation shows that the rationale for offering the courses was to enhance research, research management, and scholarly writing & communication skills of academic staff at Makerere University. Although there was no systematic formal skills training needs assessment, it was perceived that there was need to enhance academic staff skills since staff who do research appear not to publish due to lack of scholarly &

communication skills and or capacity to write for non-scholarly communities such as policy makers. The courses were thus designed to build a strong writing culture and raise the awareness of staff on what is involved in disseminating and publishing their research findings.

This evaluation therefore, set out to establish the extent to which these objectives had been met. Specifically, the evaluation considered the number and type of publications that the beneficiaries had produced since the training; and number of policy briefs written. Further evaluated, was the academic growth attained given the fact that this is dependent on the publications produced among other criteria.

At the institutional level, several general statements have been made about the impact of the courses to the research profile of the University. The increase in the number of PhD graduates and the quality of research. The DRGT Director when asked about the impact of the courses noted that:

Collaborations and networks have improved, the research profile has improved- Graduate completion rates currently have increased from 20 PhD in 2010 to 60 by 2015. A research active faculty, the publication rate, per capita publication has improved. International technical collaboration, citation index has improved- this shows that quality has improved.

While these assertions may be true at institutional level, the extent to which they can be attributed to the skills enhancement courses is limited. Nevertheless, this study established a proxy for this attribution on academic life, publication and academic growth from the perspective of the respondents as highlighted in the sections below. But similar to the institutional manifestation, it is important to note that even in cases where academic growth has been realised, there are several other intervening variables that may have contributed to the changes.

6.2 Beneficiaries' Academic Life

Participants were requested to evaluate the effect of the training programmes on their academic life. They were requested rate how they have put to use the skills gained with respect to academic growth, research & lecture capacity, dissemination and writing policy briefs as well as publishing in local and international journals.

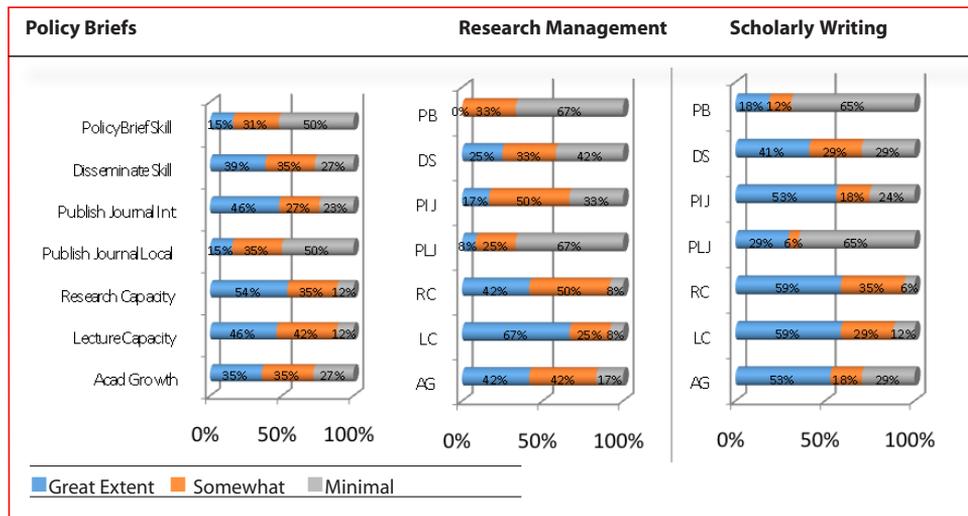
On the whole, the participants indicate that the courses impacted on their academic life more especially on lecture (50%) and research capacity (48%); with limited capacity to publish in local journals (28%) compared to publishing in International Journals 42% [see table7]. This may be majorly because there is a limitation of local journals available for publications. Furthermore, there are cases where the courses had no impact at all for all the categories as identified. This category of respondents highlights the need to review and objectively integrate the courses into the graduate training curriculum.

