

Description, activity plan and budget

Growth and Employment Platform

First phase (2011-13)

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Annexes

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Attachment

Logical framework approach (LFA) matrix of the GEP

Acronyms and abbreviations

AAU	Aalborg University
AERC	African Economic Research Consortium
AU	Aarhus University
BSU	Building Stronger Universities in Developing Countries
CBS	Copenhagen Business School
DKK	Danish kroner
DTU	Technical University of Denmark
GBSN	Global Business School Network
GEP	Growth and Employment Platform
GVC	Global Value Chain
HRM	Human Resource Management
ICT	Information and communication technologies
KNUST	Kwame Nkrumah University of Science and Technology
KU	University of Copenhagen
MSMEs	Micro, Small and Medium Enterprises
NGO	Non Governmental Organisation
RUC	Roskilde University
SDU	University of Southern Denmark
SMEs	Small and Medium Enterprises
SUA	Sokoine University of Agriculture
UDSM	University of Dar es Salaam
UG	University of Ghana
UNU-WIDER	World Institute for Development Economics Research of the United Nations University
USD	US Dollar

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Executive summary

The Growth and Employment platform (GEP) is one of four platforms of the Building Stronger Universities in Developing Countries initiative and is in the initial phase a partnership between University of Ghana (UG), Kwame Nkrumah University of Science and Technology, Ghana (KNUST), University of Dar es Salaam, Tanzania (UDSM), Sokoine University of Agriculture, Tanzania (SUA) and seven Danish universities: University of Copenhagen (KU), Aarhus University (AU), University of Southern Denmark (SDU), Roskilde University (RUC), Aalborg University (AAU), Technical University of Denmark (DTU) and Copenhagen Business School (CBS).

The development objective of the platform is: 'Enhanced capacity of UG, KNUST, UDSM and SUA to promote sustainable growth and employment through research, education and dissemination of research findings'. Specifically, the GEP will pursue the following immediate objectives, each designated a specific work package:

1. Growth and employment relevant PhD programmes strengthened at UG, KNUST, UDSM and SUA;
2. Increased number of academic staff at UG, KNUST, UDSM and SUA with PhD qualifications in growth and employment relevant academic disciplines and topics;
3. Growth and employment relevant research activities and research collaboration strengthened;
4. Platform research results and findings effectively disseminated to stakeholders;
5. Platform activities effectively and efficiently governed/managed.

The academic foundation of the GEP is made up of three academic disciplines or competence areas with multiple interfaces at the South and at the Danish partner universities: (i) Development economics; (ii) Management and leadership; and (iii) Agriculture and agribusiness. Based on relevance for growth and employment in Ghana and Tanzania and reflecting the capacities, approaches and expertise nested within these three competence areas, the GEP has initially identified five academic focus areas: (i) Macroeconomic governance and growth; (ii) Innovation and diffusion processes; (iii) Agricultural value chains; (iv) Uncertainty, shocks and rural livelihoods; and (v) Competitive strategies, upgrading and innovation.

Level of activities and outputs depend on allocated core funding. Under the three budget scenarios, the GEP in the first phase (two years) targets the following outputs:

Output indicators (first phase)	Budget scenario		
	4 mill DKK/year	7 mill DKK/year	10 mill DKK/year
<i>Objective 1 : Strengthening PhD education</i>			
1.1 No. baseline and needs assessment reports	4	4	4
1.2 No. PhD courses developed	12	16	24
1.3 No. PhD students passed courses (20 per course)	240	320	480
1.4 No. Faculty capacitated to run PhD courses (2 per course)	24	32	48
1.5 No. Faculty trained in PhD supervision (20 per S university)	80	80	80
<i>Objective 2 : Increasing the number of staff with PhD</i>			
2.1 No. PhD scholarships awarded and initiated	0	8	12
<i>Objective 3: Strengthening of research collaboration</i>			
3.1 No. Research proposals submitted	2	4	6
3.2 No. small size (< USD 10,000) research projects completed	12	12	16
3.3 No. medium size (< USD 100,000) research projects initiated	4	8	16
3.4 No. Thematic networks established	6	7	11
3.5 No. Faculty informed about platform research	200	200	200
<i>Objective 4: Disseminating research knowledge</i>			
4.1 No. of outreach sessions	8	12	20
4.2 No. Policy briefs published	4	6	10
4.3 No. Manuals and leaflets published	4	6	10
4.4 Platform website	1	1	1
4.5 No. Decision makers informed of platform research results	200	200	200
<i>Objective 5 : Platform governance and management</i>			
5.1 No. GEP Working Groups established	4	4	4
5.2 No. Letters of Agreement signed	4	4	4
5.3 No. Annual cum financial reports prepared	8	8	8
5.4 No. Platform proposal for second phase prepared	1	1	1

1. Objectives

1.1 Development objective

The Growth and Employment Platform (GEP) is one of four platforms of the Building Stronger Universities in Developing Countries (BSU) initiative. The vision of the BSU-initiative is to contribute to sustainable development through partnerships between universities in developing countries and in Denmark that strengthen capacities in research and tertiary education, c.f. Universities Denmark (2009) and Universities Denmark (2010). The initiative emphasizes the need for long-term partnerships and collaboration. In line with this vision, the goal (development objective) of GEP is: *Enhanced capacity of University of Ghana, Kwame Nkrumah University of Science and Technology, Ghana, University of Dar es Salaam, Tanzania, and Sokoine University of Agriculture, Tanzania to promote sustainable growth and employment through research, education and dissemination of research findings.*

Sustained and sustainable national growth and development requires motivated graduates with the appropriate skills to contribute to developing their societies and address the challenges they face. It also requires researchers and institutions that are able to invent, understand, adopt and support diffusion of innovations and new knowledge to the surrounding society. Furthermore researchers and institutions should be able to independently analyse and advise governments on the implications of current as well as alternative policies and regulatory frameworks. This calls for universities with high capacities in research, education and research dissemination. It is in this respect noted that at their meeting in January 2007, African Union heads of States have pledged to allocate at least 1 % of the gross domestic product to research (UDSM, 2011).

The GEP and its stated goal must be seen in the perspective of overall global trends, of which a few, key dimensions are outlined in what follows. First, an important aspect of globalization in a wider sense is that more and more countries, including Ghana and Tanzania, open up their economies to trade and foreign investment and liberalize domestic markets. A globalised world creates an arena for multinationals, and competition is increasingly within integrated global value chains, not in isolated industries. Second, technological developments (bio, nano, new materials, information and communication technologies - ICT, etc) proceed at a high pace. These technologies are not invented in developing countries and only transferred in a rudimentary fashion to these countries as they have restricted capacity for uptake and diffusion. A third and related trend is the knowledge society. Increasingly, society requires “knowledge workers” able to create, innovate, absorb and use new knowledge. The knowledge workers are tied together in ICT networks with multimedia, including social media, which function as flexible and comprehensive vehicles for transfer of knowledge, information and data. Such networks are crucial for innovation at societal, firm and individual levels; also in developing countries. In all this, governments have a key role to play in formulating and implementing policies that provide society at large the means to influence, take part in, and benefit from, these trends.

The GEP thus targets a situation where offered educations and courses are increasingly research-based, and with lecturers being active researchers. Moreover, the conducted research reflects needs of society and increasingly takes place in close collaboration with firms, organizations and institutions, which through direct participation and/or outreach activities benefit from the research. Finally, students interact with firms, organizations and institutions as part of their studies and thus learn how to integrate theory and practice.

The GEP has identified a number of verifiable indicators for monitoring of progress towards achieving the stated development objective. These include:

- No. of published articles in international peer-reviewed journals by staff of involved departments in average increased by 50% in 2019 as compared to 2011
- No. of citations of staff of involved departments in national media (radio, television, newspapers) increased by 50% in 2019 as compared to 2011
- UG, KNUST, UDSM and SUA have increased their rankings in relevant international university rankings by 2019 as compared to 2011
- PhD programmes of involved South departments have increased enrolment by 20% in 2015 as compared to 2011
- At least three examples annually at each South University of legislation and policies being revised as a direct consequence of research activities from 2015 and onwards

- At least three examples annually at each South university of farmers and businesses adopting new techniques as a direct consequence of university activities from 2015 and onwards
- Increased use of own research activities by senior researchers in their teaching of undergraduate and graduate degree students
- Improved employability of and satisfaction with candidates of involved departments among employers

1.2 Key challenges

The strategy documents of the four South universities stipulate visions and missions of the respective institutions in line with the goal of the GEP, c.f. Chapter 3. Yet, in this regard the preparatory and dialogue process has identified a number of key challenges that all four South partner universities face.

First, a key challenge mentioned by all four universities is lack of infrastructure varying from lecture halls with necessary equipment, sufficient office facilities and office equipment (computers, printers etc.) for faculty, laboratory facilities, research equipment and – most prominently for SUA – reliable and fast internet access.

Second, the four universities have a high proportion of academic staff without PhD qualifications. Many staff members thus lack formalized training in formulating, planning, implementing and reporting research. This inevitably influences the quality of research and subsequently influences education, which might end up being detached from the necessary disciplinary skills and “real world” cases and results. Yet, it should be noted that there is a huge variation between departments; from departments with two-thirds of academic staff without PhD qualifications to departments with almost all staff holding PhD degrees, cf. Tables 2-5 in Chapter 3.

All four universities realise that they face a challenge in upgrading academic staff to PhD level. This challenge is aggravated by the fact that they all have too large a share of staff close to retirement age as a result of past government policies in both Ghana and Tanzania that effectively barred recruitment of new academic staff for more than a decade. These staff members will have to be replaced over the coming years. Moreover, all four universities “feed” lecturers to mushrooming and expanding public as well as private universities in their respective countries. Overall, the four universities thus face a tremendous challenge in securing and producing a large numbers of PhD candidates over the coming years.

Third, intimately related to the second challenge, the four universities realize that they need to strengthen the quality of their PhD education in order to produce candidates able of undertaking high quality research of relevance to real societal problems and trends, c.f. above. Currently, most PhD education is by “research only”. Hence, part of the solution to strengthen the PhD education is more and relevant course work as an integral part of the PhD education in order to strengthen general and specific research skills. An added advantage of a more structured PhD education may be shorter duration of PhD studies. Currently, PhD studies often exceed five years of duration.

Fourth, the four universities acknowledge that they need to enhance the impact of the conducted research, both in terms of scientific publications in international peer-reviewed journals, and in terms of making research results known and, where applicable, adopted and used by relevant stakeholders. In relation to the first issue, the South researchers mention that they often find it difficult to get their research exposed internationally since the research problems addressed are not perceived sufficiently relevant for international discourses by international reviewers who tend to reject papers that researchers consider highly relevant in a national context. Table 1 testifies to this challenge.

Fifth, the dramatic increase in student enrolment that the four universities have experienced over the past years, especially at the undergraduate level but also at the postgraduate level, in addition to challenging the quality of the education offered to the individual student, has eroded the mentor role of senior staff towards young staff, and reduced the time for research.

Finally, while staff members’ remuneration has considerably improved over the past years in both Ghana and Tanzania thus allowing and motivating staff towards a greater effort in research and education, consultancies still constitute an important element of staff income and in providing services to the public, c.f. e.g. UDSM (2011).

Table 1: International publications recorded in ISI Web of Knowledge over past five years

University	No. of ISI publications the past five years	No. of Academic Staff (2005-9)	Average No. of ISI publications per academic staff in the past five years	Search profile
UG	862	947	0.9	Univ Ghana OR University of Ghana OR Legon
KNUST	416	713	0.6	KNUST OR Kwame Nkrumah Univ
UDSM	452	1,187	0.4	Univ Dar Es Salaam OR University of Dar Es Salaam OR UDSM
SUA	344	452	0.8	Sokoine Univ Agr OR SUA OR Sokoine University of Agriculture
DK universities	55,690	11,583	4.8	See full search profile on http://growthandemployment.org/uploads/publikationer/Table%201%20full.pdf

Source: ISI Web of Knowledge/Thomson Reuters (all databases).

Notes: Data extracted on 27th April 2011. No. of staff from university statistics and www.dkuni.dk. Table includes all faculties.

1.3 Immediate objectives

In view of the development objective and the identified key challenges, the GEP partners have decided to focus on strengthening PhD education and research collaboration. Specifically, GEP will pursue the following immediate objectives (purposes):

1. Growth and employment relevant PhD programmes strengthened at UG, KNUST, UDSM and SUA;
2. Increased number of academic staff at UG, KNUST, UDSM and SUA with PhD qualifications in growth and employment relevant topics;
3. Growth and employment relevant research activities and research collaboration strengthened;
4. Platform research results and findings effectively disseminated to stakeholders;
5. Platform activities effectively and efficiently governed/managed.

In relation to the challenge of insufficient infrastructure, the partners acknowledge the needs in this regard, but the core funding to be expected from Danida for the GEP is not sufficient for such capital investments. What GEP can do in this regard is to help create awareness of these needs, and to establish contacts with potential funding agencies, domestically or internationally.

In what follows, each of the above objectives is outlined.

1.3.1 PhD education programmes strengthened

The GEP intends to strengthen growth and employment relevant PhD programmes at UG, KNUST, UDSM and SUA primarily through (i) development and implementation of short PhD courses, and (ii) PhD supervisory training.

Presently, the four universities typically offer PhD education as “PhD by thesis” (research only). Course work may be prescribed by the supervisor in the form of relevant (MSc) courses to address identified weaknesses in the skills and knowledge of the PhD student, but the student is not credited for the courses, and the course work does not figure on the transcript. Yet, each of the universities has a number of PhD programmes following a “course work and dissertation” model. These are typically inspired by the “American model”, i.e. intensive course work, for up to two years, and a high proportion of mandatory courses. These PhD programmes are typically supported by donor agencies. It is noted that the overall strategy as how to strengthen PhD educations differs among the South partners. Current policies at UDSM appear to be in favour of PhD programmes with a high proportion of compulsory courses (American model), while e.g. UG will introduce course work as a formal requirement for all PhD students enrolled from the 2011/12 academic year. Yet in Ghana the courses are to be selected by the student according to needs, i.e. more in accordance with an European PhD educational model.

It is not the intension of GEP to promote a particular growth and employment relevant PhD programme at the four universities. Rather it is to contribute to the development of a host of PhD (research education) courses that may be relevant across a number of PhD programmes at the four universities. GEP will thus contribute to the development of PhD courses that are in demand, and reflect general and specific needs of PhD students in order for them to develop research capacities. The courses developed and implemented by GEP

will typically be short intensive modules, generally with 5 days face-to-face interaction, and including preparatory work and essay assignments.

This strategy does not imply that the GEP wish to “impose” a new model of PhD education on the South universities; the decision on how to strengthen the PhD education obviously rests exclusively with the individual Southern university. Rather, the introduction of shorter, generic and specific, modular PhD courses, in combination with the award of PhD scholarships with required course work, allow the GEP to demonstrate a complementary approach to PhD education, which will overall strengthen the South partners’ PhD programmes.

It is fundamental that the developed courses do not overlap but compliment already existing courses. Moreover, it is crucial that the developed courses are approved/accredited, either generally (“European model”) or to form part of specific PhD programmes (“American model”), in both cases to secure that they are “institutionalized”.

By way of strengthening PhD education, the GEP contributes to the production of PhD candidates/staff with strengthened disciplinary research capacities in general and in growth and employment relevant issues in particular. This will have a positive impact on subsequent research conducted by the candidates, qualitatively and quantitatively. It is also believed to have a positive effect on education through further integration of research into the courses. Finally, a more structured approach with course work is also believed to enhance the completion rate of PhD studies and reduce the average duration of the PhD study.

The GEP activities in strengthening PhD education constitute Work Package 1 which is described in further detail in section 4.1.

The achievement of objective 1 will be monitored through the indicator: Up to 5 courses (depending on funding level) introduced by the platform are accredited as PhD courses and/or have been integrated in at least 3 relevant PhD programmes at UG, KNUST, UDSM and SUA, respectively, by 2015.

1.3.2 Increased number of staff with PhD qualifications in growth and employment relevant topics

The platform has the ambition to provide a number of three year PhD scholarships with joint South/Danish partner supervision and with requirement of course work. The scholarships will allow the student to stay up to 10 months at a relevant Danish university. These scholarships are offered to qualified staff of UG, KNUST, UDSM and SUA through a competitive process that gives priority to academic qualifications of the prospective candidates and relevance to society of the proposed research. The supported PhD scholarships will fall within the academic scope and competence areas of the GEP, cf. Chapter 2.

First, the awarded PhD scholarships will provide for practical demonstration of a course-based PhD education, c.f. above discussion. The offered PhD scholarships will also serve the purpose of practical demonstration of active PhD supervision and close collaboration between PhD student and supervisor, e.g. resulting in joint articles.

Second, by virtue of offering international exposure, course work, intensive supervision and research linked to practice, the PhD scholarships will strengthen the capacity of the four universities within specific growth and employment relevant disciplines/topics, and subsequently, the ability to undertake further research, including attracting research funding, within these areas. This is likely to have further positive effects on courses/education.

Third and more generally, the offered PhD scholarships will contribute to the South partner universities meeting their pressing need for more PhD candidates. The proposed model provides for high quality PhD candidates, yet the model is considerably cheaper than a full PhD study abroad. Further, the model, and the fact that faculty staff is prioritised, limits the risk of “brain-drain”.

The GEP activities in increasing the number of staff with PhD qualifications constitute Work Package 2 which is described in further details in section 4.2.

Achievement of objective 2 will be monitored through the indicator: Up to 3 staff (depending on funding level) of UG, KNUST, UDSM and SUA, respectively, are awarded PhD degrees in growth and employment relevant disciplines/topics by end of 2015.

1.3.3 Growth and employment relevant research activities and collaboration strengthened

The GEP will strengthen research and research collaboration through the establishment of a competitive facility where partners can apply for funding for joint preparation of research proposals for relevant national and international funding opportunities. Second, the GEP will establish another competitive facility, which will fund small and medium size (pilot) research projects. Priority will be given to scientific quality and relevance, with special emphasis on activities that actively engage and integrate stakeholders, e.g. farmers and MSMEs, in the research process and ensure that research results are brought into use.

The funded research projects will strengthen the research capacities of the involved researchers by providing hands on experience in all aspects of the research cycle from conceptualization of the research idea, research planning, implementing the research, over reporting and scientific publishing to outreach activities. In particular it will strengthen the capacity to undertake projects with close stakeholder interaction and involvement. It may serve as a catalyst for additional research through new research ideas being developed during the research process. The facility for joint preparation of research proposals will provide additional funds for joint research activities hence offering additional, and more extensive, opportunities for research collaboration, including research capacity strengthening.

The GEP research activities constitute Work Package 3, further described in section 4.3. The achievement of objective 3 will be monitored through the following indicators (10 million DKK /year scenario; reduced level at lower funding scenarios):

- 4 new growth and employment relevant research projects with external funding initiated by 2013
- 8 research projects implemented with close participation of stakeholders, e.g. farmers and MSMEs, by 2015
- 10 papers based on platform research with joint S-N authorship published in international peer-reviewed journals by end of 2015
- 12 papers and reports (other than international peer-reviewed) based on platform research published by end of 2015
- 10 papers based on platform research presented at international and national conferences by end of 2015

1.3.4 Platform research results effectively disseminated to stakeholders

In addition to involving relevant stakeholders in research activities, the GEP will make efforts to share the results and lessons learnt from the research with other relevant stakeholders, i.e. those not directly involved in the research, through specific dissemination activities such as outreach seminars, a well functioning platform web-site, policy briefs and manuals, guidelines and leaflets. These activities serve the dual purpose of creating awareness and informing about the results of conducted research, as well as strengthening the capacity in undertaking research dissemination.

The efforts of GEP in knowledge sharing and dissemination constitute Work Package 4, further described in section 4.4. The achievement of objective 4 will be monitored through the following indicator: Up to 10 (depending on funding level) local and national media (radio, television, newspapers) in Ghana and Tanzania, respectively, make reference to platform research activities annually from 2013.

1.3.5 Platform activities effectively and efficiently governed and managed

Effective and efficient management of the platform activities is paramount in achieving the stated objectives. In this respect, GEP envisages the formation of a GEP Working Group at UG, KNUST, UDSM and SUA, respectively, to function as the key decision making body of the platform activities at each university. Moreover, to ensure the day-to-day operation of the platform activities, accounting, as well as financial and technical reporting, a platform secretariat with a platform coordinator will be established at each of the Southern universities and in Denmark. The governance and management activities constitute Work Package 5, further described in section 4.5. GEP will monitor the achievement of objective 5 through the following indicators:

- Planned outputs are delivered on time and immediate objectives achieved
- Platform annual financial and technical reports approved by Universities Denmark and Danida from 2011 onwards.

A Logical Framework Approach (LFA) matrix for the first phase of GEP is attached at the very back of the proposal.

2. Academic foundation, focus areas and their relevance

2.1 Academic foundation and disciplinary competence areas of the GEP

The GEP brings together researchers with capabilities and experience from various academic disciplines and using different approaches to address growth and employment relevant questions and problems. The academic foundation of the GEP is organised into three groups with multiple interfaces, which also reflects a set of three partially overlapping academic competence networks across Danish universities and mirrored at South universities:

- Development economics
- Management and leadership
- Agriculture and agribusiness

These three competence areas form the fundament for the GEP and while certainly broad in scope, clearly delineate this platform from the others of the BSU initiative. We briefly expand on their content and approaches below.

2.1.1 Development economics

The roots of development economics, a specialized field of research within economics, lie in the study of large scale socio-economic trends and ways in which these trends can be influenced in order to achieve desired outcomes, including economic transformation, growth, employment generation, and poverty reduction. At the same time, development economics as a discipline has shifted focus from decade to decade, in response to real and perceived priority needs; and the same goes for the preferred choice of research techniques applied. The combination of new data and methodological advances gave impetus to a large cross-country econometric literature during the 1990s, alongside the dynamic and very influential literature on the microeconomics of development. This has added new dimensions to our understanding of behaviour at the household and enterprise levels, and the way in which they underpin larger scale phenomena. Yet, it is increasingly understood that more in depth country studies are called for, and that they should focus on coming better to grips with the critical constraints and drivers of economic growth and development relying on micro- as well as macroeconomic research and approaches.

