SGCI2 Theme 1: Strengthening the Practices and Resilience of Science Granting Councils in Sub-Saharan Africa in Research and Grants Management

NEEDS ASSESSMENT REPORT

Speke Hotel Munyonyo, Kampala, Uganda

June 2023

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List of Abbreviations

GFGP   Good Financial Grant Practice

IPRC   International Professional Recognition Council

PCF   Professional Competency Framework

PCF-RMA   Professional Competency Framework in Research Management and Administration

RMA   Research Management and Administration

SARIMA   Southern African Research and Innovation Management Association

SGC   Science Granting Council

SSA   Sub-Saharan Africa

TAV   Technical Assistance Visit

WARIMA   West African Research and Innovation Management Association

Three-letter country codes	
BWA	Botswana
BFA	Burkina Faso
CIV	Côte d'Ivoire
ETH	Ethiopia
GHA	Ghana
KEN	Kenya
MWI	Malawi
MOZ	Mozambique
NAM	Namibia
NGA	Nigeria
RWA	Rwanda
SEN	Senegal
SLE	Sierra Leone
TAN	Tanzania
UGA	Uganda
ZMB	Zambia
ZWE	Zimbabwe
ZAF	South Africa

Executive Summary (English)

This Needs Assessment Survey was conducted in a half-day SCGI2 workshop held in Munyonyo, Kampala, Uganda, on 22 June 2023. All SGCs that were present at the meeting (15/17, Rwanda and Nigeria absent) participated. The survey was conducted by way of a digital questionnaire that was compiled by the SARIMA/WARIMA Collaborating Technical Agency (CTA) and administered at the meeting's 2nd Engagement Session. The questionnaire was divided into sections: (1) virtual training courses, (2) professional recognition of Research Management and Administration (RMA), (3) technical assistance visits, (4) learning or exchange visits among SGCs, and (5) knowledge dissemination.

Whilst each SGC had previously taken part in training needs assessment surveys and selected training interventions under SGCI1, each SGC now undertook a more refined identification process of their current 2023 research management and administration (RMA) and grants management (GM) training needs. Most SGCs had at least two people present at the meeting and thus worked collectively to compile answers for their specific SGC.

The survey responses from the three Francophone countries (namely Burkina Faso, Côte d'Ivoire and Senegal) were translated from French into English using an online translation tool with these translations verified by a French-speaking WARIMA Collaborating Technical Agency (CTA) member before analysis. All English data was subsequently categorised and analysed, with the results compiled into this report.

The survey results revealed that most SGCs are willing to undertake online training, are interested in taking part in technical assistance visits, and learning/exchange programs with other SGCs. The preferred topics of interest in each intervention modality are outlined in the report.

This needs assessment did identify that knowledge dissemination from SGCI1 has not carried through well to the current SGC representatives attending in SGCI2, and it is recommended that resources generated under SGCI1 be actively disseminated to the current SGC representatives.

Executive Summary (French)

Disclaimer: The executive summary below was translated using an online translation tool. We apologise for any potential translation errors.

Cette enquête d'évaluation des besoins a été menée lors d'un atelier SCGI2 d'une journée qui s'est tenu à Munyonyo, Kampala, Ouganda, le 22 juin 2023. Tous les SGC présents à la réunion (15/17) ont participé. L'enquête a été menée au moyen d'un questionnaire numérique compilé par l'agence technique collaboratrice SARIMA/WARIMA (CTA) et administré lors de la 2e séance d'engagement de la réunion. Le questionnaire était divisé en sections : (1) formations virtuelles, (2) reconnaissance professionnelle de la gestion et de l'administration de la recherche (RMA), (3) visites d'assistance technique, (4) visites d'apprentissage ou d'échange entre SGC et (5) connaissances. dissémination.