Table 7: Impact of Courses on Beneficiaries’ Academic life

	Missing	Great extent	Somewhat	Very little	Not at all
Academic Growth	2%	42%	31%	16%	9%
Lecture Capacity		55%	35%	7%	4%
Research Capacity		53%	38%	4%	6%
Publish in Local Journal		18%	24%	27%	31%
Publish International Journal	4%	42%	29%	11%	15%
Dissemination Skill		36%	33%	18%	13%
Policy Brief Skill	4%	13%	26%	24%	35%

Disaggregated further, the Research Management training course had more impact on lecture capacity (57%); Scholarly Writing & Communication course was [50%] while Writing Policy Briefs was [46%]. Comparatively, the impact on research capacity was more evident in Writing Policy Briefs [54%]; Scholarly Writing & Communication [50%] and the Research Management course which was designed for improving research at 36%. Similarly, the Research Management course was considered with the least impact on publication both in local and international journals (see Figure 15).

Figure 15: Effect of Training on Beneficiaries Academic Life



While these responses are participant’s perceptions, they provide an indicator on the scope and coverage of the course content and or whether the objectives of the course were met. It further brings out the aspect of target participants. The bulk of Research Management Training beneficiaries were students at Masters and PhD levels and have therefore not published. Respondents of the Scholarly Writing Course seem to have a better rating about the effect on academic growth, For example 53% had published in international journals, 29% in local journals compared to 46% and 17% in international

journals and 15% and 8% in local journals for the beneficiaries of writing policy briefs and research management respectively.

6.3 Beneficiaries' Capacity to Publish

With respect to evidence for publications, participants were requested to indicate numerically what they had produced. Table 8 shows the productive capacity of respondents by publication category. Journal articles stand out as the most productive publication, where twenty one (21) of the respondents indicated that they has produced between 2-5 Journal Articles, one respondent had produced more than 10 other publications, while majority of the respondents had produced less than 2 publications irrespective of category. Four respondents had journal articles and book chapters in the range of 6-10; and only one respondent had managed to produce 2-5 books while 4 had managed to produce Book Chapters.

Table 8: Number of Publications by Category

	No response	<2	2-5	6-10	>10
Books	28	31	1		
Book Chapter(s)	28	28	3	1	
Journal Article	15	21	21	3	
Policy Briefs	33	25	2		
Conference Paper	47	6	7		
Other Publication	38	15	6	0	1

Indicatively, the high non-response may demonstrate that few staff had published by the time of the evaluation. While this could be attributed to the lengthy process it takes one to publish it gives an indication of the effect of the courses on staff publishing capacity. Furthermore, many of the beneficiaries who responded were yet to complete their advanced degree studies. It further provides as insight into the focus that could be adopted for future training programmes.

6.4 Academic Growth of Beneficiaries

Academic growth is one of the performance indicators to validate the skills enhancement training. The majority of respondents (80%) were yet to be promoted to the next academic rank. However, there were two exceptional cases in which one of the respondents had moved from the Teaching Assistant to Lecturer level and the other was appointed from the Programmer/Lecturer designation to Associate Professor. Eight (13%) of the respondents had been promoted to higher ranks, five (5) beneficiaries had managed to move from the Teaching Assistant level to Lecturer, two (2) from Lecturer to Senior Lecturer and one (1) Assistant Lecturer to Lecturer. As highlighted earlier, the limited movement in academic ranks may be pegged to completion of advanced degree studies as much as the number of publications as noted in section 6.3.

6.5 Policy Brief Development

Writing for non-scholarly audiences stood out as a key issue to be addressed by the skills enhancement courses. The evaluation was therefore specific in determining how the beneficiaries have utilized the skills to meet this shortfall. For all the three courses, participants noted that the skills have not or very minimally been used to write policy briefs (Great Extent Avg. 12%). As an end result therefore, there would be need to restructure and or devise alternative mechanisms for improving the policy influence potential of staff at the University. It may also underscore the course delivery method and choice of resource persons as highlighted by one of the participants *"Bringing some policy makers to guide us on what they are look for and or any other way we can use to reach our target"*. And *"Bring in some parliamentarians to tell us what they need from us."*

Furthermore, as highlighted by several respondents, developing policy briefs cuts across disciplines and there is need therefore for a multidisciplinary team that would be able to cater for the diversity of technicalities applicable to the different disciplines.