2.1.2 Management and leadership

This area focuses on the understanding of private sector firms and how the management and leadership of firms impact on and contribute to growth and employment. The area includes theories of the firm and entrepreneurship perspectives, industrial development theories and perspectives on state-business relations. It gives particular emphasis to perspectives of micro, small and medium enterprises (MSMEs), including entrepreneurial training, upgrading of human and technological resources, marketing, strategy and financial aspects. Management and leadership also addresses the challenges of internationalisation drawing on the various strands of international business theory in addressing issues of linking up to international/global markets in terms of exports or through global value chains, entry modes, international finance, and strategic alliances.

2.1.3 Agriculture and agribusiness

This competence area represents a cross-cutting sector focus. While including multiple elements from the above disciplinary competence areas, it also includes several aspects of the research in the agricultural production system. The importance of the agricultural sector – in a broad sense – for growth and employment in Ghana and Tanzania justifies the emphasis on this sector. The agricultural research in focus here represents a shift away from a traditional mono-disciplinary focus on individual factors of production towards a holistic approach focusing on agricultural production and value chains. Value chains are about technological, economic and social aspects of value creation from primary production through post harvest handling, processing, and marketing to the end consumer, as well as the underlying product development and innovation processes. They also include supporting industries (including the service sector and the rural energy sector) and policy framework conditions ranging from those institutions that govern tenure and access to land and water

resources, over those regulating industries and trade, to taxation and economic incentive regimes, e.g. those regulating access to credit and resources.

2.2 Academic focus areas

The above described academic foundation and competence areas provide the framework for the development of all specific scientific activities of the GEP. Based on the capacities, approaches and expertise held by the partnering institutions within the three competence areas/networks, the GEP has initially identified five academic focus areas for the first phase. The focus areas defined at any time during the GEP will guide the selection of specific pilot research projects to be funded by the platform, the award of PhD scholarships and the development and implementation of topic-specific PhD courses, i.e. these activities must relate directly to one or more of the academic focus areas. The focus areas allow for both mono-disciplinary as well as multi-disciplinary approaches, and allow studies and research at scales from individual households or production units to macroeconomic analysis. The set of academic focus areas will be further developed by the platform partners as an integral part of the initial phase. The order of presentation does not imply any order of priority.

2.2.1 Macroeconomic governance and growth

Improving Africa's socio-economic performance is a top priority for scholars of economic development. Well managed economies have the potential to relax supply-side constraints and increase the economy's potential output. The focus area includes good governance and effective macroeconomic management of natural resources and foreign resource inflows. It also includes studies on the role of infrastructure on development, both the physical and the virtual, and the link between economic policies and agricultural productivity both of which are critical research topics with a direct bearing on the African growth experience and are critical to improving the supply-side of poor economies. As an integral element of policy action to improve macroeconomic management there is a need to address poverty traps and ensure that public goods are supplied across a range of areas in order to create a level playing field for private sector development, which is paramount for job creation. To further this, in-depth country studies are called for and in this regard the critical constraints for growth approach could be pursued. Thus, this focus area cuts across and builds on competence areas 1 and to some extent 3.

2.2.2 Innovation and diffusion processes

Sustainable economic growth crucially depends on a country's technology and innovation capacities. The majority of African countries are not able to use or adopt available international technologies efficiently. Understanding the barriers to innovation and technology adoption is therefore a key concern for policy based research in comparative development. This is underlined by the fact that national economic development policies have so far been focused on how to promote innovations, with only scant attention to the constraints and potentials in the critically important diffusion process among entrepreneurs and in large and small firms. Inventions/innovations have little social or economic impact without diffusion and the diffusion process in turn interacts with and potentially improves inventions/innovations. Diffusion will tend to create learning and feedback effects which may help improve and streamline the original innovation. However, the exact influence and importance of these feedback effects have gone largely unexplored.

Due to the importance of the agricultural/agribusiness sector for African development, it is crucial to understand the innovation system and the potential drivers of innovation within the value chain, be it farmers, processors, or emerging retail structures. Also, it is essential to focus not just on technological innovation but also on organisational and institutional innovation. Thus, this focus area cuts across all three competence areas.

2.2.3 Agricultural value chains

The concept of (global) value chains has emerged as a pertinent perspective to study growth and employment. Value chains will be created, organised and managed by companies within an overall policy framework. The value chain concept is particularly useful in relation to the agricultural sector with its focus on mapping and understanding the links from farmers to global consumers. The focus area relates to the analysis of all the actors of the value chains, individually and their relations. It may involve detailed investigations of issues related to ensuring a marketable quality of food and feed, the impacts of production conditions on quality, durability, processing potential and status of produce. Other key issues are food standards and certification and their

influence on the chain's performance. It also includes the role of farmers' choice of livelihood strategies for their capacity to engage in value-added options in value chains and the implications for sustainable management of the natural resources. Management issues related to both the individual links of the value chain as well as the value chain as such could be analysed. Finally, it includes the study of emerging structures of retail and wholesale trade, which are driven by urbanisation, increase in household incomes and the interests of multinationals. Studies will be focused on a restricted set of value chains in Ghana and Tanzania, which links to the agricultural and manufacturing sectors and has national, regional and global dimensions. Thus, this focus area lies within competence area 3, but also draws on micro-economic aspects of 1 and to some extent 2.

2.2.4 Uncertainty, shocks and rural livelihoods

Poor rural households dependent on agriculture and natural resources for their livelihood operate under large uncertainty and shocks, e.g. in relation to large fluctuations in farm-gate prices of cash-crops and production inputs. Moreover, they operate in an environment of increasingly fluctuating climatic conditions and under risk of pest and diseases. The households must deal with all these factors to secure their livelihoods. Consequently, growth and employment interventions must take point of departure in the strategies employed by (poor) households to cope with shocks. There is need for both economy-wide analysis (linking global, bio-physical and national economic models together) and for detailed micro-analysis of household survey data to answer questions such as: (i) How are the poor affected by shocks and what mechanisms do they use to cope with these?, (ii) How permanent are these effects? Do asset losses, in particular, lead to poverty traps?, and (iii) How are different types of capital (environmental, physical, human, social, etc) affected by these shocks and how does each type of capital affect the poor's ability to cope with shocks and the magnitude of the impact from such shocks? Thus, this focus area cuts across and builds on competence areas 1 and to some extent 3.

2.2.5 Competitive strategies, upgrading and innovation

Challenging market conditions, institutional voids and lack of human and financial resources are often emphasised as explanations for the lack of development among developing country firms. This focus area takes a firm level approach and focuses research on the role of organisation principles, firms' entrepreneurial culture and resources, the motivations of leadership and management and strategies in shaping, aiding or constraining options for sustainable economic development. Emphasis on firm level agency and perspectives will allow for research to obtain qualified knowledge and paves the way for policy advice to ensure improved performance of entrepreneurs and firms through improved understanding of leadership and management. Finally, at the more aggregate level, industrial organisation, conditions and regulation and the relations between the state and the private sector is also in focus for further investigation in order to understand the policy action scope for competitive strategies, upgrading and innovation at sector level. Again the agricultural sector, but also the manufacturing and service sectors are relevant objects of study, in rural as well as in urban settings. Thus, this focus area builds strongly on competence area 2, but may also draw on specific parts of 1 and to some extent 3.

2.3 Relevance of the academic foundation, competences and focus areas

2.3.1 Global relevance

Ensuring appropriate conditions for the private sector triggers growth, provides employment and contributes to poverty reduction given sufficient redistribution and thus features prominently in Poverty Reduction Strategy Papers of developing countries and efforts to fulfil the 2015 Millennium Development Goals. Market driven growth in most developing countries is intimately linked to the agricultural and natural resources sectors which constitute the key stepping stones for structural transformation. Notably, more than 50% of the growth in GDP in the developing world between 1960 and 1990 came directly from agriculture, and 30% from labour released from agriculture due to increased productivity. This testifies to the fundamental importance of enhancing capacities in research, tertiary education and research dissemination in developing countries in the nexus between agriculture and growth & employment, including macroeconomic aspects, value chains, innovation & diffusion, and entrepreneurship. Among others, this is reflected in the Comprehensive Africa Agriculture Development Programme's (CAADP) vision for agricultural reform (CAADP, 2010). Thus, the GEP, its academic

foundation and competence networks and the identified academic focus areas holds the potential for making a contribution in this regard.

2.3.2 Specific relevance for Ghana and Tanzania

The government of Ghana is expected to soon issue a new development plan to replace the Ghana Growth and Poverty Reduction Strategy II (GoG, 2005). The policy directions of the new administration includes: (i) promotion of private sector development; (ii) creation of sustainable and decent jobs; and (iii) development of micro and small enterprises, and agriculture and rural areas with the overall goal of attaining middle income country status as of 2015 (Danida, 2009). A concept paper for the Second National Medium Term Private Sector Development Strategy has been approved, which under the headings of investment climate, economic transformation and jobs and livelihoods, lists a number of key interventions closely linked to the academic foundation, competences and focus areas of the GEP, including: (i) promotion of innovation in the private sector; (ii) make tertiary education more responsive to the needs of the private sector; (iii) increase the productivity of agriculture and the efficiency of agricultural value chains; and (iv) promote non-farm enterprise and employment (GoG, 2011).

At UG, a process has been initiated for all departments to develop departmental strategies, including research strategies. The strategies are in various phases of development; most advanced is the already published strategy of the Institute of Statistical, Social and Economic Research at UG which identifies four key research priorities for the coming years: (i) Oil finds and Ghana's development; (ii) Politics and policy making; (iii) Urbanization and national development; and (iv) Climate change and adaptation measures (ISSER, 2010); these relate directly to competence area 1 and in particular focus areas 1 and 4.

In Tanzania, the Poverty Reduction Strategy Paper, the MKUKUTA II, is the main vehicle for realizing the country's development vision and the Millennium Development Goals (MFEA, 2010). The goals are grouped in three clusters, with the goals of Cluster 1: Growth for Reduction of Income Poverty being closely related to the competence and focus areas of GEP: (i) Pursuing sound macroeconomic management; (ii) Reducing income poverty through promoting inclusive, sustainable, and employment-enhancing growth; (iii) Ensuring creation and sustenance of productive and decent employment; (iv) Ensuring food and nutrition security, environmental sustainability and climate change adaptation and mitigation; and (v) Leveraging returns on national resources (MFEA, 2010). The strategy identifies the agricultural, tourism, manufacturing and mining sectors as the key drivers of growth.

Both UDSM and SUA have developed research strategies that reflect MKUKUTA II, c.f. UDSM (2009) and SUA (2010). The UDSM strategy identifies four research themes, of which the Science and Technology for Rural Transformation and Industrial Development theme, and in particular the sub-themes of (i) post-harvest loss and by-products; (ii) quality and productivity improvement, (iii) entrepreneurship research; (iv) innovation and incubation are highly relevant for the GEP (UDSM, 2009b). For SUA, several of the GEP competences and identified focus areas echo identified focus areas of SUA, including (i) Pre and post harvest handling and value addition; (ii) Crop and livestock improvement; (iii) Technology transfer, up-scaling and out-scaling; (iv) Policy analysis; (v) Entrepreneurship, business development and finance (SUA, 2010).

2.3.3 Specific relevance for priorities of the Danish development cooperation

Growth and employment is one of five priorities of the Danish strategy for development cooperation: "Freedom from poverty – Freedom to change" (Danida, 2010). The priority area is further described in the Growth and Employment strategic framework document for the period 2011-15. Here six priority areas are described (Danida, 2011): (i) Work towards increased free trade, market access for developing countries and better integration in the global economy ; (ii) Support partner countries in establishing the framework for market-based economic growth with a focus on employment; (iii) Advance developing countries' access to new technology and innovation; (iv) Work with all aspects from production to processing so that jobs are created and a more versatile production is established in partner countries; (v) Strengthen tax systems so that over time developing countries become capable of financing their own development; and (vi) Contribute to a safety net that provides the poorest members of society with an opportunity to improve their living conditions. These priorities also incorporate the recommendations of the Africa Commission (Africa Commission, 2009).

The academic foundation, competence areas and the identified focus areas of GEP relate closely and are highly relevant to the priority areas. Macroeconomic governance and management is crucial for (ii) frameworks for market-based economic growth, and also relates to (v) strengthening of tax systems. Next, the innovation

and diffusion focus area is paramount is relation to (iii) advancing access to new technology and innovation. Value chains, in particular agricultural value chains and including their global components, are highly relevant for (i) free trade and market access and (iv) (agricultural) production and processing for job creation and research on value chains may also have implications for (v) strengthening of tax systems. Finally, the focus area on uncertainty, shocks and rural livelihoods feeds into priority (vi) on safety nets and improving living conditions for the poorest.

Ghana and Tanzania are partner countries for Denmark's development cooperation, and in both countries private sector development programmes constitute central vehicles for bringing the strategic priorities into concrete implementation.

In Ghana, the second phase of Danida's Business Sector Programme Support has two components. The business environment component has the immediate objective of improved conditions for business operation including enhanced local and foreign investor confidence, while the enterprise growth and job creation component targets increased productivity and employment through broad-based enterprise growth (Danida, 2009). The GEP is of particular relevance to the second component, which among others provides access to finance and business development services to farmers and upstream and downstream actors of selected agricultural value chains, and intends to undertake market and value chain analysis. The international NGO AGRA (The Alliance for a Green Revolution in Africa) is the key implementing partner of this sub-component. GEP will explore the possibilities of establishing links to this sub-component and AGRA in terms of research and research dissemination with the potential of mutual benefits.

In Tanzania, the third phase of the Danida Business Sector Programme Support is being implemented. This programme has three components: (i) Improved business environment; (ii) Better access to markets; and (iii) development of micro, small and medium enterprises (Danida, 2008). The academic competence areas and the identified focus areas of the GEP is highly relevant in particular for the third component, which "assists MSMEs and commercial agriculture with improving their access to markets and formal sector financial services, developing their technological and management know-how, and promoting networks that they need to get inputs, technology, and know-how, and market their products." (Danida 2008, p. x). Like in the case of Ghana, there are opportunities for linking platform activities to activities supported by the sector programme, and vice versa, which should be explored. It should also be mentioned that the second component of the programme comprises support to the Business School of UDSM, a platform partner, for infrastructural improvements and further development of educational programmes and courses.

3. The partners in the Growth and Employment platform

3.1 Partners and the dialogue process

The partners in GEP are University of Ghana (UG), Kwame Nkrumah University of Science and Technology, Ghana (KNUST), University of Dar es Salaam, Tanzania (UDSM), and Sokoine University of Agriculture, Tanzania (SUA). The Danish partners are University of Copenhagen (KU), Aarhus University (AU), University of Southern Denmark (SDU), Roskilde University (RUC), Aalborg University (AAU), Technical University of Denmark (DTU) and Copenhagen Business School (CBS). Among the Danish universities, KU has been entrusted the role of chair and host of the Danish platform secretariat. The partners are further described in the subsequent sections.

The partner universities in Ghana and Tanzania were identified based on the following criteria: (i) Universities are located in countries prioritised in the Danish development cooperation; (ii) Long-standing and intensive collaboration between these universities and Danish universities; (iii) Universities have faculties/departments/institutes of relevance to GEP and its academic focus; and (iv) Leading national universities recognised for their research, education and dissemination efforts, and as such, “providers” of academic staff to other universities in the two countries. The number of South partner universities in GEP may be gradually increased, depending on progress of activities in the first phase and the availability of funding, c.f. also Section 4.10.

The universities in Ghana and Tanzania were contacted in September/October 2010 to learn about their interest of participating in the initiative. Based on positive feedback from all four universities, a process of dialogue on needs, priorities and scope of the platform activities was initiated. This process involved two visits by a team from the Danish universities to each of the four Southern partners, respectively, the first carried out in November/December 2010 and the second in March/April 2011. The first round of visits focused on identifying the key challenges and needs of the universities and involved meetings/dialogue at individual departments as well as larger group discussions with all relevant departments/units. Moreover, the team met with senior management level of the four universities. Based on the discussions, a first, tentative activity plan was drafted which was discussed in details during workshops in March/April with participants of all relevant departments and units, who provided direct and specific feed-back and suggestions to the draft. The second round of dialogue resulted in a second draft proposal which was sent to all participants of the workshops. Written comments and suggestions were subsequently integrated in the final draft during the last two weeks up to the deadline. Throughout the process, a close dialogue was maintained with the Environment and Climate Platform active at the same four South universities, involving, among others, visits to the South partners at the same time, c.f. also Section 4.8.

Parallel to this process, GEP organised a workshop among the Danish participants in October 2010, and discussed the activity plan at four meetings in the Danish GEP Steering Committee. The first and second draft proposal was commented by the Danish Steering Committee members and other Danish researchers who had indicated their interest in the proposal.

3.2 University of Ghana

An integral part of the strategic plan for the UG covering the period 2000-2010 (UG, 2001) was the aim of becoming a research university by increasing significantly the proportion of students doing graduate work. Yet, no clear arrangements were articulated and pursued to make this happen. The University of Ghana has therefore produced very limited numbers of PhDs in the last decade. On this background, the newly appointed Vice Chancellor of the University of Ghana has articulated a vision to make the UG “a world-class university”. The new vision emphasizes seven areas in which the UG must accomplish significant changes and outcomes, comparable to some of the best universities in the world. These are: (i) Promoting academic excellence through enhanced teaching and learning and leadership training; (ii) Promoting academic excellence through significantly expanded and relevant research and extension; (iii) Overhaul of governance arrangements in administration, teaching and research; (iv) Better management of university assets and facilities; (v) Scale-up efforts towards equal opportunity in gender and diversity; (vi) Enhanced fund-raising activities at unit and central administration levels; and (vii) Mainstream and enforce structures and processes for monitoring and evaluation (Aryeetey, 2010). Accordingly, the UG seeks to transform the situation described above and make graduate work more analytical and relevant; and in planned reforms, course work will be a major component of

graduate study. In pursuing its new vision, the University also plans to position itself as a core regional institution, attracting students from other African countries and also from other regions. The University would like to push itself to become internationally recognized and competitive and also become a place of choice for persons wanting to specialize in African development, with growth and employment being at the very core of these efforts. Recognising its own limitations, University of Ghana emphasizes the need to seek partnerships with world-class universities that will create access to high-quality human resources to facilitate teaching and supervision of graduate work.

Key statistics of UG departments involved in GEP are summarized in Table 2.

Table 2: Key statistics of involved departments of University of Ghana

Department	Total no of academic staff	Hereof with PhD	Total no of newly enrolled MA/MSc/MBA/MPhil students 2008-10	Total no of graduated MA/MSc/MPhil students 2008-10	Total no of newly enrolled PhD students 2008-10	Total no of graduated PhD students 2008-10
Institute of Statistical, Social and Economic Research	16	15	93	55	8	0
Economics	27	14	334	257	0	2
Marketing and Customer Management, Business School	9	4	23	10	0	0
Organisation and HR management, Business School	12	7	501	397	NA	NA
Agric. Economics	13	12	119	53	1	2
Crop Science	15	13	73	44	6	1
Agric. Engineering	13	7	2	1	0	0
Animal Science	10	6	11	9	2	2
Agricultural Research Centre, Kpong	7	4	NA	NA	NA	NA

Note: NA: Department does not offer this level;

3.3 Kwame Nkrumah University of Science and Technology

KNUST has as its vision to advance knowledge in science and technology for sustainable development. It is the mission of the University to provide an environment for teaching, research and entrepreneurship training in science and technology for the industrial and socio-economic development of Ghana and other African nations. KNUST recognizes the need for strengthening of its PhD education and this forms part of its strategic plan (KNUST, 2005). Establishment of PhD schools, summer schools, master classes and further use of e-learning have been identified as among the means to achieve this objective. Yet, progress is below target due to limited supervision skills and unavailability of course elements. KNUST has initiated a number of international PhD programmes including AGRA PhD in Soil Science funded by Bill and Melinda Gates Foundation and there are advanced plans for a PhD programme in Climate change and Land-use for the West African sub-region to be funded by Germany.

Further, the university targets a five percent annual increase in the number of research projects undertaken annually in the period 2005-2014 whilst academic staffs are more rigorously assessed for progression and quality control through an institutionalised quality assurance scheme (KNUST, 2005). The strategy also highlights dissemination of research and general stakeholder engagement.

Key statistics of KNUST departments involved in GEP are summarized in Table 3.

Table 3: Key statistics of involved departments of Kwame Nkrumah University of Science and Technology, Ghana

Department	Total no of academic staff	Hereof with PhD	Total no of newly enrolled MA/MSc/MBA/MPhil students 2008-10	Total no of graduated MA/MSc/MPhil students 2008-10	Total no of newly enrolled PhD students 2008-10	Total no of graduated PhD students 2008-10
Economics	11	2	41	19	0	0
Sociology and Social Work	12	3	20	0	NA	NA
Geography and Rural Development	17	8	31	6	2	2
History and Political Studies	11	3	NA	NA	5	3
KNUST School of Business	58	8	1018	750	NA	NA
Silviculture and Forest Management	9	7	6	2	3	0
Agroforestry	7	7	27	26	6	2
Crop and Soil Science	14	11	60	41	15	8
Animal Science	10	6	16	11	2	3
Agric Engineering	16	10	828	235	4	0
Horticulture	11	5	28	18	3	0
Agric Economics, Agribusiness and Extension	12	6	59	10	3	1
Chemical Engineering	14	10	10	0	1	0
Wood Science	6	4	17	3	4	1
Wildlife and Range Management	4	2	15	8	1	0

Notes: NA: Department does not offer this level; History and Political Studies: MA/MPhil/PhD programme approved for academic year 2011/12; Sociology and Social Work: PhD programme approved for academic year 2011/12

3.4 University of Dar es Salaam

UDSM is committed to a long-term institutional transformation programme which has been specified in a Corporate Strategic Plan for 2004-13 developed in consultation with main stakeholders (UDSM, 2009a). Within the framework of the Corporate Strategic Plan, a five-year rolling strategic plan for the university has been prepared, and the plan is reviewed and rolled forward every year. Moreover there are rolling five-year plans at college, school, faculty, institute and department level. The current university plan emphasises among others (i) Expanded assess and improved quality of undergraduate and postgraduate training; and (ii) Enhanced quality and volume of research and publications. In relation to the former, new undergraduate and postgraduate programmes, as well as new and different ways of teaching, research based teaching and pedagogic skills are emphasised. The second focus area among others stresses increasing research funding, from both domestic and donor sources, and more emphasis on problem-based research. In addition to these priorities, the plan gives priority to strengthening of a broad range of institutional capacities, including infrastructure, governance, ICT and library services.

