



UNIVERSITY OF GHANA

BUILDING STRONGER UNIVERSITIES II

INCEPTION REPORT

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LIST OF ABBREVIATIONS

BSU - Building Stronger Universities

DKK - Danish Krone

AAU - Aalborg University

UG - University of Ghana

ORID - Office of Research, Innovation and Development

DTU - Technical University of Denmark

CGC - CG Consulting

DANIDA - Danish International Development Agency

DFC - Danida Fellowship Centre

AU - Aarhus University

KU - Copenhagen University

1. SUMMARY FACT SHEET

The University of Ghana has decided to transform into a Research University. A component of the re-structuring process involves a substantial increase in the ratio of postgraduate (PhD) students to that of undergraduates. The restructuring process also involves the need to upgrade faculties without relevant qualifications to terminal degree status. There have also been two major significant developments: i) re-structuring of the University's PhD programme and ii) establishment of Centres of Excellence in selected key research areas. Furthermore, the University's administrative structure has been re-organized by transformation of all previous faculties into schools and integration of all schools under a collegiate system. There has thus, been established since August 2014, 4 Colleges namely, College of Basic and Applied Sciences; College of Education; College of Humanities; and College of Health Sciences.

Thus, the need for a Phase II of BSU is underpinned by these recent developments, which among others, also calls for an urgent need to increase the number of faculty members with PhD's.

With the establishment of the Centres and the increased need for quality input into PhD training, the University of Ghana will also need support to improve the research capacity of faculty members including their ability to attract grants, as well as the need to support junior faculty members who do not yet have PhD degrees to attain these degrees in programmes that are designed in such a way that they can be supported by seasoned researchers.

The overall objective of BSU II will be to enhance the capacity of the University of Ghana to achieve its objective of transformation into a first-class Research University.

The **intermediate objectives** are to i) strengthen the University's institutional capacity to deliver high quality research and PhD education and training; ii) strengthen the University's newly established Centres of research Excellence to contribute towards the university vision of transformation into a first-class university engaged in high quality research; iii) strengthen faculty capacity for PhD delivery; and iv) improve university-wide research administration-related facilities and processes that support research and training.

Activities under the BSU II will commence from 1st November, 2014 to 1st November, 2016. The overall budget for the phase two is **15 million DKK**. The Southern partners will receive **9 million DKK** (60% of the budget) while the Northern partners receive **6 million DKK** representing 40% of the total budget.

The details of the lead partners are as follows;

South partners lead institute:

Professor Andrew Anthony Adjei

The Office of Research Innovation and Development

University of Ghana

P. O. Box LG 571, Legon

Accra-Ghana

North partners lead institute:

Dr Finn Plauborg

Department of Agroecology, Aarhus University,

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Tel. local: +45 8715 7714, Mobile: +45 2218 1809, Email: Finn.Plauborg@agro.au.dk

Tel.: +45 8715 6000, Web: www.au.dk

Northern partner institutes:

Aalborg University, AAU (Department of Business and Management); **Aarhus University, AU** (Department of Bioscience, Department of Clinical Medicine, Department of Agroecology, Department of Public Health); **Copenhagen University, KU** (Department of Geosciences and Natural Resource Management, Department of Nutrition, Exercise and Sports, Department of Science Education, Department of International Health, Immunology and Microbiology); **Technical University of Denmark, DTU** (National Food Institute) and **CG Consulting, CGC**.

2. OBJECTIVES, OUTCOMES, OUTPUTS AND ACTIVITIES

The University of Ghana's mission is "to develop world-class human resource and capabilities to meet national development needs and global challenges through quality teaching, learning, research and knowledge dissemination". To fulfill this mission, the university's recent strategic plan has two components that form the basis of the BUSII project:

1. The adoption of a new PhD curriculum which requires candidates to do a series of course work during the first year and an experiential/practical internship in the second year. The last two years are devoted to doctoral research work
2. The identification of the following research focus areas, to be developed as Centres of Excellence:
 - i. Malaria Research
 - ii. Trans-disciplinary Research into Climate Change Adaptation
 - iii. Enhancing Food Production and Processing
 - iv. Development Policy and Poverty Monitoring and Evaluation

Hence the overall objective of BSU II will be to enhance the capacity of the University of Ghana to achieve its objective of transformation into a first-class Research University.