Alors que chaque SGC avait auparavant participé à des enquêtes d'évaluation des besoins en formation et à des interventions de formation sélectionnées dans le cadre du SGCI1, chaque SGC a désormais entrepris un processus d'identification plus raffiné de ses besoins actuels en matière de formation en gestion et administration de la recherche (RMA) et en gestion des subventions (GM) pour 2023. La plupart des SGC avaient au moins deux personnes présentes à la réunion et ont donc travaillé collectivement pour compiler les réponses pour leur SGC spécifique.

Les réponses à l'enquête des trois pays francophones (à savoir le Burkina Faso, la Côte d'Ivoire et le Sénégal) ont été traduites du français vers l'anglais à l'aide d'un outil de traduction en ligne, ces traductions étant vérifiées par un membre de l'Agence technique collaboratrice (CTA) francophone de WARIMA avant analyse. . Toutes les données anglaises ont ensuite été catégorisées et analysées, les résultats étant compilés dans ce rapport.

Les résultats de l'enquête ont révélé que la plupart des SGC sont disposés à suivre une formation en ligne, sont intéressés à participer à des visites d'assistance technique et à des programmes d'apprentissage/d'échange avec d'autres SGC. Les sujets d'intérêt privilégiés dans chaque modalité d'intervention sont décrits dans le rapport.

Cette évaluation des besoins a identifié que la diffusion des connaissances du SGCI1 n'a pas été bien réalisée auprès des représentants actuels du SGC participant au SGCI2, et il est recommandé que les ressources générées dans le cadre du SGCI1 soient activement diffusées aux représentants actuels du SGC.

Context

The Southern African Research and Innovation Management Association (SARIMA) in partnership with the West African Research and Innovation Management Association (WARIMA) are bringing their networks and expertise together to support the strengthening of practices and resilience of Science Granting Councils (SGCs) in sub-Saharan Africa (SSA) in research management and administration (RMA) and grants management (GM).

The project was initially proposed to be implemented in **two phases**:
- The first phase to involve an exercise to collect data on the capacity and practices of participating SGCs with the aim of understanding how these were impacted by the Covid-19 pandemic.
- During the second phase, to generate a capacity strengthening intervention plan that would be co-designed with the SGCs based on the assessment findings.

Overall, the project would address **five strategic areas**:
1. Understanding of research and grants management capacity, practices and needs as the basis of a capacity-strengthening plan
2. Strengthening technical skills and supporting professional recognition
3. In-country technical support and coaching
4. Sharing and collaborative learning
5. Dissemination, knowledge management and monitoring, evaluation and learning

Methodology and process

The purpose of the capacity strengthening plan development survey was to ascertain what the envisaged current (2023) training and capacity development needs of the SGCs were, and to formulate an implementation plan as to how the SARIMA/WARIMA CTA can best support the SGCs under SGCI2's Theme 1 to strengthen RMA capacity in Africa. Due to time constraints in the meeting programme, the CTA focussed on the second phase listed above. The initially envisaged first phase of the project relating to SGC resilience is being held over to a later date.

The Needs Assessment Survey design process was iterative, with the first draft of the survey developed by the CTA's Project Manager, whereafter four additional CTA members were involved in commenting on, and revising, the questionnaire. These same five CTA members were in attendance at the Kampala meeting in order to (i) set the context for the survey, (ii) administer the digital questionnaire to the participants, and (iii) assist SGCs with any queries that they may have had around the wording, translation or context of the questions as they answered them during the session. In addition to the time provided in the workshop session for the SGCs to complete the survey, they were also given an additional three weeks to augment their responses and/or source outstanding information within their respective SGCs to confirm any responses which they were unsure about during the workshop.

In order to set the scene in the engagement session, and being mindful that not all of the SGCs present at the Uganda meeting were necessarily involved in SGCI1, the engagement session commenced with a contextual presentation about the two CTAs, namely SARIMA and WARIMA, and their role in SGCI2 Theme1. In addition, the CTAs presented an overview of RMA through the lens of the SARIMA Professional Competency Framework (PCF) in RMA (hereafter referred to as the "PCF-RMA"; SARIMA 2016). See Appendix 1 and 2.