7. Conclusion and recommendations

This section presents the conclusion and recommendations for the evaluation of the skills enhancement courses. The conclusions and recommendations are derived from the fore going analysis of the solicited responses, the sessional evaluation reports and the perceptions and ratings from a cross-section of the course by beneficiaries and resource persons.

7.1 Conclusion

In our evaluation of the courses, we concentrated on course content, design, targeting, delivery, frequency, timing and duration are key parameters of focus for the skills enhancement and cross-cutting courses. Both participants and resource persons acknowledge the importance of the courses. This validates the need to have the courses as articulated at project design and formulation. A total of 282 beneficiaries from 9 colleges and 3 public institutions were covered in a space of 3 years, this was over and above the 180 (60 per year) that had been envisaged.

The effectiveness of the courses however, is affected. First, by the process of identifying the target beneficiaries, the stage at which they are in their academic work and mode of course delivery. Second, timing as to when the courses should be offered especially for graduate students with respect to the most appropriate time within the University calendar and or study programme. This highlights appropriateness for both the students' and the facilitators' and therefore brings out the urgency to integrate the courses in the University calendar. Either as a standard programme that is offered at regular intervals for all graduate students or as a programme that is integral to the curriculum of the University. This will then address the concerns about the most appropriate time to receive the training within the University calendar and or the academic programme of study?

The current arrangements spawns a generic call for applications irrespective of the status of potential trainees in their respective academic disciplines and stages. This renders the curriculum of the skills enhancement and cross-cutting courses basic, inadequate or advanced based on the academic advancement of would be trainees thus inappropriate.

In addition, the cross cutting nature of the courses was apparent because of the generic format of content adopted. There was no significant distinction between the three courses as offered, the absence of key outputs as part of the training programme may further impact on the cogency of the courses in their current establishment. Although several respondents state that the courses have impacted on their academic life, the measurable indicators in terms of policy briefs, publications and by implication promotions are limited. Moreover, these outputs even if they existed cannot directly be attributed to the training courses.

Coordination, particularly record keeping remains a fundamental challenge, this is in addition to the need to diversify the choice of resource persons.

It was also apparent that the courses were supply driven since no training needs assessment was undertaken. This affected the course packaging (in terms of multi-disciplinarity) for the requirements of the different potential trainees. The responses underscore the need to first establish the skills gaps among which category of would be trainees.

7.2 Recommendations

The recommendations from the evaluation include:-

- 1) Policy governing the skills enhancement and cross-cutting courses:** These relate to the institutional policy factors pertaining to which courses, how and when they ought to be offered. Specifically it emerged that there was need to institutionalize the courses and make them mandatory for all graduate students. The University should institute a policy that integrates the courses both at undergraduate and advanced degree academic programmes with a pedagogy element compelling research supervisors to participate.
- 2) Course Content, Design and Structuring:** Based on the glaring need for a better coordinated and comprehensive Skills Training programme, it is imperative that regular Skills enhancement Training Needs Assessments be instituted for the various disciplines. The design process should be consultative with involvement of the key stakeholders and players' (including the supervisors for purposes of assuring learning by doing) driven by the identified skills gaps/or skills training needs.
- 3) Multi-disciplinarity of the Courses:** In order to better attain the intended programme component objective coupled with the assured high demand and potential trainees' desire to have the skills enhancement courses blended with a multi-disciplinary flavor warrants the involvement of the professionals from the various disciplines both Sciences and Humanities. The involvement should be

holistic both in design and delivery of the courses. This will partly address some of the beneficiary respondents who were in favour of the decentralization of the offering of these courses to the colleges.