The **intermediate objectives** are to i) enhance the University's institutional capacity to run four newly established Centres of Excellence by delivering high quality research and PhD education and training; ii) improve faculty capacity for PhD delivery and iii) improve university-wide

research administration-related facilities and processes that support research and training. To reach these targets the North-South partnership have identified three corresponding work packages, which can be monitored and evaluated for their success based on their impact, outcomes, outputs and activities.

WORK PACKAGE 1: INSTITUTIONAL CAPACITY FOR PHD DELIVERY

This work package aims at achieving the following twin **outcomes**:

1. Equipping UG's doctoral students with stronger theoretical and methodological skills for their research projects
2. Upgrading UG faculty's ability to deliver high quality (generic and subject-specific) PhD courses.

These **outcomes** should impact the overall quality of research in the university's four centres of excellence through the interaction and intellectual dialogue between the faculty and the doctoral candidates. In the longer-run the **impact** of this work package (WP) will lift UG in the international ranking as a research university dealing with cutting edge research, post graduate education taking gender issues into account.

The outcome of the WP may be evaluated by **indicators** such as i) increase in enrolment of PhD (local and International) students at UG scientifically attached to it's the new Centres of Excellence ii) Success rate of PhD student graduation and iii) Better and more relevant PhD research areas defined in the centres of excellence.

The **project will result** in the establishment of i) competitive, locally owned PhD, integrated PhD programmes that are fully run by UG faculties and at the Centres of Excellence; ii) improvement in category of staff with desired qualifications for improved teaching and research; and iii) enhanced staff and postgraduate student capacity for research communication.

Running short PhD courses

The activities under this work package are courses that will be complementary to current PhD courses and co-developed with North Partners. Two sets of courses will be developed and delivered. **Four** Generic Courses in; (i) The Research Process, (ii) Qualitative Research Methods, (iii) Scientific Writing and Communication and (iv) Quantitative Methods. And **four** Centres of Excellence-specific courses focused on (i) Trans-disciplinary research in climate change, (ii) Malaria research, (iii) Current issues in development policy and poverty measurement and, (iv) Contemporary issues in food security and management. All eight courses will eventually become integral parts of UG PhD coursework.

The specific objectives of each of the (8) PhD courses will be agreed upon during the course development process.

PhD Scholarships for Staff

Four faculty PhD scholarships will be offered and linked with the thematic areas of the UG Centres of Excellence.

The objective of the (4) PhD scholarships is to develop competencies in the thematic areas of the (4) Centres of Excellence. These Centres at the University of Ghana have been positioned to define more clearly, the research focus of the University. The (4) PhD Scholarships predicated on these (4) thematic platforms will therefore go a long way to establish the University of Ghana as a world class research University.

Enhanced Capacity for the Communication of Research

This activity has been informed by understanding that doctoral candidates must be gradually introduced to the academic culture of presenting and discussing their own research findings and those of their colleagues. This activity will, therefore, fund the organisation of **two** UG PhD conferences (one per year) jointly organised with the four Colleges at UG, namely *the College of Humanities, College of Education, College of Health Sciences and College of Basic and Applied Sciences*.

The UG PhD Conferences will provide participants within and outside Ghana (i.e. including candidates from other BSU Southern partner Universities) with an avenue to present their maiden academic papers among peers and appreciative/supportive audiences. These conferences will also enable researchers to (a) benefit from constructive comments from peers and senior researchers, (b) explore avenues for joint research within a network of researchers working on similar issues, and (c) facilitate interdisciplinary perspectives on research issues that PhD students are interested in. The anticipated outcome is enhanced ability to write and publish academic papers in recognized international journals and engage in academic dialogues with peers within conference settings. This will increase the participation of UG scholars in international conferences and enhance academic knowledge generation and sharing within and outside the university.

The specific objectives of each of the 2 UG PhD Conferences will be agreed upon during the conference development process.