Responses were solicited from 15 participating SGCs in the engagement session at the SGCI meeting in Uganda in June 2023. Most SGCs had two representatives in attendance, whilst Botswana had 1 and Uganda (the host country) had numerous representatives. Neither Nigeria nor Rwanda were present at the Uganda meeting, but responses were requested post-meeting. To date, a response has been received from Rwanda but not from Nigeria, thus only data for 16 of the 17 participating SGCs in available for the purposes of this analysis and report. The engagement session data collected from the SGCs was sufficient to allow the Theme 1 CTA to propose a capacity development implementation plan that is aligned with the Initiative's aims and the SGCI2 CTA Theme1's project scope and budget.

For the purposes of categorising the feedback, the SARIMA Professional Competency Framework (PCF) for Research Management and Administration (RMA) (hereafter referred to as the PCF-RMA) was used to cluster the responses into the 9 Key Competency Areas (KCAs) to determine the preferred areas of training interests. The 9 KCAs are outlined in Figure 1.

Figure 1: The 9 KCAs of the SARIMA PCF-RMA

Capacity development

The following five possible interventions were explored through the digital questionnaire:
  (1) Virtual training courses
  (2) Professional recognition of Research Management and Administration (RMA)
  (3) Technical assistance visits
  (4) Learning or exchange visits among SGCs, and
  (5) Knowledge dissemination.

14/16 SGC respondents (88%) had previously undertaken some form of SARIMA-led training under SGCI1. Whilst 10/16 SGCs were highly complementary about the offerings, some SGCs opted not to comment. Only 1 SGC reported training as insufficient due to (i) an unsuitable language of instruction and (ii) awkward west coast scheduling times. When asked whether SGC staff would benefit from further virtual training, only 1 SGC replied in the negative, preferring in-person training. Potential future training topics were ranked: (1) Managing funded research, (2) Organisation and delivery of a RM service, (3) Partnerships and collaboration, (4) Research ethics and integrity, with the majority of SGCs wanting such trainings offered at the intermediate/advanced levels.

Table 1: Availability of SGCs for virtual training interventions

Virtual training		2023						2024												2025											
No.	Country	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
1	BWA																														
2	BFA																														
3	CIV																														
4	ETH																														
5	GHA																														
6	KEN																														
7	MWI																														
8	MOZ																														
9	NAM																														
10	NGA																														
11	RWA																														
12	SEN																														
13	SLE																														
14	TAN																														
15	UGA																														
16	ZMB																														
17	ZWE																														
Availability total		1	1	1	4	5	4	4	7	8	9	6	5	7	7	8	6	5	1	1	4	3	4	5	4	5	5	5	4	3	0

Key:
Black = Available for interventions at this time
Grey = Tentatively available for interventions at this time

Table 2: Ranked summary of preferred virtual training times

1	April 2024 (BWA, BFA, MWI; MOZ; NAM; RWA; SLE; TAN; ZWE) **9**
2	March 2024 (BFA; MOZ; NAM; SLE; TAN; UGA; ZMB; ZWE) **8**
3	September 2024 (BWA; BFA; GHA; MOZ; RWA; TAN; UGA; ZWE) **8**
4	February 2024 / July 2024 / August 2024 **7**
5	May 2024 / October 2024 **6**

2. Professional recognition of Research Management and Administration (RMA)

The International Professional Recognition Council's (IPRC) professional recognition programme in RMA has already conferred over 50 professional designations to RMA practitioners across Africa and further afield. 15/16 respondent SGCs are already interested in getting their qualifying staff professionally recognised as RMA practitioners, with the remaining SGC wanting more information on the process. All SGCs were interested in having their staff attend a Guidance webinar when the next IPRC Call is launched to find out more about the application process and requirements for professional recognition. 9 staff members have already been identified to undertake this process (6 from Malawi and 3 from Namibia). SGCs want assistance from the CTAs to advertise this Call for wider reach. The SGCs suggested that the Theme 1 CTA needs to provide training and guidance on this process by way of: guidance webinars (14), in-country training (2), and/or digital advocacy resources (1).

