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ACRONYMS

ACODE  Advocates Coalition for Development and the Environment, Uganda
CBCP  Community Based Crime Prevention
CEGENSA  Centre for Gender Studies and Advocacy, University of Ghana
CEP  Comparative Evidence Papers
CIPPEC  Centre for the Implementation of Public Policies for Equity & Growth, Argentina
DFID  Department for International Development, UK
D&M  Design and Methods Papers
DPRU  DevelopmentPolicyResearchUnit,CapeTownUniversity,SouthAfrica
DV  Domestic Violence
ELLA  Evidence and Lessons from Latin America Programme
ELLA1  Evidence and Lessons from Latin America Programme first Phase (2010-2013)
Fedesarrollo  Foundation for Higher Education and Development, Colombia
Fundar  Centre for Analysis and Research, Mexico
FundaUngo  Doctor Guillermo Manuel Ungo Foundation, El Salvador
GRADE  Group of Analysis for Development, Peru
Grupo Faro  Think tank, Ecuador
HA  Horizontal Accountability
Ibadan  Department of Communications and Languages, Ibadan University, Nigeria
IDS  Institute of Development Studies, Sussex University, UK
IIG  Informality and Inclusive Growth
IRUA  Independent Research Uptake Assessment (by Isabel Vogel)
KP  ELLA Knowledge Product
LA  Latin America
LEA  Learning Alliances
LEAP  Learning into Practice Awards
LP  Learning Alliance 'Highlights' Product
LT  Land Tenure in Pastoralist Societies
M&E  Monitoring and Evaluation
OGLC  Oil and Gas Local Content
OSSREA  Organisation for Social Science Research in Eastern and Southern Africa
PAC  Practical Action Consulting, Latin America Regional Office, Peru
RC  ELLA Research Centres
REP  Regional Evidence Papers
RU  Research Uptake
RUA  ELLA Research Uptake Advisor
Tegemeo  Institute of Agricultural Policy and Development, Egerton University, Kenya
ToC  Theory of Change
INTRODUCTION

Considerable resources have been invested in the ELLA Programme second Phase (2014-2017): research of relevant development themes in Latin America (LA) and Africa, south-south Learning Alliances (LEA) with online and offline activities, Study tours and Awards. The return on this investment needs assessment and in this “ELLA2 M&E Report: Results and lessons” we show how our aims and targets have been achieved and in many cases superseded.

Section two of this report describes the ELLA Programme, the shift from ELLA phase one (ELLA1) to ELLA phase two (ELLA2) and our current consortium of partners. The report then dedicates a third section to the first benefit deriving from the programme: Benefit 1: Capacity building of the Research Centres. This benefit for consortium partners reflects the training they have received, while the production of ELLA goods and services during the programme has also contributed to a large extent to capacity development. Research production and research uptake processes are described in section four, including how Research Centres identified demand-led themes, engaged with relevant audiences, undertook their research, produced communication products, designed and led Learning Alliances between African and Latin American participants, conducted face-to-face dissemination events, led study tours, and provided Learning into Practice Awards to facilitate knowledge use.

Section five presents the benefits deriving from the global dissemination of the ELLA research: Benefit 2: Research Products accessed online by researchers through ELLA website, newsletters and third-party platforms; Benefit 3: Research Communication Products accessed online by a broader set of research users; and Benefit 4: Journal articles as a contribution to science.

Section six discusses targeted research sharing, leading to a further set of benefits: Benefit 5: Knowledge accessed by participants in the online Learning Alliances, Benefit 6: Knowledge gained by attendees at face to face dissemination events and Benefit 7: Knowledge gained by Study Tours participants.

In the following section, the report discusses Benefit 8: The Building of Networks: how ELLA has supported substantive networking that has resulted in a network of research and research uptake organisations and a community of ELLA1 and ELLA2 participants.
Finally, section eight focuses on the ‘highest level’ set of benefits, discussing how Decision makers and policy influencers (predominantly in Africa) have seen and learnt from Latin American (and comparative African) evidence on selected priority economic, environmental and governance issues. The section covers some of the impacts expected as decision makers use ELLA evidence to inform policies and practices. This section shows the overall achievement of the programme in terms of the logframe objectives, and also the stories behind those figures.

The results contained in this report have been collated from all the programme registers: ELLA2 Quarterly Reports to DFID, Surveys, ELLA registers, and an independent evaluation. The structure and details of our M&E system is given in Annex 1.
THE ELLA PROGRAMME

The ELLA Programme mixes research, exchange and learning to inspire development policies and practices that are grounded in evidence about what works in varied country contexts. The programme:

• Conducts rigorous research, synthesising existing evidence and researching evidence gaps, undertaken by researchers from countries in the ‘global south’

• Organises and runs exchange and learning programmes – called ELLA Learning Alliances – that connect these researchers and the users of the research, across these countries, to enable the debate of evidence and lessons;

• Supports the growth of topic specific networks to promote continuous learning between individuals, organisations and countries – through the joint research and the exchange and learning programmes.

The ELLA Programme has had two phases.

ELLA Phase I (2010-2013)

During its first phase, ELLA synthesised evidence on Latin American countries’ recent experience of 21 development themes, covering some 80 topics, in economic development, environmental management and governance. Some of the experiences researched were innovative, while others were more ‘tried and tested’. The themes and topics were chosen on the basis that Latin America was perceived to have valuable lessons to share with the rest of the developing world in these areas. During 2012-2013, ELLA also ran six Learning Alliances between researchers, practitioners and policymakers from across Latin America, Africa and Asia. Lesson and Reflections, of a practical nature, on the design and implementation of the first phase of ELLA can be seen in this report ELLA 1 Lessons and Reflections Report (Aug 2014). A Monitoring and Evaluation account of the activities, outputs, outcomes and impacts of the first phase of ELLA through to late 2013 can be found in this report ELLA 1 M&E Report (Nov 2013).

An evolving design

The design of the ELLA Programme has reflected a constant process of learning. The first phase of ELLA researched Latin America only, and was largely focused on one-way learning, from Latin America to Africa and Asia. This experience brought home the importance of context in taking knowledge from one region to another; that ‘translating’
knowledge and ideas from one culture and language into another needed to be addressed more thoroughly than had been possible; and that sharing lessons between regions was most naturally fostered as a two or multi-way process of exchange\textsuperscript{1}. In the ELLA Programme second phase (ELLA2), those lessons were addressed and there was an effort to have a more balanced design between breadth and depth, to have deeper, comparative research between regions and specific countries, as part of a two-way learning process between Latin America and Africa, but still with some bias towards African learning (reflecting the policy interests of the funder, DFID). In this second period the programme has also picked up new lessons on the process of comparative research and on focused research uptake, some of which are presented in this report. A separate ELLA2 Reflections and Lessons report captures our learning in more depth.

**ELLA Phase II (2014-2017)**

The ELLA Programme second phase has been designed and coordinated by Practical Action Consulting (PAC) Latin America, in line with the objectives agreed with the funder, the UK Department for International Development (DFID): the logical framework is in Annex 2. PAC has also been responsible for supporting the twelve Latin American and African research centres on research uptake, including research communication and the design and management of the Learning Alliances. After a call for proposals, PAC selected the Institute for Development Studies (IDS), Sussex University, UK, to support on research design, methods and outputs.

This second phase of ELLA has evolved to involve collaborative research between six pairs of Latin American and African Research Centres (RC), who undertook joint comparative research on six development topics.

- Fedesarrollo, Colombia and the Development Policy Research Unit (DPRU), Cape Town University, South Africa researched Informality and Inclusive Growth;
- GRADE, Peru and the Tegemeo Institute, Egerton University, Kenya researched Land Tenure in Pastoralist Societies;
- Grupo Faro, Ecuador and ACODE, Uganda researched Oil and Gas Local Content;
- CIPPEC, Argentina and OSSREA, Ethiopia researched Accountability of the Executive to Legislative Bodies;
- FundaUngo, El Salvador and Ibadan University, Nigeria researched Community Based Crime Prevention;
- Fundar, Mexico and the Centre for Gender Studies and Advocacy (CEGENSA), University of Ghana researched Domestic Violence.

Each research centre drew on the literature relevant to their region, and also conducted original data collection and analysis. Research design and methods papers were prepared, and these led on to regional research papers, with each pair of research centres using a shared design and methods framework, which enabled the subsequent production of a unified comparative research paper. Overlapping with

\textsuperscript{1} Evidence and Lessons from Latin America: Lessons and Reflections on the Programme, August 2014
this research cycle, each pair produced communication and learning materials and ran a Learning Alliance, centred on the research topic, to enable exchange and learning tailored to interested researchers, government officials, civil society, private sector and development officials in Latin American and African countries.

Figure 1. ELLA Programme Phase II – Design (WBS)
South-south research call and Consortium formation

To bring together the consortium of partners noted above, we mapped think tanks and research centres in Latin America and Africa, and sent a tender invitation to targeted organisations, based on their profiles and reputation, to compete to be part of the programme, requesting a proposal covering the research theme that they proposed to take forward in ELLA, that was on the policy agenda in their country and region. Centres were also asked to identify any ‘preferred’ research centre in Africa/Latin America (excluding Brazil) with which they would like to work if they had one (very few did), the qualifications of the principal researchers who would participate, and a capability statement for their organisation.

After an assessment of the proposals received, we invited 12 research centres to an initial workshop in Lima, identifying pairs with similar thematic interests. The main criteria for selection were the organisational strength and experience and the evidence they presented on the demand for the theme proposed. However, the most difficult process was to pairing them up for them to design comparative research. This was a process of permanent adaptation to the context of research and in the adjustment of the research questions, as the result of “marrying” them up when selecting them.
We conducted a capacity baseline survey in November 2014 (which covered 21 people); an average of two respondents from each research centre. The baseline aimed to establish the capacity of the teams that were going to be part of the programme. It became clear at that point that capacity building and continuous support, both on research and research uptake, would be needed for all the centres. So we designed training across the whole life of the programme that would result in useful learning for the purposes of the programme, but also contribute to lasting knowledge for the institutional benefit of the consortium members.

**Research workshops and continuous support**

On average, there were half PhD and half Masters in the centres’ research teams. Although they had been trained in the research methods needed for the programme, many researchers said they felt the need to improve their research skills. Half of people had been trained in comparative case studies, with a similar proportion reporting having done comparative research in the previous five years, most researchers had compared only two countries, and few had compared countries across regions. Another issue was that the share of research that was policy oriented varied considerably, implying a need to strengthen skills in this area.

Half of the researchers were looking to improve their research skills and to undertake comparative research so it was clear that we should have a process of continuous training and support. One of the core components of the programme was to develop capacity, and build common ground between research centres in Latin America and Africa. Moreover, there was a need to build bridges and bonds between the research centres pairs, given that they had not worked together before.

“Though ELLA was never meant to be an explicitly capacity-building programme, the discussion on research quality makes obvious the fact that it has delivered extensively on this. The challenging process that the teams have moved through over the past two years will leave these 12 research centres with a much stronger ability to do better quality work. Again, this has been a consequence of the demand-led nature of the programme”.

(Shandana Mohmand, IDS, May 2016)
Working with IDS, the programme delivered three rounds of training workshops focused on (i) Design and Methods (Nov 2014-Jan 2015): causal inference and analysis, literature and policy, hypotheses, descriptive vs causal research strategies, experimental research strategies, process tracing, comparative analysis, large-n analysis, mixed methods research, (ii) Thematic/Methods guidance (May-June 2015) for the regional research, going deep into their design, interviewing, process tracing, content analysis, coding, surveys, statistical analysis, case methods, and (iii) Comparative methods (Dec 2016). We trained around 24 researchers across the 12 centres. Of the 22 who completed the evaluation form, 14 (64%) reported they were ‘much more’ confident and able and 8 (36%) ‘more’ confident and able, with none reporting only a ‘little more’ or ‘not at all’.

Most of them were satisfied with the training because it provided guidance and focus but also the opportunity to directly reflect and work with their research organisation partner. Their research skills have been significantly enhanced, as demonstrated through good quality research, including in the innovative area of inter-regional comparative research.

“The workshop was intense but useful. All the spaces were well thought and provided important insights”.

(Participant at Addis Ababa Research Design and Methods Workshop, January 2015)

The three rounds of workshops ran in parallel with the research process, whose main deliverables were the design and methods papers, the regional evidence papers, and comparative evidence papers.
“Group discussions with help and guidance from experts was phenomenal, materials uploaded to Google will go a long way in guiding our research journey, approach of blended learning is great.”
(Participant of Accra Comparative Evidence Workshop, December 2015)

**Research Uptake and Communications training and continuous support**

The research uptake capacity development of partners involved in the programme is an important outcome of the programme.

Many staff in the research centres had limited experience with research uptake activities, as reflected in the baseline survey results. Most centres were focused on traditional communication approaches, materials and media; and tended towards producing standardised communication products. They noted the desirability of turning research turned into a variety of communication products, customised for different types of target user.

The baseline showed that capacity-building was needed for different aspects of research uptake, including making effective presentations, generating infographics and other multimedia products, and managing social media. Most importantly there was the need to learn how to design and run the online communities and study tours that were integral to the programme.

Another important aspect was how to track research impact. Research centres had output and some outcome indicators but only a few used any impact indicators. Their main outcome indicator was target audience reach which they measured mainly through website traffic statistics, media coverage and assistance at events. The other outcome indicator used was research referencing mainly through citation or use in the media. Only a few said they were measuring impacts through indicators of change from their target users (using surveys or interviews) but none monitored changes as a result of policies that they had informed or influenced.

This diagnosis informed the design of the research uptake training.

“Research Centres partners were given good quality training and support to deliver the online discussions, giving them new skills to take into future work…”
(IRUA, 2017)

39 people from the 12 Research Centers were trained via a three-month online course and at a face-to-face workshop in Lima in February 2016. Most were satisfied with the training: they noted the lessons could be used not just for ELLA, but for their other research programmes. All six pairs of research centres successfully conducted both three month online learning communities and offline dissemination events.