- 4) **Access to Learning Materials:** Learning or course reference materials be availed to the participants in advance or before the presentation to allow time for internalization by the participants. Relatedly, the skills enhancement and cross-cutting courses be run on MUELE- the University's e-learning platform so that staff and students can easily access the study materials with well documented guidelines be it in form of papers, monographs or books, case studies, sample reviewed articles, research results/or data for manipulation, assignments etc.
- 5) **Motivation of Researchers:** There is also need to prioritise and give incentives to leading researchers whether students or staff in an effort to inspire others as part of capacity building of the next generation of academics. This could go beyond the financial to include recognition and awards.
- 6) **Timing, frequency, duration and coordination:** Adequate time for not only the courses to be delivered but also in terms of mobilization and organizing which are very necessary for some of the skills enhancement and cross-cutting courses. There is need for organising joint assessment for the resource persons to get feedback and have input immediately after or shortly before the commencement of a subsequent session.
- 7) **Integration of Practical/or Hands-on Grounding:** A course on scholarly writing skills should span at least one semester for all postgraduate students. It is practical and requires time for students to internalize and appreciate the principles and its skills application. The training should be output based where participants work on their manuscripts to produce publications.
- 8) **Incorporation of the Pedagogical component in the Skills enhancement & cross-cutting Courses:** The training should cover both supervisors and students, this will promote a cohesive interaction and appreciation of the fundamentals of writing, publishing and supervision.

8. ANNEXES

8.1 Short term skills enhancement & cross-cutting courses under the NGAA programme

A. COURSE: RESEARCH MANAGEMENT TRAINING

Topics Covered:-

- i. The Research Process
- ii. Graduate Studies at Makerere University
- iii. Ethics in Research & Intellectual Property Management
- iv. Ethics & Ethical Conduct of Research
- v. Research Ethics & Case Studies
- vi. Overview of Library Resources to support Research
- vii. LIBHUB
- viii. Use of Electronic Library Resources
- ix. Use of IOPAC Endnote
- x. Research Proposal Writing
- xi. Overview of Research Methods
- xii. Introduction to Logframe Development
- xiii. Qualitative Research: Overview & Perspectives
- xiv. Qualitative Data Analysis
- xv. Quantitative Research Paradigm and Methods
- xvi. Research Culture & Quality Assurance at Makerere University
- xvii. Introduction to Project Management
- xviii. Introduction to Research Management
- xvi. Budgeting & Accountability in Research

B. COURSE: SCHOLARLY WRITING & COMMUNICATION SKILLS TRAINING

Topics Covered:-

- i. Challenges & Opportunities to Scholarly Writing at Makerere University
- ii. The Art & Practice of Scholarly Writing
- iii. Language & Style of Scholarly Communication
- iv. Scholarly Communication in Social Sciences
- v. Scholarly Communication & Gender Perspectives
- vi. E-Resources for Scholarly Work in the University Library
- vii. Citation Methods & Ethics
- viii. Common short-comings in evaluation of Papers for publication
- ix. Writing a Journal Article & getting it published.
- x. Enhancing the capacity to communicate to intended Audiences: Appropriate Approaches
- xi. Presentation Skills for Scholarly Communication

C. COURSE: WRITING POLICY BRIEFS TRAINING

Topics covered:-

- i. The Philosophy of Policy briefs: Rationale & Principles
- ii. Getting Academic Research off-the-shelves: Communicating natural sciences research to the public & Policy Makers.
- iii. Getting Academic Research off-the-shelves: Communicating social sciences & Humanities research to the public & policy makers.
- iv. The value of Policy Briefs for Policy Makers (Members of Parliament)

8.2 Research Tools

QUESTIONNAIRE/INTERVIEW SCHEDULE

EVALUATION OF NGAA – SKILLS ENHANCEMENT AND CROSS-CUTTING COURSES (2010-2013/14)

(BENEFICIARIES – ‘Scholarly Writing and Communication’)

The Directorate of Research and Graduate Training with support from Carnegie Corporation of New York has been undertaking cross cutting skills enhancement courses since 2006. DRGT is now in the process of evaluating the courses. This evaluation is aimed at drawing lessons and generating evidence to inform the review of these courses as well as improve their coordination and management. This improvement can only be possible if we receive candid and constructive assessment by the participants, students, staff and coordinators. You have received this form because your name appears as one of the beneficiaries of the ‘**Scholarly Writing and Communication**’ training. Please spare some time to fill this data request form. All responses will be treated with confidentiality and will be used for purposes of this evaluation only.

A: RESPONDENT PROFILE

1. Name: ----- (b) Gender:-----
2. Department:-----
3. School: -----
4. College: -----
5. Course(s):-----
6. Date when course(s) was/or were run:-----
7. What was your position/academic status/rank at the time you participated in the course(s)?