3. Technical assistance visits

15/16 SGC respondents (%) indicated a need for in-country TAVs with an average number of at least 3 proposed TAV topics being suggested for these visits. The topics that were identified for TAVs, in ranked order of preference were:
- KCA7 Managing funded research, with substantial requests for grant proposal writing and the development of funding instruments **11**
- KCA8 Research data and research-related information management, including research data management and the development of MEL plans **8**
- KCA1 Organisation and delivery of a RM service including a focus on understanding the role of the **6**
- KCA6 Research ethics and integrity, including research ethics and gender equity **4**
- KCA2 Research planning, strategy and policy development, including research priority setting and drafting policy guidelines **3**
- KCA9 Research uptake, utilisation and impact, including open science and impact for society **3**
- KCA4 Partnerships and collaborations, including stakeholder management **2**

Table 3: Availability of SGCs for technical assistance visits

Note: Month columns are grouped by year — the first 6 columns (J A S O N D) are 2023; the next 12 (J F M A M J J A S O N D) are 2024; the last 12 (J F M A M J J A S O N D) are 2025. ■ = Black (Available), ▨ = Grey (Tentatively available).

No.	Country	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
1	BWA			■																											
2	BFA																														
3	CIV																														
4	ETH											■																			
5	GHA								■	■					■	■					■	■						■	■		
6	KEN							■																							
7	MWI								■	■	■	■	■	■	■	■	■														
8	MOZ								■	■	■				■	■															
9	NAM			■	■	■	■																								
10	NGA																														
11	RWA											■																			
12	SEN							▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
13	SLE									■	■																				
14	TAN			■	■					■					■	■						■	■					■	■		
15	UGA																														
16	ZMB			■	■	■	■	■	■			■						■	■	■											
17	ZWE							■	■	■	■		■	■	■	■	■														
	Availability total	0	0	4	3	2	2	3	5	7	5	4	2	3	4	5	3	2	3	1	2	2	1	0	0	0	1	2	1	0	0

Key:
Black = Available for interventions at this time
Grey = Tentatively available for interventions at this time

Table 4: Ranked summary of preferred technical assistance visit times

1	March 2024 (GHA; MOZ; MWI; SLE; TAN; ZMB; ZWE)	**7**
2	February 2024 (GHA; MOZ; MWI; ZMB; ZWE)	**5**
2	April 2024 (MOZ; MWI; SLE; TAN; ZWE)	**5**
2	September 2024 (GHA; MOZ; MWI; TAN; ZWE)	**5**
5	May 2024 (ETH; MWI; RWA; ZMB)	**4**
5	August 2024 (GHA; MOZ; MWI; ZWE)	**4**

4. Learning or exchange visits among SGCs

15/16 SGCs responded positively to the need to take part in learning/exchange visits between the SGCs for the purposes of peer-learning:
- KCA7 (managing funded research) including managing online calls and digital grants management tools **9**
- KCA5 (research funding) including developing funding instruments, research contracts and intellectual property **4**
- KCA8 (research data and research-related information management) all relating to the development of MEL plans **4**
- KCA6 (research ethics and integrity) **3**, whilst all other KCAs received 2 or fewer responses.