“(I feel) Much more confident that we are theoretically prepared, reassured that we can deliver quality products on time”
(Participant of Lima Research Uptake Workshop, February 2016)
a) Demand-led themes: Engaging with Research Users

Part of the research process was to engage with the final intended user of the research throughout the research cycle. In general, the research centres made great efforts to meet policy makers and ask them about evidence gaps, their expectations on the research, and the research questions they were interested in. Research uptake literature underlines this aspect as key in increasing the likeliness of a successful research uptake in later stages (source: “Guidance for DFID funded Research Programmes”, DFID 2012, and “A freely downloadable book summarising various case studies on policy impact achieved by International Development Research Centre funded Research”, IDRC 2009).

The themes prioritized in this process were:

- Informality and Inclusive Growth (South Africa and Colombia);
- Land Tenure in Pastoralist Societies (Kenya and Peru);
- Oil and Gas Local Content (Uganda and Ecuador);
- Accountability of the Executive to Legislative Bodies (East Africa and Argentina);
- Community Based Crime Prevention (Nigeria and El Salvador); and
- Domestic Violence (Ghana and Mexico)

This engagement effort is reflected in the 111 meetings that the research centres have undertaken with high-level policy makers in African and Latin American countries in order to shape the research and discuss their results.

Box 1. Key to success when engaging with research users

- Staying in touch
- A collaborative not a confrontational approach for advocacy
- Finding positives in their work
- Doing high quality research
- Ensuring research question is relevant/ of interest
- Get them to have stake in the research
- Good packaging and communication of messages
- Use the best method of outreach for each user (usually face to face)
- Offer a viable, complete and at the same time easy to understand product.
- Engaging them early and keeping them updated on the process and achievements

Source: Pre-Lessons Learning Workshop RC survey, January 2017
b) Research Process and Products

Overseeing the six research processes undertaken by the 12 research centres has proved to be challenging as the six pairs were dealing with research of very different thematic nature in very varied contexts, with their own difficulties, rhythms and speed. The six research assignments all involved iterative processes that required a flexible management approach in terms of steps and timeframes. Even though there was a great effort to account for all potential risks, there were inevitable delays due to the need to share and understand different contexts, due to the need to coordinate the agendas of teams operating across different time zones, due to language barriers, and due to varying organisational cultures and researcher skill levels.

However, the commitment of the teams and careful coordination has paid off and the research products were all delivered within the programme lifetime: design and methods papers (6), annotated bibliographies (6), regional evidence papers (12), comparative evidence papers (6), and prospective journal articles (7). There are 12 regional evidence papers as in this case, the research centres each researched their own regions and countries as an input to the comparative work. The rest of research products were co-produced.

The programme more than achieved the targeted quantity and quality of 36 research products which have passed through an extensive quality process, meeting the standard set out in the project proposal.

**Design and Methods Papers**

The research process began by identifying a comparative research design. This proved to be a learning process for all the twelve research centres. Research Design and Methods (D&M) workshops were held in Kenya (November 2014), Mexico (December 2014) and Ethiopia (January 2015), led by IDS. The 12 research centres were led through a facilitated process of research design in their chosen topic and introduced to a range of research methodologies that they could use in taking forward their data collection and analysis.
Each research pair subsequently produced a draft D&M paper, and an Annotated Bibliography which was subject to scrutiny and quality control from IDS and PAC, in accordance with the guidance for quality control agreed with DFID. Revised versions were produced and in some cases further amended. Copy edited and formatted versions of the six D&M papers were produced and published on the ELLA site and disseminated by PAC, and distributed by the research centres to interested stakeholders. Annotated Bibliographies have also been published.

We noted the challenge of bringing together research centres from different continents and cultures, who have previously not worked together, expecting them to collaborate, and quickly get down to work, often against tight deadlines. Language barriers needed to be dealt with and physical distance needed to be overcome. With the third round of face to face workshops in Brighton – following the inception workshop in Lima, and the D&M workshops in Kenya, Mexico and Ethiopia – we felt much more confident that solid relationships were built. The extended face-time offered by the workshops proved invaluable in this respect, as teams grew to know, trust and depend upon each other. A sense of ELLA collegiality was built, around the challenges and opportunities presented by the programme.

**Regional Evidence Papers (REPs)**

Although the REP entailed a more independent process for all the 12 RC, still they had to keep coordination fluid to follow a common research effort. The 12 REPs all reached a good or excellent quality standard. The second round of research coordination and support workshops took place at IDS to support the research centres in their regional evidence gathering: 26–29 May 2015, Fedesarrollo-DPRU, Grupo Faro-ACODE, and FundaUngo-Ibadan; 2-5 June 2015, GRADE-Tegemeo, CIPPEC-OSSREA, and Fundar-CEGENSA. The workshops provided a mix of thematic and methods support as well as the space and time for the research pairs to work closely together, face to face. A key objective was also to ensure that the research was being set up as a comparative research exercise, such that the results of the regional evidence gathering could be used for inter-regional comparison and learning. Prior to the workshop and in the three months following, the RCs carried forward their research, drawing on the advice of thematic and methods experts, as needs be, on a demand-led basis.

The first drafts of the REPs were submitted at the end of September 2015. Each REP was reviewed by four people: PAC, a core IDS reviewer (from the workshops team), a Thematic Expert and Methods Expert. In general terms, in most cases, the reviewers were impressed with overall content and quality, but had many suggestions on improving the texts. In a couple of cases, more fundamental work was required to tell a clear research story. The second drafts of REPs were submitted in late November 2015, and reviews of this draft by PAC and a Thematic Expert, were sent in January 2016. Third and final versions of the REPs were received in late January and February. Many REPs were output as an ELLA product edited by PAC; as an IDS Working Paper, where they were of an acceptable standard; and as papers in research centres.
own series, where they have these. The Latin American REPs have also been made available in Spanish.

**Comparative Evidence Papers (CEPs)**

This was by far the most complicated part of the research process. We could say that half of the RC pairs achieved a fluent comparative analysis while the rest made a great effort at integrating regional research while still leaving some interpretation of the comparative analysis to the reader. The six Comparative Evidence Papers (CEPs) are of a good, and in some cases, excellent quality standard.

First drafts of the CEPs were delivered in April 2016. They required a good amount of ongoing support to turn them into effective comparative research products. Despite warnings, some research pairs initially ‘fell into the trap’ of presenting parallel Latin America vs Africa cases, leaving the reader to do much work to make the comparisons, to bring out the inter-regional lessons. IDS support focused on getting the pairs to achieve rigorous comparative analysis, which in some cases required the research centres to go back to collect more evidence to fill in the evidence gaps.

> “**ELLA2 deals with some exceptional researchers. Why do I say that?** Well, about two years ago we asked them to team up with a counterpart research team from a different continent – Latin American researchers teamed up with African researchers – to conduct comparative research without any initial regard for the actual comparability of the two contexts. What mattered instead was that they be interested in the same topic, and that the topic be of great concern to policy actors in their respective countries. Other than that, context didn’t matter, but we did want them to produce rigorous, high quality comparative studies. This is what I would call piling the stakes against them sky high. And yet two years on they’ve emerged with incredibly exciting questions that will soon lead to strong comparative papers.”

(Shandana Mohmand, IDS, May 2016)

After this, the CEPs advanced to varying degrees, focused on getting the causal stories right, comparing regions/countries at each stage in the causal chain, and ensuring that the evidence was there to support the argument. Completing the CEPs to a good academic standard proved more challenging than originally anticipated. The sheer challenge of inter-regional comparative work, requiring long distance collaboration between busy sets of researchers, combined with the nature of the task itself, often comparing very different contexts – what we have come to term ‘unusual comparisons’ – meant that bringing the comparative research to a final conclusion required successive iterations of the CEPs. However all six were concluded (each had 40-50 pages), copy edited, and finally published between December 2016 and January 2017. The topic focus of the comparative work of the six research pairs did not change significantly.

Rigorous south-south comparative research – across continents – presents challenges of many kinds. Faced with the obvious difference of very different contexts and experiences, the research pairs worked hard to find the commonalities that permit comparative research.
‘Spot the similarities’ is how one participant described the process. We worked with Mills methods to identify differences and similarities in the explanatory and outcome variables. Teams successfully worked through this to find common conceptual frameworks that allowed the regional research to feed into the comparative research products – which in turn helped support learning between countries that seemingly had live with very different contexts and development outcomes.

“We believe that our approach has pushed each team to think in newer ways, not just about that far off country about which they knew little when they first started, but also about their own case because an unusual, creative comparison can get you to think in new ways about the reality that you thought you already knew well.”

(Shandana Mohmand, IDS, May 2016)

In addition to the more rigorous gathering and analysis of the evidence (synthesis and researching of any gaps), the great innovation of ELLA2, compared to ELLA1, was to approach the sharing and exchange of lessons from the two regions, in the hopes and expectations that this would be much more successful at facilitating exchange and learning, because the commonalities, differences and possibilities will be much more explicit.

**Journal articles**

The CEPs formed the basis for 8-10,000 word journal articles. In some cases, this was straightforward shortening, while in others, this required some re-structuring to focus in a way acceptable to journals. Outlines were produced and reviewed, and full articles were ready in March to April 2017, and have now been submitted to different academic journals.

**c) Research Communication Products**

**Output of Communication Products**

The programme has achieved the transformation of the research papers into research communication products, and the sharing of these, digitally or as hard copy.

“From the first topic to the 6 topic, all the materials, articles, discussion were useful, interesting. It changed my whole prospective about pastoralism, land tenure and natural resource management.”

(LT LEA participant, LEA end survey, September 2016)

Communication products have to be very varied in content and format according to the specific policy-maker audience we were trying to reach. So, based on the knowledge of their audience and with the support of PAC team, led by the Research Uptake Advisor, each Research Centre produced a range of communication products, including briefs, infographics, videos, press articles, blogs and podcasts. In total, 104 research communication products were produced, 59 based on the REP and 45 on the CEPs, which supersedes the 48 planned in the logframe.
I enjoyed the provision of video and website resources, alongside the more traditional text resources. I think that the option provided for participants to share resources to the group is excellent.

(IIG LEA participant, LEA end survey, September 2016)

### Quality of Communication Products

These communication products have been used in the exchange and learning programmes, our Learning Alliances, engaging a group of interested users from different sectors from across Africa and Latin America.

The ELLA Independent Research Uptake Assessment (IRUA) notes that based on users’ feedback, the communication products produced were excellent or good. Both LEA participants and the people interviewed in the IRUA rated them as such (sources: LEA end survey and IRUA).

“They (research communication products) were fit for the purpose in that they helped introduce me to the issues at hand, were focused and brilliantly laid out the foundation around understanding HR. Since you posted the video of the seminar I was able to follow up what was discussed and explained. For me this was the most useful way of ensuring inclusivity as access to the internet and cheap data is a continuous challenge. This should be repeated at all times where seminars are concerned.”

(HA LEA participant, LEA end survey, September 2016)

According to the IRUA, focused on two of the six topics, there was good evidence that ELLA produced an appropriate number of research communication and learning materials that met the learning and outreach purposes. Although there is a mixed picture in terms of how useful they were in the topic discussions in the learning alliances, in both themes the policy briefs and info graphics met the evaluation’s review criteria for length, non-technical language, reference to evidence and contextual information and visual appeal.

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<tr>
<th>Research Centre</th>
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<th>CEP Comms Products</th>
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<td>CIPPEC</td>
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<td>10</td>
</tr>
<tr>
<td>Fundar</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td><strong>Sub Total (LA)</strong></td>
<td><strong>35</strong></td>
<td><strong>29</strong></td>
</tr>
<tr>
<td>Acode</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>OSSREA</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>DPRU</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Ibadan</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Cegensa</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Tegemeo</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sub Total (AF)</strong></td>
<td><strong>24</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Total ELLA</strong></td>
<td><strong>59</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

Source: RC Events and dissemination logs

Table 2. Research Communication Products
“Excellent learning materials, especially the videos which enables us to benefits from a variety of experts’ views on the issue.”
(OGLC LEA participant, LEA end survey, September 2016)

d) Learning Alliances
The design process of the Learning Alliances built heavily on lessons and reflections from the learning alliances undertaken in ELLA1. The RCs designed, advertised and selected participants for the six Learning Alliances based on the six ELLA research themes. PAC and IDS backstopped this process.

The Learning Alliances were a mix between an online course and a community of practice. Moderators posted discussions and reference materials on each topic, discussions are summarised and conclusions are drawn after each module. The Learning Alliances had six topics of two weeks duration each.

We were aiming to attract 100 or so ‘high quality’ participants to each of the Alliances and began advertising at the end of March 2016. In the event, we exceeded this target, but compared to the experience of ELLA1, when we ran Alliances of between 200 and 450 people, we found it more difficult to attract people than we had expected, given the good outreach that each of the research centres had, at least with interested stakeholders in their own countries. We can only guess at possible explanations: topics were narrower and more academic (than in ELLA1)? A Latin America-Africa axis has less widespread appeal (than ELLA1’s Latin America to the world)? Online interactivity has exploded in the last three years, so the environment is more competitive, especially in e-learning (MOOCs for example)? Communities of Practice are not so innovative anymore? Research centres proved less effective at marketing (than PAC offices in ELLA1)?

The selection process of members was also more rigorous than in ELLA1 and 877 participants were selected for the six LEA. According to the IRUA, ELLA was successful in attracting and selecting a good cross-section of LEA participants, with potential for influence. It also states that interviews suggested that ELLA managed to get beyond the “usual suspects” in recruitment of participants because over half of the participants interviewed had not participated in online learning programmes before and did not seem to be connected through other networks, national or international.

e) Study Tours and an International Summit
Five of the six Latin America Research Centres prepared study tours of nine to ten days to Latin America that took place in late October/early November 2016. The objective was to offer participants from the Learning Alliances “the opportunity to learn first-hand about the issues discussed in the Learning Alliance, observing local practices and comparing these with the experience in their home countries, in order to generate useful lessons that can be translated into action in their own contexts”.

Based on that objective, outline itineraries for each study tour were prepared and advertised during the online Learning Alliance. Candidates applied by completing an application form, which required an explanation and justification for their attendance: current position,
challenges, expectations of learning from study tour, and how the knowledge gained would be used post study tour. Participants were selected based on their proven commitment to learning (activity during the online discussions), the quality of their submission, and an assessment of their ability to leverage change. In some cases, online participants were supplemented by one or two people (mainly from government) who did not participate in the online alliance but were regarded as key targets for the learning that the study tour offers.