Key statistics of UDSM departments involved in GEP are summarized in Table 4.

Table 4: Key statistics of involved departments of University of Dar es Salaam, Tanzania

Department	Total no of academic staff	Hereof with PhD	Total no of newly enrolled MA/MSc/MBA/MPhil students 2008-10	Total no of graduated MA/MSc/MBA/MPhil students 2008-10	Total no of newly enrolled PhD students 2008-10	Total no of graduated PhD students 2008-10
Department of Economics	45	31	59	48	29	17
Business School & Entrepreneurship Centre	69	28	2805	865	?	?
Institute of Development Studies	?	?	557	92	?	?
Institute of Resource Assessment	23	13	99	25	?	?
Mechanical and Industrial Engineering (MIE)	61	33	232	99	10	3
Chemical and Mining Engineering (CME)	45	15	48	40	5	2
Technology Development and Transfer Centre (TDTC)	3	3	NA	NA	NA	NA

Notes: NA: Department does not offer this level; ?: Information not available

3.5 Sokoine University of Agriculture

SUA's vision is 'to become a centre of excellence and a valued member of the global academic community in agriculture and other related fields, with emphasis on implementing practical skills, entrepreneurship, research and integration of basic and applied knowledge in environmentally friend manner'. The mission is to promote development through training, research, provision of services to the public and private sector in an environmentally friendly manner. Being the only agricultural university in Tanzania, the functions of the University include, inter alia, provision of facilities for university education in the fields of agricultural sciences and natural resource management. SUA's priority in research capacity building involves initiation and conduction of basic and applied research in the fields of land use, crop and livestock production, fisheries, natural resources and allied sciences and to promote the integration of research with training and agricultural extension. The university's corporate strategic plan emphasizes corporation with national and international institutions in the initiation and conduct of collaborative research and training programmes for the mutual benefits of the cooperating institutions (SUA, 2005).

Key statistics of SUA departments involved in GEP are summarized in Table 5.

Table 5: Key statistics of involved departments of Sokoine University of Agriculture, Tanzania

Department	Total no of academic staff	Hereof with PhD	Total no of newly enrolled MA/MSc/ MPhil students 2008-10	Total no of graduated MA/MSc/ MPhil students 2008-10	Total no of newly enrolled PhD students 2008-10	Total no of graduated PhD students 2008-10
Crop Science and Production	26	15	65	42	8	28
Animal Science and Production	30	25	44	13	5	
Agricultural Engineering and Land Management	20	16	16	6	3	
Agricultural Education and Extension	24	9	47	15	1	
Agricultural Economics and Agribusiness	34	17	194	172	21	
Food Science and Technology	35	19	37	33	3	
Soil Science	22	10	15	2	18	
Forest Biology	11	6	102	94	1	
Forest Mensuration and Management	8	8				
Wood Utilization	7	6				
Forest Engineering	7	5				
Forest Economics	8	5				
Wildlife Management	24	6				
Development Studies Institute	23	7	184	179	20	

3.6 Scientific strength and relevant experiences of the participating Danish universities

The Danish universities in the platform constitute a considerable academic strength in relation to growth and employment relevant research and education. Across the seven participating Danish universities, GEP draws on a total body of academic staff which – conservatively estimated - exceeds 700 and divides into main themes and staff categories as illustrated in Table 6. The approximate number of projects is over 700 with a total annual budget of approximately 900 million DKK. It is noted that these figures refer to general strength within the academic competence areas, not exclusively the strength related to developing countries.

The Danish universities have a long tradition for engagement in research and research capacity building projects in developing countries vis-à-vis growth and employment relevant topics. These projects have been implemented with a host of partner institutions in developing countries and partially with funding from Danida, i.e. the Danish Research Council for Development Research, including projects under the Enhancement of Research Capacity in Developing Countries (ENRECA) modality.

Further, the Danish universities have contributed specifically to research capacity development and doctorate programmes in developing countries under a variety of other programmes, including the STRAPA network (Strategic Partnership Agreements) with East African Universities (http://www.development.life.ku.dk/Capacity_building/STRAPA.aspx), hereunder the PREPARE PhD programme funded by EDULINK. Important is also the SLUSE (Sustainable Land Use and Natural Resource Management)

training programme with partners in Southeast Asia and Southern Africa (www.sluse.dk), with supplementary funding by ASIA-LINK, and the DUCED-IU&A (Danish University Consortium on Environment and Development - Industry and Urban Areas), also with partners in Southeast Asia and Southern Africa (<http://www.cbs.dk/en/Research/Departments-Centres/Projekter/U-NEXUS>).

It is also relevant to mention the AgTrain (Agricultural Transformation by Innovation) (<http://www.agtrain.eu>) and the FONASO (Forest and Nature for Society) (<http://www.fonaso.eu>) Erasmus Mundus doctorate programmes. Staff of Danish universities have also supervised MSc and PhD students from Southern, East and West African countries funded by Danish agricultural sector support in partner countries and students from developing countries supported for general management MBA studies and MSc in Agricultural Economics studies under the Danida funded Emerging Leaders Scholarship Programme.

In the area of development economics, Danish universities have implemented both large and smaller scale capacity building programmes in Mozambique, Tanzania and Vietnam in collaboration with local research and ministerial institutions and universities. These activities have included many long term out-postings as well as a long range of shorter term consultancies and training courses. Apart from Danida, funding for these activities has come from e.g. the World Bank, SIDA as well as Swiss and German development aid agencies.

Within management and leadership, Danish researchers have over the past decade collaborated with South partners on both large and smaller scale research and capacity building programmes, including in Ghana, Tanzania, Uganda, Zambia, Mali, South Africa, Thailand, Malaysia and Vietnam.

In total, the Danish partners behind the GEP represent a total project experience over the period 2000-2010 of approximately 300 projects and a total disbursement of more than 800 million DKK, cf. Table 7.

CVs of selected, key staff resources of the GEP are presented in Annex 2.

Table 6: Present scientific/academic strength in Denmark of relevance to the Growth and Employment platform

Theme	Staff resources (full time equivalent) – Number of:						Project information	
	Professors	Associate Professors	Assistant Professors	Senior Researchers	Post docs	PhD students	No. of externally funded projects	Annual budget of externally funded projects (mill DKK)
Development economics	9	8	2	3	3	24	27	18
Management & leadership	13	41	9	11	17	62	114	138
Agriculture & agribusiness	33	42	11	131	107	196	583	749
<i>Total</i>	<i>55</i>	<i>91</i>	<i>22</i>	<i>145</i>	<i>127</i>	<i>282</i>	<i>724</i>	<i>905</i>

Source: Data compiled by the seven participating Danish universities.

Note: The table refers to general strength within the academic competence areas, not exclusively the strength related to developing countries.

Table 7: Experiences of the Danish universities with human and institutional capacity building in developing countries 2000-2010

Academic theme	Total number of projects 2000-2010	Estimated total disbursement (mill DKK)
Development economics	64	124
Management & leadership	32	36
Agriculture & agribusiness	215	665
<i>Total</i>	<i>311</i>	<i>825</i>

Source: Data compiled by the seven participating Danish universities.

Note: The evaluation criteria of the platform proposals stipulated a division of the capacity building project to human and institutional capacity building. Since most projects have a dual emphasis on human and institutional capacity building, the GEP finds the division arbitrary and it has consequently not been attempted.

4. Activity plan and budget

This chapter describes the activities required to achieve the objectives of GEP stated and justified in Chapter 1. The activity plan outlines the activities in the first two years of implementation (first phase) and provides some perspectives beyond the first phase. Activities are structured in five interrelated work packages:

- Work Package 1: Strengthening of PhD education
- Work Package 2: Increasing the number of academic staff with PhD qualifications in growth and employment relevant topics
- Work Package 3: Strengthening of growth and employment relevant research and collaboration
- Work Package 4: Disseminating research knowledge to stakeholders
- Work Package 5: Platform governance and management.

Activities and activity level depend on the amount of core funding allocated to the platform. Section 4.6 specifies the budget under the three budget scenarios/funding levels: 4, 7 and 10 million DKK/year, respectively, and quantifies the output indicators under each of them.

The first five months of implementation is intended as an inception phase, where the following activities will be implemented:

- Establishment of GEP Working Groups at the four universities, c.f. WP5
- Establishment of platform secretariats/platform coordinators in South and Denmark, c.f. WP5
- Updating and refining needs assessment and focus areas at the four South universities, c.f. WP1
- Finalization of activity plans and budgets and signing of Letters of Agreement, c.f. WP5.

4.1 Work Package 1: Strengthening of PhD education at UG, KNUST, UDSM and SUA

4.1.1 Objective and outputs

The immediate objective is 'Growth and employment relevant PhD programmes strengthened at UG, KNUST, UDSM and SUA.' The related outputs are:

- Output 1.1: Baseline and needs assessment reports produced
- Output 1.2: PhD courses developed
- Output 1.3: PhD students and faculty have passed PhD courses
- Output 1.4: Faculty capacitated to run developed PhD courses
- Output 1.5: Faculty trained in PhD supervision

4.1.2 Key activities and how they will be implemented

Undertake detailed mapping and needs assessment of relevant departments at the four universities

To establish a more comprehensive picture of the status and needs of the involved departments vis-à-vis PhD programmes and courses than has been possible during the preparatory phase, a joint assessment will be conducted at each of the South universities. It will involve a detailed mapping, description and analysis of existing PhD programmes and courses, PhD supervision and PhD administration, undertaken with use of existing data and materials, individual and group discussions. The assessment will also involve a stock-taking on scientific publication and extension and dissemination activities. The assessment, to be documented in a report, will thus provide an overview to be used in identifying and prioritising the PhD programme activities to be implemented subsequently, and secondly, it will provide a baseline to monitor the progress of the platform. The assessment will be undertaken during the inception phase. It will be overseen by the GEP Working Group, and will be conducted by a small team from the university in question and from Denmark.

Develop PhD course curricula and course material

Based on the mapping and needs assessment report, the GEP Working Group decides on PhD courses to be developed and implemented by GEP in the first phase. This phase will require consultation and coordination with other platforms in order to make efficient use of resources and prevent overlap. Based on discussions and needs identified in the preparatory phase, it is envisaged that GEP in the first phase will focus on PhD courses of a "generic" nature that appear to be in dire need and thus useful for a large body of PhD students and faculty,

complemented by more specific courses. In the second phase, as and when generic courses are fully “institutionalised”, GEP will gradually change focus towards more topic-specific courses.

Considering “generic” courses, the preparatory phase has identified a need for courses such as:

- PhD introductory course
- Pedagogic course for PhD students
- Dissemination of research findings, outreach and extension services (research communication)
- Philosophy of science/research ethics
- Proposal writing and project management
- Scientific writing
- Qualitative research methods
- Experimental design and data analysis (quantitative)

The partners have during the preparatory phase prepared a tentative description of the contents of each of the above courses, which can be accessed at <http://growthandemployment.org/index.php?page=2-4-tentative-description-of-phd-courses>. For most of these courses, the participating Danish universities have curriculums which may serve as inspiration and may be adapted to fit the specific South universities’ needs. Specifically, the Graduate School of Life Sciences at the University of Copenhagen has a long track record with PhD introductory, philosophy of science/ethics, science communication and proposal writing/project management courses. AU and AAU have specific expertises in qualitative methods courses, while the Department for Science Education at the University of Copenhagen may be an appropriate focal point for pedagogic courses. It is also noted that the PREPARE PhD project implemented jointly by SUA, University of Nairobi, Makerere University and University of Copenhagen has developed a number of curriculums for generic PhD courses which may serve as inspiration here.

Each course will be nested in a relevant department at the South University (course responsible department). All PhD courses are developed and taught jointly by the South and Danish partners.

Approval of PhD courses by university Senate/Council

In order to ensure the sustainability and “institutionalization” of the developed courses, it is important that they are not developed in a “vacuum”, but are approved/accredited by the respective university Senate/Council to become part of relevant PhD programmes. This is especially the case for courses of a more generic type, while at least some of the topic/discipline-specific courses may be so specialized in nature and designed to meet a specific, current demand that they should not be integrated in the PhD programmes, and hence may not require Senate/Council approval. Due to differences between the PhD regulations at the four universities, and between the PhD programmes at the individual university, this approval process may - at least in some cases – be administratively heavy. The issue will be considered further as part of the inception phase.

Conduct PhD courses

For the generic courses, a team of two to four lecturers from the South University and one, in special cases two, Danish lecturers form the course implementing team. The course modules/sessions are divided between the lecturers as found appropriate. It is envisaged that the generic courses will be implemented twice with direct participation from the Danish counterparts. After this stage, the implementation of the courses will be in the hands of the course responsible persons at the South University with interaction and discussions with the Danish counterparts through mail, Skype and phone. The topic-specific courses will be implemented according to whatever model fits the specific purpose of the course.

The offered PhD courses are in principle open for all enrolled PhD students that fulfil the course-specific requirements for participation (in accordance with a “first come first serviced” principle). Second, they are open for faculty and thirdly for MSc/MA/MBA/MPhil students. PhD students from other universities may enrol and international students may be admitted as well.

As a result of the joint development and implementation, a significant number of staff at each South university is trained in both contents of the PhD courses and related pedagogic methods. This core group of lecturers will be instrumental in securing the sustainability of the courses.

Develop PhD supervisory training curricula and implement training/workshop

Through a supervisory training programme/workshop, PhD supervisors will gain knowledge and inspiration on (i) how to supervise PhD students in a way that takes into account the special circumstances that apply to the individual PhD student and (ii) techniques in supervision in such way that the participants are supported in his/her own reflections and guided to work on his/her own supervision practice. Course content may include constructivist learning, dialog in supervision, supervision models (e.g. self-efficacy), supervision contracts, communication skills, peer supervision and mentoring. A joint diploma will be awarded to participants following the training/workshop.

In developing and implementing this course, GEP will draw on the experiences of the PREPARE PhD project, which has successfully implemented a training course in PhD supervision in East Africa facilitated by the Department for Science Education, University of Copenhagen. Based on the course, SUA has developed a set of supervisor and students manuals on supervision which will be drawn into the development.

A course implementing team will be constituted with a few experienced PhD supervisors from the South University and a Danish resource person. Participants will be senior faculty with responsibility for/experience with supervising PhD students. The idea is to involve 2-4 supervisors from relevant departments, who could then bring skills and experiences back to their mother departments (“master trainers”).

4.2 Work Package 2: Increasing the number of academic staff with PhD qualifications in Growth and Employment relevant disciplines and topics

4.2.1 Objective and output

The objective is ‘Increased number of academic staff at UG, KNUST, UDSM and SUA with PhD qualifications in growth and employment relevant disciplines and topics’ with the following output:

Output 2.1: Growth and employment relevant PhD scholarships awarded to faculty of UG, KNUST, SUA and UDSM, and studies initiated.

4.2.2 Key activities and how they will be implemented

The general principles for the offered PhD scholarships are:

- The fellow will be enrolled locally, i.e. at a relevant department/faculty at UG, KNUST, UDSM or SUA;
- The fellow will have a principal supervisor from the university of enrolment and a co-supervisor from a relevant Danish university;
- The fellow is obliged to do course work equivalent to half a year of study;
- The scholarships are, when deemed optimal and feasible, implemented as a “sandwich-model”, where the fellow stays up to a maximum of 10 months in Denmark, typically divided in two stays;
- The offered scholarships will have a 3 year duration;
- The fellow will undertake research relevant to one or more of the academic focus areas of the platform (see evaluation criteria below).

The scholarships are primarily intended for faculty without PhD qualifications, including teaching assistants/research assistants, who the university wants to attach to the institution through a contractual arrangement beyond the duration of the PhD study. The fellows will for the duration of the PhD study be relieved from his/her normal responsibilities (teaching, administrative work etc.) and the university will continue to pay salary. As a general principle, fellows must be below 40 years of age at the initiation of the PhD study and not already be enrolled as PhD students at the university.

Development of evaluation criteria and process for award of PhD scholarships

It is agreed among the partners that eligible candidates should be evaluated based on a set of criteria that emphasises:

- Academic qualifications. Aggregate score of second university degree and documented research achievements/experiences;
- Relevance of proposed research to growth and employment;

- Quality of research synopsis, i.e. a synopsis that demonstrates knowledge of the topic area, formulates an appropriate research question and suggests a plausible research design, strategy and methodology.

During the inception phase, the precise weight of the three criteria in the evaluation, and the procedure to be followed will be decided by the GEP Working Group.

Announce scholarships

The PhD scholarships are announced by the respective universities at an appropriate time in the academic calendar, and with a deadline of at least three months ahead in order for candidates to prepare proposals. The scholarships will also be announced at the GEP website. The application shall consist of:

- A standard application form;
- A PhD project synopsis of maximum 16,000 characters (5 pages);
- A sample of own scientific writing, e.g. a journal paper (max 10 pages);
- A certified copy of second university degree(s) certificate and other academic qualifications;
- A Curriculum Vitae, including a publication list.

The application form must hold the signatures of the potential principal supervisor, the potential Danish co-supervisor and the relevant head of Department at the South university. The platform co-ordinator in Denmark will in relevant cases help facilitate contact to potential co-supervisors in Denmark and it is also expected that the indispensable contacts will be emerging between the relevant faculties and institutes in respectively Denmark and the Southern partner universities.

Award of scholarships

Eligible applications are reviewed by the GEP Working Group at UG, KNUST, UDSM and SUA, respectively based on the agreed evaluation criteria. The top 5-10 applicants (depending on the number of scholarships to be awarded) are invited for an interview with the GEP Working Group on the basis of which the final selection is made.

Preparation of full PhD project proposals for approval by Academic Board

The selected candidates will subsequently develop full PhD project proposals in accordance with the requirements of the individual university of enrolment to be approved by the Academic Board.

In close dialogue with the university of enrolment and on a case-by-case basis, it may be considered whether relevant to pursue a double degree, i.e. the PhD student upon successful defence of dissertation is awarded a PhD certificate from both the university of enrolment and the Danish university from where the student have received co-supervision and spent part of his/her study time. In case a double degree is pursued, a specific agreement has to be signed by both universities at the onset of the study and the agreement has to be approved by the relevant PhD Committee at the Danish university¹.

4.3 Work Package 3: Strengthening of platform based research activities and research collaboration

4.3.1 Objective and outputs

The objective is: 'Growth and employment relevant research activities and research collaboration strengthened'. The related outputs are:

Output 3.1: Joint proposals for research submitted to relevant funding agencies

Output 3.2: Small size (< USD 10,000) research projects financed

Output 3.3: Medium size (< USD 100,000) research projects initiated

Output 3.4: Thematic networks established in Ghana, Tanzania and Denmark

Output 3.5: Academic staff of UG, KNUST, SUA and UDSM informed about platform research activities and achievements.

¹ Differences between the involved Danish universities/faculties may apply

4.3.2 Key activities and how they will be implemented

Establishment of a facility for financing formulation of joint research proposals

Joint implementation of research projects is a well-established approach for enhancing research capacities. Accordingly, GEP will set up a facility at UG, KNUST, UDSM and SUA, respectively that, on a competitive basis, will provide funds for joint formulation of research proposals. Potential funding agencies include the Danish Ministry of Foreign Affairs' Competitive Research Fund (including the pilot research programme), Danish embassies (sector programmes) in Ghana and Tanzania, the European Union, other bilateral and multilateral donors, international and regional development banks and private foundations and companies.

The GEP Working Group at each of the South universities will administer the facility, based on an agreed set of criteria to be used in the evaluation of applications for funding. Eligible applications must include at least one research group from the South University and a research group from a Danish university. Evaluation should be based on two pages applications from the research groups describing the purpose of the work and the funding source targeted. The call for applications will be announced on the website of the platform. There will be two annual deadlines in order to be able to respond to emerging funding opportunities and ideas.

Implementation of small and medium-size research activities

In addition to the facility for the formulation of joint research proposals, a facility will be established in support of small-size and medium-size research activities. Small-size research projects will be funded with up to USD 10,000 and are typically individual South researcher activities. This activity may allow collection and analysis of new data, or may allow South researchers to supplement and/or analyse existing but still unpublished data, e.g. from recently completed PhD research or consultancy work, or from data otherwise available from different sources.

Medium-size research projects will be funded with up to USD 100,000 and will involve teams of researchers from at least two platform partners. Funds for medium and small-size research projects may be used to cover operational costs including the costs of travelling, accommodation and subsistence as well as costs of data collection, data handling and preliminary analysis. Some salary costs may also be included, but most staff time will be considered as in-kind contributions of the partners. Shorter periods of attachment (from two weeks to two months) of researchers from South at relevant Danish partner institutions may constitute part of the medium sized projects. The costs of such attachments will be budgeted according to Danida Fellowship Centre' rules for stays of researchers.

The research projects will result in working documents, reports and ultimately scientific papers that are submitted to peer-reviewed journals. In addition, popular dissemination of results and lessons-learnt from the projects are emphasised, cf. Work Package 4.

During the inception phase, application format and evaluation criteria will be developed. The partners agree that focus will be on relevance and scientific quality of the proposal. Moreover, the considered proposals must relate to the academic focus areas identified at any time, and lie within the three competence areas forming the academic foundation for the GEP. Finally, emphasis will be given to research projects that directly involve stakeholders, e.g. farmers and MSMEs, in the research process.

Calls for proposals will be advertised on the platform website during the inception phase. The GEP Working Group will evaluate proposals and select projects for funding.

Establishment of thematic networks in Ghana, Tanzania and Denmark

GEP will set aside funds for establishment of a number of thematic networks in Ghana, Tanzania and Denmark, respectively. The networks will be formed around specific scientific themes of relevance to growth and employment. Initially, on the Danish side and based on the interest of the involved persons, the platform may continue the already existing thematic networks on "Global value chains in business and development" and "Agriculture and development". These two networks are established under the auspices of the Danish Development Research Network (DDRN), which will terminate by mid-2011.

GEP intends to facilitate the establishment of thematic networks in Ghana and Tanzania as well. The networks will function as informal forums for exchange of growth and employment relevant ideas, information and lessons learnt, primarily among researchers, but NGOs, private firms, interest organisations and administrators could also participate; at least they do so in the Danish networks.

The thematic networks established within the auspices of GEP will to a large extent have to be self-sustained, i.e. the main driving force of the network is the shared interests and efforts made by the participants.