Table 5: Availability of SGCs for learning or exchange visits

Exchanges		2023						2024												2025											
No.	Country	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
1	BWA																														
2	BFA																														
3	CIV								■		■						■				■		■							■	
4	ETH									■																					
5	GHA								■						■						■						■				
6	KEN							■		■	■																				
7	MWI							■	■	■	■	■	■	■	■	■	■	■													
8	MOZ								■	■	■			■	■						■	■			■	■					
9	NAM			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■												
10	NGA																														
11	RWA					■				■	■	■	■									■	■	■							
12	SEN											■					■					■									
13	SLE																												■	■	■
14	TAN			■	■						■	■				■	■					■	■					■	■		
15	UGA																														
16	ZMB			■	■	■	■	■	■	■											■	■									
17	ZWE									■			■			■															
Availability total		0	0	3	3	3	2	4	6	9	7	4	4	3	4	5	4	2	3	1	4	5	4	1	1	1	2	2	3	1	1

Table 6: Ranked summary of preferred learning or exchange visit times

1	March 2024 (ETH; KEN; MOZ; MWI; NAM; RWA; TAN; ZMB; ZWE) **9**
2	April 2024 (CIV; KEN; MWI; MOZ; NAM; RWA; TAN) **7**
3	February 2024 (CIV; GHA; MWI; MOZ; NAM; ZMB) **6**
4	September 2024 (MWI; MOZ; NAM; TAN; ZWE) **5**
4	March 2024 (MOZ; RWA; SEN; TAN; ZMB) **5**

SGCs were also surveyed as to whether they would like to host learning/exchange visits, of which 8 SGCs were willing to host with 5 of these offering hosting in the area of KCA7 (managing of funded research).

   5. Knowledge dissemination

This section of the needs assessment digital questionnaire was not answered as extensively as the other sections of the questionnaire. Of the 13 respondent SGCs, only 8 knew of the SGCI1 resources and of these, only 5 SGCs could name specific resources that they were aware of under SGCI1. These included: research excellence, the research competitions manual, the generic RM handbook, and the GFGP guidelines.

Conclusions

The survey results revealed that most SGCs are willing to undertake online training, are interested in taking part in technical assistance visits, and learning/exchange programs with other SGCs. The preferred topics of interest in each intervention modality are outlined in the report.

This needs assessment did identify that knowledge dissemination from SGCI1 has not carried through well to the current SGC representatives attending in SGCI2, and it is recommended that resources generated under SGCI1 be actively disseminated to the current SGC representatives.

This needs assessment report will be followed up with an implementation plan outlining the way forward under SGCI2 Theme 1.

References

Academic publications and reports
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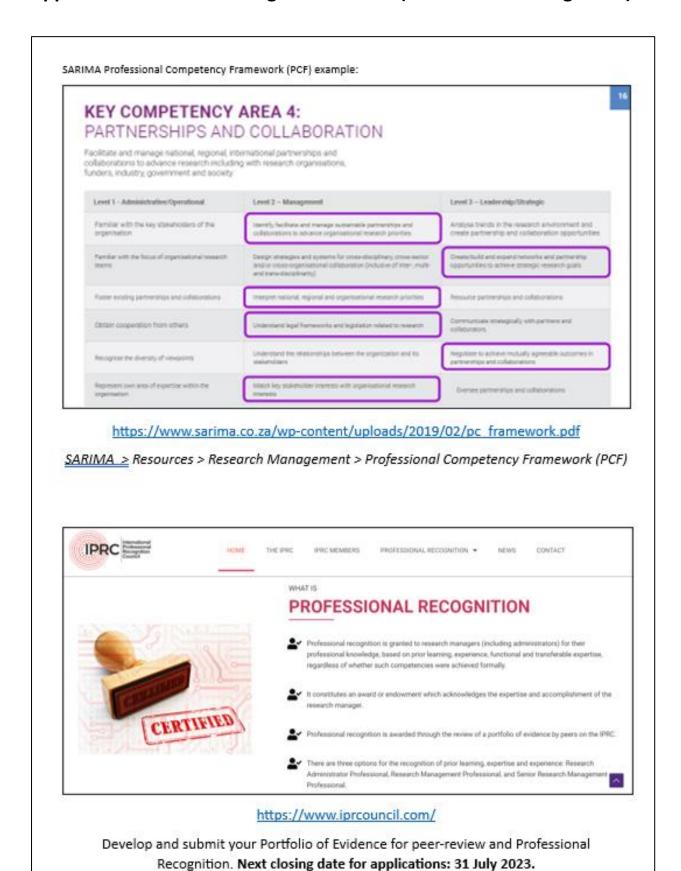
Web references
- Good Financial Grants Practice (GFGP) webpages:
  - https://www.globalgrantcommunity.com/about-gcc
  - https://www.globalgrantcommunity.com/certification
- International Professional Recognition Council (IPRC):
  - www.iprcouncil.com
  - About professional recognition (English, French, Portuguese)
  - Recognised professionals: https://iprcouncil.com/recognised-professionals/
- Southern African Research and Innovation Managers Association (SARIMA) www.sarima.co.za