8. What is your current position/Designation in the University? -----

B: COURSE/CONTENT AND RELEVANCY

9. In your opinion, how do you rate the following elements for the course(s) you undertook?

	Inappropriate	Fairly appropriate	Appropriate	Very Appropriate	Not sure
Timing					
Duration					
Frequency					
Delivery Methods					

Please explain

Please suggest ways for improving the Course with respect to the following attributes. Indicate “no improvement required” where you consider this is appropriate.

- a. Course content
- b. Course Timing
- c. Course Duration
- d. Course Frequency
- e. Course Delivery Methods
- f. Course Coordination by DRGT
- g. Course Coordination by unit offering course

10. In your opinion how do you rate the **Scholarly Writing & Communications** course content along the topic covered?

TOPIC

Challenges & Opportunities to Scholarly Writing at Makerere University

The Art & Practice of Scholarly Writing

Language & Style of Scholarly Communication

Scholarly Communication in Social Sciences

Scholarly Communication & Gender Perspectives

E-Resources for Scholarly Work in the University Library

Citation Methods & Ethics

Common short-comings in evaluation of Papers for publication

Writing a Journal Article & getting it published.

Enhancing the capacity to communicate to intended Audiences: Appropriate Approaches

Presentation Skills for Scholarly Communication

Useful	Slightly useful	Not useful

C. CAPACITY TO USE/ APPLICATION OF THE SKILLS GAINED

11. In which way has the scholarly writing and communication training contributed to your capacity to

	Not at all	Very Little	Somewhat	Great Extent
[Undertake research?]				
[Publish?]				
[Write policy briefs]				
[Network with other researchers]				
[Complete academic degree]				
[Write fundable proposals]				

Please explain

13: How many publications have you produced since undertaking the course?

	< 2	2-5	6-10	> 10
Books				
Book Chapters				
Article in peer reviewed journal				
Paper in conference proceedings				
Others				

12. (a) What additional skills and knowledge did you acquire through the training?

(b) Which was the most important? Why?-----

(c) For the most important skills how have you put them to use with respect to

	Not at all	Very Little	Somewhat	Great Extent
Academic growth- (promotion)				
Capacity to teach/lecture				
Undertake research				
Publish in local journals				
Disseminate research findings				
Impact on policy through policy briefs				

Please explain?

(d) Which was the least important? Why?

 Any suggestions for the **Scholarly Writing & Communication Course** improvements other than the ones listed above?

THANK YOU

QUESTIONNAIRE/INTERVIEW SCHEDULE

EVALUATION OF NGAA – SKILLS ENHANCEMENT AND CROSS-CUTTING COURSES (2010-2013/14)

(BENEFICIARIES – Research Management)

The Directorate of Research and Graduate Training with support from Carnegie Corporation of New York has been undertaking cross cutting skills enhancement courses since 2006. DRGT is now in the process of evaluating the courses. This evaluation is aimed at drawing lessons and generating evidence to inform the review of these courses as well as improve their coordination and management. This improvement can only be possible if we receive candid and constructive assessment by the participants, students, staff and coordinators. You have received this form because your name appears as one of the beneficiaries of the **Research Management** training. Please spare some time to fill this data request form. All responses will be treated with confidentiality and will be used for purposes of this evaluation only.

A. RESPONDENT PROFILE

1. (a) Name: ----- (b) Gender:-----
2. Department:-----
3. School: -----
4. College: -----
5. Course(s):-----
6. Date when course(s) was/or were run:-----
7. What was your position/academic status/rank at the time you participated in the course(s)?

8. What is your current position/Designation in the University? -----

B. COURSE/CONTENT AND RELEVANCY

9. In your opinion, how do you rate the following elements for the course(s) you undertook?

	<i>Inappropriate</i>	<i>Fairly appropriate</i>	<i>Appropriate</i>	<i>Very Appropriate</i>	<i>Not sure</i>
Timing					
Duration					
Frequency					
Delivery Methods					

Please explain

10. Please suggest ways for improving the Course with respect to the following attributes.

Indicate “no improvement required” where you consider this is appropriate.