WORK PACKAGE 2: FACULTY CAPACITY FOR PHD DELIVERY

Work package 2 involves 3 outputs: strengthening Faculty research and teaching capacity and supporting experiential learning on platforms of the Centres of Excellence.

Faculty Research Capacity

A key concern of the Centres of Excellence is to upgrade the PhD course delivery and supervisory capacity of their faculties and to increase the number of faculty research published in top international journals. BSU programme will contribute to this objective by funding **five** workshops in *New Frontiers in Qualitative and Quantitative Research Methods*. We expect 100 faculty members to be trained through these workshops. Each workshop will be followed by in-house seminars that will enable the participants to share the acquired knowledge and skills with colleagues that have not been able to participate. This will ensure that the acquired skills are sustained beyond the life of the BSU 2 project. In terms of outcome, we expect the training received to improve faculty research capability and help recipients to increase their research visibility in reputable and high impact factor journals. This activity can be carried out jointly with (or with participation from) South partners in order to promote South-South partnerships and networks.

Faculty Teaching Capacity

Under BSU II, we will run two University wide workshops on *Strengthening Teaching Quality* at the University of Ghana which will benefit faculty in both the natural and social sciences. The workshops are aimed at assisting faculty to operationalize and implement a research-based teaching approach. Research-based teaching will mean that faculty's on-going research is included in teaching with the purpose of bringing students the most recent scientific knowledge; as the University of Ghana pushes towards becoming a world class and research based university. We intend to equip Faculty with techniques of underpinning teaching with project and research. Our projections are to develop and deliver 2 workshops and train a minimum of 40 faculty members from the Centres of Excellence.

Experiential Learning

As noted above, UG's new PhD curriculum requires candidates to do an experiential/practical internship in the second year. This will take the form of attaching PhD students to research projects that faculty members are carrying out within or outside UG at any given point in time. The activity proposed here will be in support of experiential learning on platforms of the four centres of excellence. Two block grants will be given to support these experiential learning activities. Thus, the grants are to enable the second year PhD students to undertake the one year practical training attachment (as a component of UG PhD curriculum) with faculty members at UG and/or our Danish partners. Joint UG/Danish proposals will be developed during the first quarter of 2015 and (8) successful experiential learning proposals will receive BSU II support. As an outcome, we expect the experiential learning process to strengthen the capacity of those involved (i.e. the doctoral students and the faculty members) to upgrade their knowledge sharing capabilities. The results of the research projects themselves will be published in top journals and thereby enhance the research profiles of the centres of excellence.

WORK PACKAGE 3: STRENGTHENING ADMINISTRATIVE AND FINANCIAL CAPACITY

WP3 involves 3 outputs: enhancing Administrative Capacity, improving Financial and Administrative capacity and improving teaching and research infrastructure support at UG

Administrative Capacity

To enhance the capacity of relevant staff in governance, project and management skills, it is envisaged that staff will access professional courses organised by the DANIDA Fellowship Centre in Denmark or other international training institutions of repute; where applicable. This activity will support on-going efforts to enhance capacity of the Office of Research, Innovation and Development (ORID), whose mission includes promotion, coordination and facilitation of research activities in the university, and also leading the development of the university's strategic plans.

This training will involve key staff in project management. The long term goal is to build the capacity of ORID to manage large international collaborative projects. Training on Project Management including narrative reporting, assisting on proposal development, project planning, searching for potential funding, roles and responsibilities and hands-on experience.

The objective is to enhance the governance and administrative capacity of BSU II research project managers. It is envisaged that 10 UG personnel will be trained in governance, project and general management.

Financial and Administrative Capacity

Project finance/administration differs from regular accounting/management. There is, therefore, the need to train finance and administration staff in project financial management and administration through training workshops, acquisition of software to manage project finances, and possible working visits to Danish partner institutions by key staff in financial management and administration.

Working tools covering financial reporting, narrative reporting, cash-flow analysis, travel claims, project expense claims, project fact sheet will be developed and implemented as per needed. Activities to be undertaken include; training visits to Denmark by Finance officers and Research Administrators to learn first-hand best practices in research management and adapting them to the UG environment, training workshops to be implemented locally for finance and research officers at ORID, as well as acquisition of grant/research management software to improve the management and tracking of grants.