The intensive preparation for the tours included logistics (flights, visas, in-country), content (a firm itinerary) and preparatory materials (practical and technical content).

In the case of the Informality and Inclusive Growth theme, and the research undertaken, PAC agreed with the Fedesarrollo and DPRU position that the theme did not lend itself easily to the advantages offered by a study tour, and that there were benefits in holding a summit in South Africa to discuss the issue, to which a larger number of African stakeholders could be invited. The research pairing proceeded to design a two day gathering in Johannesburg, involving some 54 participants: with attendance from Latin America from the two Fedesarrollo ELLA researchers, an ex-World Bank expert and the OECD Latin American economist; and from Africa, the DPRU home team, a large group from South Africa itself and a smaller group from other African nations. Some of the participants were from the Learning Alliance, but the bulk was ‘external’.

f) Learning into Practice Awards

For the current phase of ELLA, we decided to limit applications for the Learning into Practice Awards to study tour members, for two reasons. First we judged these individuals as the most likely to have valuable learning to take forward, and second we have greater understanding of the awardees and the likelihood that they will make an impact.

PAC and the Research Centres processed, selected and then liaised with applicants on refining the proposals. We granted 21 ‘Learning into Practice’ awards across the six learning alliances, with all the awards made to people who either participated in the study tours or attended the Informality summit. The great majority of these were also active participants in the online learning alliance.

Many grants were made in December 2016, but with some the negotiations (on content, institutional support and channelling of the funds, signature of award agreement), continued into January 2017.

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2 Each application was scored by 3 organizations: PAC (organization managing the ELLA Programme) and the two moderating Research Centers. A decision was reached taking into consideration the assessment of all three organizations. The Study tour had a limit of participants that could attend, so not all good application could be accepted. The following criteria was taken considered for the decision: (i) Participants were scored from 1 to 5 in each of the questions of the application form, and had final score from it. This included taking: Relevant job, Potential for impact/ Use of acquired knowledge, Relevant background, Compelling Case for participation, Interesting/feasible action plan), (ii) The type of organization the participant worked on, and their role in it was taken into account in the decision, (iii) Gender and geographical location were also taken into account when deciding between two equally good participants.

3 Study tour participants were given about ten days post the study tour to complete an application, setting out their proposal for any of a range of possibilities including further dissemination of ELLA knowledge, for training purposes; use of knowledge in developing a project; evidence-based policy advocacy; feeding into policy discussions; or indeed further research to deepen the perspectives brought by ELLA.
Three to five awards were granted per theme, the average value of the awards was about £3900:

- 7 awards went to women, 14 to men, and one was a joint award for a man and women;
- Nigeria has 5 awardees; Kenya 3; Ghana, Kenya, Uganda, Tanzania and South Africa each have 2; with 1 each to Zimbabwe, Algeria, Namibia and an Argentina/Ecuador proposal;
- 10 went to civil society, 5 to research, 3 to government and 2 to the media

All awardees needed the backing of their organisations, a small contract was drawn up, and funds were channelled through institutional accounts, 50% on signature, and 50% at the mid-term point in early March 2017 on production of a report (as agreed with DFID). Final reports were received by mid-May 2017.
GLOBAL ACCESSING OF RESEARCH

The production and dissemination of research (‘working’) papers through the digital media mainly, to audiences across the globe has been one of the main outputs of the programme.

In this section we look at research products that are mainly targeted to academics and researchers, and at research communication products whose main audience is likely to be a wider range of practitioners, public officials, policymakers and other decision makers, as well as members of international cooperation.

a) Research Products accessed online by researchers

The Research Products produced by ELLA include:

- The Design and Methods Papers (6, one per RC pair)
- Annotated Bibliographies (6, one per RC pair)
- The Regional Evidence Papers (12, one per RC)
- The Comparative Evidence Papers (6, one per RC pair)

These products have been published on the ELLA website, Research Centre (RC) and some on IDS websites, (and recently on the DFID R4D site), with PAC and RCs further disseminating the products through bulletins and listservs. We are still building up a complete picture of downloads from all these sites, but from the available data, downloads are conservatively estimated at about 3000 per month, or 36,000 per year. If this continues for five years, we might expect total downloads of 180,000. This estimate is consistent with the growth in ELLA1 product downloads, as ELLA has become more recognised in the Google search algorithms. This base figure for downloads would not take account of

Box 2. RC opinion on which dissemination methods worked well

- REP and CEP dissemination events
- Social Media
- Newspapers
- TV/radio shows
- Press conferences
- Small meetings
- Blogs hosted by other

Source: Pre-Lessons Learning Workshop RC survey, January 2017
sites that have stored ELLA materials themselves, as permitted under the ELLA Creative Commons Attribution license, or of individual users’ forward sharing of the pdf documents.

b) Research Communication Products accessed online by a wider audience

A total of 104 research communication products have been produced. Briefs and Infographics have been shared on the ELLA and RC sites. Again based on current figures, current downloads (page views in the case of Infographics) are estimated to be running at 2000 a month. Following the preceding logic, we might expect these to amount to at least 120,000 within five years. Combined with the research products, we therefore expect total downloads to reach some 300,000, with the above caveats in mind.

As of April 2017, downloads of ELLA materials are running at 504,000, as set out in the table below, well in excess of the target of 230,000 downloads established in the ELLA2 project logframe.

Table 3. Accessing of all ELLA Knowledge Products December 2011 – April 2017

<table>
<thead>
<tr>
<th>Research Product</th>
<th>ELLA website downloads</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLA website (and Scribd)</td>
<td>407,000</td>
</tr>
<tr>
<td>Practical Action Latin America website</td>
<td>31,000</td>
</tr>
<tr>
<td>DFID R4D (to May 2016)</td>
<td>39,000</td>
</tr>
<tr>
<td>ELLA Research Centres</td>
<td>27,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>504,000</strong></td>
</tr>
</tbody>
</table>

Source: ELLA website (Awstats), PALA, R4D, RCs

We have had 160,600 global visits (April 2017) to the ELLA website and 84,500 unique visitors (Source: Google Analytics, April 2017), against 180,000 visitors in the logframe.

Table 4. Visits to the ELLA Programme site (since 2011)

<table>
<thead>
<tr>
<th>Website mirrors</th>
<th>ELLA website visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLA English site</td>
<td>151,900</td>
</tr>
<tr>
<td>ELLA Spanish site</td>
<td>8,700</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160,600</strong></td>
</tr>
</tbody>
</table>

Source: ELLA website Awstats

The accessing of the ELLA Programme knowledge products has been literally global. From January 2014 to date, the ELLA website has received visits from 195 countries, 34% from the Global North and 66% from the Global South (Source: Google Analytics, April 2017).

Other relevant third-party websites are also hosting ELLA research products. At last count, based on a quick Google search, we identified

Box 3. Comments of RC on Research Communication Products

- In general, the best were, in this order: Policy Briefs, Blogs, Videos, Infographics, Presentations, webinars, the LEA, the REP
- Mix of products and activities works well (e.g. meeting to present policy brief)
- Policy makers appreciate the recommendations which are actionable.
- Blogs and videos have a variety of comments and feedback that fosters discussions

Source: Pre-Lessons Learning Workshop RC survey, January 2017
70 sites carrying ELLA material, so it is very likely there should be even more than that therefore largely overcoming the logframe figure (50+).

The ELLA website has worked together with social networks (Facebook and Twitter) in order to attract the interest of a wider audience of development practitioners and researchers. To this date, we have 9,300 Facebook fans and 1,100 Twitter followers (May 2017), with an average reach of more than 500 users per day. Additionally, we have also shared a number of video products: a total of 16,800 views.

Table 5. Social Media followers

<table>
<thead>
<tr>
<th>Social Network</th>
<th>Main figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook fans</td>
<td>9,300</td>
</tr>
<tr>
<td>Twitter followers</td>
<td>1,100</td>
</tr>
<tr>
<td>Youtube views</td>
<td>16,800</td>
</tr>
</tbody>
</table>

Source: Social Networks public counting

Another strategy for attracting a wider audience of development practitioners and researchers to the ELLA website was using direct mailing through an ELLA newsletter in English and Spanish. We have reached 16,156 people around the world through 12 editions, where we have disseminated all the research and communication products produced by the programme.

Table 6. ELLA Newsletter reach

<table>
<thead>
<tr>
<th>ELLA Newsletter editions</th>
<th>Subscribers</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>11,547</td>
<td>71%</td>
</tr>
<tr>
<td>Spanish</td>
<td>4,609</td>
<td>29%</td>
</tr>
<tr>
<td>Total</td>
<td>16,156</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Mailchimp

c) Journal articles as a contribution to science

The development of academic articles as an input to the global literature on the topic, a contribution to science, has been a great challenge, and thus an important outcome of the programme.

Seven academic articles have been produced and all of them have been reviewed. They have achieved quality standards set by IDS and have been submitted to academic journals.
TARGETED SHARING OF RESEARCH

a) Knowledge accessed by Learning Alliance participants

Participants

The online Learning Alliances signed up a total of 877 participants, the largest being Oil and Gas Local Content, and the smallest Informality. Just fewer than half the participants were from Africa and two-fifths from Latin America, with the remainder coming from a wide range of countries in Asia, North America and Europe. The gender split overall was close to half female, raised by the high ratio for the Domestic Violence Alliance.

Table 7. Membership of the Learning Alliances

<table>
<thead>
<tr>
<th>Participants (#)</th>
<th>Informality and Inclusive Growth</th>
<th>Land Tenure in Pastoralist Societies</th>
<th>Oil and Gas Local Content</th>
<th>Horizontal Accountability</th>
<th>Community Based Crime Prevention</th>
<th>Domestic Violence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa (%)</td>
<td>41</td>
<td>38</td>
<td>52</td>
<td>61</td>
<td>52</td>
<td>39</td>
<td>47</td>
</tr>
<tr>
<td>Elsewhere (%)</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>9</td>
<td>10</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Female (%)</td>
<td>44</td>
<td>38</td>
<td>37</td>
<td>39</td>
<td>42</td>
<td>80</td>
<td>47</td>
</tr>
<tr>
<td>Male (%)</td>
<td>56</td>
<td>62</td>
<td>63</td>
<td>61</td>
<td>58</td>
<td>20</td>
<td>53</td>
</tr>
</tbody>
</table>

Source: ELLA website stats

The sector organisational breakdown reveals the high proportion of participants with a research or academic background. This is likely the result in part of the nature of the topics, which in some cases was quite technical and academic – this was particularly true of the Informality Learning Alliance – and in part because most of the more targeted advertising of the Alliances was by the Research Centres themselves. Civil society representation was the second largest group. As expected, it was quite difficult to attract government officials into an online discussion group: overall the figure was 12%, with the most attracted into the Oil and Gas group.
The diversity of participants was largely met: 47% were female, 47% were from Africa. Depending on the judgment call concerning the definition of “decision makers or influencers”, the logical framework objective of mainly reaching this group may or may not have been met.

“*It provides a unique and innovative opportunity for global exchange of knowledge and vital information with an impressive parade of knowledgeable participants cutting across different fields of specialisation.*”

(CBCP LEA participant, LEA end survey, September 2016)

The paired research centres took it in turns to be the lead Moderator for a particular topic. Typically each topic was launched with a short Moderator’s video, a Discussion Post summarising the issue to be discussed and two or three materials in support of the Post. The Post ended with between one and three questions on the topic to spark the discussion among participants, sometimes delivered over the course of the discussion. Questions typically asked participants to reflect on how the topic played out in their country/region, and how this compared to the Latin American and African cases highlighted in the post and the materials.

“*Thank you for organising this training which was a first experience for me as we don’t have an institution in South Africa that helps train parliamentary activists. I was happy that we were also given enough time to read the reading and respond to the questions. Posting the videos of the seminar also helped a lot and enabled*
greater inclusivity for all participants especially those who could not make it."

(LEA participant, LEA end survey, September 2016)

Discussions revolved around different topics within the theme. They used the ELLA knowledge products and other material sourced from third parties as a basis for the discussions, and in general across the six Learning Alliances, there was good evidence of their active use. 80% of the Alliance participants surveyed said the discussions were enriching and 20% said that they have some interesting aspects. However, the IRUA shows evidence to suggest that the facilitators could have done more to develop more analytical discussions.

“It is sometimes time consuming depending on other programs one has, however, it is generally educative.”

(DV LEA participant, LEA end survey, September 2016)

The Learning Alliances were run simultaneously in both English and Spanish, to allow participants to read the Moderators Post (original in English) and the discussions, as well as to post themselves, in their own language. Much of the supporting material was however only available in English. Translation of the discussion posts from English to Spanish and vice versa was undertaken by translators, who turned around translations the same day. Each Learning Alliance also conducted two webinars for participants at key points in the Alliance. Presentations were given by the research centres and/or externally invited experts, allowing participants to post questions. The webinars were also open to outsiders and used the Voice Boxer platform, for which simultaneous translation was also provided.

“I found all topics to be enriching and interesting. They provided me with insight information which I did not know. I feel better equip to talk about pastoral issues and the impacts of various land tenure regimes.”

(LT LEA participant, LEA end survey, September 2016)

According to the IRUA, analysis of the patterns of contributions showed that discussions were dominated by academics, and in the Pastoralism learning alliance, male contributors dominated. In the Domestic Violence alliance, the greater numbers of women participants did not translate into significantly higher contributions by women. Despite these limitations, the IRUA notes that overall the Alliances were highly valued by participants, and there is good evidence that they successfully generated discussion and interaction between the active participants.

“Although the participants are not many, the participants are knowledgeable and active, and the quality of their discussions is excellently deep and insightful.”

(CBCP LEA participant, LEA end survey, September 2016)

Two quantitative aspects of the discussions: First, they were interactive, at a very simple level. More than half the contributions were discussions on others’ posts, which is a positive sign.
Second, in most of the Learning Alliances, much of the discussion was carried out by the African participants. In the case of Informality and Domestic Violence, the contributions were more evenly balanced with Latin Americans, but in the other four, African voices were very much in the ascendant. It is likely that having much of the material in English only undermined to some degree the ability of Latin Americans to contribute.