- a. Course content
- b. Course Timing
- C. Course Duration
- d. Course Frequency
- e. Course Delivery Methods
- f. Course Coordination by DRGT
- g. Course Coordination by unit offering course

11. In your opinion how do you rate the **Research Management** course content along the topic covered?

Topic	Useful	Slightly useful	Not useful
a. The research process			
b. Graduate studies at Makerere University			
c. Ethics in Research and intellectual property management			
d. Ethics and ethical conduct in research			
e. Research ethics and case studies			
f. Overview of library resources to support research			
g. LIBHUB			
h. Use of electronic library resources			
i. Use of IOPAC endnote			
j. Research Proposal Writing			
k. Overview of Research Methods			
l. Introducing log frame Development			
m. Qualitative research overview and perspectives			
o. Qualitative data analysis			
p. Quantitative research paradigm and methods			
h. Research culture and quality assurance at Makerere University			
i. Introduction to Project Management			
j. Budgeting and Accountability in Research			

C. CAPACITY TO USE THE SKILLS GAINED

12. In which way has the scholarly writing and communication training contributed to your capacity to

	Not at all	Very Little	Somewhat	Great Extent
[Undertake research?]				
[Publish?]				
[Write policy briefs]				

[Network with other researchers]				
[Complete academic degree]				
[Write fundable proposals]				

Please explain

13. How many publications have you produced since undertaking the course?

	< 2	2-5	6-10	> 10
Books				
Book Chapters				
Article in peer reviewed journal				
Paper in conference proceedings				
Others				

a) What additional skills and knowledge did you acquire through the training?

b) Which was the most important? Why?

c) For the most important skills how have you put them to use with respect to

	Not at all	Very Little	Somewhat	Great Extent
Academic growth- (promotion)				
Capacity to teach/lecture				
Undertake research				
Publish in local journals				
Disseminate research findings				
Impact on policy through policy briefs				

Please explain

d) Which was the least important? Why?

14. Any suggestions for the Research Management course improvements other than the ones listed above?

THANK YOU

QUESTIONNAIRE/INTERVIEW SCHEDULE

EVALUATION OF NGAA – SKILLS ENHANCEMENT AND CROSS-CUTTING COURSES (2010-2013/14)

(BENEFICIARIES Policy Briefs)

The Directorate of Research and Graduate Training with support from Carnegie Corporation of New York has been undertaking cross cutting skills enhancement courses since 2006. DRGT is now in the process of evaluating the courses. This evaluation is aimed at drawing lessons and generating evidence to inform the review of these courses as well as improve their coordination and management. This improvement can only be possible if we receive candid and constructive assessment by the participants, students, staff and coordinators. You have received this form because your name appears as one of the beneficiaries of the **Policy Briefs** please spare some time to fill this data request form. All responses will be treated with confidentiality and will be used for purposes of this evaluation only.

A. RESPONDENT PROFILE

1. Name: -----(b) Gender:-----
2. Department:-----
3. School: -----
4. College: -----
5. Course(s):-----
6. Date when course(s) was/or were run:-----
7. What was your position/academic status/rank at the time you participated in the course(s)?

8. What is your current position/Designation in the University? -----

B. COURSE/CONTENT AND RELEVANCY

9. In your opinion, how do you rate the following elements for the course(s) you undertook?

	Inappropriate	Fairly Appropriate	Appropriate	Very Appropriate	Not sure
Timing					
Duration					
Frequency					
Delivery Methods					

Please explain

10. Please suggest ways for improving the Course with respect to the following attributes. Indicate “no improvement required” where you consider this is appropriate.
 - a. Course content
 - b. Course Timing
 - c. Course Duration
 - d. Course Frequency

- e. Course Delivery Methods
- f. Course Coordination by DRGT
- g. Course Coordination by unit offering course

11. In your opinion how do you rate the **Policy Briefs** course content along the topic covered?

Topic	Useful	Slightly Useful	Not useful
The Philosophy of Policy Brief: Rationale and Principles			
Getting Academic Research off the Shelves: Communicating natural sciences research to the public and policy makers			
Getting Academic Research off the Shelves: Communicating natural sciences research to the public and policy makers			
Communicating social sciences and humanities research to the public and policy makers			
The value of Policy Briefs for Policy Makers (Members of Parliament) Types and models of policy briefs			