Training on financial management including budgeting, accounting, reporting, roles and responsibilities and hands-on experience.

The main purpose of this activity is to enhance the Financial and administrative capacity of project managers at UG. We expect that 50 UG personnel will be trained in financial and grants management

Under this work package UG intends to train its finance and grants administrators in financial reporting, budgeting and project reporting. The training will enhance the UG administrative/finance services and research facilities that support research and training in consolidation of smooth and transparent procedures.

Teaching and Research Infrastructure Support

The second intermediate objective of BSU II allows up to 10% of the project funding to be spent on investment costs. Under this activity part of the 10% capitalisation allotment will be used for the following activities:

Rehabilitation/Re-modelling of 2 PhD rooms into state-of-the-art graduate teaching facility with the capability of allowing UG PhD students to participate in classes held outside the campus.

Database for Improved Tracking of Doctoral Thesis

A key challenge of the UG PhD process is the lack of systems and procedures for managing the final approval process of the doctoral theses, which has resulted in avoidable delays in the process. Assisting the Graduate School with the requisite infrastructure, and appropriate training would enable a more transparent and real-time tracking, which will allow the various stakeholders, including graduate students themselves, to monitor progress. The system would be managed by the Graduate School, and will be equipped to raise red flags (and/or allow users to do so) when the process goes off track, allowing the Graduate School to take corrective measures. As the University expands the number of PhD students trained, this issue is gaining greater importance.

Our sole aim is to have an automated system of research grant management and PhD planning tools.

And also achieve an enabling teaching and learning facility for PhD to deal with this challenge.

We project to procure grants management software, PhD planning tools and give the relevant training needed. Also at least 2 modern PhD teaching facilities will be established to give to students an exciting learning experience.

3. PARTNERSHIP MANAGEMENT AND GOVERNANCE

The BSU II programme at the University of Ghana will be managed by the Office for Research Innovation and Development (ORID), which is under a Pro-Vice Chancellor (Research, Innovation and Development). There will be a central BSU II Management Team that will oversee the whole programme.

The Management Team will be headed by a BSU II Project Coordinator in the person of Professor Andrew A. Adjei (the Director of Research at ORID), who will have the overall responsibility to ensure the implementation of activities and timely delivery of technical and financial reports. He will head the BSU II UG steering committee. The BSU II Project Coordinator will be assisted by a local Project Administrator stationed at ORID who will coordinate activities and support the Management Team. Additional assistance will be obtained from the North partner leadership, the North lead Dr Finn Plauborg, AU and North Work Package Leaders (cf. the Table below).

The Steering Committee members representing both South and North partners are as follows;

	Work Package 1	Work Package 2	Work Package 3
1	Professor Paul W.K. Yankson, UG (Chair)	Professor Robert Hinson, UG (Chair)	Mr. Collins Amofah, UG (Chair)
2	Dr. George Obeng- Adjei, UG (Co-Chair)	Dr. Kwadwo Owusu, UG (Co-Chair)	Ms. Empi Baryeh, UG (Co-Chair)
3	Dr. Michael Ofori, UG	Dr. Mawuli Dzodzomenyo, UG	Dr. Kwadwo Owusu, UG
4			Mrs. Selasie Agamah, UG
5	Professor John Kuada, AAU,	Dr. Henning Høgh Jensen, DTU	Dr. Christian Gregart, CGC.

4. RISKS AND MITIGATING MEASURES

Concerns and Possible Risks	Possible Mitigating Measures
Availability of suitable software as identified above (tracking doctoral theses, research administration and financial management) to address local needs.	Custom-tailoring already available software to include elements of interest to UG