Each thematic network is hosted at a relevant platform partner and has a relevant researcher as chair. Each thematic network would be assisted by some limited secretarial support from the platform and a small operational budget (15,000 DKK annually). Each thematic network would have space allotted on the platform website for internal and external communication. Each thematic network must prepare an annual activity plan at the beginning of each calendar year and a brief progress report at the end of the year to the platform secretariat.

Organisation of end-of phase research seminar

At each south university, an end-of-first phase seminar will be held where ongoing research activities and findings and results are presented. This is intended as an “academic event” for interested academic staff and senior university management thus promoting central level awareness and support and interaction with researchers not directly engaged in the platform activities.

4.4 Work Package 4: Disseminating research knowledge to stakeholders

4.4.1 Objective and outputs

The objective is ‘Platform research results and findings effectively disseminated to relevant stakeholders’ with the following outputs:

Output 4.1: Relevant stakeholders informed about research findings/results through outreach sessions

Output 4.2: Policy briefs published

Output 4.3: Manuals and leaflets published

Output 4.4: Platform website established

Output 4.5: Decision makers informed about results of platform research activities at end-of-first phase seminars.

4.4.2 Key activities and how they will be implemented

Conduct research-based outreach sessions

As part of its dissemination/outreach strategy, GEP will conduct outreach seminars where relevant stakeholders, e.g. MSMEs, larger businesses, farmers, NGOs, government agencies, as applicable, gain insight, learn and discuss the outcome/product/result of one or more platform research activities. These may be in a lecture hall, but wherever relevant, these may be conducted on-the-spot at the research site, and e.g. involve visits to farmers or MSMEs who have participated in the research and who have adopted particular methods or techniques, which can be demonstrated and discussed.

Produce policy briefs, manuals and leaflets

The research activities will produce results and draw up lessons learnt, and GEP will make efforts to transform these insights into policy briefs, manuals and leaflets. These are vehicles for communicating the research findings to relevant stakeholder group(s) in a suitable format to complement scientific publications (papers, reports) targeting the scientific community. The type of publication will depend on the type of research. Policy briefs may be used to target e.g. policy makers, administrators in national ministries and agencies, national interest groups and donors, while manuals and leaflets may target e.g. MSMEs, farmers and local level NGOs, etc.

The policy briefs, manuals and leaflets will be placed on the platform website, and also distributed directly, e.g. in connection with the outreach seminars described above or at seminars, cf. below.

Development and maintenance of platform website

The website of the platform www.growthandemployment.org will be developed and maintained as an active forum for communication and knowledge sharing among participants directly involved in the platform, and for

dissemination to outside stakeholders/interests. The website will be developed with an open-to-all part and an internal part (intranet) exclusively for platform partners. The web-site will announce courses, PhD scholarships and other activities. Moreover, there will be detailed information available on activities funded by the platform with access to all produced reports, policy briefs, manuals and leaflets. On the internal part, curriculum and materials for all implemented PhD courses/other courses will be documented. When fully developed and tested, the curriculum/materials will be up-loaded on the external pages.

The website will be managed jointly by the platform secretariat in Denmark and at UG, KNUST, UDSM and SUA with limited assistance from external web design experts/consultants.

Conduct end-of-phase seminars

The platform will organize an end-of-first phase seminar at UG, KNUST, UDSM and SUA, respectively. The purpose will be to invite key national level “decision makers”, i.e. policy makers, key administrators from relevant ministries and agencies, representatives from relevant interest associations, and donors to a targeted seminar where key results from already conducted research and on-going research are presented and discussed. The event will also serve the purpose of general awareness-raising of the platform and its activities.

4.5 Work Package 5: Platform governance and management

4.5.1 Objective and outputs

The objective is ‘Platform activities effectively and efficiently governed and managed’. The related outputs are:

Output 5.1: GEP Working Groups established

Output 5.2: Letters of Agreement signed

Output 5.3: Annual technical and financial reports approved

Output 5.4: Platform proposal for second phase prepared.

4.5.2 Key activities and how they will be implemented

Establishment of GEP Working Groups

GEP will establish a GEP Working Group at UG, KNUST, UDSM and SUA, respectively. The GEP Working Group is the main forum for decision making and oversight of the platform activities. First, the GEP Working Group is responsible for the preparation of the Letter of Agreement and detailed activity plan and budget. Second, it is the responsibility of the GEP Working Group to ensure the implementation of the activity plan. This includes: (i) Reviewing and selecting candidates for PhD scholarships; (ii) Reviewing and selecting proposals to fund (proposals for the preparation of research proposals, small size research grants, medium size research grants); (iii) Reviewing the progress of the platform, and preparation of the annual progress report. Third, the GEP Working Group is responsible for preparing inputs to the overall platform activity plan for the second phase (2013).

The GEP Working Group has four members appointed by the VC of the university and two Danish members appointed by the Chairman of the Danish Platform Steering Committee. All members are academic staff with platform relevant research focus. One of the four South members is appointed as chairman by the VC. The GEP Working Group will meet at least annually. Between meetings the members will communicate by e-mail, phone and Skype. The GEP Working Group establishes a modus operandi for its working. The platform coordinator, cf. below, functions as secretary for the GEP Working Group. Minutes of meetings are made available on the platform website.

In addition to the GEP Working Groups, the following committees are envisaged in the Building Stronger Universities initiative:

- *A Partnership Steering Committee* at each South university. The function of this body is to ensure overall coherence and coordination across platforms. The Partnership Steering Committee is envisaged as consisting of one South and a Danish member for each active platform plus a Chair person from the South University. South members are appointed by the VC, while the Danish members are appointed by the chairmen of the Danish Steering Committees, cf. the draft Memorandum of Understanding dated 14 April 2011.
- *A Danish GEP Steering Committee* to coordinate the Danish side of the platform across the participating Danish universities. This committee has two representatives (a full and an associated member) from

the seven participating Danish universities and a chairperson appointed by the Rectors' Conference of Universities Denmark, see http://dkuni.dk/typo3conf/ext/naw_securedl/secure.php?u=0&file=fileadmin/user_upload/downloads/BSU/udpegninger_7-2-11.pdf&t=1298727191&hash=bb9dae09becf3e68befab8fc10e4416d

Common for these structures is that no honorarium will be paid from the platform budget to members for participating in or preparing for meetings, since this is considered as part of the in-kind contribution of the partners. The budget of the platform will cover the travel, food and lodging costs in connection with meetings, as applicable.

Establishment of platform secretariats

To ensure efficient coordination, implementation, management, financial and technical reporting of activities, GEP will employ a platform coordinator at UG, KNUST, UDSM and SUA and in Denmark. These are primarily administrative functions. The platform coordinators will be appointed during the inception phase and will be physically placed at a relevant academic department/unit or at an appropriate location in the university administration. In Denmark, the platform coordinator will be placed in the department of the Chairman of the Danish Platform Steering Committee.

The platform coordinator positions are initially part-time positions and their extent depending on the core budget allocated to the platform, c.f. Section 4.6. In order to secure a full time position, two or more platforms at the same South University may consider establishing a joint secretariat with a shared coordinator. More staff input is budgeted for the Danish platform secretariat relative to the South partners in order to ensure the overall coordination and reporting of the platform activities.

Preparation of Letter of Agreement and final activity plan and budget

A final activity plan and budget will be prepared by the GEP Working Group during the inception phase when the precise budget allocation is known, and taking into account the results of the joint mapping and needs assessment, c.f. WP 1. The final activity plan and budget will constitute an annex to the Letter of Agreement to be signed between the involved partners, cf. the draft Memorandum of Understanding of the Building Stronger Universities initiative (dated 14 April 2011).

Financial management, accounting and reporting

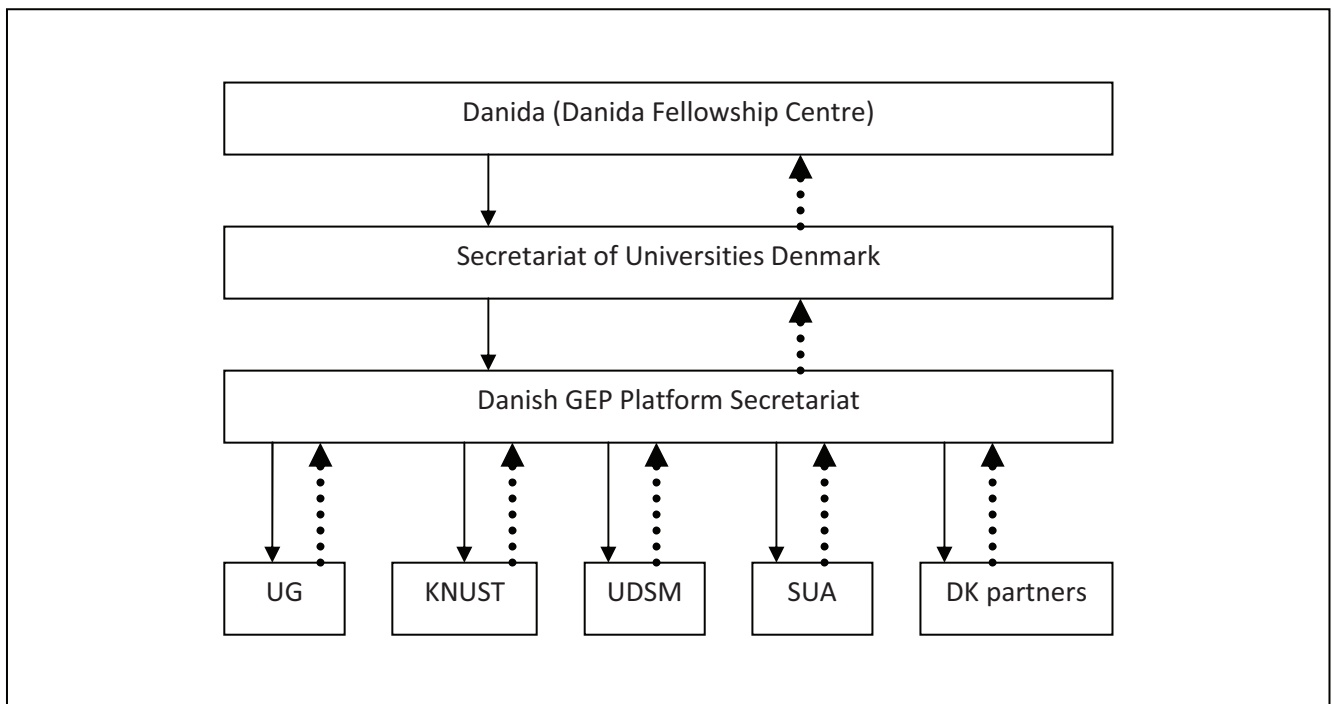
The financial management, accounting and reporting of the core platform budget will follow the general conditions for Grants to Development Research Supported through Denmark's International Development Cooperation, cf. [http://www.dfcentre.com/?Research Projects:General Conditions and Forms](http://www.dfcentre.com/?Research+Projects:General+Conditions+and+Forms)

GEP will set up a separate account at UG, KNUST, UDSM and SUA and at University of Copenhagen (host of the Danish Platform Secretariat). University of Copenhagen is overall responsible for the financial management and reporting of the platform activities towards Universities Denmark and the Danida Fellowship Centre. The Platform Secretariat disburses funds to UG, KNUST, UDSM and SUA in two annual instalments. The first transfer of 50 % of the agreed annual budget is done in January. The second transfer is done in August, and is conditional upon receipt of the annual accounts, cf. below. The participating Danish universities will have their costs reimbursed by the Danish Platform Secretariat based on invoices. The overhead cost follows the institution that has incurred the cost.

UG, KNUST, UDSM and SUA submit electronically the platform's accounts for the previous fiscal year to the Danish Platform Secretariat no later than 1 May. The annual accounts must contain a scanned signature of the institution's relevant accounting officer. With his/her signature, the institution's accounting officer endorses that the annual accounts are true and accurate and in compliance with the conditions of the grant. The Danish Platform Secretariat prepares the full account of the platform and forwards it to the Secretariat of Universities Denmark not later than 1 June.

A final audited set of accounts is submitted by UG, KNUST, UDSM and SUA to the Platform Secretariat at latest six months after the completion of the first phase. The set of final accounts must be audited by an independent certified accountant. The accounts must be accompanied by a statement of endorsement declaring that the audit has been carried out in accordance with the conditions presented here, as well as good public sector auditing practice. Any reservations must be included in the statement of endorsement.

Figure 1 Overview of financial management. Solid arrows illustrate financial flows; dotted arrows illustrate financial reporting.



Technical reporting

The Danish Platform Secretariat is responsible for the compilation of a consolidated annual report on the platform activities based on inputs from UG, KNUST, UDSM and SUA. The inputs are collected by the respective platform coordinators no later than 1 May the following year. The Danish Platform Secretariat forwards the consolidated GEP annual report to Universities Denmark no later than 1 June. The annual report documents the platform activities and progress in relation to the objectives and outputs described in the activity plan and explains any deviations from the approved activity plan and budget.

Preparation of second phase proposal

In the second year of the first phase, preparations of the second phase proposal will be initiated, coordinated by the respective GEP Working Groups. The preparation process will include a start-up workshop organised at each of the South partner universities where ideas are discussed and specific working groups to pursue more specific components/work packages are formed. The preparation will be coordinated by the Danish Platform Secretariat and drafts will be circulated and commented by the partners.

4.6 Budget

The indicative budget and its division to partners and work packages is presented in Tables 8a, 8b, and 8c for the three levels of core funding, respectively. The detailed indicative budgets are presented in Annex 1.

The budgets, i.e. at all three levels, project an equal (50-50) sharing between South and Danish partners. Further, the South budget is equally shared among the four South universities in reflection of a planned identical level of activity in the first phase. Based on progress of the first phase, the second phase may see a differentiation in budget as a reflection of varying planned levels of activity and types of activities in the second phase. The sharing of the budget among the Danish universities will reflect the specific activities to be carried out in collaboration with the South partners, e.g. specific courses, PhD scholarships and research activities. Thus, during implementation, funding and deliverables will be closely linked. It is envisioned that provided adequate effort and quality of proposals, a reasonable level of funding will be distributed across all three competence networks. However, due allowance must be made to accommodate variations in needs of the South universities across the three competence areas. Also the success of the different competence networks

and research groups in attracting good ideas, people and documenting good performance in delivering the core GEP public goods will affect the final distribution of funds, as decided by the GEP Working Groups.

In what follows, comments are provided on the distribution of funds for the various work packages across the three scenarios, i.e. the 4, 7 and 10 million DKK/year scenarios. Note that for the 4 million scenario, it is not considered feasible to implement PhD scholarships in the first phase. Consequently, as we move from this to larger schemes, the approximate share of funds across purposes and budget lines changes non-linearly.

Under the 4 million DKK/year budget scenario, the platform plans to develop and implement three PhD courses and a PhD supervisory training course/workshop at each of the South universities. Under this scenario, no PhD scholarships will be offered. Approximately 1 million DKK per year have been earmarked for joint research proposal preparation and joint research activities. Finally, 6 months per year have been allocated for platform coordination in Denmark and 4 months per year at the South partner universities.

Under the 7 million DKK per year budget scenario, GEP intends to increase the number of developed and implemented PhD courses to four, in addition to a PhD supervisory training/workshop, at each South university. This budget level will allow granting of two PhD studies each at UG, KNUST, UDSM and SUA. Further, this level will allow a considerable larger budget for research collaboration and joint proposal writing than the low budget scenario. The resources set aside for platform management and governance increases; a platform coordinator in Denmark is budgeted for 9 months per year, and 6 months per year at the South partner universities.

Finally, under the 10 million DKK per year scenario, the number of PhD courses per South University will increase to 6. There will be funding for three PhD scholarships at each South University. Likewise, the resources set aside for research collaboration will almost double compared to the middle scenario. Under this scenario, the employment of a full time (12 months per year) platform coordinator in Denmark is envisaged complemented by platform coordinators at the South universities at 6 months annually.

The Danish universities will co-finance the platform activities with in-kind (staff time) contributions equal to their share of the core budget. Table 9 stipulates how this funding is likely to be distributed between the work packages at the three funding scenarios. South partners provide additional in-kind contributions in the form of staff time and access to facilities.

Finally, the specific output indicators for the three budget levels are specified in Table 10.

Table 8a: Summary of the core budget for the 4 million DKK/year scenario

Main activity/Item	UG	KNUST	UDSM	SUA	DK univ.	Subtotal	Share
WP 1: Strengthening of PhD education	210.000	210.000	210.000	210.000	1.782.480	2.622.480	33
WP 2: Increasing the number of staff with PhD	0	0	0	0	0	0	0
WP 3: Strengthening of research collaboration	380.000	380.000	380.000	380.000	660.000	2.180.000	27
WP 4: Disseminating research knowledge	128.000	128.000	128.000	128.000	90.000	602.000	8
WP 5: Platform governance and management	200.000	200.000	200.000	200.000	869.525	1.669.525	21
Administrative fees	64.260	64.260	64.260	64.260	600.401	857.441	11
External audit	15.000	15.000	15.000	15.000	15.000	75.000	1
Stays of PhD students in Denmark	0	0	0	0	0	0	0
<i>Grand total</i>	<i>997.260</i>	<i>997.260</i>	<i>997.260</i>	<i>997.260</i>	<i>4.017.406</i>	<i>8.006.446</i>	<i>100</i>
Partner's relative share of budget (%)	12	12	12	12	50	100	

Table 8b: Summary of the core budget for the 7 million DKK/year scenario

Main activity/Item	UG	KNUST	UDSM	SUA	DK univ.	Subtotal	Share
WP 1: Strengthening of PhD education	255.000	255.000	255.000	255.000	2.176.640	3.196.640	23
WP 2: Increasing the number of staff with PhD	390.400	390.400	390.400	390.400	986.350	2.547.950	18
WP 3: Strengthening of research collaboration	430.000	430.000	430.000	430.000	1.290.000	3.010.000	21
WP 4: Disseminating research knowledge	143.000	143.000	143.000	143.000	135.000	707.000	5
WP 5: Platform governance and management	240.000	240.000	240.000	240.000	1.301.335	2.261.335	16
Administrative fees	102.088	102.088	102.088	102.088	1.097.865	1.506.217	11
External audit	15.000	15.000	15.000	15.000	15.000	75.000	1
Stays of PhD students in Denmark	183.000	183.000	183.000	183.000	0	732.000	5
<i>Grand total</i>	<i>1.758.488</i>	<i>1.758.488</i>	<i>1.758.488</i>	<i>1.758.488</i>	<i>7.002.190</i>	<i>14.036.142</i>	<i>100</i>
Partner's relative share of budget (%)	13	13	13	13	50	100	

Table 8c: Summary of the core budget for the 10 million DKK/year scenario

Main activity/Item	UG	KNUST	UDSM	SUA	DK univ.	Subtotal	Share
WP 1: Strengthening of PhD education	345.000	345.000	345.000	345.000	2.673.720	4.053.720	20
WP 2: Increasing the number of staff with PhD	585.600	585.600	585.600	585.600	1.498.160	3.840.560	19
WP 3: Strengthening of research collaboration	720.000	720.000	720.000	720.000	2.490.000	5.370.000	27
WP 4: Disseminating research knowledge	173.000	173.000	173.000	173.000	135.000	827.000	4
WP 5: Platform governance and management	240.000	240.000	240.000	240.000	1.589.525	2.549.525	13
Administrative fees	144.452	144.452	144.452	144.452	1.597.281	2.175.089	11
External audit	15.000	15.000	15.000	15.000	15.000	75.000	0
Stays of PhD students in Denmark	274.000	274.000	274.000	274.000	0	1.096.000	5
<i>Grand total</i>	<i>2.497.052</i>	<i>2.497.052</i>	<i>2.497.052</i>	<i>2.497.052</i>	<i>9.998.686</i>	<i>19.986.894</i>	<i>100</i>
Partner's relative share of budget (%)	12	12	12	12	50	100	

Table 9: Co-financing (in-kind contributions) of the platform activities from the Danish universities (in DKK) and its estimated distribution across work packages

Main activity/Item	Budget scenario		
	4 mill DKK/year	7 mill DKK/year	10 mill DKK/year
WP 1: Strengthening of PhD education	400.000	500.000	700.000
WP 2: Increasing the number of staff with PhD	0	800.000	1.200.000
WP 3: Strengthening of research collaboration	800.000	1.200.000	2.500.000
WP 4: Disseminating research knowledge	200.000	200.000	200.000
WP 5: Platform governance and management	1.500.000	2.250.000	2.350.000
Subtotal	2.900.000	4.950.000	6.950.000
Overhead costs (44%)	1.276.000	2.178.000	3.058.000
<i>Grand total</i>	<i>4.176.000</i>	<i>7.128.000</i>	<i>10.008.000</i>

Notes:

1. WP1: It is estimated that each course will be co-financed with two weeks of staff time
2. WP2: It is estimated that one additional month of staff time will be put into supervision per PhD student per year
3. WP3: Additional staff time to research activities; includes on-going research collaboration with platform partners; excluding projects with Danida as funding agency
4. WP5: Under the low budget scenario it is estimated that ordinary members and co-chairs of the Danish Platform Steering Committee contributes two weeks per year; chair contributes three months and Danish members of GEP Working Groups two weeks per year, plus one month of accounting assistance by the Danish Platform Secretariat.
5. WP5: Under the medium budget scenario it is estimated that ordinary members of the Danish Platform Steering Committee contributes two weeks per year; co-chairs one month per year; chair contributes five months per year; and Danish members of GEP Working Groups one month per year, plus one month of accounting assistance by the Danish Platform Secretariat.
6. WP5: Under the high budget scenario it is estimated that ordinary members of the Danish Platform Steering Committee contributes two weeks per year; co-chairs one month per year; chair contributes six months per year; and Danish members of GEP Working Groups one month per year, plus one month of accounting assistance by the Danish Platform Secretariat.
7. Overhead costs are conservatively estimated at 44 % to reflect true costs.
8. Academic salaries are estimated at 50,000 DKK per month.

4.7 Key assumptions

Achieving the above outputs is contingent on a number of assumptions, which are briefly discussed here.