Table 9. Interactivity in the Discussions: Split between New posts and Comments on those posts (%)

<table>
<thead>
<tr>
<th>(%)</th>
<th>Informality and Inclusive Growth</th>
<th>Land Tenure in Pastoralist Societies</th>
<th>Oil and Gas Local Content</th>
<th>Horizontal Accountability</th>
<th>Community Based Crime Prevention</th>
<th>Domestic Violence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Discussion Post</td>
<td>44</td>
<td>42</td>
<td>51</td>
<td>45</td>
<td>37</td>
<td>49</td>
<td>44</td>
</tr>
<tr>
<td>Comments on Discussion Posts</td>
<td>56</td>
<td>58</td>
<td>49</td>
<td>55</td>
<td>63</td>
<td>51</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: ELLA website stats

According to the IRUA, the facilitation was considered generally good, and the facilitators created a positive and respectful atmosphere, but there is some evidence to suggest that facilitators missed opportunities to shape and promote deeper exchanges and contextualisation.

“...the involvement participation of the experts from different angles with their presentations through recorded videos, was very much valuable for the stimulation of the discussions.”

(OGLC LEA participant, LEA end survey, September 2016)

Participation and activity levels

The log-in and discussion contribution data has a familiar pattern to it. About one sixth of participants were high level users of the Alliance, logging in three, four or more times per topic. Another one-fifth were regular users, with one to three logins per topic. A third were lower level users, logging in less than once per topic, on average.

One third never logged in. We do not know the reason why people never log in having completed a form to sign up, but this pattern is not uncommon for such communities. People who do not log in cannot comment on the discussions but they do nevertheless receive much of the information from the Learning Alliance. All participants receive regular emails throughout the Alliance, with the Post and materials, and updates on the Discussions (every 10-20 posts).
Looking beyond log-ins to contributions, we see that between 10% and 15% of users made up the hard core of commenters. This is a good percentage in comparison to the oft-quoted anecdotic figure of ‘5% contributors, 95% lurkers’ (although the source of the latter is unclear, and is likely to vary significantly depending on the type of online community). Another 5-10% are more muted contributors with 1-2 posts per topic. This makes in total for 20-25% active contributors. Another quarter were low level contributors, and on average about half did not contribute at all (including say 20% who do log-in but do not contribute to the discussion).

A review of the number of discussion posts by topic indicates that the discussion were sustained throughout the Learning Alliances, with some drop in the sixth topic, where in some cases, the topic (notably Oil and Gas Local Content) was more of a wrap-up of the whole learning alliance with less new material presented.
Box 4. Research Centre reflections on promoting participation

- The key thing is to have an active and interesting debate for a quality discussion in which many people feel that they want to contribute
- The presence of external experts in the discussion is very useful
- Reflections were difficult, in some cases, due to the quantity and quality of the contributions
- Not enough female participation
- Encouraging the participation of Latin American participants was a challenge
- The incentives to participate are more limited for busy policymakers who maybe also travel a lot; they do not have so much time for this
- The joint moderation worked well
- The translation of all interventions was a plus for Spanish speaking participants

Source: Lessons Learning Workshop survey, January 2017

Table 13. Number of Member Discussion Contributions by Topic by Learning Alliance

<table>
<thead>
<tr>
<th>(Number)</th>
<th>Informality and Inclusive Growth</th>
<th>Land Tenure in Pastoralist Societies</th>
<th>Oil and Gas Local Content</th>
<th>Horizontal Accountability</th>
<th>Community Based Crime Prevention</th>
<th>Domestic Violence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>71</td>
<td>97</td>
<td>79</td>
<td>92</td>
<td>56</td>
<td>74</td>
<td>469</td>
</tr>
<tr>
<td>Topic One</td>
<td>133</td>
<td>136</td>
<td>126</td>
<td>142</td>
<td>167</td>
<td>120</td>
<td>824</td>
</tr>
<tr>
<td>Topic Two</td>
<td>98</td>
<td>138</td>
<td>102</td>
<td>147</td>
<td>130</td>
<td>109</td>
<td>724</td>
</tr>
<tr>
<td>Topic Three</td>
<td>63</td>
<td>10</td>
<td>102</td>
<td>86</td>
<td>61</td>
<td>124</td>
<td>606</td>
</tr>
<tr>
<td>Topic Four</td>
<td>60</td>
<td>185</td>
<td>162</td>
<td>130</td>
<td>183</td>
<td>110</td>
<td>830</td>
</tr>
<tr>
<td>Topic Five</td>
<td>68</td>
<td>91</td>
<td>83</td>
<td>135</td>
<td>100</td>
<td>120</td>
<td>597</td>
</tr>
<tr>
<td>Topic Six</td>
<td>40</td>
<td>98</td>
<td>7</td>
<td>71</td>
<td>125</td>
<td>56</td>
<td>397</td>
</tr>
<tr>
<td>Total</td>
<td>533</td>
<td>915</td>
<td>661</td>
<td>803</td>
<td>822</td>
<td>713</td>
<td>4447</td>
</tr>
</tbody>
</table>

Source: ELLA website stats

According to the IRUA, levels of active participation were lower than registration patterns, but this seemed consistent with benchmarks for other online dialogues of 10-20% (“E-learning benchmarks”, Annex 4 of IRUA, May 2017).

Satisfaction levels

According to the Learning Alliances end survey, almost all participants were satisfied (60% excellent, 39% good and 1% fair) exceeding the 75% approval rating target in the logframe. Most surveyed participants also said that they have gained useful knowledge from participation in the online Learning Alliance (89% a lot, 8% somewhat, 2% a little, 1% not answered). According to the IRUA, participants who responded to interview requests and surveys valued the experience highly; and most participants had a positive, in some cases transformative, learning experience.

“Thank you very much for organising this learning alliance. That is one of the most effective way to confront research with real world experiences from different countries. I think the length (3 months) and module lengths (2 weeks) were perfect for committing to the LEA without putting pressure on our everyday work.”

(OGLC LEA participant, LEA end survey, September 2016)

The IRUA explained satisfaction through many factors: the topic-based, modular structure and timeline of the LEAs, the summaries of discussions, the platform, the facilitation and the positive and respectful atmosphere that was created. But opportunities for improving the facilitation and interaction among participants and on the platform were also identified.
The LEA is a good avenue for sharing of knowledge, and I would suggest that more of it should be organised on different subjects.”
(CBCP LEA participant, LEA end survey, September 2016)

According to the IRUA, there have been changes in participants’ ability to contextualise knowledge from other regions (to their settings). It mentions that:

- There is some evidence that several individuals were able to reframe how they saw issues in their countries, and gained sufficient insight into enabling conditions to contextualise the ELLA lessons.
- However, interviews suggest that at times, the comparisons being made between different contexts were not analytical or nuanced enough to identify deeper enabling conditions, although there was evidence from the QTA that facilitators made efforts to prompt more critical reflection.
- While comparisons were drawn between different contexts, there were relatively few examples shared on the LEAs of how people have actually adapted an idea to a particular context.
- Participants in Study Tours were more obviously contextualising and applying ideas gained from ELLA to their context, supported by first-hand experience and effective facilitation.

“This is a marvellous program. It greatly exceeded my expectations, which were high!”
(OGLC LEA participant, LEA end survey, September 2016)

The IRUA also shows that there have been changes in individuals’ attitudes, knowledge, confidence, capabilities about the topic and/or towards new sources of inspiration for problem-solving. It states that:

- Respondents reported important shifts in their knowledge about the DV and LT topics; at times a complete re-framing of issues, policy options and insights into enabling conditions. However, insights were not always what the organisers of the LEAs intended.
- New knowledge and inspiration to action were deepened for Study Tour participants in both themes.

Learning Alliance knowledge consolidated

‘Highlights’ from each of the Learning Alliance have been produced, summarising the discussions that took place and the conclusions from each Alliance. These have been shared with participants and also made available publicly:

- Informality and Inclusive Growth
- Community Based Crime Prevention
- Domestic Violence
- Horizontal Accountability
- Land Tenure in Pastoralist Societies
- Oil and Gas-Local Content

ELLA Community

The learning alliances remain open and members who were active
have been invited into the ELLA Community page that we have built for continued networking.

b) Knowledge accessed by attendees at Dissemination Events

Local face-to-face events

An important part of the research uptake work has been the local face-to-face events for disseminating the research undertaken in the programme. We have confirmed that these types of events – comprising public presentations, workshops, and meetings in small groups or with one or two individuals are still the main channel to reach policy makers and public officials both in Africa and Latin America. The research centres organised 32 events in total for disseminating the regional and comparative papers, exceeding the logframe target (24 in total and 18 in Africa). Half of them were focused on presenting the results of the Regional Evidence Papers and the other half of the Comparative Evidence Papers.

<table>
<thead>
<tr>
<th>Research Centre</th>
<th>REP Events</th>
<th>CEP Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>FundaUngo</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Grupo Faro</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Fedesarrollo</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Grade</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>CIPPEC</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fundar</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

These events have proved to be the best way for research centre networking, for strengthening partner relations, for putting themes on the policy agenda and for discussions between different actors with a sense of collective action towards policy and practice solutions.

Third-party events

Apart from the events organized by the research centres through the ELLA Programme, researchers of the Consortium participated in 48 third-party events in which they were able to present and discuss results of the research.

Informality Summit

In the case of the Informality and Inclusive Growth theme, and the research undertaken, PAC agreed with Fedesarrollo and DPRU that the theme did not lend itself easily to the advantages offered by a study tour, and that there were benefits in holding a summit in South Africa to discuss the issue, to which a larger number of African could be invited.

Table 14. Local face-to-face events

<table>
<thead>
<tr>
<th>Sub Total (LA)</th>
<th>7</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACODE</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>OSSREA</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>DPRU</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Ibadan</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cengesa</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Tegemeo</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Sub Total (AF) | 10 | 8 |
Total ELLA     | 17 | 15 |

Source: RC Events and dissemination logs
A two day summit was organised in Johannesburg on 4-5 October 2016, with 54 participants in total. From Latin America were the two Fedesarrollo ELLA researchers, an ex-World Bank expert and the OECD Latin American economist; and from Africa, the DPRU home team (4 people), a large group from South Africa (43) and a small group (3 people) from other African nations. Some of the participants were members of the online Learning Alliance, but most were ‘external’ invitees. The majority were from government (31 officials) with the rest primarily from the research community and civil society.

The two days were spent disseminating and discussing the theme of informality and its implications for inclusive growth from both Latin American and African perspectives. Officials from different tiers of the South African government participated, with their differing views on the issue of informality. An overview of the summit with the presentations can be found on the DPRU website here and a complete report on the Summit could be found here.

**Overview of events**

**Fedesarrollo, Colombia – Informality:** They have been assiduous in disseminating the research from both the REP and CEP, in high level fora with government officials and economists. As a top Latin American think tank (possibly the top economic think tank) of many years standing, with close relations to the Colombian government and to the multilateral development banks, outreach of its work has been well organised and thorough.

**DPRU (Cape Town University), South Africa – Informality:** They do not have such an extensive track record in outreach beyond academic circles. But in 2016 they organised the Informality Summit for attendees from several African countries, with a high level of participation from public officials, in particular from South Africa. At the end of 2016, the CEP finding were also presented at a national conference on Social Cohesion and Inequality at the Mapungubwe Institute for Strategic Reflection, in partnership with the Programme to Support Pro-Poor Policy Development which is run out of the Prime Minister’s Office.

**GRADE, Peru – Pastoralism:** They presented the results of the CEP in early March 2017 at an event with government officials from the Livestock Department of the Ministry of Agriculture, NGO representatives and fellow researchers. In Peru the attempt has been to bring back a greater concern for pastoralists in public policy, and this event made a useful contribution to thinking on these issues. GRADE will follow up this line of work. In early 2017 the results of the research also appeared in LEISA Agroecology magazine, a Latin American magazine with wide circulation, based on an interview with a GRADE researcher.

**Tegemeo Institute, Kenya - Pastoralism:** They have run several dissemination events over 2016 in the run up to the 2016 Community Land Act, and they organised a final workshop, with public officials, civil society and pastoralist associations, in mid-March 2017 in Narok County, an area of the country where pastoralist livelihoods have come under particular pressure. The event put the results of the ELLA research in the context of the new Community Land, with a focus on the
sustainability of pastoralist systems. The event and follow-up activities were accompanied by media and social media activity.

Grupo Faro, Ecuador – Oil and Gas: They disseminated the findings of the ELLA research on what makes oil and gas local content policies effective, at a research dissemination event in mid-December 2016, to which public officials, the industry and think tankers were invited. Ecuador was in the run up to hotly contested general elections at the time, which made it difficult to feed into established channels, but officials who are engaged in public policy on economic diversification attended the event and now have access to the findings from the ELLA research. Disseminations in early 2016 also included one to the US Embassy in Quito, to the School of Oriental and Africa Studies in London (by a visiting Grupo Faro researcher) and a at an international forum in Bogota in late March.

ACODE, Uganda – Oil and Gas: ACODE is a think tank with good outreach to public policy makers in Uganda (and the region) and has organised or been involved in a number of dissemination event over eighteen months. ACODE is planning a further final national event for early May 2017 that will bring together all the outputs and findings from the ELLA research, to feed into the ongoing development of National Content policy in Uganda.

CIPPEC, Argentina – Horizontal Accountability: CIPPEC has an exceptionally good track record with research outreach, and over 2015 and 2016 has had numerous events with officials from both the Executive and Congress, to present the results of ELLA research. They are also highly skilled at placing op-eds in the national newspapers – in early 2017 in Clarin, the number one newspaper, and two others - to reach broader audiences with their research findings, conclusions and policy recommendations. They also organized an event called “A step forward to transparency” in mid-March, which counted with the participation of legislators.

OSSREA, Ethiopia – Horizontal Accountability: OSSREA is a membership organisation which covers Eastern and Southern Africa, headquartered in Addis Ababa. The ELLA research has focused primarily on Kenya which means that dissemination to target users has involved travel to Kenya, in the main at the Centre for Parliamentary Studies and Training (CPST), the capacity building arm of the Kenyan Parliament. In early 2017 OSSREA also held a dissemination workshop at Addis Ababa University. The audience was primarily students and lecturers, who proposed OSSREA develop a training manual on horizontal accountability for African parliaments.