Cost implication in designing custom software, where no suitable software is readily available for purchase.	Seeking expertise of local software developers who will also be readily available to provide administrative and training support
Sufficient UG institutional and partnership support throughout grant period.	Current managerial staff have contract agreements with UG that go beyond the lifespan of project Potential to build on current university research/faculty profile Will increase the publicity of BSU II with key stakeholders
Changes in UG academic calendar that may affect availability and schedule of Danish collaborators.	Scheduling of activities will be done with flexibility in collaboration with Danish partners.
In 2014 some delay of activities may be expected as the inception period was prolonged	These delayed activities will be carried out in the beginning of 2015
Sufficient UG institutional and Danish partners support throughout grant period.	Selection of UG faculty to work on BSU II will be based on commitment and appropriate incentives given.
It may be difficult to succeed with all activities before the end of 2016	Some PhD activities may be postponed to 2017-18 and as such follow the four year curriculum

6. MONITORING, REPORTING AND AUDITING

Continuous half-yearly and annual collection, analysis and interpretation of both qualitative and quantitative data on the effectiveness of the various indicators in the LFA will be done. The overall responsibility for the achievement of all the BSU II targets will be on the South partner, Director of Research at the University of Ghana; ably assisted by designated Work Package Leaders. In these processes South partners will be assisted by North partners, led by Dr. Finn Plauborg, Aarhus University. Relevant deadlines for the submission of inputs for the delivery of the reports to DFC will be respected based on BSU II project and financial report deadlines supplied by the DFC.

- **Annual report** – technical and financial (audited) – should be completed by April 1st 2015 and 2016, respectively. The project year and fiscal year runs from January-December.
- **Progress report** - technical and financial (non-audited) – should be completed by October 1st 2015 and 2016, respectively. This progress report will be on the activities, achievements and spending over the previous half year.
- **Final report** – should be submitted no later than 6 months after project completion, i.e. May 1st 2017.

The WP teams are responsible for assembling input on progress from their resource persons and for submitting input to the bi-annual reports to the coordinators no later than one month before DFC deadline i.e. 1st of March and 1st of September to allow time for compilation and editing of the material and internal approval. It is the responsibility of UG as the lead partner to submit the reports to DFC.

Annex 1. Logical Framework

BSU II UG Logical Framework

Impact	Strengthening the capacity of UG to deliver high quality PhD education; improve the ability of PhD candidates to effectively communicate research findings; enhance theme-relevant research at the UG Centres of research Excellence; in addition improve institutional capacity in the management of research grants.
Impact indicator	Type of enrolled PhD studentships, quality of course works delivery and supervision improved which will reflect on students' research communication in synergy with the UG Centres of Excellence. Institutional capacity for enhanced research grants management. <i>However, the full impact goals may manifest beyond the project period; this may be taken into consideration in detailed specification at a later date.</i>

1. Institutional Capacity for PhD Delivery

Outcome	By 2016, PhD students at four Centres of Excellence will have enhanced research and research communication skills and be on track to complete their PhD studies. By 2020, four Centres of Excellence will have established an accredited PhD programme running with local faculty, including one newly graduated PhD recruited as faculty per Centre.
Outcome indicator	By 2016, at least half of PhD candidates who participated in organized cross-cutting coursework and PhD symposia will have submitted acceptable PhD study research proposals in timely manner. By 2020, a total of 50 enrolled PhD students (of which 40% of female) with local faculty and one enrolled PhD student graduated and recruited as

		<p>faculty per Centre.</p> <p>By 2020, the four Centres of Excellence courses would have gone through regular institutional planning processes and received UG Academic Board approval for mainstreaming the four courses.</p> <p>By 2020, the content of the four cross cutting courses would have been integrated into relevant UG PhD courses.</p>	
Baseline	Year 2014	<ul style="list-style-type: none"> • No existing PhD courses specifically addressing UG Centres of Excellence themes • No enrolled PhD studentships linked with the Centres of Excellence • None existing PhD student-targeted symposia that enables active participation and enhanced presentation of communication skills • Variable time-frame for completion of PhD study • No Centre of Excellence-linked faculty involved in PhD coursework development and execution 	
Target	Year	2016	<ul style="list-style-type: none"> • A least 25 PhD candidates (of which at least 40% are female) participate in organized cross-cutting coursework would have submitted their PhD study research proposals in timely manner and with acceptable quality as confirmed by the acceptance of at least 75% of the proposals submitted. • Three-four enrolled PhD students (of which at least 50% of each gender) formally affiliated with the Centres of Excellence and supervised by at least one faculty member from each of the Centres. <p>Means of verification</p> <ul style="list-style-type: none"> • Skills are used as evidenced in research proposals