First, achieving the outputs of Work Package 1 depend on interest of lecturers in both South and North to engage actively in developing and implementing courses. This interest again, is contingent on support and recognition by senior management at departmental and faculty level. Lecturers that engage in these activities should experience a reduction in other (teaching) responsibilities and efforts should be considered in staff evaluations. The platform budget stipulates approximately one month of salary per course to be paid to the department of the participating Danish lecturer in order to – at least partly – cover the cost of the lecturers' participating in course development and implementation. For the South partners, costs of course development has been budgeted for, while the actual implementation of the course has to be incorporated in the overall division and prioritisation of tasks at departmental and faculty level. Finally, implementation of the courses assumes a sufficient body of interested participants. This is not considered a critical assumption; there is already a considerable body of PhD students, cf. Tables 2-5, who would be potential candidates, and the number will increase over the coming years, among others as a result of the platform activities. Moreover, the

courses may also be attractive to faculty, who are not PhD students, and to PhD students and faculty of other universities, and, where relevant, to MSc/MA/MPhil/MBA students.

Second, output 2 relies first and foremost on the availability of qualified and interested PhD candidates among academic staff. Since the number of scholarships to be awarded is small compared to the faculty population, cf. again Tables 2-5, it is not considered a critical assumption. What is likely to be more critical is the risk of “political interference” in the selection process. This will be addressed by clearly agreeing and documenting selection criteria in the Letter of Agreement to be developed in the inception phase. The output also requires interested supervisors, i.e. a main supervisor from the South University and a Danish co-supervisor. The same considerations apply here as discussed above on course development. Supervisors will have to be identified prior to the selection process, in order not to award a scholarship to a PhD project where appropriate supervisors cannot be identified subsequently.

Third, the thematic networks stipulated to be established under output 3 rely critically on key person(s) willing to put in the required effort to organize and stimulate the network. Second, they depend on the theme of the network to be formulated with sufficiently specificity for members to have mutual benefit from participating. If these conditions are not fulfilled, the networks are likely not to “take off”. Moreover, the stipulated outputs assume that the partners can agree on which research activities to be funded by the platform. This again requires clear selection criteria, c.f. above.

Fourth, outputs of Work Package 4 require interest of the academic staff to engage in diffusion/extension/dissemination activities, which again relate to recognition of such activities at university level, in South and in Denmark. In case of outreach sessions and stakeholder seminars, they also assume that the targeted stakeholders perceive the conducted research to be relevant to them, and hence willing to participate/engage.

Fifth, effective platform governance assumes a well functioning GEP Working Group. This requires that relevant staff with academic interest in the platform and its activities are allowed, and interested, in serving on the GEP Working Group.

Last, all outputs assume the timely availability of Danida core funding, the in-kind co-funding by the Danish universities and the in-kind contributions of the South partners.

Table 10: Verifiable output indicators (levels) under the three budget scenarios

Output indicator	Budget scenario		
	4 mill DKK/year	7 mill DKK/year	10 mill DKK/year
<i>Work Package 1 : Strengthening PhD education</i>			
1.1 No. baseline and needs assessment reports	4	4	4
1.2 No. PhD courses developed	12	16	24
1.3 No. PhD students passed courses (20 per course)	240	320	480
1.4 No. Faculty capacitated to run PhD courses (2 per course)	24	32	48
1.5 No. Faculty trained in PhD supervision (20 per S university)	80	80	80
<i>Work Package 2 : Increasing the number of staff with PhD</i>			
2.1 No. PhD scholarships awarded and initiated	0	8	12
<i>Work Package 3: Strengthening of research collaboration</i>			
3.1 No. Research proposals submitted	2	4	6
3.2 No. small size (< USD 10,000) research projects completed	12	12	16
3.3 No. medium size (< USD 100,000) research projects initiated	4	8	16
3.4 No. Thematic networks established	6	7	11
3.5 No. Faculty informed about platform research	200	200	200
<i>Work Package 4: Disseminating research knowledge</i>			
4.1 No. of outreach sessions	8	12	20
4.2 No. Policy briefs published	4	6	10
4.3 No. Manuals and leaflets published	4	6	10
4.4 Platform website	1	1	1
4.5 No. Decision makers informed of platform research results	200	200	200
<i>Work Package 5 : Platform governance and management</i>			
5.1 No. GEP Working Groups established	4	4	4
5.2 No. Letters of Agreement signed	4	4	4
5.3 No. Annual cum financial reports prepared	8	8	8
5.4 No. Platform proposal for second phase prepared	1	1	1

4.8 Collaboration and coordination of activities with the other platforms and other initiatives

4.8.1 Collaboration with other platforms

GEP encompasses the exact same partner universities as the Environment and Climate Platform, and shares Ghanaian partners with the Human Health platform. All platforms have strengthening of research capacities as their overriding objective. Collaboration and coordination between the platforms are required to: (i) prevent confusion; (ii) make efficient utilization of resources; and (iii) ensure the highest possible quality of efforts. It will be a continuation of the collaboration and coordination that has already been initiated in the preparatory phase, where the platforms have coordinated the dialogue process with joint visits and workshops at the South universities.

Collaboration and coordination will be ensured in various ways. First, a Partnership Steering Committee is envisaged to be established at each South partner university with representatives from the platforms. This Committee will address across platform collaboration and co-ordination from an overall and general perspective, and will monitor and comment on possible cases of insufficient collaboration. The more specific collaboration and coordination will take place at the GEP Working Group level and between platform secretariats, at the South University and in Denmark. In what follows, some key areas of collaboration and coordination are briefly described.

In relation to Work Package 1, there is a strong need for collaboration and coordination of offered PhD courses, in particular the courses of a generic nature which would be of interest across platforms. Based on the detailed needs assessments, the platforms need to coordinate efforts with the goal of offering the optimal suite of generic courses at each South university. This could involve shared development and implementation of courses.

Second, in relation to Work Package 2, efforts have been made already in the preparatory phase to streamline terms and conditions of PhD scholarships. It could be considered to coordinate the timing of the advertisement of the PhD scholarships between platforms.

Third, in Work Package 3 it could be relevant to establish and fund cross-cutting thematic networks in collaboration with other platforms. Further, end-of-first phase seminars at south partner universities could be coordinated and implemented with other platforms to broaden the participant base and attract attention from university leaderships.

Fourth, development of the platform website must be coordinated with the development of the general website of the Building Stronger Universities initiative which is the responsibility of the Secretariat of Universities Denmark. Moreover, it could be considered to organize end-of-phase seminars in conjunction with other platforms.

Finally, in relation to platform governance and management, it could at the South partner universities be considered to establish a joint secretariat with a coordinator shared between the involved platforms. The feasibility of such arrangements should be discussed in the inception phase when the core funding level is known.

4.8.2 Collaboration with other initiatives

In addition to fostering collaboration and coordinate activities with relevant activities at the four South universities funded by donor agencies, and to relevant implementing partners of Danish sector programme support, c.f. section 2.3.2, the GEP will approach the following initiatives with a view to identifying possible ways of collaboration that are mutually beneficial.

African Economic Research Consortium

The activities of the African Economic Research Consortium (AERC) are of critical importance to the proposed activities under the GEP. The AERC runs a comprehensive policy relevant research programme, and the AERC provides effective links to a wide range of African universities, through its Collaborative Master's Program in Economics, the Collaborative PhD Program in Economics, and the Collaborative Master's Program in Agricultural and Applied Economics. The idea is to deliver economics programmes in Africa that meet international standards, that are relevant to African needs and that can eventually be sustained from local resources. The Collaborative Master's Programme operates through a network of 24 universities in 19 countries. The

Collaborative Master's Program in Agricultural and Applied Economics was added in early 2011 and is presently being built up. The collaborative PhD Programme currently operates through a network of eight universities in six countries focusing on a comprehensive course work cum thesis doctoral programme. Moreover, the AERC undertakes sub-programmes that allow for course development and recruiting outstanding scholars from the region and beyond to teach these courses as well as short-term training courses. GEP will take the necessary steps to establish collaboration on mutually beneficial terms, which should be facilitated by the fact that key members of the platform already have close working relations with the AERC.

Global Business School Network

Several of the GEP partners are members of the Global Business School Network (GBSN) which is a network of top business schools from around the world with the aim of strengthening business education in and for emerging markets. Utilizing the expertise of its Northern member schools to provide best practice and mentoring, the network assists African business schools in attaining international accreditation; developing courses, cases and curricula; facilitating the creation of a pan-African faculty development program focused on participatory pedagogy; expanding business education opportunities for women; promoting business school participation in World Bank funded private sector development programs; and assembling expertise to guide the development of new business schools. GEP will establish close linkages to GBSN in order to identify opportunities of collaborative projects, sharing of experiences and disseminating knowledge.

United Nations University – World Institute of Development Economics Research

The World Institute for Development Economics Research of the United Nations University (UNU-WIDER) undertakes multidisciplinary research and policy analysis, provides a forum for professional interaction and the advocacy of policies and promotes capacity strengthening and training for scholars and government officials, especially in Africa. A professor from University of Copenhagen, who is also a member of the GEP, was recently appointed Director of UNU-WIDER, and thus offers linkages between the two, and the GEP the possibility of playing a key role in the very core of world-wide activities in the field of development economics and for reinforcing the collaboration with African countries at large in research, training and capacity building.

Other relevant initiatives and institutions

These include UniBRAIN, a Danida funded initiative aiming at linking African universities and private sector actors in consortia to promote innovation incubators and to bridge the knowledge gap between the actors with Forum for Agricultural Research Africa (FARA) as the implementing body. UniBRAIN links university education, research and business in sustainable agriculture and several key GEP members are involved in emerging UniBRAIN projects. Second, the Pilot Research Cooperation Program (PRCP), also funded by Danida, aims at strengthening the research capacity and the long-term cooperation between Danish institutions and institutions in Ghana and Tanzania. Several of the existing and planned projects are central for the GEP key areas, and include the same partner institutions. Finally, the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), a consortium of 25 universities in Eastern, Central and Southern Africa, is central player with regards to tertiary level education and doctorate schools. Among other relevant activities RUFORUM is partner in a regional doctorate school on Strengthening Agricultural and Rural Innovation Systems (ARIS). RUFORUM is associated partner in the AgTrain doctorate program and GEP partners have strong connections to RUFORUM.

4.9 Monitoring and evaluation

The GEP Working Group holds key responsibility for monitoring of the platform activities. The platform coordinator compiles a draft progress report cum financial report with inputs from the key responsible persons for specific activities (courses, PhD scholarships, proposals and research projects). The progress report is structured in accordance with the detailed activity plan agreed during the inception phase. The draft progress report is subsequently reviewed by the GEP Working Group. The GEP Working Group can decide to suggest amendments or discontinuation of activities that are not progressing satisfactorily. The GEP Working Group forwards the progress report to the Partnership Steering Committee for their comments and to the Danish platform secretariat for inclusion in the overall platform progress report.

The annual progress report evaluates the annual progress relative to the output indicators, c.f. Table 10 and the agreed, detailed activity plan. At the end of the first phase, the progress is also evaluated relative to the

indicators for the specific objectives (purposes) and development objective, c.f. Chapter 1, although most indicators relate to a situation beyond the first phase.

4.10 Perspectives for subsequent phase

Perspectives for the second phase will first and foremost depend on the progress, experiences, and lessons learnt during the first phase, and the level of funding available. Yet, during the second phase, GEP envisages a further differentiation among partners – including funding wise. Consequently, the scope and level of activity will be expanded where progress has been made in the first phase, while less resources, or a complete phasing out, may be the result if progress has been less promising. GEP does not foresee a large expansion of the number of South partners in the second phase; the strategy will rather be to consolidate and expand progress with the already identified partners. Further, a general strategy for phase two will be to expand South-South collaboration within the platform, c.f. below.

In relation to PhD education, GEP will continue the institutionalization of PhD courses, i.e. developed courses will be implemented for a second time, and efforts made to ensure their university approval and accreditation. More efforts and resources will in the second phase be channelled towards the development of topic specific PhD courses of permanent or ad hoc nature, since the first phase is likely to have focus on courses of a more generic nature. It may also be considered to experiment with courses offered as e-learning and blended learning. The e-learning model may be especially useful for highly specialized courses that may not attract a sufficient body of students at the individual partner university. They may also be implemented at a reduced cost compared to the courses with face-to-face interaction.

Based on the experiences of the first phase, it may be considered in the second phase to initiate joint work with regard to rules and regulations for PhD educations at interested South universities; an activity that eventually would lead to revised PhD rules and regulations, potentially introducing requirements for course work.

Depending on the experiences with awarding the first batch of PhD scholarships at the four universities, more scholarships could be awarded in the second phase, potentially with less time spent at a Danish university, since relevant courses and supervision will be available locally. This could be combined with efforts by getting other donors interested in funding additional scholarships for faculty under this model (local enrolment and course work requirement).

In relation to research collaboration, the second phase could allow further opportunities for South-South-North collaboration, e.g. through research attachments of South researchers at other South partner or attachments of North researchers at South partner universities. The research collaboration is expected to be significantly increased as compared to the first phase, since it is expected that additional research funding will become available from the joint research proposals prepared in the first phase. Again subject to progress, and expressed interest, it may be considered to fund additional thematic networks, and for activities that establish linkages between similar networks in different countries; South-South, South-North and South-South-North.

It may also be considered to engage into activities that develop specific research strategies jointly between the partners, or activities that “brand” specific research competences of the platform towards potential funding agencies, e.g. in the form of side events at key scientific conferences and donor gatherings.

Annex 1: Budget

In this annex the three budget scenarios - 4, 7 and 10 million DKK per year, respectively - are presented. Each scenario is presented with a summary sheet followed by sheets for the individual institutions. The budgets are for two years. All amounts in DKK. Key standard rates applied in all three scenarios are documented on the last page of the budget annex.

Growth and Employment Platform

Budget scenario 4 million DKK per year

Overview of all partners

Main activity/Item	UG	KNUST	UDSM	SUA	DK univ.	Subtotal	Share
WP 1: Strengthening of PhD education	210.000	210.000	210.000	210.000	1.782.480	2.622.480	33
WP 2: Increasing the number of staff with PhD	0	0	0	0	0	0	0
WP 3: Strengthening of research collaboration	380.000	380.000	380.000	380.000	660.000	2.180.000	27
WP 4: Disseminating research knowledge	128.000	128.000	128.000	128.000	90.000	602.000	8
WP 5: Platform governance and management	200.000	200.000	200.000	200.000	869.525	1.669.525	21
Administrative fees	64.260	64.260	64.260	64.260	600.401	857.441	11
External audit	15.000	15.000	15.000	15.000	15.000	75.000	1
Stays of PhD students in Denmark	0	0	0	0	0	0	0
Grand total	997.260	997.260	997.260	997.260	4.017.406	8.006.446	100
Partner's relative share of budget (%)	12	12	12	12	50	100	

Budget scenario 4 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					3 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshops
1.1.2	Academic staff for course preparation	Monthly salary	10.000	8	80.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	4	100.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	0	0	No PhD scholarships
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	2	30.000	1 thematic group established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	50.000	1	50.000	
3.2.2	For small size research projects	Lump sum	60.000	3	180.000	
3.2.3	For medium size research projects	Lump sum	100.000	1	100.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	2	20.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	2	10.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	8	80.000	4 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				64.260	7% overhead on above expenditures
7	Stays of PhD students in Denmark					
7.1	International travel	International travel	11.000	0	0	
7.2	Accommodation and per diem	Monthly rate	11.500	0	0	
8	External audit					
		Lump sum	15.000	1	15.000	
	GRAND TOTAL				997.260	

Budget scenario 4 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					3 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshops
1.1.2	Academic staff for course preparation	Monthly salary	10.000	8	80.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	4	100.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	0	0	No PhD scholarships
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	2	30.000	1 thematic group established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	50.000	1	50.000	
3.2.2	For small size research projects	Lump sum	60.000	3	180.000	
3.2.3	For medium size research projects	Lump sum	100.000	1	100.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	2	20.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	2	10.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	8	80.000	4 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				64.260	7% overhead on above expenditures
7	Stays of PhD students in Denmark					
7.1	International travel	International travel	11.000	0	0	
7.2	Accommodation and per diem	Monthly rate	11.500	0	0	
8	External audit	Lump sum	15.000	1	15.000	
	GRAND TOTAL				997.260	

Budget scenario 4 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					3 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshops
1.1.2	Academic staff for course preparation	Monthly salary	10.000	8	80.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	4	100.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	0	0	No PhD scholarships
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	2	30.000	1 thematic group established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	50.000	1	50.000	
3.2.2	For small size research projects	Lump sum	60.000	3	180.000	
3.2.3	For medium size research projects	Lump sum	100.000	1	100.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	2	20.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	2	10.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	8	80.000	4 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				64.260	7% overhead on above expenditures
7	Stays of PhD students in Denmark					
7.1	International travel	International travel	11.000	0	0	
7.2	Accommodation and per diem	Monthly rate	11.500	0	0	
8	External audit	Lump sum	15.000	1	15.000	
	GRAND TOTAL				997.260	

Budget scenario 4 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					3 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshops
1.1.2	Academic staff for course preparation	Monthly salary	10.000	8	80.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	4	100.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	0	0	No PhD scholarships
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	2	30.000	1 thematic group established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	50.000	1	50.000	
3.2.2	For small size research projects	Lump sum	60.000	3	180.000	
3.2.3	For medium size research projects	Lump sum	100.000	1	100.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	2	20.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	2	10.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	8	80.000	4 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				64.260	7% overhead on above expenditures
7	Stays of PhD students in Denmark					
7.1	International travel	International travel	11.000	0	0	
7.2	Accommodation and per diem	Monthly rate	11.500	0	0	
8	External audit					
		Lump sum	15.000	1	15.000	
	GRAND TOTAL				997.260	

Growth and Employment Platform

Partner: Danish universities

Budget scenario 4 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					
	<i>Salaries and emoluments</i>					
1.1	Academic staff for baseline assessments	Monthly DK salary	50.000	8	400.000	Baseline assessment at four South universities
1.1.2	Academic staff for course prep. and impl.	Monthly DK salary	50.000	16	800.000	3 PhD courses at each South university
						1 PhD supervisory training workshops per South university
1.2	<i>Expenses for trips abroad</i>					
1.2.1	International travel	International travel	11.000	24	264.000	8 travels for baseline assessment
1.2.2	Visa, vaccinations, insurance, local transport etc	Lump sum	2.000	24	48.000	16 travels for courses/workshops
1.2.3	Accommodation	Night	350	336	117.600	All of 14 days duration
1.2.4	Per diem	Daily rate	455	336	152.880	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
	<i>Salaries and emoluments</i>					
2.1	Academic staff for supervision	Monthly DK salary	50.000	0	0	No PhD scholarships
2.2	<i>Expenses for trips abroad</i>					
2.2.1	International travel	International travel	11.000	0	0	
2.2.2	Visa, vaccinations, insurance, local transport etc	Lump sum	2.000	0	0	
2.2.3	Accommodation	Night	350	0	0	
2.2.4	Per diem	Daily rate	455	0	0	
3	WP3: Strengthening of platform based research activities and research collaboration					
	<i>Publication, dissemination and communication</i>					
3.1	Thematic working groups	Lump sum	15.000	4	60.000	2 thematic groups established and funded for two years
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	Preparation of research proposals	Lump sum	300.000	1	300.000	Funds for joint preparation of research proposals
3.2.2	Medium size research projects	Lump sum	300.000	1	300.000	Funds for medium size research projects
4	WP4: Disseminating research knowledge to stakeholders					
	<i>Salaries and emoluments</i>					
4.1	Consultancy assistance in establishing website	Lump sum	45.000	2	90.000	Establishment of platform website
5	WP5: Platform governance and management					
	<i>Salaries and emoluments</i>					
5.1	Platform coordinator	Monthly DK salary	45.000	12	540.000	
5.2	<i>Expenses for trips abroad</i>					
5.2.1	International travel	International travel	11.000	15	165.000	Travels for coordinator, participants in Platform Working Groups and Partnership Steering Committees at the four universities
5.2.2	Visa, vaccinations, insurance, local transport etc	Lump sum	2.000	15	30.000	plus travels for preparation of phase two proposal
5.2.3	Accommodation	Night	350	105	36.750	Each of 7 days duration
5.2.4	Per diem	Daily rate	455	105	47.775	
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	50.000	1	50.000	
6	Administrative fee				600.401	20% overhead on above expenditures
7	External audit	Lump sum	15.000	1	15.000	
	GRAND TOTAL				4.017.406	

Growth and Employment Platform

Budget scenario 7 million DKK per year

Overview of all partners

Main activity/Item	UG	KNUST	UDSM	SUA	DK univ.	Subtotal	Share
WP 1: Strengthening of PhD education	255.000	255.000	255.000	255.000	2.176.640	3.196.640	23
WP 2: Increasing the number of staff with PhD	390.400	390.400	390.400	390.400	986.350	2.547.950	18
WP 3: Strengthening of research collaboration	430.000	430.000	430.000	430.000	1.290.000	3.010.000	21
WP 4: Disseminating research knowledge	143.000	143.000	143.000	143.000	135.000	707.000	5
WP 5: Platform governance and management	240.000	240.000	240.000	240.000	1.301.335	2.261.335	16
Administrative fees	102.088	102.088	102.088	102.088	1.097.865	1.506.217	11
External audit	15.000	15.000	15.000	15.000	15.000	75.000	1
Stays of PhD students in Denmark	183.000	183.000	183.000	183.000	0	732.000	5
Grand total	1.758.488	1.758.488	1.758.488	1.758.488	7.002.190	14.036.142	100
Partner's relative share of budget (%)	13	13	13	13	50	100	

Budget scenario 7 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					4 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshops
1.1.2	Academic staff for course preparation	Monthly salary	10.000	10	100.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	5	125.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					2 PhD scholarships with joint supervision
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	2	390.400	Two first years of scholarships are budgetted for Stays in Denmark under item "Stays in Denmark"
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	2	30.000	1 thematic group established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	100.000	1	100.000	
3.2.2	For small size research projects	Lump sum	60.000	3	180.000	
3.2.3	For medium size research projects	Lump sum	100.000	1	100.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	3	30.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	3	15.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	12	120.000	6 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				102.088	7% overhead on above expenditures
7	Stays of PhD students in Denmark					Administred by Danida Fellowship Centre
7.1	International travel	International travel	11.000	2	22.000	2 PhD scholarships @ 2 travels and 10 months in Denmark
7.2	Accommodation and per diem	Monthly rate	11.500	14	161.000	Only two first years are covered
8	External audit	Lump sum	15.000	1	15.000	
	GRAND TOTAL				1.758.488	