Appendix 1: Context Setting Worksheet 1 (What's in your toolkit?)

Appendix 2: Context Setting Worksheet 2 (Professional Recognition)

SARIMA Professional Competency Framework (PCF) example:

https://www.sarima.co.za/wp-content/uploads/2019/02/pc_framework.pdf

SARIMA > Resources > Research Management > Professional Competency Framework (PCF)

https://www.iprcouncil.com/

Develop and submit your Portfolio of Evidence for peer-review and Professional Recognition. **Next closing date for applications: 31 July 2023.**

Appendix 3: Digital Survey Questionnaire (English)

1. Virtual training courses

1.1 Have your staff attended any RM workshops offered by SARIMA/WARIMA through the SGCI previously?

1.2 If yes, do you have comments/feedback on the design and delivery of the workshops?

1.3. Will your staff benefit from virtual training events allowing more staff from your SGC and other SGCs to attend?

1.4 What are the suggested topics or areas? *(You may refer to the list of RM training areas tab)*

1.5 At what level is the training for each identified topic required (basic, intermediate, advanced)

1.6. Which months will be best suited for such online training events? Please indicate proposed dates/month in 2023, 2024, 2025

2. Research Management Professional Recognition

2.1. Is there an interest from the SGC for qualifying staff at the SGC to apply for RM Professional Recognition (submitting a portfolio of evidence of RM experience, contributions, and achievements for peer-review by the International Professional Recognition Council)?

2.2 Would your staff members be interested in attending a session that provides information on the professional recognition process?

2.3. Are there staff members that are ready to start with the RM Professional Recognition process?

2.4 How can SARIMA/WARIMA assist you to market RM professional recognition in your institution and to research performing institutions in your country?

3. Technical assistance visits

3.1. Do you require in-country technical support and coaching?

3. 2. If yes, please suggest the area/s of focus for such a technical support. Please indicate proposed dates/month in 2023, 2024, 2025.

3.3 What will be an ideal period/date for such a technical support?

3.4. In your view, is there another CTA that has a similar or complementary offering in this area/s?

3.5. If yes, please share the plans for and dates (if available) of the support to be offered by the other CTA.

3.6. Would you prefer to invite other SGCs/stakeholders to participate in the visit or aspects of the visit?

4. Learning or exchange visits amongst SGCs

4.1. Would your SGC want to participate in a learning /exchange visit?

4.2. If yes, which RM related topics would you want to focus on during a learning/exchange visit?

4.3. Which SGC/SGCs will in your opinion offer the best opportunity for learning on the identified topic/s?

4.4 Would you be willing to host a learning visit, if yes for which area?

4.5 What will be an ideal period/date for a learning / exchange visit 2023, 2024, 2025.

4.6. In your view, is there another CTA that has a similar or complementary offering in this area/s?

4.7 If yes, please share the plans for and dates (if available) of the support to be offered by the other CTA.

4.8 Please suggest at least 3 dates that could be considered for a learning visit.

4.9 Are there other SGCs/stakeholders that your institution would like to invite to the visit?

5. Knowledge dissemination

5.1. Have you read or used/applied any of resources developed in SGCI 1? *(You may refer to the list of knowledge outputs tab for reference)* If yes, please indicate which knowledge output and provide at least 1 example.