			<ul style="list-style-type: none"> • Status report on PhD students and Centres of excellence; symposium proceedings; <p><i>All the targeted activities will be implemented in collaboration with our Northern partners</i></p>
1.1 Output		UG faculty of the three schools and the Centres of Excellence deliver and revise 8 PhD courses relevant across or to individual Centres of Excellence.	
Output indicator		<p>By 2016, 8 courses would have been delivered to 50-100 PhD students who participate and acquire skills (of which at least 50% of each gender).</p> <p>Means of verification</p> <p>Attendance sheets, report from course facilitator and course evaluation by participants.</p>	
Baseline	Year	2014	<ul style="list-style-type: none"> • No available (0%) PhD course of the centres of excellence currently that feeds into the existing PhD course structure • Few cross-cutting PhD courses that enhance timely PhD study protocol development and submission
Target	Year	2016	<ul style="list-style-type: none"> • Eight – sixteen UG faculty staff (of which at least 50% of female) would have developed and implemented four short PhD courses. • Six – eight staff (of which at least 50 % of each gender) at the Centres of Excellence would have facilitated and run the four PhD courses.
1.2 Output		Four faculty pursuing PhD programmes and on track to complete by 2020.	
Output indicator		Status report on the progress of 4 PhD students documents that by 2016 they are on track to complete their PhD by 2020.	
Baseline	Year	2014	<ul style="list-style-type: none"> • No PhD programme linked to the Centres of Excellence • Few faculty with non-terminal degrees with guaranteed

			funding for PhD studies
Target	Year	2016	<ul style="list-style-type: none"> Four PhD students would have had all their required course work taken and passed.
1.3 Output		PhD students are able to communicate their research findings.	
Output indicator		Number of Research manuscripts submitted for review and publication; Number of conference proceedings developed and disseminated.	
Baseline	Year	2014	<ul style="list-style-type: none"> No available (0%) PhD student-specific symposia or fora to encourage or enhance scientific communication Centre of Excellence faculty not currently involved in centre-themed PhD course development and delivery
Target	Year	2016	<ul style="list-style-type: none"> Ten research manuscripts submitted for review and publication; Two conference proceedings developed and disseminated.
Risks		Changes in UG academic calendar that may affect availability and schedule of Danish collaborators.	
Risk indicator		Occasional industrial labour unrest that could affect UG academic calendar	
Baseline	Year	2014	<ul style="list-style-type: none"> The 2014/2015 academic calendar was temporarily disrupted.

2. FACULTY CAPACITY FOR PHD DELIVERY

Outcome	Faculty capacity for PhD delivery enhanced with use of selected tools and techniques
Outcome indicator	Cutting edge tools and techniques in PhD teaching and supervision introduced

		and adopted across the Centres of Excellence. Eight Faculty offer experiential learning and knowledge sharing and four publications produced.	
Baseline	Year	2014	<ul style="list-style-type: none"> • Currently UG does not have (0%) in-house refresher courses for faculty • No support offered to faculty for experiential learning and knowledge sharing
Target	Year	2016	<ul style="list-style-type: none"> • A minimum of 100 faculty members (of which at least 50% of each gender) will have certified proficiency in relevant cutting edge tools and techniques for teaching and research • Eight documented experiential learning activities undertaken by faculty.
2.1 Output		UG regularly runs refresher courses for faculty in cutting edge research and teaching techniques; and has experiential learning activities	
Output indicator		UG regularly runs refresher courses in cutting edge research and teaching techniques, pedagogical skills including case writing	
Baseline	Year	2014	<ul style="list-style-type: none"> • No regular courses in cutting edge research techniques etc.
Target	Year	2016	<ul style="list-style-type: none"> • Three refresher courses for 50-100 faculty (of which at least 50% of each gender) in cutting edge teaching and research techniques held annually.
2.2 Output		2 experiential learning programmes established in each of the four UG Centres of Excellence.	
Output indicator		2 experiential learning programmes established in each of the four UG Centres of Excellence	
Baseline	Year	2014	<ul style="list-style-type: none"> • Lack of experiential learning programmes at the Centres of