Budget scenario 7 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					4 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshops
1.1.2	Academic staff for course preparation	Monthly salary	10.000	10	100.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	5	125.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					2 PhD scholarships with joint supervision
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	2	390.400	Two first years of scholarships are budgetted for Stays in Denmark under item "Stays in Denmark"
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	2	30.000	1 thematic group established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	100.000	1	100.000	
3.2.2	For small size research projects	Lump sum	60.000	3	180.000	
3.2.3	For medium size research projects	Lump sum	100.000	1	100.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	3	30.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	3	15.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	12	120.000	6 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				102.088	7% overhead on above expenditures
7	Stays of PhD students in Denmark					Administred by Danida Fellowship Centre
7.1	International travel	International travel	11.000	2	22.000	2 PhD scholarships @ 2 travels and 10 months in Denmark
7.2	Accommodation and per diem	Monthly rate	11.500	14	161.000	Only two first years are covered
8	External audit					
		Lump sum	15.000	1	15.000	
	GRAND TOTAL				1.758.488	

Budget scenario 7 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					4 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshops
1.1.2	Academic staff for course preparation	Monthly salary	10.000	10	100.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	5	125.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					2 PhD scholarships with joint supervision
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	2	390.400	Two first years of scholarships are budgetted for Stays in Denmark under item "Stays in Denmark"
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	2	30.000	1 thematic group established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	100.000	1	100.000	
3.2.2	For small size research projects	Lump sum	60.000	3	180.000	
3.2.3	For medium size research projects	Lump sum	100.000	1	100.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	3	30.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	3	15.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	12	120.000	6 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				102.088	7% overhead on above expenditures
7	Stays of PhD students in Denmark					Administred by Danida Fellowship Centre
7.1	International travel	International travel	11.000	2	22.000	2 PhD scholarships @ 2 travels and 10 months in Denmark
7.2	Accommodation and per diem	Monthly rate	11.500	14	161.000	Only two first years are covered
8	External audit					
		Lump sum	15.000	1	15.000	
	GRAND TOTAL				1.758.488	

Budget scenario 7 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					4 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshops
1.1.2	Academic staff for course preparation	Monthly salary	10.000	10	100.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	5	125.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					2 PhD scholarships with joint supervision
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	2	390.400	Two first years of scholarships are budgetted for Stays in Denmark under item "Stays in Denmark"
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	2	30.000	1 thematic group established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	100.000	1	100.000	
3.2.2	For small size research projects	Lump sum	60.000	3	180.000	
3.2.3	For medium size research projects	Lump sum	100.000	1	100.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	3	30.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	3	15.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	12	120.000	6 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				102.088	7% overhead on above expenditures
7	Stays of PhD students in Denmark					Administred by Danida Fellowship Centre
7.1	International travel	International travel	11.000	2	22.000	2 PhD scholarships @ 2 travels and 10 months in Denmark
7.2	Accommodation and per diem	Monthly rate	11.500	14	161.000	Only two first years are covered
8	External audit					
		Lump sum	15.000	1	15.000	
	GRAND TOTAL				1.758.488	

Growth and Employment Platform

Partner: Danish universities

Budget scenario 7 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					Baseline assessment at four South universities
1.1	<i>Salaries and emoluments</i>					4 PhD courses at each South university
1.1.1	Academic staff for baseline assessments	Monthly DK salary	50.000	8	400.000	1 PhD supervisory training workshops per South university
1.1.2	Academic staff for course prep. and impl.	Monthly DK salary	50.000	20	1.000.000	
1.2	<i>Expenses for trips abroad</i>					
1.2.1	International travel	International travel	11.000	32	352.000	8 travels for baseline assessment
1.2.2	Visa, vaccinations, insurance, local transport etc	Lump sum	2.000	32	64.000	24 travels for courses/workshops
1.2.3	Accommodation	Night	350	448	156.800	All of 14 days duration
1.2.4	Per diem	Daily rate	455	448	203.840	
2	WP 2: Increasing the number of academic staff with PhD qualifications					2 PhD scholarships with joint supervision per South university
2.1	<i>Salaries and emoluments</i>					1 month salary for co-supervisor per year
2.1.1	Academic staff for supervision	Monthly DK salary	50.000	16	800.000	Two first years of scholarships are budgetted for
2.2	<i>Expenses for trips abroad</i>					
2.2.1	International travel	International travel	11.000	10	110.000	Travels for Danish co-supervisors
2.2.2	Visa, vaccinations, insurance, local transport etc	Lump sum	2.000	10	20.000	Each travel of 7 days duration
2.2.3	Accommodation	Night	350	70	24.500	
2.2.4	Per diem	Daily rate	455	70	31.850	
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	6	90.000	3 thematic groups established and funded for two years
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	Preparation of research proposals	Lump sum	600.000	1	600.000	Funds for joint preparation of research proposals
3.2.2	Medium size research projects	Lump sum	600.000	1	600.000	Funds for medium size research projects
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Consultancy assistance in establishing website	Lump sum	45.000	3	135.000	Establishment of platform website
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly DK salary	45.000	18	810.000	
5.2	<i>Expenses for trips abroad</i>					Travels for coordinator, participants in Platform Working Groups and Partnership Steering Committees at the four universities and for preparation of phase two
5.2.1	International travel	International travel	11.000	21	231.000	
5.2.2	Visa, vaccinations, insurance, local transport etc	Lump sum	2.000	21	42.000	
5.2.3	Accommodation	Night	350	147	51.450	Each of 7 days duration
5.2.4	Per diem	Daily rate	455	147	66.885	
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	50.000	2	100.000	
6	Administrative fee				1.097.865	20% overhead on above expenditures
7	External audit	Lump sum	15.000	1	15.000	
	GRAND TOTAL				7.002.190	

Growth and Employment Platform

Budget scenario 10 million DKK per year

Overview of all partners

Main activity/Item	UG	KNUST	UDSM	SUA	DK univ.	Subtotal	Share
WP 1: Strengthening of PhD education	345.000	345.000	345.000	345.000	2.673.720	4.053.720	20
WP 2: Increasing the number of staff with PhD	585.600	585.600	585.600	585.600	1.498.160	3.840.560	19
WP 3: Strengthening of research collaboration	720.000	720.000	720.000	720.000	2.490.000	5.370.000	27
WP 4: Disseminating research knowledge	173.000	173.000	173.000	173.000	135.000	827.000	4
WP 5: Platform governance and management	240.000	240.000	240.000	240.000	1.589.525	2.549.525	13
Administrative fees	144.452	144.452	144.452	144.452	1.597.281	2.175.089	11
External audit	15.000	15.000	15.000	15.000	15.000	75.000	0
Stays of PhD students in Denmark	274.000	274.000	274.000	274.000	0	1.096.000	5
Grand total	2.497.052	2.497.052	2.497.052	2.497.052	9.998.686	19.986.894	100
Partner's relative share of budget (%)	12	12	12	12	50	100	

Budget scenario 10 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					6 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshop
1.1.2	Academic staff for course preparation	Monthly salary	10.000	14	140.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	7	175.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					3 PhD scholarships with joint supervision
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	3	585.600	Two first years of scholarships are budgetted for Stays in Denmark under item "Stays in Denmark"
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	4	60.000	2 thematic groups established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	150.000	1	150.000	
3.2.2	For small size research projects	Lump sum	60.000	4	240.000	
3.2.3	For medium size research projects	Lump sum	250.000	1	250.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	5	50.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	5	25.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	12	120.000	6 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				144.452	7% overhead on above expenditures
7	Stays of PhD students in Denmark					Administred by Danida Fellowship Centre
7.1	International travel	International travel	11.000	4	44.000	3 PhD scholarships @ 2 travels and 10 months in Denmark
7.2	Accommodation and per diem	Monthly rate	11.500	20	230.000	Only two first years are covered
8	External audit					
		Lump sum	15.000	1	15.000	
	GRAND TOTAL				2.497.052	

Budget scenario 10 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					6 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshop
1.1.2	Academic staff for course preparation	Monthly salary	10.000	14	140.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	7	175.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					3 PhD scholarships with joint supervision
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	3	585.600	Two first years of scholarships are budgetted for Stays in Denmark under item "Stays in Denmark"
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	4	60.000	2 thematic groups established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	150.000	1	150.000	
3.2.2	For small size research projects	Lump sum	60.000	4	240.000	
3.2.3	For medium size research projects	Lump sum	250.000	1	250.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	5	50.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	5	25.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	12	120.000	6 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				144.452	7% overhead on above expenditures
7	Stays of PhD students in Denmark					Administred by Danida Fellowship Centre
7.1	International travel	International travel	11.000	4	44.000	3 PhD scholarships @ 2 travels and 10 months in Denmark
7.2	Accommodation and per diem	Monthly rate	11.500	20	230.000	Only two first years are covered
8	External audit					
		Lump sum	15.000	1	15.000	
	GRAND TOTAL				2.497.052	

Budget scenario 10 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					6 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshop
1.1.2	Academic staff for course preparation	Monthly salary	10.000	14	140.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	7	175.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					3 PhD scholarships with joint supervision
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	3	585.600	Two first years of scholarships are budgetted for Stays in Denmark under item "Stays in Denmark"
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	4	60.000	2 thematic groups established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	150.000	1	150.000	
3.2.2	For small size research projects	Lump sum	60.000	4	240.000	
3.2.3	For medium size research projects	Lump sum	250.000	1	250.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	5	50.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	5	25.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	12	120.000	6 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				144.452	7% overhead on above expenditures
7	Stays of PhD students in Denmark					Administred by Danida Fellowship Centre
7.1	International travel	International travel	11.000	4	44.000	3 PhD scholarships @ 2 travels and 10 months in Denmark
7.2	Accommodation and per diem	Monthly rate	11.500	20	230.000	Only two first years are covered
8	External audit					
		Lump sum	15.000	1	15.000	
	GRAND TOTAL				2.497.052	

Budget scenario 10 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					One baseline assessment
1.1	<i>Salaries and emoluments</i>					6 PhD courses
1.1.1	Academic staff for baseline assessment	Monthly salary	10.000	3	30.000	1 PhD supervisory training workshop
1.1.2	Academic staff for course preparation	Monthly salary	10.000	14	140.000	
1.2	<i>Materials</i>					
1.2.1	Materials for PhD courses	Lump sum	25.000	7	175.000	
2	WP 2: Increasing the number of academic staff with PhD qualifications					
2.1	<i>Taxameter/educational grants</i>					3 PhD scholarships with joint supervision
2.1.1	PhD scholarships (fees and research costs)	Costs for two years	195.200	3	585.600	Two first years of scholarships are budgetted for Stays in Denmark under item "Stays in Denmark"
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	4	60.000	2 thematic groups established and funded for two years
3.1.2	Platform researcher seminar	Lump sum	20.000	1	20.000	
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	For preparation of research proposals	Lump sum	150.000	1	150.000	
3.2.2	For small size research projects	Lump sum	60.000	4	240.000	
3.2.3	For medium size research projects	Lump sum	250.000	1	250.000	
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Website coordinator/manager	Lump sum	2.000	24	48.000	Consultant/web-designer
4.2	<i>Publication, dissemination and communication</i>					
4.2.1	Outreach seminars	Lump sum	10.000	5	50.000	
4.2.2	End of phase conference	Lump sum	50.000	1	50.000	
4.2.3	Policy briefs, manuals and leaflets	Lump sum	5.000	5	25.000	
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly salary	10.000	12	120.000	6 months annually
5.2	<i>Equipment</i>					
5.2.1	Platform secretariat	Lump sum	50.000	1	50.000	Office equipment etc.
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	20.000	2	40.000	Stationary, meetings etc.
5.3.2	Preparatory workshop for phase two	Lump sum	30.000	1	30.000	
6	Administrative fee				144.452	7% overhead on above expenditures
7	Stays of PhD students in Denmark					Administred by Danida Fellowship Centre
7.1	International travel	International travel	11.000	4	44.000	3 PhD scholarships @ 2 travels and 10 months in Denmark
7.2	Accommodation and per diem	Monthly rate	11.500	20	230.000	Only two first years are covered
8	External audit	Lump sum	15.000	1	15.000	
	GRAND TOTAL				2.497.052	

Growth and Employment Platform

Partner: Danish universities

Budget scenario 10 million DKK per year

No	Item/description	Unit	Unit cost DKK	Year 1 and 2		Notes
				Number of units	Costs DKK	
1	WP 1: Strengthening of PhD education					Baseline assessment at four South universities
1.1	<i>Salaries and emoluments</i>					6 PhD courses at each South university
1.1.1	Academic staff for baseline assessments	Monthly DK salary	50.000	8	400.000	1 PhD supervisory training workshops per South university
1.1.2	Academic staff for course prep. and impl.	Monthly DK salary	50.000	28	1.400.000	
1.2	<i>Expenses for trips abroad</i>					
1.2.1	International travel	International travel	11.000	36	396.000	8 travels for baseline assessment
1.2.2	Visa, vaccinations, insurance, local transport etc	Lump sum	2.000	36	72.000	28 travels for courses/workshops
1.2.3	Accommodation	Night	350	504	176.400	All of 14 days duration
1.2.4	Per diem	Daily rate	455	504	229.320	
2	WP 2: Increasing the number of academic staff with PhD qualifications					3 PhD scholarships with joint supervision per South university
2.1	<i>Salaries and emoluments</i>					1 month salary for co-supervisor per year
2.1.1	Academic staff for supervision	Monthly DK salary	50.000	24	1.200.000	Two first years of scholarships are budgetted for
2.2	<i>Expenses for trips abroad</i>					
2.2.1	International travel	International travel	11.000	16	176.000	Travels for Danish co-supervisors
2.2.2	Visa, vaccinations, insurance, local transport etc	Lump sum	2.000	16	32.000	Each travel of 7 days duration
2.2.3	Accommodation	Night	350	112	39.200	
2.2.4	Per diem	Daily rate	455	112	50.960	
3	WP3: Strengthening of platform based research activities and research collaboration					
3.1	<i>Publication, dissemination and communication</i>					
3.1.1	Thematic working groups	Lump sum	15.000	6	90.000	3 thematic groups established and funded for two years
3.2	<i>Funds for proposal writing and research</i>					
3.2.1	Preparation of research proposals	Lump sum	900.000	1	900.000	Funds for joint preparation of research proposals
3.2.2	Medium size research projects	Lump sum	1.500.000	1	1.500.000	Funds for medium size research projects
4	WP4: Disseminating research knowledge to stakeholders					
4.1	<i>Salaries and emoluments</i>					
4.1.1	Consultancy assistance in establishing website	Lump sum	45.000	3	135.000	Establishment of platform website
5	WP5: Platform governance and management					
5.1	<i>Salaries and emoluments</i>					
5.1.1	Platform coordinator	Monthly DK salary	45.000	24	1.080.000	
5.2	<i>Expenses for trips abroad</i>					Travels for coordinator, participants in Platform Working Groups and Partnership Steering Committees at the four universities and for preparation of phase two
5.2.1	International travel	International travel	11.000	25	275.000	
5.2.2	Visa, vaccinations, insurance, local transport etc	Lump sum	2.000	25	50.000	
5.2.3	Accommodation	Night	350	105	36.750	Each of 7 days duration
5.2.4	Per diem	Daily rate	455	105	47.775	
5.3	<i>Materials</i>					
5.3.1	Operational costs of platform secretariat	Lump sum	50.000	2	100.000	
6	Administrative fee				1.597.281	20% overhead on above expenditures
7	External audit	Lump sum	15.000	1	15.000	
	GRAND TOTAL				9.998.686	

Key rates (common to all scenarios)

Unit	Unit price	Description
Monthly salary DK	50,000	Avg. monthly salary rate of senior academic staff in DK
Monthly salary DK	45,000	Avg. monthly salary rate of academic coordinator in DK
Monthly salary, South	10,000	Avg. Monthly salary rate of academic coordinator at South partner
Visa, vaccinations, insurance, local transport etc.	2,000	Lump sum for local travel, visa, vaccinations (per travel) for visiting Danish staff
Per diem rate, DK staff visiting Ghana and Tanzania	455	Per diem rate, DK staff visiting Ghana and Tanzania
Accommodation rate for Danish researchers in Ghana and Tanzania	350	Avg. accommodation rate
Accommodation rate for South researchers going abroad (not attachment in DK)	800	Avg. accommodation rate
National level seminars	50,000	Lump sum for organization and implementation of meetings and seminars
Smaller research dissemination seminars/workshops	10,000	Lump sum for organization and implementation of smaller seminars and workshops
Thematic working group	15,000	Lump sum in support of thematic working group per year
Publication	5,000	Lump sum for printing of publication
External audit	15,000	Cost of external audit
Preparation of joint proposal	50,000	Lump sum for preparation of joint research proposals (fact-finding, workshops, travel etc.)
International travel	11,000	DFC rate, irrespective of traveling from north to south or vice versa
Monthly allowance + per diem rate in DK	11,500	DFC rates
Monthly honorarium to website coordinator (part time)	2,000	Avg. Honorarium per month for website coordinator at South university

PhD course generic/dry , 1 week, 2,5 ECTS

	Unit	Unit cost	Number of units	Cost	DK	South partner
Salary	Monthly salary	50,000	1,0	50,000		50,000
International travel	Air fare R/T	11,000	1,0	11,000	11,000	
Local travel, visa and vaccinations	Lumpsum	2,000	1,0	2,000	2,000	
Accommodation	Nightly rate	350	14,0	4,900	4,900	
Per diem	Daily rate	455	14,0	6,370	6,370	
Materials	Lumpsum	25,000	1,0	25,000		25,000
Total				99,270	74,270	25,000

PhD course wet , 1 week, 2,5 ECTS

	Unit	Unit cost	Number of units	Cost	DK	South partner
Salary	Monthly salary	50,000	1	50,000	50,000	
International travel	Air fare R/T	11,000	1	11,000	11,000	
Local travel, visa and vaccinations	Lumpsum	2,000	1	2,000	2,000	
Accommodation	Nightly rate	350	14	4,900	4,900	
Per diem	Daily rate	455	14	6,370	6,370	
Materials	Lumpsum	50,000	1	50,000		50,000
Total				124,270	74,270	50,000

PhD Scholarship - budget for one(1) scholarship

	Unit	Unit cost	Number of units	Cost	DK	South partner
<i>Supervision and examination:</i>						
Salary Danish supervisor	Monthly salary	50,000	3	150,000	150,000	
International travel for supervisor and external examiner	Air fare R/T	11,000	2	22,000		
Local travel, visa and vaccinations	Lumpsum	2,000	2	4,000	4,000	
Accommodation	Nightly rate	350	14	4,900	4,900	
Per diem	Daily rate	455	14	6,370	6,370	
<i>PhD student:</i>						
International travel	Air fare R/T	11,000	2	22,000		22,000
Per diem and accommodation	Monthly lump sum	11,500	10	115,000		115,000
Research costs/computer/books	Annual lump sum	60,000	3	180,000		180,000
PhD fees at university of enrolment	Annual lump sum	12,000	3	36,000		36,000
Stipend	Monthly lump sum	1,800	26	46,800		46,800
Course fees in Denmark	Lump sum	30,000	1	30,000		30,000
Total				617,070	0	165,270

292.800 2/3= 195.200

1 DKK= 285.6 TZS
1 DKK= 0.29 GH\$

Annex 2: CVs of key Danish staff resources of the Growth and Employment Platform

The GEP draws on an extensive Danish resource base, c.f. Tables 6 and 7. This annex presents brief CVs (3 two-page CVs and 5 one-page CVs) of researchers of the Danish universities involved in the platform and its activities:

- Finn Tarp, KU
- Søren Jeppesen, CBS
- Olav Jull Sørensen, AAU
- Henrik Hansen, KU
- Niels Fold, KU
- Thomas Schøtt, SDU
- Andreas de Neergaard, KU
- Christian Pilegaard Hansen, KU

CV for Finn Tarp

Born: 13 April 1951, nationality: Danish

Education:

M.Sc. (economics) (cand. polit), University of Copenhagen, 1979

Ph.d. (lic. polit) (economics), University of Copenhagen, 1992

Previous positions:

- 1978 – 1980 Programme Officer (FAO Associate Expert), Mbabane, Swaziland
- 1980 – 1981 Economist (Associate Expert), Ministry of Agriculture, Maputo, Mozambique
- 1981 – 1986 Programme Officer/Economist, FAO Office, Maputo, Mozambique
- 1986 – 1987 Project Coordinator/Planning Economist, FAO/Ministry of Agriculture, Maputo.
- 1987 – 1988 Macroeconomist/Agricultural Planner (Teamleader), FAO/Ministry of Agriculture, Maputo, Mozambique
- 1988 – 2002 Assistant Professor (1988-1991) and Associate Professor (1991-2002), Institute of Economics, University of Copenhagen
- 2000 – 2002 Visiting Professor, National Economics University (NEU), Hanoi, Vietnam and Senior Economist/Project Coordinator for the Nordic Institute of Asian Studies (NIAS) at the Central Institute of Economic Management (CIEM)
- 2002 – present Professor of Development Economics (“Rådsprofessor”) (2002-2007), and Professor of Development Economics (regular chair) (2007-present), Department of Economics, University of Copenhagen
- 2009 – present Director, UNU-WIDER, Helsinki, Finland (presently ranked the 7th International Development Think Tank by the Global Go-To Think Tank assessment)

Publications and ranking:

Ranked among the top 3% in the RePEC ranking of both Danish and European economics researchers with more than 50 journal articles in internationally refereed journals (economics and development), 10 book volumes and 19 book chapters with internationally recognised book publishers. See full CV for detailed listings.

Research groups (present):

Coordinator of the Development Economics Research Group (DERG); External Research Fellow, Centre for Research in Economic Development and International Trade (CREDIT), School of Economics, University of Nottingham; Member of the European Union Development Network (EUDN); Resource person, African Economic Research Consortium (AERC), Nairobi, Kenya.