5.2. Is there a need for further development and/or customisation of these resources?

5.3. Is there a need for additional resources?

5.4. If yes, which areas should be covered?

6. Any other comments

6.1. GFGP accreditation?

6.2 Other?

Appendix 4: Digital Survey Questionnaire (French)

1. Cours de formation virtuelle

1.1 Votre personnel a-t-il déjà assisté à des ateliers de GR offerts par SARIMA/WARIMA par l'intermédiaire de la SGCI ?

1.2 Dans l'affirmative, avez-vous des commentaires ou de la rétroaction sur la conception et la prestation des ateliers?

1.3. Votre personnel bénéficiera-t-il d'activités de formation virtuelle permettant à un plus grand nombre de membres de votre CGS et d'autres CGS d'y assister?

1.4 Quels sont les sujets ou les domaines suggérés? (Vous pouvez vous référer à la liste des zones d'entraînement RM)

1.5 À quel niveau la formation pour chaque sujet identifié est-elle requise (de base, intermédiaire, avancée)?

1.6. Quels mois seront les mieux adaptés à de tels événements de formation en ligne ? Veuillez indiquer les dates/mois proposés en 2023, 2024, 2025

2. Reconnaissance professionnelle de la gestion de la recherche

2.1. Le CGS souhaite-t-il que le personnel qualifié du CGS puisse présenter une demande de reconnaissance professionnelle de GR (soumettre un portefeuille de preuves de l'expérience, des contributions et des réalisations en GR pour examen par les pairs par le Conseil international de reconnaissance professionnelle)?

2. Les membres de votre personnel seraient-ils intéressés à assister à une séance qui fournit de l'information sur le processus de reconnaissance professionnelle?

2.2. Y a-t-il des membres du personnel qui sont prêts à commencer le processus de reconnaissance professionnelle de la GR?

2.3. Comment SARIMA/WARIMA peut-il vous aider à commercialiser la reconnaissance professionnelle des MR dans votre établissement et à rechercher des établissements performants dans votre pays ?

3. Visites d'assistance technique

3.1. Avez-vous besoin d'un soutien technique et d'un encadrement dans le pays ?

3. 2. Dans l'affirmative, veuillez suggérer le(s) domaine(s) d'intérêt pour un tel support technique. Veuillez indiquer les dates/mois proposés en 2023, 2024, 2025

3.3 Quelle sera la période/date idéale pour un tel support technique

3.3. À votre avis, existe-t-il un autre ATC qui offre une offre similaire ou complémentaire dans ce(s) domaine(s)?

3.4. Si oui, veuillez partager les plans et les dates (si disponibles) du soutien qui sera offert par l'autre CTA

3.5. Préférez-vous inviter d'autres CGS/intervenants à participer à la visite ou à certains aspects de la visite?

4. Visites d'apprentissage ou d'échange entre CGS

4.1. Votre CGS voudrait-il participer à une visite d'apprentissage ou d'échange?

4. 2. Si oui, sur quels sujets liés à la GR voudriez-vous vous concentrer lors d'une visite d'apprentissage / d'échange?

4.3 À votre avis, quel/CGS offriront la meilleure occasion d'apprendre sur le(s) sujet(s) identifié(s)?

4.4 Seriez-vous disposé à organiser une visite d'apprentissage, si oui pour quel domaine?

4.5 Quelle sera la période/date idéale pour une visite d'apprentissage / d'échange 2023, 2024, 2025

4.6. À votre avis, existe-t-il un autre ATC qui propose une offre similaire ou complémentaire dans ce(s) domaine(s)?

4.7 Dans l'affirmative, veuillez communiquer les plans et les dates (si disponibles) du soutien qui sera offert par l'autre ATC.