12. In which way has the scholarly writing and communication training contributed to your capacity to

	Not at all	Very Little	Somewhat	Great Extent
[Undertake research?]				
[Publish?]				
[Write policy briefs]				
[Network with other researchers]				
[Complete academic degree]				
[Write fundable proposals]				

Please explain

13. How many publications have you produced since undertaking the course?

	< 2	2-5	6-10	> 10
Books				
Book Chapters				
Article in peer reviewed journal				
Paper in conference proceedings				
Others				

14. (a) What additional skills and knowledge did you acquire through the training?

Which was the most important? Why?

(c) For the most important skills how have you put them to use with respect to

	Not at all	Very Little	Somewhat	Great Extent
Academic growth- (promotion)				
Capacity to teach/lecture				
Undertake research				
Publish in local journals				
Disseminate research findings				
Impact on policy through policy briefs				

Please explain?

(d) Which was the least important? Why?

Any suggestions for **Policy Briefs** course improvements other than the ones listed above?

THANK YOU

DRAFT QUESTIONNAIRE/INTERVIEW SCHEDULE

EVALUATION OF NGAA – SKILLS ENHANCEMENT AND CROSS-CUTTING COURSES (2010-2013/14

(SHORT COURSE COORDINATORS/FACILITATORS & ACADEMIC SUPERVISORS)

The Directorate of Research and Graduate Training with support from Carnegie Corporation of New York has been undertaking cross cutting skills enhancement courses since 2006. DRGT is now in the process of evaluating the courses. The evaluation is aimed at drawing lessons and generating evidence to inform the review of these courses as well as improve their coordination and management. This improvement can only be possible if we receive candid and constructive assessment by the participants, students, staff and coordinators. You have received this form because your name appears as one of the **Resource Persons** for the courses undertaken under the NGAA programme. Please spare some time to fill this data request form. All responses will be treated with confidentiality and will be used for purposes of this evaluation only

A: RESPONDENT PROFILE

1. (a) Name: ----- (b) Gender-----
2. Department:-----
3. School: -----
4. College: -----
5. Course(s):-----

6. Date when course(s) was/or were run:-----

B: ASSESSMENT OF EFFECTIVENESS

7. In your opinion, how do you rate the following elements for the course(s) you undertook?

	Inappropriate	Fairly Appropriate	Appropriate	Very Appropriate	Not sure
Timing					
Duration					
Frequency					
Delivery Methods					

8. How do you rate the delivery methods you adopted for the Course you facilitated?

Method	Not Effective	Somewhat	Effective	Very Effective	Not Applicable
Lecture- Minimum interaction					
Power point presentation					
Group Discussions					

Participatory [resource person & participants]					
Case Studies					
Field Visits					

9. In your opinion do you think received adequate guidance from the DRGT when preparing for the Course? Yes/No ***Please explain***

10. If No. What information/Guidance did you require from DRGT before the course- ***Please elaborate***

11. In your opinion were the objectives of the course you facilitated achieved? ***Please elaborate.***

12. Which new skills did you acquire through this engagement? Please give concrete examples

13. Do you think that your engagement (in the skills enhancement and cross-cutting training courses) enabled you to change the way you conduct and supervise research? Please elaborate on your response

14. What lessons have you learnt in the course of implementing the short-term skills enhancement and cross-cutting training courses?

15. What Challenges did you encounter in the facilitation of Skills enhancement courses? And how can the challenges be mitigated?

16. How did you use the feedback from the training session evaluation?

17. Have you changed the course curriculum since you started facilitating the skills enhancement courses? *Please elaborate*

18. Please suggest ways for improving the Course with respect to the following attributes. Indicate “no improvement required” where you consider this is appropriate.

- a) Course content
- b) Course Timing
- c) Course Duration
- d) Course Frequency
- e) Course Delivery Methods
- f) Course Coordination by DRGT
- g) Course Coordination by unit offering course

THANK YOU