Research grants obtained and managed since 2005:

A total of 54.6 million DKK for 22 projects listed below [title; project number; amount approved in DKK for the 2005-2010 period; funding agency]:

1. “Rådsprofessor” in Development Economics; 25227; 4,340,882; RUF (Research Council of Ministry of Foreign Affairs, Denmark)
2. Capacity building in CIEM; 25526; 14,959; Nordic Institute of Asian Studies (NIAS)
3. Poverty in Mozambique; 25601; 401,012; African Economic Research Consortium (AERC)
4. Fiscal policy and incidence analysis; 25605; 2,226,049; Ministry of Planning and Finance/Mozambique

5. Research and capacity building in DNEAP/Mozambique; 25685; 5,265,060; Purdue University (under contract with Sweden, Switzerland, Denmark)
6. Agricultural surveys in Vietnam; 25890; 654,839; Danida/Vietnam
7. Support to DNEAP/Mozambique; 25908; 1,477,480; Danida/Mozambique
8. Nordic Development Economics Conference; 25927; 21,752; FSE, Denmark
9. Business sector development in Vietnam; 25668; 10,705,415; Danida/Vietnam
10. Poverty reduction in Vietnam; 25684; 5,503,742; Danida/Vietnam
11. Research support to DNEAP/Mozambique; 26097; 7,140,006; Danida/Mozambique
12. Capacity building DNEAP/Mozambique; 26681; 7,856,188; Danida/Mozambique
13. IMF conditionality; 26099; 450,000; Danida/Copenhagen
14. Comparative economic development: Mozambique-Vietnam; 27540; 1,950,089; FFU (Research Council of Ministry of Foreign Affairs, Denmark)
15. Vietnam rural surveys; 27336; 2,000,000; Ministry of Agriculture/Vietnam
16. Post doc; 30120; 864,200; German Institute of Global and Area Studies (GIGA), Hamburg
17. Climate volatility; 28010; 333,547; World Bank
18. Biofuel analysis; 27830; 633,190; International Food Policy Research Institute (IFPRI)
19. Adaptation to Climate Change; 28482; 725,764; IFPRI
20. Financial crisis; 27581; 407,487; Danida/Copenhagen
21. Fisheries sector analysis; 30068; 1,347,954; Danida/Vietnam
22. Tax analysis in Vietnam; 30072; 302,570; German Aid (GTZ)

Current membership(s) of editorial boards:

Member of the Editorial Advisory Board of *Journal of International Development*; Editor, *Journal Sustainability Science* (SUST); Member of the Editorial Board of *Journal of Development Studies*.

Referee activity since 2005:

Academic publication: referee for more than 50 internationally refereed journals, including a range of top economics and development journals, and book publishers.

Grant giving: ESRC, FFU/Danish Council for Development Research, Department for Research Cooperation/SAREC, Sida, Sweden, FSE, Riksbankens Jubileumsfond, UFORSK Sweden; Department for International Cooperation (UK).

Other academic activity (present):

Member of the Danish Council for International Development Cooperation; Board of the Danish Institute of International Studies (DIIS), Deputy Chairman 2008-2009; Member of the Programme Committee, African Economic Research Consortium (AERC), Nairobi, Kenya; Deputy Chair, Growth and Employment Theme, Danish Universities (DU); Member of the Advisory Board of The Centre for Globalization and Development at the University of Gothenburg, Sweden; and Member of the International Advisory Group of The Trinity International Development Initiative

Links (with access to detailed CV etc):

1. My official Department of Economics web-page:
http://www.econ.ku.dk/ansatte/VIP/?obvious_proxy_url=http%3A%2F%2Fweb.econ.ku.dk%2Fcms-ku%2Ffaculty_and_staff%2Fstaff.asp%3Fmode%3Ddetail%26profile_id%3D74
2. My personal homepage at the Department of Economics: <http://www.econ.ku.dk/ftarp/>
3. My web-page at UNU-WIDER: http://www.wider.unu.edu/aboutus/people/resident-researchers/en_GB/director-unu-wider/

Curriculum Vitae of Soeren Jeppesen

Centre for Business and Development Studies (CBDS), Department of Intercultural Communication and Management (DICM), Porcelaenshaven 18 A, DK-2000 Frederiksberg, Denmark
tel: +45 38153363 (direct), mail: sj.ikl@cbs.dk

Born: 2. May 1963 in Elsinore, Denmark – male, Single, Nationality: Danish

Education: MSc in Developing Economics from the Copenhagen Business School 1991.

Academic positions

2005- Associate Professor in Business and Development Studies, CBDS, CBS

2007-2010 Coordinator of the International Research Network on Business, Development & Society (BDS network: www.bdsnetwork.cbs.dk. Funded by the DK Social Science Research Council. Part time.

2006-2008 Programme Director, The Asian Studies Programme (Bachelor)

2004-2006 Head of Secretariat, U-NEXUS (The University-Network Exchange on Urban Sustainability, involving CBS, RUC, DTU, AAU and RDA)

2002-2005 Assistant Professor in Business Strategies in relation to environmental issues in developing countries, CBDS, CBS

1998-2002 PhD Scholar (Thesis: Environmental practices and Greening Strategies of small manufacturing firms in South Africa. A Critical Realist Approach, 2004), CBDS, CBS

Research and teaching profile

Main research fields are SMEs, CSR and Entrepreneurship in developing countries. His research interests include strategies of developing country firms, upgrading and competitiveness, linkages between developing country firms and foreign firms, Responsible Supply Chain Management and Youth Entrepreneurship & Employment. His main geographical expertise is on Africa, in particular Southern Africa, including South Africa, Lesotho, Swaziland and Zambia. He has also done research in Uganda and consultancy work in India. He teaches and supervises Master students at CBS on CSR in Developing Countries.

Other academic appointments

Member of the Growth and Employment platform of Universities Denmark (Building Stronger Universities); Chairman of the Association of Development Researchers in Denmark (FAU) 2003-2004 and 2008 to present; Head of the joint Nordic initiative on 'Enhancing Nordic Development Collaboration' 2009-2011; Danish Representative the Executive Board of the European Association of Development Research and Training Institutes (EADI) 2002-2004.

Recent project management experience

Extensive management experience of project with several national and foreign partners including 1) "Enhancing International Research Network on Business, Development and Society" project funded by FSE including partners from UK, Argentina, Kenya, South Africa, India and China (DKK 0.9 mill., 2007-2009); 2) Co-team leader (with Henrik Schaumburg-Müller) "Africa Enterprise Centre Development Curriculum and Training of Trainers" project funded by International Finance Cooperation (IFC) including six universities in Ghana, Kenya, Rwanda and Tanzania (USD 372,400, 2005-2008), and 3) Part of DK management group "Youth and Employment: The Role of Entrepreneurship in African Economies", funded by FFU, including partners in Ghana, Uganda and Zambia (DKK 6.3 mill., 2009-2013).

Consultant experiences

Wide consultancy experience, including team leader, since 1991 working for national and international organisations, aid agencies and private consulting firms on training of trainers, project implementation, appraisal and review in countries in Africa and Asia (India). Recent relevant assignments include 'Changing Course – A Study in the Responsible Supply Chain Management' (Ministry of Foreign Affairs, 2010); and Instructor at the DFC-NIRAS Course 'General Tools and Concepts in Agribusiness SME Development' (three times during 2009-2010 and June 2011).

Selected recent and forthcoming publications

- Jeppesen, S. and Lund-Thomsen, P. 2010, (Editorial) "New Perspectives on Business, Development and Society", p. 139-142, Journal of Business Ethics, vol. 98, supplement 2, 2010
- Skadegaard Thorsen, S. and Jeppesen, S. 2010, 'Changing Course – A Study into Responsible Supply Chain Management' (a. Executive Summary, b. Main Report, c. Annex Volume and Sub-reports). Ministry of Foreign Affairs, Danida, Copenhagen.
- Jeppesen, S. 2009, Taking Stock of CSR and SMEs in Development. Working Paper, no. 9. The International Research Network on Business, Development and Society, Copenhagen Business School: Copenhagen (www.bdsnetwork.cbs.dk).
- Jeppesen, S., 2008, (In Danish): Corporate Social Responsibility in Development Cooperation – old wine on new bottles? In: Politik, vol. 11(4): 59-69. 2008.
- Jeppesen, S., 2006, Strengthening Corporate Social and Environmental Responsibilities in SMEs – Strengthening Developing Countries? Pp. 89-112, In: Pedersen, E. R. & Huniche, M. (eds.), Corporate Citizenship in Developing Countries. New Partnership Perspectives, Copenhagen Business School Press, Copenhagen.
- Jeppesen, S., 2005, Enhancing competitiveness and securing equitable development: can small, micro and medium-sized enterprises (SMEs) do the trick? Development in Practice, vol. 15, no. 3-4, pp. 463-474, June.
- Jeppesen, S. and Hansen, M.W., 2004, Environmental upgrading of third world enterprises through linkages to transnational corporations. Theoretical perspectives and preliminary evidence. Business Strategy and the Environment, vol. 13, no. 4, pp. 261-276.
- Jeppesen, S., Environmental Practices and Greening Strategies in Small Manufacturing Enterprises in South Africa. A Critical Realist Approach. PhD Thesis. PhD Series 11-2004. Department of Intercultural Communication and Management, Copenhagen Business School.

Forthcoming:

- Jeppesen, S. and Barnes, J. 'Making Industrial Policy work in an era of globalisation. The case of South Africa and the textiles and clothing industry' Chapter 9. In: Rugraff, E. and Hansen, M.W. (eds.), Multinationals and Local Firms in emerging Markets, Amsterdam University Press, the Netherlands.
- Jeppesen, S., Schaumburg-Müller, H. and Kuada, J., Outsourcing as a Strategic Growth Option for Developing Country Firms – Theoretical Perspectives and a Literature Review. In Hansen, M.W. & Wad, P. (eds.), Outsourcing for Development. Studies of Developing Country Firms' involvement in outsourcing. Elsevier Press, den Haag.
- Jeppesen, S. and Bezuidenhout, A., The Impact of Company Labour Codes of Conduct on Working Conditions in Southern African Garment Factories: A Comparative Analysis. Journal of Business Ethics.

Curriculum Vitae: Olav Jull Sørensen

Date of Birth and Nationality

October 1943; Danish

Education

MSc-Economics and Business Administration, 1968, Århus School of Economics and Business Administration.
MBA in Marketing, University of Wisconsin, Madison, USA, 1969 (Rasmus Nielsen Scholarship).

Appointments

1969-72: Lic.Merc-scholar, Aarhus School of Economics and Business (incl. nat. service 12 months)

1972-74: Amanuensis, Copenhagen Business School (Aalborg Affiliate).

1974-91: Associate Professor, Aalborg University

1975-77: Senior Lecturer in Marketing, School of Administration, University of Ghana

1991- present: Professor of International Business Economics, Aalborg University

Teaching Experience

Undergraduate and graduate as well as PhD-courses on international business, entrepreneurship, government-business relations, and inter-cultural management. Supervision of numerous masters theses and internships. Supervision of more than 10 PhD-projects. Teaching experience from foreign universities, including Ghana, Vietnam, Russia and Lithuania.

Research Interests

- International/Global Industrial Dynamics and Value Chains
- The Internationalisation of Companies
- Entrepreneurship and Incubation.
- Government-Business Partnership.

International Research and Educational Co-operation

Building educational programmes: Over the last 20 years, extensive involvement in international university co-operation, including the building of an MBA-programme in Marketing in Ghana, 1976-78; Tempus-projects in Hungary, Lithuania and Russia. In Lithuania, an MBA-programme in International Business was established. In Russia, focus has been on co-operation between universities and the business community. Asia-Link project on building a master's programme in international business in collaboration with Hamburg Universität für Wirtschaft und Politik, National Economics University and Foreign Trade University, Hanoi and East Shanghai University of Technology, 2005-2007. Head of establishing a master degree in Innovation Management within Sino-Danish Centre, Beijing, 2009-. Building entrepreneurship education as part of Danida project at Sokoine University of Agriculture, Tanzania, 2010-2013.

Research co-operation: Among the major international research co-operation projects are: The establishing of the International Society for Marketing and Development, 1991. The Society hosts an international conference each second year. Danida-supported programme on International Business together with School of Administration, University of Ghana, since 1996; EU-Intas supported programme on Governance of Russian Enterprises 1998-2000 and Food Processing and Marketing in Russia in a Value Chain Perspective, 2001-2004. Project on Internationalisation of Companies in Vietnam, 2000- together with Copenhagen Business School. EU Asia Link programme on international business together with Hamburg University, National Economics University and Foreign Trade University in Vietnam and Shanghai University of Technology, China. Building Value Chain for Dried Fruits and Vegetables in Tanzania – a Danida project, 2009-2013.

Consultancy Experiences

Consultancy experience from, among others, India (tool rooms); Bangla Desh (sugar factory), China (seed project); establishment of the Private Sector Development Programme (Egypt, Zimbabwe); Evaluation of APDF in Africa (SMEs); Danida Consultancy Trust Funds in the WB, the Regional Development Banks, and IFC; Capital Fund for SMEs in Ghana; Quality Control on Private Sector Development Support programme in Ghana; Private sector development programme in Tanzania (2006, 2007, 2009 and 2011). Private sector development programme in Georgia (2009). Private Sector development Programme in Ukraine (2010).

Selected Publications

- Internationalization of Companies from Developing Countries. The Haworth Press: Binghamton, 2000. (with John Kuada).
- Ghana's Exports to Neighboring Countries. In: Special Issue of *Journal of Management Studies* (2000). (with Victor Kwame Nyanteng, University of Ghana).
- Entrepreneurship: Theoretical Considerations (2002). *International Journal of Entrepreneurship and Innovation Management*, vol. 2, no. 1. (with Woodrow W. Clark).
- Internet and Exporting: The Case of Ghana (2002). *Journal of Business and Industrial Marketing*, vol. 17, no. 6 (with Seth Buatsi, School of Administration, University of Ghana).
- The Internationalisation Process of Small and Medium Sized Enterprises in Vietnam (2002). *Economics & Development Review*, vol. 11. (with Bui Huy Nhuong, National Economics University, Vietnam)
- Rethinking Theories of Internationalisation of Companies in the Perspective of Transition Economies (2003). *Special Issue of Journal of East-West Business*, vol. 8. (with M. Gelbuda and V. Tamasevicius).
- Barriers to and Opportunities for Innovation in Developing Countries: The Case of Ghana, 2003. (In) *Putting Africa First. The Making of African Innovation Systems*, edited by M. Muchie, P. Gammeltoft and B-A Lundvall. Aalborg University Press: Aalborg.
- New Realities and the Implications for problem Based learning: The case of Business Administration (2004). (pp 109-128). (In) *The Aalborg PBL-Model. Progress, Diversity and Challenges*, edited by A. Kolomos, F.K. Fink and L. Krogh. Aalborg University Press: Aalborg.
- Facilitated Inter-firm Collaboration in Ghana: The Case of Danida's Private Sector Development Project (2005). *Development in Practice*, vol 15, no. 3 & 4. (with John Kuada).
- Upgrading and Strategic Options of Garment Producers in the Global Value Chain. Evidence from Ghana, Malaysia, and Vietnam (2006). (In) *Transnational Corporations and Local Firms in Developing Countries – Linkages and Upgrading*, edited by M. W. Hansen and H. Schaumburg-Müller. Copenhagen Business School Press: Copenhagen. (with John Kuada and Henrik Schaumburg-Müller).
- North-South Business Linkages: Theoretical Reflections and Perspectives (2006). (In) *Transnational Corporations and Local Firms in Developing Countries – Linkages and Upgrading*, edited by M. W. Hansen and H. Schaumburg-Müller. Copenhagen Business School Press: Copenhagen. (with John Kuada).
- Strategic Options for Vietnamese Tea Processors in the Global value Chain (2009). In: *The New Asian Dragon. Internationalization of Firms in Vietnam*, edited by Schaumburg-Müller, H. and Chuong, P. H. Copenhagen Business School Press: Copenhagen. (with Luong Thi Ngoc Oanh and Nguyen Thi Hai Yen).
- Entrepreneurship and Strategic options in a development Context: The Case of a Garment Producer in Vietnam (2009). In: *The New Asian Dragon. Internationalization of Firms in Vietnam*, edited by Schaumburg-Müller, H. and Chuong, P. H. Copenhagen Business School Press: Copenhagen. (with Li Thuy Dao).
- Economic Collaboration and Regional Integration in a TNC-Strategic Perspective (2009). *The ICFAI University Journal of International Relations*.
- Formation, Organisation and Management of the (Global) Value Chain in a Theoretical Perspective (2009). Working Paper Series no. 52. Centre for International Business, Department of Business Studies, Aalborg University.
- Culture-in-Action and Creative Learning in Cross-Border R&D-Teams. In: *Leadership and Creativity: A Cultural Perspective* (2010), edited by Kuada, J. and Sørensen, O. J.: Pearson Book Company: London. (with John Kuada).
- *Leadership and Creativity. A Cultural Perspective* (2010), edited by John Kuada and Olav Jull Sørensen. Pearson. Custom Publishing: London.
- Innovation and the Internationalization of the Triple Helix: The Case of Denmark and China (2010). Paper presented at the International Workshop on Innovation. Zhejiang University, Hangzhou, China, August 24-25, 2010.

Brief Curriculum Vitae of Henrik Hansen, April 2011

Education

MSc (Economics) 1991, PhD (Economics) 1995, both from Department of Economics, University of Copenhagen.

Employment

Professor at the Institute of Food and Resource Economics, University of Copenhagen June 2007 to present. Head of the International Economics and Policy Division at the Institute of Food and Resource Economics, University of Copenhagen September 2007 to February 2009. Senior academic advisor at the Centre for Analysis and Forecasting, Vietnamese Academy of Social Sciences, Hanoi, Vietnam from May 2005 to May 2007. Associate professor at the Department of Economics, University of Copenhagen from 2001 to 2007. Chief advisor at the Economic Modeling Unit in Statistics Denmark from 2000 to 2001. Research fellow at the Department of Economics, European University Institute, Florence, Italy in 2000. Associate research professor at DERG, Department of Economics, University of Copenhagen from 1999 to 2000. Associate professor at the Institute of Economics and Natural Resources, The Royal Veterinary and Agricultural University from 1997 to 2000. Assistant professor at the Department of Economics, University of Copenhagen from 1995 to 1997.

External assignments and consultancy

Chairman of the board of the Danida Fellowship Center (DFC). Editor of the series "Economics and Society" (*Erhverv og Samfund*). Econometric consultant, Economic Modelling (ADAM), Denmark. Short term consultant for Danida in Vietnam. Consultant for the Development Effectiveness Report, 2003, UNDP. Consultant for Least Developed Countries 2001 Report, UNCTAD. Short term consultant for Danida's evaluation department.

External research funding

"Gender, Ethnicity and Access to Credit in SSA": Research project under the World Bank Knowledge for Change research program "Economic Development and Structural Change" (2011). "Agricultural Growth and Poverty Pockets": Research project in collaboration with the DGG, University of Copenhagen and SEBA, Can Tho University (Vietnam) funded by a Danida research grant (2011-2014). "Productivity, Market Assess and Incomes for Small farming businesses through Contracts": Research project in collaboration with Mzumbe University (Tanzania) and DGG, University of Copenhagen, funded by a Danida research grant (2011-2013). "A new large scale dynamic macroeconomic forecasting model for the Danish economy": Research project in collaboration with the Secretariat of the Danish Economic Council funded by the Danish Social Science Research Council (2002-2005).

Selected Publications

- Aid and growth regressions. (2001, with F. Tarp). *Journal of Development Economics*, 64, 547-570.
- On aid, growth and good policies. (2001, with C.J. Dalgaard). *Journal of Development Studies*, 37, 17-41.
- On the empirics of foreign aid and growth. (2004, with C.-J. Dalgaard and F. Tarp). *Economic Journal*, 114, F191-F216.
- On the Causal Links between FDI and Growth in Developing Countries (2006, with J. Rand). *The World Economy*, 29, 21-41.
- US politics and World Bank lending (2006, with T. B. Andersen and T. Markussen). *Journal of Development Studies*, 42, 772-794.
- The Spatial Integration of Paddy Markets in Vietnam. (2008, with L.D. Trung, T. N. M. Tam, and B. Baulch). *Journal of Agricultural Economics*, 59, 271-295.
- An omnibus test for univariate and multivariate normality. (2008, with J.A. Doornik). *Oxford Bulletin of Economics and Statistics*, 70, 927-939.
- Enterprise growth and survival in Vietnam: Does direct government support matter? (2009, with J. Rand and F. Tarp). *Journal of Development Studies*, 45(7), 1048-1069.
- The Short-Run Macroeconomic Impact of Foreign Aid to Small States: An Agnostic Time Series Analysis. (2010, with D. Headey), *Journal of Development Studies*, 46(5), 877-896.
- Impact evaluation of infrastructure interventions (2011, with O.W. Andersen and H. White). *Journal of Development Effectiveness*, 3(1), 1-8.

Personal details

Date of birth 8 July 1955
Place of birth Copenhagen, Denmark
Nationality Danish
Civil status Married with three children (age 27, 24, 18)

Education

1979	BA Geography, University of Copenhagen
1982	BA Economics, University of Copenhagen
1984	MA Geography, University of Copenhagen
1993	PhD University of Copenhagen

Employment (since 1993)

2006-	Professor, Department of Geography and Geology, University of Copenhagen
2006-2007	Visiting scholar, School of Geosciences, University of Sydney
1997-2007	Associate professor, Institute of Geography, University of Copenhagen
1996	Visiting scholar, Department of Geography, University of California (Berkeley)
1993-1997	Assistant professor, Institute of Geography, University of Copenhagen

Teaching experience

Undergraduate and graduate courses on development geography, economic geography, and fieldwork techniques. Supervision of more than 50 Masters Theses and 7 PhD Theses (completed). Planning and implementation of several PhD-courses (presently Director of Research School of Geography, UoC)

Main research areas

Globalization and industrial development, regional growth centres and spatial restructuring, rural-urban dynamics, agro-industrial linkages, socio-economic and environmental impacts of small-scale mining, commodity production and dependence, organization of global value chains (particularly GVCs based on agricultural crops); extensive fieldwork experience.

Regional specialization: Africa (Ghana, Tanzania, Zimbabwe), Southeast Asia (Malaysia, Vietnam).