FundaUngo, El Salvador – Community based Crime Prevention: As a think tank, one of whose specialities is researching crime and violence in the region, FundaUngo is well linked to the main (government and donor) actors addressing the issue, and over the project lifetime, the Director and researchers have held a variety of meetings with these organisations to discuss the ELLA research. In December 2016 research results were presented to the National Council on Citizen Security and Coexistence, and in February 2017 to a group of researchers and civil society organisations involved in tackling crime.

Ibadan University, Nigeria – Community based Crime Prevention: ELLA research has been led by researchers from the Department of Language and Communications at Ibadan University, and throughout the research
cycle, the team has been in close contact with Ibadan’s authorities and actively with a large number of communities in the city, as well as with national officials. In December 2016, Ibadan organised a CEP-based meeting attended by 30 people, among whom were representatives of community associations, representatives of the Ministry of Justice, the police, faith-based organisations and non-governmental organisations, with participants outlining ways in which they would use the research findings.

Fundar, Mexico – Domestic Violence: Fundar, which considers itself as engaged in evidence-based activism, has a strong communications department to complement its research work. Over the project lifetime, they have maintained close associations with a wide variety of women’s organisations and public sector ministries and other authorities in sharing the ELLA research into the state of public response to domestic violence. The specific work on the role and operation of shelters has made Fundar an ally of those advocating for and operating these centres. The later comparative research on the reasons Mexico has achieved more in addressing domestic violence, through women’s political organisation, is of more direct use in Ghana and elsewhere, but Fundar organized a final dissemination of this comparative research in March to focus on sustaining the political focus on the issue.

CEGENSA, University of Ghana – Domestic Violence: CEGENSA has over the years played an active role in the Ghana’s Domestic Violence Coalition, a group of civil society organisations who in the past have been active on the issue. Throughout the ELLA project CEGENSA has maintained outreach to this group and through them to the public authorities. At the end of February 2017, CEGENSA hosted the last of our dissemination events under the project, bringing together representatives from the Ministry of Gender, Children and Social Protection, the personal assistant of one female Member of Parliament, key members of the Domestic Violence Coalition and media personnel who work in both print and online media. The meeting discussed both the REP and CEP research and how to turn the recommendations of the CEP into reality.

c) Knowledge accessed by Study Tours participants

One of the main outcomes of the programme has been the learning experience of those Africans who participated in the study tours to Latin America, and can take that learning back to their own organisations and countries. The study tours have been the most valuable experience for the learning alliance participants. According to the IRUA, the Study Tours were well-designed and effectively delivered to meet their purpose, with participants highlighting the transformative, learning experience.

Five study tours to Latin America took place, as planned, with a high approval rating (excellent 61% or good 36%). According to the IRUA, respondents considered that the pedagogical structure of both Study Tours was well-designed, and highlighted the commitment and organisational skills of the facilitators; the translation was also appreciated and seen as essential to ensure full participation. The topics were considered highly relevant and participants highlighted specific sessions in the monitoring and feedback.
In total 47 people participated in the five study tours. Two of these, in the Oil and Gas Local Content study tour, were sponsored by UNCTAD. Final representation was as follows:

Table 15. Study Tour Participants*

<table>
<thead>
<tr>
<th>Sector</th>
<th>Land Tenure in Pastoralist Societies</th>
<th>Oil and Gas Local Content</th>
<th>Horizontal Accountability</th>
<th>Community Based Crime Prevention</th>
<th>Domestic Violence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Civil Society</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Research</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Media</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>9(b)</td>
<td>12(a)</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>43</td>
</tr>
<tr>
<td>Latin America</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

* In addition, each Study Tour was accompanied by one person from the African research pair, one person from PAC or IDS, as well as the ‘home team’ (thematic expert, logistics, and interpreter) and in three cases a videographer.

Notes (a): UNCTAD sponsored two participants from the Congo who did not participate in the Learning Alliance, but who are participants in an UNCTAD programme on Extractive Industries Local Content. (b) Unfortunately two participants from Nigeria were denied a visa to Peru – a bureaucratic mistake by the authorities – and there was insufficient time to sort this out, nor invite replacements (the first time this has happened in the ELLA programme).

Source: ELLA registers

Reports on each of the five study tours have been produced, summarising the main activities and lessons from the visits. These have been made available to study tour and other learning alliance participants, and have been published as well:

- **Study Tour on Land Tenure in Pastoralist Societies**
- **Study Tour on Oil and Gas Local Content**
- **Study Tour on Horizontal Accountability**
- **Study Tour on Community Based Crime Prevention**
- **Study Tour on Domestic Violence**

In addition, we have produced videos of three of the study tours, focused on thematic lessons, and they have been published on the ELLA YouTube account:

- **Pastoralism and Land Tenure Study Tour to Peru**
- **Domestic Violence Study Tour to Mexico**
- **Oil and Gas Local Content Study Tour to Ecuador**

According to the IRUA, views on the design and logistics of the study tours were overwhelmingly positive, but there were a few areas where people suggested improvements: more time for discussions and reflection, challenges related to the translation of technical terms and a provision of diploma or certificate.
Box 5. Study Tours participants feedback

Strengths…

• Positive experience for all, providing useful knowledge and networking opportunities.
• Good logistics. Appreciate the RCs efforts in organizing the tour.
• Mix of activities (quality and relevance praised). Field visits helped understand the discussion sessions.
• Balance between learning, reflection, cultural and leisure activities.
• Networking.
• Sharing participants expectations is key.

For improvements…

• More time and group sessions to allow participants to reflect on their experiences and learn from one another, as well as to contextualize lessons to their own contexts.
• More sharing of expectations in advance.
• More background on each activity before each one (giving more time to prepare questions).
• Time management always an issue: more time for interaction with speakers, more time between sessions, to rest and digest lessons, rest after arriving (acknowledges funding is an issue).

Source: LEA end survey, September 2016
Box 6. Research Centre reflections on the Study Tours

Concept, design and thematic breadth
• Content inspired by the research so it followed a logic: field experiences combined with the dialogue and interaction with key actors
• Well defined thematic breadth allowed people to compare different strategies (to approach the issue) and assess impacts
• Wide approach to theme served to expand the imagination of the participants about the range of possible interventions
• On the other hand, the wide approach to the theme did not allow the building of a clear roadmap for a particular policy intervention
• Focusing on sharing a lot of information may not be the way to go, more focused emphasis on a single intervention

Balance of activities
• Fewer activities would enable participants to engage more with speakers and digest the content.
• Breaks in between (some) activities increases participant energy levels
• Variety of activities was crucial
• Some activities take more time, due to participant interest, and cut into time of spaces to digest experiences
• Time sometimes too compressed to absorb all information, but participants were interested in all the meetings

Selection and mix of participants
• Participants were all professionals/specialists in the subject. Non Learning Alliance participants mixed in well
• Good balance between people from Africa and Latin America.
• In some tours participants had varying levels of interest and professional qualifications (which constrains the possible impact of the tour).

Quality of learning experience / South-South Learning
• Sessions were provided by high quality actors with direct responsibility for policies and programmes
• Participants were very interested, asked questions and shared critical opinions on the replicability of the experiences

• Participants learned from the study tour. The value of south-south learning was very evident.
• The value of examining innovative programs and identifying good practices in context that share many of the same challenges faced was clear
• High, and active, level of debate throughout
• Struggled to provide enough time for reflection, participants would have benefited from additional time to discuss and reflect how lessons might be translated into action.

Action Plan
• Action plans (some) were very good, but some too ambitious. If only a bit is accomplished then the study tour would have had a great impact.
• Participants (around half) are expected to complete their action plans
• Action plans tended to lack a theory of change. The link between activities and outcomes was sometimes weak. Lack of analysis
• Challenges for participants to pair up, and join up their efforts as part of their action plans

Logistics
• Almost everything went well.
• Food preferences are always an issue, budget constraints (the depreciation of Sterling) made for difficult implementation

Source: Lessons Learning Workshop RC survey, January 2017
BUILDING NETWORKING

The contacts and networks that have been built as result of the programme, between individuals and organisations at different levels, have been a major outcome of ELLA in its second phase. Even though trying to assess or count networking is an impossible task with the current technology, we can note that people participating in ELLA had the chance to interact with relevant peers in many ways.

Networking has happened in a number of directions and we can safely say that there has been substantial networking between (i) research centres, (ii) learning alliance members online, (iii) participants at dissemination events and, (iv) study your participants – as well as with external networks with the same thematic interest.

Between Research Centres

The 12 research centres participating in the research of the comparative studies have had the opportunity to network at the training workshops and in the process of research. At the Lessons-Learning Workshop (January 2017), several set out ideas on how they will continue their interaction after the end to ELLA2.

Learning Alliance members online Networking

Most Learning Alliance participants surveyed said that the LEA helped them network with other peers and colleagues (40% a lot and 36% somewhat).

“I think it is a useful program. The summaries at the end of each session were great. Engagement with facilitators and the experts in discussions were excellent. Also the country specific experiences shared by participants were great. Learning from others experience have always been helpful…”

(OGLC LEA participant, LEA end survey, September 2016)

The research centres have reported intensive efforts to promote networking but probably due to the difficulty in registering and measuring networking, the IRUA shows a mixed picture: for example, it states that there is evidence that ELLA has influenced changes in relationships and networks, to a greater degree in the domestic violence learning alliance, compared to that for pastoralism. It also

Digital analytics can help to measure interactions in the ELLA online platform and in social networks, but there is no way to gather data on physical and other interactions which are beyond our scope to register.
says that in Domestic Violence theme, the ELLA programme as a whole (comparative research process, Leaning Alliance, and Study Tour) generated and reinvigorated networks around Gender Based Violence, particularly in Ghana and potentially in other African countries through the LEAP awards. A few respondents in the IRUA felt that the Alliance was insufficiently interactive to promote networking and deep exchange. This could relate to the observation that many members asked for more face-to-face events (Learning Alliance end survey, September 2016).

**Networking at Local Events and Study Tours**

The research centres promoted networking at local events and during the study tours. According to the IRUA, there is good evidence that Ghanaian networks around Domestic Violence, in particular the Coalition against Domestic Violence have been reinvigorated through the ELLA programme; and that in Pastoralism and Land Tenure, respondents also gained new networks; in Kenya, previously unconnected individuals from NGOs, academia and government involved in the activities to develop the implementation frameworks for the Communal Land Act were able to network through ELLA. The IRUA also states that participation in ELLA has strengthened the RCs’ respective positions in national Domestic Violence networks.

Study tours reports show participants bonding as a main result. Participants reported contacting people off the list and creating links via email, Facebook and created a WhatsApp group to maintain contact.

**Networking with Networks**

Through the different activities of the ELLA Programme, there have been opportunities for the RC and the Learning Alliance participants to engage with relevant networks already intent on informing policy so there have been interesting synergies, to strengthen research and civil society participation in public policy. Some examples are in the Table below.

| Grupo FARO | • World Bank working group  
• Latin American network on extractive industries |
|------------|--------------------------------------------------|
| ACODE      | • Civil Society Coalition on Oil and Gas  
• Association of Ugandan Oil and Gas Service Providers |
| DPRU       | • Economies of Regions Learning Network         |
| CIPECC     | • Private sector compliance officer’s network  |
| Fundar     | • National Network Shelters                    |
| CEGENSA    | • Domestic Violence Coalition  
• Network for Women’s Rights                       |

Source: RC Quarterly Reports

**Table 16. Networks engaging with ELLA**
DEBATE AND USE OF ELLA KNOWLEDGE

The debate and use of ELLA knowledge and learning is varied, diverse and dispersed as it was designed to be, in line with the logframe objectives. There is enough evidence to record that the logframe targets have been exceeded, that outcomes have been substantive and that these will continue to evolve over the medium and long term. However, in an effort to achieve a balance between breadth and focus, the ELLA Programme has focused on specific sectors, countries and stakeholders to contribute more directly to change. In the following section we present the outcomes of the programme and in the subsequent section, we will examine some of the more focused impacts in the six ELLA2 thematic areas.

a) ELLA Programme achievements

One of the main outcomes of the programme has been the knowledge and learning gained by those engaged in public policy issues, both in and outside the state, through their engagement in the whole ELLA research cycle, and specifically through the (face to face) dissemination of research findings across many countries in Africa, and in Latin America.

According to the IRUA, participants suggested that learning from the ELLA programme has already been applied in programmes and practice, with some tentative evidence that respondents have informed and influenced policy processes. Participants were able to describe specific instances of application of ELLA knowledge to change policy and practice.

In an attempt to organise the varied and diverse impact of the Programme, we describe how the knowledge gained has been used or is being used, by looking at how people have engaged with the programme. A straight counting of cases adds up to 400+ as shown in Table 17.
Table 17. Cases of ELLA knowledge being used to inform policy and practice

<table>
<thead>
<tr>
<th>Engagement in the ELLA Programme</th>
<th>Cases of knowledge usage</th>
<th>Countries impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documented cases of Study Tour Participants who also received Learning into Practice Awardees¹</td>
<td>21</td>
<td>Nigeria, Kenya, Tanzania, Ghana, Sudan, Namibia, Algeria, South Africa, Zimbabwe, Uganda (10 Africa) Argentina and Ecuador (2 Latin American)</td>
</tr>
<tr>
<td>Documented cases of other Study Tour Participants²</td>
<td>18</td>
<td>Mainly those included in the LEA: Nigeria, Kenya, South Africa, Uganda, Tanzania, Ghana, Ethiopia, Colombia, Mexico, Peru, El Salvador, Argentina and Ecuador (13 countries).</td>
</tr>
<tr>
<td>Online Learning Alliance members declaring ELLA knowledge used to stimulate debate in their work³</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Online Learning Alliance members declaring ELLA knowledge used in any way to inform policies, practices, programmes or research⁴</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Direct influencing processes registered by the RC together with other organisations and/or LEA members⁵</td>
<td>202</td>
<td></td>
</tr>
<tr>
<td>Discussion events on REP and CEP dissemination⁶</td>
<td>33</td>
<td>Mainly the 12 RC Countries</td>
</tr>
<tr>
<td>Total</td>
<td>446</td>
<td></td>
</tr>
</tbody>
</table>

¹ Source: 21 cases on ELLA knowledge usage based on interviews (April 2017). See Annex 4 for information on all these cases.  
² Follow-up interviews with study tour participants (April 2017). See Annex 4 for information on all these cases.  
³ Source: LEA end survey.  
⁴ Source: RC Events and dissemination logs. See Annex 5 for information on these processes.  
⁵ Source: RC Events and dissemination logs. See Annex 6 for information on these events.