			Excellence
Target	Year	2016	<ul style="list-style-type: none"> Eight experiential learning programmes established and operational at the Centres of Excellence
Risks		Changes in UG academic calendar that may affect availability and schedule of Danish collaborators.	
Risk indicator		Occasional industrial labour unrest that could affect UG academic calendar	
Baseline	Year	2014	The 2014/2015 academic calendar has been disrupted

3. FINANCIAL AND ADMINISTRATIVE CAPACITY

Outcome	Timeliness of reports, processing time of payment requests and project governance, updated accounting and daily management of projects improved. Improved infrastructural support for research grants management and delivery.		
Outcome indicator	<p>Verifiable Indicators</p> <p>Grants management software procured, installed and operational</p> <p>Number of Finance and Administrative staff trained in grants software and project management.</p> <p>Number of UG staff adopting financial and administrative procedures resulting in effective grants management processes</p> <p>Means of verification</p> <ul style="list-style-type: none"> Record of purchase. Training report and usage of working tools and knowledge Report from UG staff on the grant management software 		
Baseline	Year	2014	<ul style="list-style-type: none"> Financial reports on research grants takes on average 3 weeks to complete. Payment processing of grant financed research takes an

			average of 7 days.
Target	Year	2016	<ul style="list-style-type: none"> Financial reports on research grants takes on average 1 week to complete Payment processing of grant financed research takes an average of 3 days
3.1 Output		New specific grants management systems in use and staff and researchers able to follow revised procedures, or revised management processes.	
Output indicator		New specific grants management systems in use and sample of core staff and researchers demonstrate they are able to follow revised procedures, or revised management processes.	
Baseline	Year	2014	<ul style="list-style-type: none"> Old grant management system in use.
Target	Year	2016	<ul style="list-style-type: none"> New specific grants management systems in use and sample of 25 core staff and researchers (of which at least 60% of female) demonstrate they are able to follow revised procedures, or revised management processes
3.2 Output		<p>Revision of current procedures and business processes for grants auditing, budgeting and reporting based on an in-depth participatory assessment of strengths and weaknesses of current processes.</p> <p>Upgrading of skills of staff to manage revised processes, based on participatory assessment of current staff capacities.</p>	
Output indicator		Revised business processes and procedures for grants management 25 UG staff (of which 50% of each gender) able to apply revised business processes	
Baseline	Year	2014	<ul style="list-style-type: none"> UG does not have professional courses tailored to staff on grants management and software

Target	Year	2016	<ul style="list-style-type: none"> • Three revised business processes and procedures for grants management applied. • 25 UG staff (of which at least 50% of each gender) able to apply revised business processes
3.3 Output		By 2016, 2 UG virtual PhD lecture facilities established and in use by students	
Output indicator		Two modern PhD teaching facilities with the state of the art facilities functional	
Baseline	Year	2014	<ul style="list-style-type: none"> • UG does not have modern virtual PhD lecture facilities
Target	Year	2016	<ul style="list-style-type: none"> • At least 2 modern PhD teaching facilities established and being used by an average of 20 students (of which of 40% are female) daily.
3.4 Output		Tracking system for doctoral thesis operational	
Output indicator		Verifiable Indicators <ul style="list-style-type: none"> • Tracking system for doctoral thesis operational and populated • Report from UG staff and students on the PhD tracking software 	
Baseline	Year	2014	<ul style="list-style-type: none"> • Nonexistence of PhD tracking system.
Target	Year	2016	<ul style="list-style-type: none"> • Tracking system in operation with tracking information about at least 300 PhD candidates (of which at least 40% of female) available in the system
Risks		<p>The availability of matching UG funds to facilitate the purchase and deployment of the grants management software.</p> <p>Sufficient UG institutional and Danish partners support throughout grant period.</p>	
Risk indicator		Possibilities of losing human resource that have been trained.	

Baseline	Year	2014	<ul style="list-style-type: none">• Fiscal budget has been approved but there could be delays in the matching funds.
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