Selected articles (2008-2010)

-
- Knudsen, M.H. and Fold, N. (2010) Land distribution and acquisition practices in Ghana's cocoa frontier: The impact of a state-regulated marketing system. *Land Use Policy*, 28, pp. 378–387
 - Vind, I. and Fold, N. (2010) City networks and commodity chains: identifying global flows and local connections in Ho Chi Minh City. *Global Networks*, 10(1), pp. 54–74.
 - Agergaard, J., Fold, N. and K. Gough (eds.) (2009) *Rural-urban Dynamics: Livelihoods, Mobility and Markets in African and Asian Frontiers*. Routledge; London
 - Jønsson, J.B. and Fold, N. (2009) Handling uncertainty: Policy and organizational practices in Tanzania's small-scale gold mining sector. *Natural Resources Forum*, 33, pp. 211-220
 - Agergaard, J., Fold, N. and Gough, K.V. (2009) Global-local interactions: Socio-economic and spatial dynamics in Vietnam's coffee frontier. *Geographical Journal*, 175(2), pp. 133–145.
 - Fold, N. & Gough, K. (2008) From smallholders to transnationals: the impact of changing consumer preferences in the EU on Ghana's pineapple sector. *Geoforum*, 39, pp. 1687-1697.
 - Fold, N. (2008) Transnational Sourcing Practices in Ghana's Perennial Crop Sectors. *Journal of Agrarian Change*, 8(1), pp. 94-122.
 - Fold, N. & Larsen, M.N. (2008) Key concepts and core issues in global value chain analysis. In Fold, N. & Larsen, M.N. (eds.) *Globalization and Restructuring of African Commodity Flows*. Nordic Africa Institute; Uppsala, pp. 26-43.

University of Southern Denmark, Department of Entrepreneurship and Relationship Management,
Engstien 1, 6000 Kolding, Denmark

Web www.sdu.dk/ansat/tsc.aspx Email tsc@sam.sdu.dk Skype Thomas.GEM Cell +45 26703591

Interests in teaching, research and consulting

Entrepreneurship and network organization in Denmark and other countries.

Education

1986-1988 Postdoctoral training in organizational research, Yale University, New Haven.

1981-1986 Graduate studies in sociology and statistics, Columbia University, New York.

1976-1981 Studies in history and sociology of science, Univ. of Aarhus and Hebrew University.

1971-1976 Studies in mathematics and physics, University of Aarhus.

Degrees

1986 Ph.D. in Sociology, Columbia University, New York.

1985 M.A. in Statistics, Columbia University, New York.

1982 M.A. in Sociology, Columbia University, New York.

1979 M.Sc. [Cand.scient.] in Mathematics and Physics, University of Aarhus.

Appointments

2011-date Professor of Organization and Entrepreneurship (mso), University of Southern Denmark, Department of Entrepreneurship and Relationship Management.

2010-date Professor of Entrepreneurship (adj), Tehran University, Faculty of Entrepreneurship.

2008-date Member of Global Entrepreneurship Research Association's Research Committee.

2004-date Leader of Team-Denmark for Global Entrepreneurship Monitor, GEM.

2004-2010 Associate Professor, University of Southern Denmark, Dept. of Entrepreneurship.

1994-2005 Associate Professor, University of Pittsburgh, Department of Sociology.

1988-1994 Assistant Professor, University of Pittsburgh, Department of Sociology.

1986-1988 Postdoctoral Fellow, Yale University, New Haven.

Books published in recent years.

Training and Network Organization in Entrepreneurship in Denmark 2010, by Thomas Schøtt
(University of Southern Denmark 2011). www.gemconsortium.org

Social and Commercial Entrepreneurship in Denmark 2009, by Thomas Schøtt
(University of Southern Denmark 2010). www.gemconsortium.org

Education, Training and Networking for Entrepreneurship in Denmark 2008, by Thomas Schøtt
(University of Southern Denmark 2009). www.gemconsortium.org

Growth-Entrepreneurship in Denmark 2007, by Thomas Schøtt
(University of Southern Denmark 2008). www.gemconsortium.org

Entrepreneurship in the Regions in Denmark 2006, by Thomas Schøtt
(University of Southern Denmark 2007). www.gemconsortium.org

Entrepreneurship in Denmark 2005, by Thomas Schøtt
(University of Southern Denmark 2006). www.gemconsortium.org

Curriculum Vitae of Andreas de Neergaard

Title:

M.Sc., Ph.D., Associate professor, Study Director for “Agricultural Development”, Agris Mundus coordinator at University of Copenhagen. AgTraIn programme director.

Personal

Date of birth: 9th. December, 1971 in Copenhagen. Married, 4 children.

Degrees

M.Sc. Biology, University of Aarhus, Denmark, March 1997.

Ph.D. Dept. Agricultural Sciences, Royal Veterinary and Agricultural University (KVL), Denmark, December 2000.

Reviewed Publications

30 peer-reviewed publications; 7 book chapters; 3 other publications. H index: 9.

Selected publications (2005-2010):

A. de Neergaard, C. Saarnak, T. Hill, M. Khanyile, A. Martinez Berzosa and T. Birch-Thomsen. 2005. Australian wattle species in the Drakensberg region of South Africa - an invasive alien or natural resource? *Agricultural Systems*, 85: 216-233

A de Neergaard, O. Mertz and J. Magid. 2008. Soil erosion from shifting cultivation and other smallholder land use in Sarawak, Malaysia. *Agriculture Ecosystems and Environment* 125, 182-190

M. Oelofse, H. Høgh-Jensen, L.S. de Abreu, G.F. de Almeida, Q. Yu Hui, and A. de Neergaard. 2010. Certified organic agriculture in China and Brazil: Market accessibility and outcomes following adoption. *Ecological Economics* 69, 1785-1793.

I. R. Chongtham, A. de Neergaard and D. Pillot. 2010. Assessment of the strategies of organic fruit production and fruit drying in Uganda. *Journal of Agriculture and Rural development in the Tropics and Subtropics* 111, 23-34.

A. Oumer and A. de Neergaard. Understanding livelihood strategy-poverty links: Empirical evidence from central highlands of Ethiopia. *Environment, Development and Sustainability*. *In press*. DOI: 10.1007/s10668-010-9276-2.

Supervision

11 Ph.D students (4 completed; 4 main supervisor, 7 co-supervisor) and 40 M.Sc. and B.Sc. students from 2001-present.

Teaching and training

Study director for the Agricultural Development M.Sc.

University coordinator for Agris Mundus Erasmus M.Sc programme.

Programme director for AgTraIn Erasmus PhD programme.

SLUSE coordinator (Interdisciplinary M.Sc. programme with 10 partner universities)

Extensive collaboration on capacity development programmes and curricula development in Southern Africa and Southeast Asia

Course responsible for 3 M.Sc and 1 Ph.D. course, further contribution to several courses within agriculture and natural resources.

International collaboration

Research collaboration with partners in Brazil, Cambodia, China, Egypt, France, Malaysia, The Netherlands, South Africa, Thailand, Research network (EU funded) with 14 partner universities from 12 countries (8 African, 6 EU). Educational partnerships and joint education programmes with Botswana, Cambodia, Indonesia, Malaysia, South Africa, Swaziland, Thailand, Uganda and Benin. European M.Sc and PhD. programme partnership with Italy, Spain, France, Ireland and the Netherlands. Ph.D. course network with Norway, Sweden and Finland.

Brief Curriculum Vitae of Christian Pilegaard Hansen, April 2011

Education

MSc (Forestry) 1992 from Royal Veterinary and Agricultural University, Copenhagen
PhD (Political Economy) 2011 from University of Copenhagen

Employment

International Coordinator, Forest & Landscape, University of Copenhagen January 2011 to present. Project Leader of Building Stronger Universities in Developing Countries at Universities Denmark March to December 2010. International Coordinator, Forest & Landscape, University of Copenhagen January 2004 – March 2010. Information and Outreach Advisor, Danida Forest Seed Centre January to December 2003. Technical Advisor/Chief Technical Advisor Scanagri-Denmark a/s at Ministry of Forestry, Indonesia June 2000 to October 2002. Technical Advisor Danida Forest Seed Centre February 1998 to June 2000. Natural Resources Management Consultant COWI Consulting Engineers and Planners AS October 1997 to February 1998. Associate Professional Officer Food and Agriculture Organization of the United Nations, Rome, Italy March 1995 to September 1997. Head of Section National Forest and Nature Agency, Ministry of Environment, Denmark August 1992 to March 1995. Amanuensis/Research Assistant Royal Veterinary and Agricultural University February to August 1992

External assignments and consultancy

Chairman of the Danish Steering Committee of the Growth and Employment Platform. Danish Representative in European Tropical Forestry Research Network (ETFRN). Numerous short term consultancies for Danida, Food and Agriculture Organization of the United Nations, World Bank and Dutch Development Assistance to Cambodia, Côte d'Ivoire, Ghana, India, Indonesia, Lao P.D.R., Myanmar, Nepal, Nicaragua, Senegal, South Africa, Swaziland, Tanzania, Thailand, Vietnam and Zimbabwe.

External research funding

Responsible for the Performance Contract between Danida and Forest & Landscape (UM 104.M.87) for the period 2004-7, and for the period 2008-10 with a total budget of 41 million DKK. “ Timber trees, tree tenure and sharing of benefits” research project with Forest Research Institute, Ghana and Tropenbos-International, Ghana funded by a Danida research grant (2006-9).

Selected publications

- The political economy of timber taxation. The case of Ghana (accepted, with J.F. Lund). *Forest Economics and Politics*.
- Integrated solutions to the future of the world's tropical rainforests – linking climate adaptation and mitigation with sustainable development (2011, with J.F. Lund & N.E. Koch). Expert box in Steffen, W., Richardson, K. (Eds): *Climate change: Global risks, challenges and decisions*. Cambridge University Press, Cambridge.
- Forest law compliance and enforcement: The case of on-farm timber extraction in Ghana (2010). *Journal of Environmental Management* 92, 575-586.
- Neither fast, nor easy. The prospect of Reducing Emissions from Deforestation and Degradation (REDD) in Ghana (2009; with J.F. Lund & T. Treue). *International Forestry Review* 11, 439-455
- Challenges and opportunities in implementing REDD at the national level: the case of Ghana (2009, with J.F. Lund & T. Treue). IOP Conf. series: Earth and Environmental Science 6. doi:10.1088/1755-1307/6/5/252006.
- Strengthening off-reserve timber resource management in Ghana (2009; with K. Boateng, & K. Okae, Eds). Proceedings of workshop held in Accra, Ghana, on the 27th and 28th of September, 2007. Tropenbos International - Ghana Workshop Proceedings 7. Kumasi, Ghana.
- Assessing illegal logging in Ghana (2008, with T. Treue). *International Forestry Review* 10, 573-590.
- Review of the current taxation system relevant to the forest sector in Ghana (2007, with G. Birikorang & T. Treue). VLTP Background Paper No. 1. Validation of Legal Timber Programme, Forestry Commission, Accra, Ghana.

LFA FOR GROWTH & EMPLOYMENT PLATFORM

DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Development objective: Enhanced capacity of University of Ghana, Kwame Nkrumah University of Science and Technology, Ghana, University of Dar es Salaam, Tanzania, and Sokoine University of Agriculture, Tanzania to promote sustainable growth and employment through research, education and dissemination of research findings</p>	<ul style="list-style-type: none"> • No. of published articles in international peer-reviewed journals by staff of involved departments in average increased by 50% in 2019 as compared to 2011 • No. of citations of staff of involved departments in national media (radio, television, newspapers) increased by 50% in 2019 as compared to 2011 • UG, KNUST, UDSM and SUA have all increased their rankings in relevant university rankings by 2015 • PhD programmes of involved departments have increased enrolment by 20% in 2015 as compared to 2011 • At least three examples annually at each university of legislation and/or policies being revised as a direct consequence of university activities from 2015 • At least three examples annually at each university of farmers and/or businesses adopting new techniques as a direct consequence of university activities from 2015 • Increased use of own research activities by senior researchers in their teaching of undergraduate and graduate degree students • Improved employability of and satisfaction with candidates of 	<ul style="list-style-type: none"> • ISI Web of Knowledge • VC Annual Reports • Newspaper clips • Media databases • Google search results • National Gazettes and official policy documents • No. of graduate and undergraduate dissertations that are related to senior staffs research programmes (Department annual reports) • Student satisfaction with courses and activities in their educational programmes (anonymous student evaluations of courses and programmes) • Surveys among senior staff about their use of own research in their teaching activities • Tracer studies • Minutes of university departments'/faculties' meetings with employer associations and organisations 	<ul style="list-style-type: none"> • Governments of Ghana and Tanzania maintain or enhance the real value of financial support to universities • University employment is sufficiently attractive to recruit and maintain talented academic staffs. • Governments of Ghana and Tanzania are responsive and revise policies and legislation based on research results • Research-based teaching promote high quality educations • Student evaluations form part of university management routines • Universities maintain a dialogue with key stakeholders about their educational programmes and trace the careers of alumni

	involved departments among employers		
<p>Immediate objectives:</p> <p>1 Growth and Employment relevant PhD education programmes strengthened at UG, KNUST, UDSM and SUA</p> <p>2 Increased number of academic staff at UG, KNUST, UDSM and SUA with PhD qualifications in growth and employment relevant topics</p> <p>3 Growth and employment relevant research activities and research collaboration strengthened</p>	<ul style="list-style-type: none"> 5 courses introduced by the platform are accredited as PhD courses and/or have been integrated in at least 3 relevant PhD programmes at UG, KNUST, UDSM and SUA, respectively by 2015 3 staff of UG, KNUST, UDSM and SUA, respectively, awarded PhD degrees in growth and employment relevant topics by end of 2015 4 new growth and employment relevant research projects including PhD scholarships with external funding initiated by 2013 8 research projects implemented with close participation of stakeholders, e.g. farmers and MSMEs, by 2015 10 papers based on platform research with joint S-N authorship published in international peer-reviewed journals by end of 2015 12 papers and reports (other than international peer-reviewed) based on platform research published by end of 2015 10 papers based on platform research presented at international and national conferences by end of 2015 	<ul style="list-style-type: none"> VC Annual report Minutes of Senate meetings School of Post Graduate Studies' reports GEP annual progress reports VC Annual reports GEP annual progress reports VC Annual reports Annual Departmental reports Journal homepages ISI Web of Knowledge 	<ul style="list-style-type: none"> Efficient and effective collaboration and coordination with other platforms University policies/senior management remain favourable to formalised PhD education programmes (PhD education including course work) Sufficiently many PhD students enrol in the PhD courses to justify their existence Staff remain with universities after completion of PhD study Appropriate research capacity to attract funding and implement research activities Incentives to publish and present research results remain favourable

<p>4 Platform research results and findings effectively disseminated to relevant stakeholders</p>	<ul style="list-style-type: none"> • 10 local and national media (radio, television, newspaper) references to platform dissemination activities (outreach seminars, policy briefs, manuals) annually from 2013 • Planned outputs are delivered on time and immediate objectives achieved. • Platform annual financial and technical reports approved by Universities Denmark and Danida Fellowship Centre from 2011 	<ul style="list-style-type: none"> • Newspaper clips • Media databases • Google search results 	<ul style="list-style-type: none"> • Senior university management and university policies, including reward and incentive schemes, supportive for research dissemination activities
<p>5 Platform activities effectively and efficiently governed and managed.</p> <p>Outputs:</p> <p>1.1 Baseline and needs assessment reports produced</p> <p>1.2 PhD courses developed</p> <p>1.3 PhD students and faculty have passed PhD courses</p> <p>1.4 Faculty capacitated to run developed PhD courses</p> <p>1.5 Faculty trained in PhD supervision</p> <p>2.1 Growth and employment relevant PhD scholarships awarded to faculty of UG,</p>	<ul style="list-style-type: none"> • Baseline and needs assessment report published at UG, KNUST, UDSM and SUA, respectively, during inception phase • 6 PhD courses developed and implemented at UG, KNUST, UDSM and SUA, respectively, by end of 2013 • 120 PhD students and faculty have passed courses at UG, KNUST, UDSM and SUA, respectively, by end of 2013 • 12 faculty of UG, KNUST, UDSM and SUA, respectively, capacitated to run developed courses by end of 2013 • 20 faculty from each university have participated in PhD supervisory training by end of 2013 • 3 PhD scholarships awarded to staff 	<ul style="list-style-type: none"> • GEP annual progress reports • Minutes of Senate meetings • VC' annual reports • Course reports 	<ul style="list-style-type: none"> • Decisions in governing bodies of the platform, notably Platform Working Groups and Danish Steering Committee are transparent and based on objective/fair and agreed criteria • Members of governing bodies remain committed to the platform • Appropriate incentives for South lecturers and supervisors to engage in formalised PhD education • Interest of potential Danish lecturers to engage in course development • Fast approval of course curricula by Senate • Sufficient body of PhD students, other post graduate students and faculty for courses • Availability of qualified and interested PhD candidates among academic staff

<p>3.1 Joint proposals for research submitted to relevant funding agencies.</p> <p>3.2 Small size (< USD 10,000) research projects financed</p> <p>3.3 Medium size (< USD 100,000) research projects initiated</p> <p>3.4 Thematic networks established in Ghana, Tanzania and Denmark</p> <p>3.5 Academic staff of UG, KNUST, SUA and UDSM informed about platform research activities and achievements.</p>	<p>at UG, KNUST, UDSM and SUA, respectively, by mid 2012</p> <ul style="list-style-type: none"> 6 joint S-N proposals submitted to relevant funding agencies by end of 2013 16 small size research project completed by end of 2013 16 medium size joint research projects in operation by end of 2013 11 thematic networks established in Ghana, Tanzania and Denmark by end of 2013 50 academic staff of UG, KNUST, UDSM and SUA, respectively, have participated in platform seminars held at each of the institutions during 2013 	<ul style="list-style-type: none"> GEP annual progress reports PhD proposals Minutes of Platform Working Group meetings GEP website GEP annual progress reports Research proposals Minutes of Platform Working Group meetings Working papers/reports Draft manuscripts Annual reports of thematic networks 	<ul style="list-style-type: none"> Interest of potential Danish supervisors Political interference in selection process Agreement can be reached on activities to be funded by platform Interests of key persons to organize and initiate activities of thematic networks
<p>4.1 Relevant stakeholders informed about research findings/results through outreach sessions</p> <p>4.2 Policy briefs published</p> <p>4.3 Manuals and leaflets published</p> <p>4.4 Platform website established</p> <p>4.5 Decision makers informed about results of platform research activities at end-of-first phase seminars.</p>	<ul style="list-style-type: none"> 20 outreach sessions organised for stakeholders by end of 2013 10 policy briefs published on platform web-site and in print by end of 2013 10 manuals and leaflets published and distributed by end of 2013 Platform website established during inception phase End-of-phase seminars organised at UG, KNUST, SUA and UDSM, respectively, in 2013 with at least 50 participants each 	<ul style="list-style-type: none"> GEP website GEP annual progress reports Minutes of Platform Working Group meetings Policy briefs Manuals and leaflets Media coverage End-of-phase report 	<ul style="list-style-type: none"> Research conducted on time Interest of academic staff to engage in diffusion/extension/dissemination activities Stakeholders perceive conducted research of interest and are willing to participate/engage

<p>5.1 Platform Working Groups established</p> <p>5.2 Letters of Agreement signed</p> <p>5.3 Annual technical and financial reports prepared</p> <p>5.4 Platform proposal for second phase prepared</p>	<ul style="list-style-type: none"> • A Platform Working Group established at UG, KNUST, UDSM and SUA, respectively during inception phase • At least one annual meeting held in each Platform Working Group in 2012 and 2013 • A Letter of Agreement signed during inception phase on platform activities at UG, KNUST, UDSM and SUA, respectively, with a detailed activity plan and budget as an annex • Annual financial and technical reports prepared by each South partners before 1 May the following year • Consolidated platform financial and technical reports prepared by the Danish platform Secretariat by 1 June the following year • A proposal for second phase of platform activities submitted to Danida in 2013 	<ul style="list-style-type: none"> • Minutes of meetings in Platform Working Group • GEP annual progress reports • GEP annual financial reports 	<ul style="list-style-type: none"> • Key academic staff interested and allowed serving in platform governing bodies
<p>Activities</p> <p><i>WP 1: PhD education</i></p> <ul style="list-style-type: none"> • Mapping and prioritized needs assessment at relevant departments at the four universities • Joint development of PhD course curricula • Compile PhD course materials • Approval of PhD courses by university Senate • Delivery of courses • Develop PhD supervisory training 	<p>Inputs</p> <ul style="list-style-type: none"> • Core financing from Danida • Co-funding (1:1) from Danish universities • UG, KNUST, SUA and UDSM cover salary costs of staff members attaining PhD training and provides needed infrastructure 	<p>Means of verification</p> <ul style="list-style-type: none"> • Accounting and financial reporting 	<ul style="list-style-type: none"> • Timely provision of core funding • Timely provision of in-kind co-funding (staff time) from the Danish universities • Timely provision of in-kind contributions (staff time, lecture halls, office facilities) from UG, KNUST, UDSM and SUA

<p>curricula</p> <ul style="list-style-type: none"> • Conduct PhD supervisory training • Conduct PhD student-PhD supervisory workshops <p><i>WP 2: PhD scholarships</i></p> <ul style="list-style-type: none"> • Develop evaluation criteria for PhD scholarships • Announce scholarships • Award of scholarships • Prepare joint supervision contracts between student and supervisors • Initiate PhD studies • Preparation of full PhD project proposals for approval of academic/research boards <p><i>WP 3: Research proposals and research projects</i></p> <ul style="list-style-type: none"> • Develop evaluation criteria for funding of joint research proposals • Develop criteria for evaluation of research projects • Announce funding opportunities • Award of grants for joint research proposals and research projects • Conduct research projects • Develop proposals • Undertake research attachments of senior staff to Danish universities • Establish thematic networks at UG, KNUST, SUA and UDSM, respectively • Establish and continue thematic networks in Denmark • Conduct one seminar on platform research activities at UG, KNUST, SUA and UDSM, respectively 			
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WP 4: Knowledge dissemination

- Conduct research-based outreach seminars
- Produce policy briefs
- Produce manuals and leaflets
- Manage platform website
- Conduct end-of-phase seminars

WP 5: Management/governance of platform

- VC at UG, KNUST, SUA and UDSM, respectively, appoints members of Platform Working Groups
- Chairman of Platform Steering Committee appoints Danish members of Platform Working Groups
- Finalize activity plans and budgets at UG, KNUST, UDSM and SUA, respectively and prepare Letters of Agreements
- Establishment of platform secretariats at UG, KNUST, SUA and UDSM
- Establishment of platform secretariat in Denmark
- Establishment of a Partnership Steering Committee among platforms at UG, KNUST, SUA and UDSM, respectively
- Financing and technical reporting on platform activities
- Prepare proposal for second phase