Study tour participants who also received Learning into Practice Awardees

The actions of the awardees, to take forward ELLA learning, to disseminate this, and to engage on public policies and practices in their own countries, have been an important element in the programme. Out of 37 applications for LEAP awards, 21 were selected and based on their reports, they have all completed their award funded activities satisfactorily.

For five themes, all the awardees were study tour participants who had prepared an Action Plan to take forward the knowledge gained. According to the IRUA, the requirement for an action plan was effective in creating self-motivated, committed cohorts.

The actions of the awardees include:

- Project replication or acting on lessons/recommendations from ELLA knowledge
- Information dissemination – at the community level or through workshops, online courses, conferences and radio – of research findings and/or building on ELLA Knowledge
- Advocacy inspired by lessons from ELLA or advocacy meetings for information dissemination
- New research and publications (reports, policy briefs) building on ELLA knowledge
- Development of tools based on lessons/recommendations.
### Table 14. Local face-to-face events

<table>
<thead>
<tr>
<th>LEA theme</th>
<th>Awardee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBCP</td>
<td>Ademola Atanda, Nigeria (Organisation: Media (Grassroot) IbarapNow)</td>
<td>The intervention aims at improving support from the citizens to law enforcement agents, especially in crime and violence reporting. It will develop a tool for that. It will also share ELLA lessons on community based crime prevention to participating communities and build trust and cohesion at the community level.</td>
</tr>
<tr>
<td>CBCP</td>
<td>Mbakeren Vanessa Ikeseh, Nigeria (Organisation: Nigeria Security &amp; Civil Defence Corps)</td>
<td>The project aims to identify and develop young leaders, helping them reflect on their vision for the future, and showing them the pathway to change to impact their world, and steering them away from violence. (Training 250 young people)</td>
</tr>
<tr>
<td>CBCP</td>
<td>Cornelius Ombagi, Nigeria (Organisation: Presidency - Office Of The Deputy President, Republic Of Kenya)</td>
<td>The objective is the reduction in crime and violence and peaceful coexistence of identified high risk target communities in two municipalities / counties as result of increased knowledge, improved communication and community trust and strengthened community capacity to effectively respond to problems/ policy interventions. Activities include knowledge dissemination (government and communities) and training, as well as working with communities on CBCP strategies and actions.</td>
</tr>
<tr>
<td>Informality</td>
<td>Lisa Higginson, South Africa (Organisation: Development Economists Urban-Econ)</td>
<td>This research project aims to deepen the understanding of the barriers to formalisation faced by informal businesses operating in Durban’s CBD to build an evidence base for more appropriate local government support and intervention. Dissemination of products.</td>
</tr>
<tr>
<td>Informality</td>
<td>Usman Muhammad, Nigeria (Organisation: Centre for Renewable Energy and Action on Climate Change)</td>
<td>This action aims to contextualise (to Nigeria) and disseminate ELLA knowledge and lessons reaching out to a number of state policy makers as well as to support formalisation of Nigeria’s SMSEs to create formal jobs that transform the overall economy. It will do so by organising organizing conferences and round tables (several types of key stakeholders have been identified). It also includes radio shows for knowledge dissemination on informality and inclusive growth to a wider audience.</td>
</tr>
<tr>
<td>Informality</td>
<td>Simon Mukwaya, Zimbabwe (Organisation: Partnership for Development Initiative Trust (PDI) [1])</td>
<td>The objective is to contribute to the increase of awareness on informality, development of effective and supportive policies and responses to the informal sector. This project seeks to contribute to growing efforts by the government of Zimbabwe and other stakeholders to create a conducive and supportive environment for informal workers in the country. They will develop communication materials and hold workshops with different stakeholders (including MFIs, Banks, Government Representatives, CSOs)</td>
</tr>
<tr>
<td>Oil and Gas Local Content</td>
<td>Sebastiano Rwengado, Uganda (Organisation: Advocates Coalition for Development and Environment (ACODE))</td>
<td>The main objective of this project is to encourage the adoption and application of the lessons and experiences of the study tour in Ecuador to enrich Uganda’s Local Content and National Participation frameworks and practices. The activities include research, production and dissemination of policy brief based on ELLA knowledge and holding strategic advocacy meetings with different stakeholders, and also dissemination in media.</td>
</tr>
<tr>
<td>Oil and Gas Local Content</td>
<td>Beatrice Naa Torshie Torto, Ghana (Organisation: Institute Of Financial And Economic Journalists (IFEJ))</td>
<td>Aims to increase awareness on critical issues on the expanding local participation in Ghana’s on-shore oil activities in several goods and services local businesses, as well as the role of local insurance and financial institutions in providing services for these activities and community involvement in mitigating environmental impact of the industry in the Voltaian basin. The activities include a forum with major stakeholders to determine the readiness of local businesses to take advantage of Ghana’s on-shore oil productions, also working to create links between them. Activities also include sensitization of local businesses to prepare them for workshop and working with oil companies. (Part of a bigger project)</td>
</tr>
<tr>
<td>LEA theme</td>
<td>Awardee</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oil and Gas Local Content</td>
<td>Amir Lebdioui, Algeria/UK Organization: University of Cambridge / Economic Transformation in Africa (ETA) Working Group</td>
<td>The objective is to carry into practice the lessons learnt throughout ELLA to inform Local Content practices in Algeria and guiding the research and literature on local content policy towards horizontality and economic diversification. Activities include: Knowledge creation, research on horizontal linkages within local content policies in the oil and gas sectors; a workshop in Algiers (with relevant stakeholders) to disseminate knowledge and to draft a guiding template for the design and implementation of local content in Algeria and identify the next steps.</td>
</tr>
<tr>
<td>Oil and Gas Local Content</td>
<td>Musambya Mutambala, Tanzania Organization: Science, Technology and Innovation Policy Research Organisation (STIPRO)</td>
<td>The objective is to replicate the lessons and experiences from ELLA to increase the awareness of local content development in the Tanzania oil and gas industry. The activities include investigate and compiling the ELLA lessons and Tanzania’s experiences on local content development. Dissemination materials will be produced and seminars and meetings organize to share the lessons with representatives from several Government offices. This also includes Media dissemination.</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>Ana Palazessi, Argentina / Leonardo García, Ecuador Organization: FOCC - Foro Ciudadano de Participación por la Justicia y los Derechos Humanos / Articulación Masculinidades Ecuador</td>
<td>The aim is to contribute to the eradication of violence against women through the promotion of the exchange of experiences, studies and research on masculinities, by discussing the production of practices and knowledge from a gender perspective through the design and implementation of a regional and virtual course in Masculinities. In the development of the course several academics and civil society organisations of the region (Latin America) will participate.</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>Kehinde Macaulay, Nigeria Organization: Light up Africa Development Initiative (LADI)</td>
<td>The aim is to create a Gender Based Violence Coalition in Abuja. Improving synergy amongst organizations working on the topic and agreeing on a common agenda.</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>Adolf Awuku Bekoe, Ghana Organization: Coalition on Domestic Violence Legislation in Ghana</td>
<td>Aims at strengthening Ghana’s existing Domestic Violence Coalition, sharing the ELLA lessons with them and setting the agenda for domestic violence response for the incoming government. Activities include meetings with the coalitions and press conferences to share findings and lessons with wider audience and start acting on the coalition’s agenda.</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>Omayma Elmardi, Sudan Organization: National Sudanese Women Association (NSWA)</td>
<td>To promote women human rights through creating women leaders to effectively advocate for ending domestic violence. The activities planned include one-day round table discussion for CSOs, academicians, officials, media and youth where papers will be presented and discussed. Then conduct a training workshop for 30 women and develop a plan of action with them to guide women work with other groups, for and help women organize themselves to advocate against DV. Third, the outcomes of the discussions and the training will transformed into communication products and widely disseminated.</td>
</tr>
<tr>
<td>Land Tenure</td>
<td>Pius Loupa, Uganda Organization: Dodoth Agro-pastoralists Development Organization (DADO)</td>
<td>The aim is to promote sustainable access to land, which is critical in providing pasture and water to pastoral communities, specifically it will to develop land use plans and establish temporal access rights. Activities includes meetings with pastoralists in the area (involvement and sensitization), participatory mapping of grazing zones, review and validation of the land maps with different stakeholders Dialogue and dissemination of the maps and plans to the pastoralists (including cross border communities)</td>
</tr>
<tr>
<td>Land Tenure</td>
<td>Usiel Kandjii, Namibia Organization: Conservation Agriculture Namibia</td>
<td>Aims to analyse the current land tenure regimes in Namibia and its impact on sustainable rangeland management and pastoralism in order to use evidence based research to influence policy formulation and review. Research and dissemination activities included.</td>
</tr>
<tr>
<td>Land Tenure</td>
<td>Monica Yator, Kenya Organization: Pastoralist Development Network of Kenya (PDK)</td>
<td>The aim is to secure pastoralist women land rights in the implementation of the new community land law. A forum will be organized, petitions will be drafted and advocacy meetings and activities are planned.</td>
</tr>
</tbody>
</table>
According to the IRUA, the outcomes generated from the LEAP awards are only emerging now, but they are potentially transformative as they may catalyse other actions that generate broader and more far-reaching outcomes. In the two themes examined by the IRUA, there are examples of ELLA LEAP projects disseminating new awareness and knowledge to communities and decision-makers, catalysing coalitions and making timely contributions to live policy implementation or review processes, with the potential to make a contribution to material differences for affected groups over time. In Domestic Violence, the nascent networks and coalitions generated in two of the LEAP awardee countries, Nigeria and Sudan, have the potential to help how domestic violence is conceptualised and tackled in those countries. Similarly, in Pastoralism and Land Tenure, the awareness-raising and research studies have the potential to contribute to alternative policy approaches towards pastoralism as viable livelihoods for arid areas, notably in Kenya. There is also an opportunity for the Ugandan LEAP project to contribute to enhancing peaceful transborder negotiations between pastoralist communities. A further outcome is that the ELLA projects have enhanced the profile and capacities of the grantee organisations to develop their ELLA-inspired work further, and in some cases have already attracted follow-on funding. (IRUA, May 2017)

**Online Learning Alliance participants**

Apart from those cases of ELLA knowledge usage that we have well documented, we asked all the online Learning Alliance participants to describe any way they have put into use the knowledge they gained in
the Learning Alliance. We found that the great majority of respondents used it to stimulate debate in their work (97%) and to inform policies, practices, programmes or research (95%). Analysing the details of their answers, we identified 12 categories of use where the most frequent were: sharing knowledge with colleagues and acquaintances, and understanding the topic more in depth and gaining lessons from other regions.

Examples of testimonies to give a sense of these categories are presented in the following table.

Table 19. Online Learning Alliance participants ELLA knowledge use

<table>
<thead>
<tr>
<th>Category</th>
<th>CBCP</th>
<th>DV</th>
<th>HA</th>
<th>IIG</th>
<th>LT</th>
<th>OG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing Knowledge with colleagues/acquaintances</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Understanding the topic more depth and gaining lessons from other regions</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Writing a report/article /policy brief</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>14</td>
</tr>
<tr>
<td>Sharing in presentations, conferences and workshops</td>
<td>--</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>--</td>
<td>12</td>
</tr>
<tr>
<td>Informing Research Processes/Topics</td>
<td>1</td>
<td>1</td>
<td>--</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>To inform Project Planning</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>7</td>
</tr>
<tr>
<td>Used knowledge in daily work</td>
<td>--</td>
<td>--</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>--</td>
<td>7</td>
</tr>
<tr>
<td>Increase  and shaping of advocacy work</td>
<td>--</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>--</td>
<td>6</td>
</tr>
<tr>
<td>Building content into courses and curricula</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>--</td>
<td>6</td>
</tr>
<tr>
<td>Sharing knowledge in media (print or online)</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td>To inform policy process and government officials</td>
<td>1</td>
<td>1</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td>Acting on recommendations with my own community</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>20</strong></td>
<td><strong>25</strong></td>
<td><strong>17</strong></td>
<td><strong>14</strong></td>
<td><strong>16</strong></td>
<td><strong>112</strong></td>
</tr>
</tbody>
</table>

Source: LEA end survey, September 2016

Table 20. Online Learning Alliance participants testimonies on ELLA knowledge use

<table>
<thead>
<tr>
<th>Category</th>
<th>Testimonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Based Crime Prevention</td>
<td>“A new news segment is been developed in my media house to focus on community participation in security control.”</td>
</tr>
<tr>
<td></td>
<td>“So far, we have been putting in collective efforts to ensure security in my neighborhood, especially, my compound.”</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>“I used the knowledge to input into the Family Protection Policy being developed and I am part of the team developing the same.”</td>
</tr>
<tr>
<td></td>
<td>“At different workshops on domestic violence I’ve attended, I’ve been able to draw on happenings in other countries to compare with what we have in Ghana and called for more comprehensive approaches to addressing DV.”</td>
</tr>
<tr>
<td></td>
<td>“The new knowledge I gained from the Learning Alliance has informed the decision of my organisation to undertake more research and advocacy on Domestic Violence. We have increased our partnership base from 5 to 10 other NGOs and Law Enforcement points.”</td>
</tr>
<tr>
<td>Horizontal Accountability</td>
<td>“I recently had a meeting with a researcher to the Parliamentary Counselor and I mentioned how HR is carried out in Kenya and Argentina and how this can help with our situation too. He will be setting out a meeting with his boss for me to have a bigger stage to raise the issues.”</td>
</tr>
<tr>
<td></td>
<td>“The forum has also opened me up to a realization of the gaps that exist in our horizontal accountability and the possible reasons why HA is not being implemented.”</td>
</tr>
<tr>
<td></td>
<td>“I am impressed by the president appearing before the house (in Argentina) where questions are raised. This doesn’t happen in my country, and it is a best practice worthy of recommendation.”</td>
</tr>
<tr>
<td></td>
<td>“I use the information in helping members get information and answers from executive, I draft questions and motions”</td>
</tr>
<tr>
<td>Informality and Inclusive Growth</td>
<td>“It helped our women empowerment program a lot and our organization at large, it guides and give us a direction on how to deal with cooperating private sector to become formal especially the SMEs.”</td>
</tr>
<tr>
<td></td>
<td>“I’m trying to start a new investigation analyzing the roots and incorporating an econometric model.”</td>
</tr>
<tr>
<td></td>
<td>“I got clear understanding of formality and informality and used that knowledge to advice government on how to go about improving revenue from the livestock sub-sector perspective considering the number of smallholder of farmers in Nigeria. I now have a clear view on how to towards addressing the informality in the sector.”</td>
</tr>
</tbody>
</table>
According to the IRUA, ELLA has influenced a range of outcomes, including changes to policy, programmes, practice and/or research. In both the Domestic Violence and the Pastoralism themes, respondents suggested that learning from the ELLA programme has already been applied in programmes and practice, with some tentative evidence that respondents have influenced policy processes, most notably in Kenya. Participants were able to describe specific instances of application of ELLA knowledge to change policy and practice. The IRUA confirms that the data patterns support the Theory of Change assumption that engaged participants, in a position to influence change, would find or create opportunities to apply their learning.