4.8 Veuillez suggérer au moins 3 dates qui pourraient être envisagées pour une visite d'apprentissage

4.9 Y a-t-il d'autres CGS/intervenants que votre établissement aimerait inviter à la visite?

5. Diffusion des connaissances

5.1.Avez-vous lu ou utilisé/appliqué l'une des ressources développées dans SGCI 1? (Vous pouvez vous référer à l'onglet Liste des résultats des connaissances pour référence) Dans l'affirmative, veuillez indiquer les résultats des connaissances et fournir au moins 1 exemple.

5.2.est-il nécessaire de développer et/ou de personnaliser davantage ces ressources?

5.3.est-il besoin de ressources supplémentaires? 5.4 Dans l'affirmative, quels domaines devraient être couverts?

6. Autre commentaires

6.1 Votre CGS a-t-il entrepris l'auto-évaluation du GFGP?

6.2 Autre?

Appendix 5: SGCI1 proposed intervention modalities

The below descriptions outline the previously proposed intervention modalities and their objectives, as outlined in the SGCI1 Framework. This is provided as a reminder that the SGCI2 programme is built on the foundation of SGCI1 and its developments.

Intervention	Description	Objective
Regional Workshops	These are practical workshops which are delivered to respond to the needs and priorities that were identified through the needs assessment exercise. The workshops combine practice and theory on a particular topic and are facilitated by an expert on the topic.	The workshops aim to facilitate shared learning through the exchange of ideas/practices between participants, whole group and small group discussions. Case studies are used to contextualize the content and to demonstrate practical application of knowledge. Reflection and discussion are used to synthesize good practices and take-home messages.
Onsite Training Workshop	The in-country onsite visits play a key role in addressing the research management capacity training needs identified in the needs assessment. These are planned together with the SGC and the expert facilitator to ensure maximum coverage of selected topics over the allocated 5 days.	The training workshops aim to capacitate the SGC staff with the relevant research management knowledge and skills through expert facilitation based on co-identified needs.
Learning Visits	The NRF and other SGCs host 3-5 day learning visits during the project for all participating SGCs. These visits are practical and hands-on in their delivery mode.	These visits aim to create an ideal opportunity for sharing of good practices and mutual learning. They furthermore unlock opportunities for ongoing and future collaboration between the participating organisations. Additionally, the visits also contribute to the professional development of the individuals who participate in them.
Technical Assistance Visits	A technical assistance visit is a support programme that entails virtual and/ or onsite visit where a technical expert will provide assistance to a participating SGC on a particular pre-agreed need or set of similar needs. Before the visit, the participating SGC will be required to provide documents, hold at least 1 virtual meeting/phone call and communicate via email once they are matched with an expert.	The objective of the technical visit is to strengthen sustainable research management capacity of participating SGCs through collaborative platforms. SARIMA will ensure that there is an in-depth consultation with the SGCs to ensure that the technical assistance visits are targeted, and yield required result.
Online Short Courses	Scholarly evidence shows that Research Managers and skilled administrators are key enablers of excellent research. A six-course collection has been developed and is offered through Wits University Digital campus online platform.	These courses aim to give research managers and those looking to make RM a profession within a various range of settings, key insights and skills into what it takes to manage research to deliver maximum returns. They will help to build skills and enhance credibility as a research management professional in organisations and the industry as a whole.
Professional Recognition	Professional recognition is granted to a research manager for professional knowledge, on the basis of recognition of prior learning, experience, functional and transferable expertise, regardless of whether such competencies were achieved formally. This is a way of recognising what individuals already know and are able to do and is based on the premise that people learn both inside and outside formal learning structures. Recognition is awarded through a peer review mechanism of portfolio of evidence.	(1) To demonstrate to current or potential employers that an individual has been reviewed and granted a professional status by experts in the field based on documented evidence. (2) To provide professional satisfaction of achievement of meeting criteria of the peer review process. (3) To demonstrate commitment to the profession. (4) To certify that a research manager has demonstrated key competencies and achievements in research management