**Box 7. ELLA knowledge use by LEA participants according to IRUA**

Four participants in the Domestic Violence Learning Alliance have already implemented learning by adapting existing programmes or using insights in their current work directly with victims of domestic violence in health care settings, raising awareness of DV and rights with communities and dutybearers.

In the Pastoralism themes, there is interview evidence that ELLA knowledge has been applied in policies, planning and projects. For example, there is corroboration between various respondents in Kenya that ELLA research findings contributed to the development of the Kenyan Community Lands Act, and that Study Tour participants are continuing to contribute to the implementation planning now that it is law.

**Face-to-face events**

There have been 33 REP and CEP dissemination discussion events an estimated 700 African and 160 Latin American participants, and another 159 meetings and debates on the ELLA research where it has been shared and debated at a local level. Participation in these events has been one of the main outcomes of the Programme because of the many processes that they have fed into, and new processes that they have helped activate. Details on these events can be found in Annex 6.

**b) Analysis of Evidence Use (DFID Taxonomy)**

We have made a brief analysis of Transparent (T), Embedded (E) and Instrumental (I) Use, according to the taxonomy developed by the Research and Evidence Division (RED) in DFID. Transparent use is farmed around the debate and consideration of evidence; Embedded Use is where the evidence has led to some system change in the
consideration of evidence; and Instrumental Use is where there is direct by use of evidence by policy makers or practitioners. Further research is classified under Transparent Use (debate and consideration by researchers). We have classified all known examples of use, through the four ELLA Impact pathways (i.e. excluding the use put to internet downloads of ELLA research where the type of use is not known).

Table 21. ELLA evidence use (employing DFID taxonomy)

<table>
<thead>
<tr>
<th>Impact Pathway</th>
<th>T (%)</th>
<th>E (%)</th>
<th>I (%)</th>
<th>Weight</th>
<th>Rounded weight based on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dissemination Events</td>
<td>56</td>
<td>11</td>
<td>33</td>
<td>80</td>
<td>Own and Others’ Events</td>
</tr>
<tr>
<td>2. Non-awardee ST participants</td>
<td>50</td>
<td>28</td>
<td>22</td>
<td>30</td>
<td>ST participants less awardees</td>
</tr>
<tr>
<td>3. Awardees</td>
<td>59</td>
<td>0</td>
<td>41</td>
<td>20</td>
<td>Number of Awardees</td>
</tr>
<tr>
<td>4. LEA Participants</td>
<td>77</td>
<td>11.5</td>
<td>11.5</td>
<td>110</td>
<td>Active participants responding to survey</td>
</tr>
<tr>
<td>Weighted average: 1-3</td>
<td>55</td>
<td>13</td>
<td>32</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Weighted average: 1-4</td>
<td>65</td>
<td>12</td>
<td>23</td>
<td>240</td>
<td></td>
</tr>
</tbody>
</table>

**c) Debate and Use of ELLA Knowledge: Six Themes**

In this section, a summary is presented of the impacts for each of the six ELLA themes that takes into account face-to-face dissemination events, participation in the online learning communities, study tours participation and the outcome of Learning into Practice Awards.

**Theme 1: Building Better Local Content in the Oil and Gas sector**

Prior to the ELLA research, little had been synthesised on Latin America and Africa’s experiences with oil and gas Local Content strategies. Most research had been focused on northern countries. Initially, the ELLA investigation focused on producing an analysis of Local Content frameworks and their outcomes in terms of local employment, national industry participation and skills development, from seven oil and gas producing countries within Africa (Angola, Chad, Equatorial Ghana, Guinea, Nigeria, Tanzania and Uganda) and seven from Latin America (Argentina, Bolivia, Brazil, Colombia, Ecuador, Mexico and Venezuela).

Subsequently, comparative research was conducted to identify the factors that explain the achievement of positive Local Content outcomes in Angola, Brazil, Mexico and Nigeria, the four countries identified as demonstrating better Local Content outcomes. In doing so, the research expected to generate lessons that would be more relevant for decision-making processes in these regions than the existing evidence from benchmark northern cases.

**Informing Policy and Practice in Africa**

Learning Alliance participants discussed ELLA knowledge intensively, with individuals from Kenya, South Sudan, Tanzania and Uganda proactive in making comparisons between the research findings and their own contexts, identifying strategies to help strengthen local content policy and practice at home. The need to develop stronger institutions, both to implement local content, including the potential role of National Oil Companies, and to monitor implementation through independent boards, as in Brazil and Mexico were some of the lessons. Likewise, members noted the success of enterprise centres in certain African countries in bringing about positive outcomes in terms of skill development and job creation, seeing potential for this model to be
replicated in Kenya, Tanzania, South Sudan and Uganda where policies are currently under development.

Study Tour participants from Algeria, Chad, Congo Brazzaville, Ghana, South Sudan, Tanzania and Uganda were all able to take away specific lessons from their visit to Ecuador. Government officials from Congo Brazzaville took away plans to review their country’s institutions for monitoring the implementation of local content policy, a journalist would produce opinion pieces for the national media, civil society participants from several countries were planning websites and communications materials targeted at national task forces and parliamentarians; an academic would use the lessons for developing university course content; and a lawyer planned to disseminate lessons to his legal networks working on oil and gas issues.

One of the LEAP awardees, Algerian academic Amir Lebdioiu, saw value in sharing the Latin American experiences with researchers and policy makers back home. Algeria’s dependence on oil and gas caused a sharp economic crisis in 2014 when oil prices plunged, but despite this, national debate on implementing local content policies and economic diversification is limited. For Amir, one of the more interesting findings from the study tour to Ecuador was a broader interpretation of local content strategies. If rather belatedly, Ecuador is looking beyond local content understood as skills development, employment generation and participation in the oil value chain at broader economic diversification, to reduce oil industry dependency. From Amir’s perspective, it is this broader perspective that can be useful in boosting Algeria’s and other African countries’ efforts to avoid an over dependency on oil.

Algeria’s National Oil Company, Sonatrach, has taken an interest in the ELLA research and Amir’s work, and he was invited to participate in a workshop at its headquarters attended by company directors. Many issues were discussed, including Brazil’s Vendor Development Programme, aimed at developing local participation in the supply chain, as well the definition of local content: locally owned does not necessarily mean locally produced, as Algerian suppliers to Sonatrach often import their goods and services. The company is discussing measures to review this.

Like several study tour visitors to Ecuador, Amir was impressed by the country’s Optimization of Power Generation and Energy Efficiency (OGE&EE) project which uses associated gas from oil refining to generate electric power. Amir has shared this example as a panel member at a colloquium of the Algiers Energy Club on energy transition, and he is now arranging for the leader of the OGE&EE project to travel to Algeria to meet with key stakeholders to foster collaboration. The President of the National Economic and Social Council (CNES), also invited Amir to present ELLA research lessons, and has expressed an interest in conducting more systematic research on Local Content in Algeria and has committed the CNES team to assist in data collection.

A news editor from the Institute of Financial and Economic Journalists (IFEJ) in Ghana, Beatrice Torto was both a study tour participant and a LEAP award holder. She used her award to implement an awareness raising programme on Local Content among local citizens, local authorities and the industry in the Keta basin of Ghana, an area where new explorations for oil are imminent. Based on her
experience in Ecuador, Beatrice was motivated to share strategies that would enable Ghana to exert greater ownership over its oil and gas industry, through building both local skills and technology. Beatrice participated in meetings with government officials, including representatives from the Ghana National Petroleum Corporation (GNPC), and the Petroleum Commission, the institution in charge of implementing Local Content policy.

Subsequently IFEJ, GNPC and the Commission jointly hosted a three-day public forum with communities, women’s groups, heads of vocational and technical institutions, students, the media and other citizens to provide an opportunity to engage with representatives from these institutions along with the Ghana Oil and Gas Service Providers Association. Discussions focused on exploration activities in the basin, expectations, the need to create local jobs and business opportunities, as well as the social and economic impacts the industry is expected to have on the region. The Petroleum Commission declared that the forum has served as a starting point to re-evaluate its formal engagement in the area and has indicated its intention to work further with IFEJ in this regard. Thanks to these activities, the IFEJ has received requests from media houses in other parts of the Volta region to provide training on how to report on and educate the general public about the potential in the oil and gas industry.

Making Waves in Latin America and Beyond...

Across the Atlantic, Grupo FARO has been busy feeding ELLA research learning into regional and international processes, including an online Community of Practice hosted by the Work Bank, the annual meeting of the Latin American Extractive Industries Network, at a Natural Resource Governance Institute workshop and at events on Local Content in Mexico and Colombia. In Ecuador the ELLA research has been shared with the Coordinating Ministry of Strategic Sectors, the Ministry of Knowledge and Human Talent, the National Secretariat for Science and Technology and the National Oil Company Petroamazonas.

Stimulating Dialogue among East African Neighbours

Eastern African countries have been a focus of the efforts to disseminate and promote uptake of ELLA research learning. This has included hosting and attending events in Uganda, Kenya, Tanzania and the Congo (the latter organised by UNCTAD), involving representatives of government, extractive companies, civil society and academics. As well as promoting the sharing of experiences between neighbouring countries, these spaces have provided an opportunity to debate the knowledge generated during the ELLA programme.

Like other study tour participants, researcher Musambya Mutambala found the OGE&EE Project particularly inspiring and has used this project as an example that could be replicated in Tanzania. He shared information on the project during a seminar held at the Tanzanian
Commission for Science and Technology (COSTECH) where he also presented his research paper, “Local Content and Technological Capability Building: Evidence from Latin America and Lessons for Tanzania”. Musambya considers the seminar was particularly successful since it was the first time a Local Content debate had focused on building national technological capabilities in this way. The Director of COSTECH congratulated the efforts to get the issue onto the policy agenda. Following the seminar presentation, the Acting Director of Local Content at the National Economic Empowerment Council met with Musambya to discuss the need to improve coordination between the different public and private organisations involved in the implementation of Local Content policy and the development of national industries.

**Enriching National Processes in Uganda**

ACODE has used ELLA research knowledge to provide inputs into the development of the 2016 National Content Policy in Uganda, through organising debates and dialogues in partnership with the Ministry of Energy and Mineral Development (MEMD). Hot topics included the need in Uganda to strengthen local participation in the oil and gas industry and to improve contract transparency and monitoring, as well as to develop the technical capacities of local companies and to reach a balance between government and private sector control. At a national High Level Policy Dialogue in early 2017, the findings from the ELLA research were shared to feed into the development of National Content Policy in Uganda. As a result of ACODE engagement, the Government of Uganda has also held meetings with other countries in the region to discuss transparency and accountability in the oil and gas sector.

The LEAP awardee from ACODE, Sebastiano Rwengabo, indicated that being able to refer to experiences from other countries and regions has had a positive impact on efforts to communicate with the Ugandan government, resulting in increased leverage with key state officials and decision makers and with officials from multinational oil and gas companies, as well as at the National Dialogue on Land and Extractives and at a meeting organised by the Norwegian Embassy on its Oil for Development programme.

“Providing hands-on examples from different parts of the world, the ELLA knowledge allows us to challenge public officials with evidence... ELLA has given us the capacity to communicate with the government with confidence.”

Sabastiano considers that the most useful knowledge concerns the importance of economic diversification, which he learned first-hand during his trip to Ecuador. He feels that this information is particularly relevant in Uganda where the current debate is focused on how to optimise benefits from the oil and gas sector, despite the huge potential of the tourism and agricultural sectors.

“I am frankly telling them that Ecuador concentrated on the oil sector and has just realised in about ten years that it needs to develop its tourism and agriculture sector.”
Sabastiano also found that by sharing information on the Optimization of Power Generation and Energy Efficiency (OGE&EE) project that he visited in Ecuador, he has been able to spark interest in replication amongst Ugandan government officials. Sabastiano has since made efforts to put the OGE&EE Project Manager in touch with Ugandan officials and World Bank representatives in order to evaluate this possibility. In support of this process, he has developed a policy research paper exploring how Uganda could develop a sustainable oil industry, and policy brief focused on the insights from the OGE&EE project.

ACODE often reaches out to non-government actors in Uganda in partnership with other strategic players, such as the Civil Society Coalition on Oil and Gas, the Association of Ugandan Oil and Gas Service Providers, the Uganda Contracts Coalition, as well as Total E&P and Tullow Uganda from the private sector. ACODE has also participated in radio shows organised by the MEMD, in which ELLA research findings have been shared with the general public on how Local Content can be managed in Uganda and the East African region.

Lessons from Latin America around the risks of oil dependency and about investing revenue in education and health were presented by another Ugandan Study Tour participant at the National Convention for Youth and Women Leaders on Livelihoods Rights. Besides this, some media groups have started to organise debates around the oil and gas sector courtesy of ELLA outreach efforts. Likewise, Ugandan academics have shown interest in ELLA materials, which they are using to inform their research into the extractive industry.

**Reflections**

Prior to the research carried out by the ELLA programme, there was limited systematic evidence on Latin American and African experiences with designing and implementing Local Content policy. Programme participants have particularly appreciated the ability to access and analyse case study materials from Southern countries: hard evidence of what has been achieved in more similar contexts is the type of data that counts in informing decision makers. This is evident in the level of debate that has ensued in numerous African countries on the research findings, lessons and recommendations, including in countries such as Algeria and South Sudan where Local Content was hardly on the economic policy agenda.

ACODE is well-placed to channel ELLA research into Africa, particularly in Uganda where the organisation has participated in the development of Local Content thinking and where the policy window is currently open. By integrating ELLA learning into existing spheres of networking and influencing, the organisation is helping to build a bridge between oil companies, the government and the general public through stimulating informed debate and exchange.

For their part, study tour participants and LEAP awardees have facilitated knowledge transfer and absorption by using ELLA learning to produce context-specific information, and by feeding this to key players in the oil and gas sector. These efforts appear to have made an important contribution to raising African, and in particular Eastern African and Ugandan, awareness of the factors and strategies that
can contribute to successful Local Content outcomes. In a couple of instances, sharing ELLA knowledge has helped initiate or strengthen collaboration with strategic partners, such as between ACODE and the MEMD in Uganda, and between IFEJ and the Petroleum Commission in Ghana.

The Study Tour organised by Grupo FARO made a lasting impression on participants, many of whom went on to share first-hand experiences and specific case studies with practitioners and policy makers back home. While a host of issues were picked up and used by the Study Tour participants and LEAP awardees, the importance of economic and energy matrix diversification and of building the national skill and technological base held most resonance.

### Table 22. Main impacts of the ELLA Programme on Oil and Gas-Local Content

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**Study Tour** (participant numbers)
- Uganda (3), Chad (2), Congo (2), Ghana, Tanzania, South Sudan, Algeria, Ecuador

**Awards (4)**
- Uganda
- Tanzania
- Ghana
- Algeria

**Planned actions of non-awardees:**
- Francis (Uganda, lawyer): article, community training (W&NW Uganda), work with Public Interest Litigation lawyers network
- Sam (Uganda, NFO): prepare brochure, speak to Parliament, work through CICOA (?)
- Ines and Ali (Congo Brazzaville, Hydrocarbons Ministry): monitoring of implementation of local content policy
- Hisseine (Chad, Min of Energy) and Valerie (Chad, parastatal): article, speak with national task force, share results with APPA
- Charles (S Sudan, NGO): share with key CSO groups and communities

**Theme 2: Community Based Crime Prevention Strategies**

The ELLA research focused on developing understanding around why some communities who engage in CBCP are able to withstand higher and confront rates of crime while others are not. Starting with a review of experiences from across Africa and Latin America, the research then focused on a comparative analysis of CBCP in El Salvador and Nigeria. Researchers from FundaUngo, a think tank in...
El Salvador, and from the University of Ibadan in Nigeria investigated the interplay between the severity of crime, levels of trust, community participation, social ties and willingness to act and explored how these factors define, explain and condition CBCP efforts in both countries.

**ELLA Knowledge into Use in Africa**

The Learning Alliance participants from many African countries including Tanzania, Ethiopia, Kenya, South Africa, Botswana, Sudan and Nigeria discussed ELLA topics enthusiastically with their Latin American counterparts, especially the main characteristics of crime and insecurity and the successes and failures of CBCP in their countries. African members have reported sharing this information with colleagues or using it as a basis for community action. Online discussions were led by a core group of participants from Nigeria who exchanged views around the similarities and differences in their experiences of CBCP with the El Salvador case studies, especially the relative strengths and weaknesses relating to state presence and social ties.

ELLA materials have been shared with researchers in Nigeria, Ghana, Uganda and further afield. Ibadan University also shared their comparative research methods and outcomes at a workshop in Nairobi, Kenya, attended by trainees in an Advanced Research Design Programme. In Uganda, the policy brief was presented at a forum organised by Kigo Thinkers.

The LEAP award winner Cornelius Ombagi works in the Office of the Deputy President in Kenya, and is responsible for conflict management and peace building. He decided to carry out his LEAP award actions in Kilifi and Bungoma, two of the more volatile counties in Kenya (where violence surged during the 2008 elections). Cornelius had been motivated by the ELLA research and his visit to El Salvador where he witnessed the importance of building trust among communities, government and civil society. He used his award to promote community cohesion, through organising a national roundtable and two county-level workshops on trust and peace building. Within Kilifi and Bungoma communities, Cornelius held multi-stakeholder meetings to establish Community Round Tables for citizen participation in crime and violence prevention. He has engaged some 40 community leaders in *Community Open House Feed Back Fora*, spaces where information on community-based crime and violence prevention policies, strategies and interventions is gathered and shared with the general public in order to gain their feedback.

Cornelius has identified policymakers who have been trained in trust building. Each of them is due to recruit local communities members and train them in turn, so that the network continues to grow. To support this process, Cornelius has also set up the Community-Based Trust Network to promote trust between communities and the law enforcement agents. Working in the Office of the Deputy President, Cornelius is well-positioned to help shape policy with a nationwide impact.
Reaching Influential Actors in Latin America

As a think tank specialising in researching crime and violence in the Latin American region, FundaUngo was well-placed to ensure ELLA research reached the government representatives working on this issues including the Chief of the Secretary of Community Relations of the National Civil Police, the Vice-Minister of Social Prevention, the General Director of Cooperation and the Technical Secretary of the Presidency, as well as main donors with an interest, such as the UNDP, World Bank, IDB, AECID, USAID, GIZ, JICA, and UNICEF. FundaUngo also shared findings with other think tanks, including Casede in Mexico, the Technical Secretariat of the Presidency of El Salvador, the National University of Honduras and the Association for Research and Social Studies in Guatemala. In late 2016, the ELLA research findings were also presented to the National Council on Citizen Security and Coexistence, and in 2017 to a group of researchers and civil society organisations involved in tackling crime.

Making Inroads in Nigeria

The ELLA researchers at the University of Ibadan have been assiduous in sharing their findings at meetings with the Ministry of Justice, the police, faith-based organizations, NGOs and community associations. Participants have responded well to the research findings and outlined ways in which they would use the information to improve CBCP practices. National outreach has included coverage and discussion of the research findings in newspapers, online portals and a radio talk show. Key messages have also been shared at the neighbourhood level with a number of communities, who are reviewing their own practices, and seeking to strengthen their community associations.

Participants in the study tour to El Salvador report how they shared lessons from the visit with to their professional peers in Nigeria or indeed direct to communities. A Nigerian Corporal has worked with communities in Iragberi in Osun State, as well with fellow policemen and women. He has highlighted the importance of engaging at-risk and less-privileged youth in vocational training as a key crime prevention strategy. The journalist study tour participant, whose work focuses on the crime and crime prevention, has organised counselling sessions for students in order to discourage them from joining criminal gangs. He modelled this effort around the learning he derived from the activities of the El Salvador National Youth Institute.

Inspired by her visit to a youth employment centre in El Salvador, Mbakeren Ikeseh wanted to raise awareness around the effectiveness of providing vocational training to young people as a means to combat crime in Sasa community in Lagos. A senior officer of the Nigeria Security and Civil Defence Corps, she organised a football match on a pitch where unemployed youths congregate and was able to recruit 100 young people, both male and female, who subsequently participated in vocational training in fish farming, hair and beauty services, computer operations, event management, fashion design, baking, bead making and photography. Alongside the training, Mbakeren organised several seminars to provide information around security-consciousness, why and how to stay off crime, national training and employment opportunities and financial management skills. These interactions have engaged the young people of Sasa community in discussions of crime prevention while at the same time building their skills to engage in stable income-generating opportunities.
Engaging Key Actors in Ibadan City and Oyo State

Throughout the research cycle, the research team at Ibadan University maintained close contact with city authorities and a large number of communities in the state in order to involve them in the design of the research, to invite them to participate in the Learning Alliance and to keep them abreast of key findings. In late 2016, the Nigerian Security and Civil Defence Commission (NSCDC) organised a security summit during which Ibadan University was able to discuss the ELLA research findings with top officers at the institution. Attended by representatives of the State Security Service, the Nigeria Police, the National Youth Service Corps, vigilante groups, Man O’ War members, the NSCDC and local government, the University of Ibadan provided reflections on the implications of ELLA findings for communities and the legal system.

The LEAP awardee Ademola Atanda was keen to share what he had learned about the importance of community associations and trust in police for crime prevention in Oyo State. To do so, he produced a range of communication products including leaflets, radio programmes and local newspaper columns. In rural areas, he organised community forums bringing together herders, arable farmers and security agents. This was the first time in those communities that these three groups would meet to discuss the sensitive issues of combating violent clashes and the problem of distrust in the police.

In her work with the Justice, Development and Peace Commission (JDPC) in Ibadan, Barrister Aderonke M. Ige cooperates with the Nigerian Police and other security agencies to ensure fair treatment of community members. Aderonke has carried out a range of actions post-Study Tour, including involving other JDPC officers in the dissemination of ELLA learning and holding awareness raising meetings with different groups - such as the Police and Community Relations’ Committee and the Legal Aid Unit of the JDPC - to share information on alternative community-based crime prevention strategies. During a multi-stakeholder workshop, Aderonke led a session on CBCP which centred on the application of lessons from the Study Tour within Ibadan. She was able to set out some key recommendations on victim support building and psychological and medical intervention with inputs from the participants. Aderonke has also engaged the state Attorney General in one-on-one discussions around implementation of lessons from the tour. Finally, Aderonke also used her learning from the study tour to El Salvador to contribute recommendations on a bill on community service (instead of prison sentence) for convicted criminal, a bill which has been passed by the State House of Assembly.

The Caretaker-Chairman of Ibadan North-West Local Government considered the Women and Children Centre in El Salvador an interesting model that he thought could be replicated back home in Nigeria. He has re-established links with community-based vigilante groups in order to prevent and control serious crimes, many targeting women and children. Many local people volunteered to collaborate with him on the project. Second, he shared lessons from the Study Tour with the State Governor and managed to gain his support for holding a town hall meeting to disseminate this learning more widely. Finally, he proposes to convene state and non-state actors in order to raise enough capital to start a Women and Children Centre.
Reflections

A cycle of engagement involving key stakeholders prior to, during and after the research helped to increase the possibility that ELLA findings would be used, especially within Ibadan city, but also by some of influential players in justice and security at the national level in Nigeria, and regionally in Africa and Latin America. The profiles and passions of Study Tour participants and LEAP awardees bolstered this process producing some notable outcomes in terms of raising awareness, influencing strategic stakeholders and prompting follow-on actions by third parties. LEAP awardees demonstrated a solid understanding of the research findings: the role of the community, the need for state-community-civil society collaboration, the inadequacy of the formal justice system, and the need to tackle not just crime but also the issues that facilitate crime including youth unemployment. All these were gained from the LEA discussions and Study Tour lectures.

Learning Alliance and Study Tour participants were also skilled at adapting learning from specific projects and events studied online and observed in person in El Salvador to the peculiarity of their contexts. In some cases, efforts have been made to establish mechanisms that could help to ensure the longevity of these impacts, for example the cascade training model and Community-Based Trust Network in Kenya and attempts to set up a Women and Children Centre in Nigeria.

The positive reception and adoption of ELLA findings by a range of state and non-state actors indicates that wider dissemination efforts to other African countries and regional agencies would be worthwhile.

Table 23. Main impacts of the ELLA Programme on Community Based Crime Prevention

| Dissemination Events | El Salvador | In context of ES’s high violence and crime, donors (WB, IADB, UNDP) play important role with Govt (Presidency, Security, Social protection services): outreach and many meetings to all these, plus media articles, on strengthening community role in CP |
| Dissemination Events | Nigeria | Successful outreach to wide range of actors: state (Justice, Police, Security and Civil Defence, Ibadan State, Legislators) and Communities, plus NGOs, also via the media (press, radio): the relative success of CBCP and how to strengthen, give role to state |
| Study Tour (participant numbers) | Nigeria (7), Kenya, Peru | Planned actions of all non-awardees (all from Nigeria): Jamiu (Police): awareness raising forum on CBCP Adebayo (Justice and Peace Commission): lectures, meetings with communities Ridwan (reporter): media campaigns, focus on security gaps Kehinde (State Counsel): lecture on CBCP to Youth Services, conference on CBCP Wasiu (NW Local Govt): better services |
| Awards (3) | Nigeria (2), Kenya | Ademola (NGO): Crime and violence reporting, radio shows, to promote state-community collaboration Keren (NGO): Development and vocational training of young leaders, to tackle youth crime Cornelius (Gov): Reducing violence in high risk rural areas, through community liaison and training |

Theme 3: The strength in working together to address Domestic Violence

In their research on Latin America and Africa, the ELLA team focused on a comparison of Mexico and Ghana, to examine how the two countries have progressed with the implementation of their domestic violence laws, both of which were passed in 2007, and the reasons for the rate
of progress. Although Mexico has many a mountain still to climb, the country has come further than Ghana especially in protection services and the provision shelters for domestic violence survivors. In looking for an explanation of this differential progress, researchers from the Centre for Gender Studies and Advocacy (CEGENSA) at the University of Ghana and Fundar, Centre of Analysis and Research in Mexico, explored many factors including the influence of the international and regional context, the role of civil society and the relative levels of gender ‘institutionalisation’ in the two countries. They concluded that the success of domestic violence legislation is highly dependent on the degree of political representation of women, both in elected bodies and in through the activism of civil society, in defence of women’s human rights. This so-called ‘gender institutionalisation’ is crucial to ensuring that countries progress from the mere passing of laws to establishing the appropriate institutional and financial frameworks for the effective implementing that domestic violence legislation.

Informing Policy and Practice in Africa

Over the course of the Learning Alliance, participants used ELLA knowledge on good practices and public policy to identify common challenges and the potential ways of overcoming them. Many members have reported applying ELLA knowledge in existing or new projects and programmes, particularly lessons on the importance of including men in violence prevention work and the need to prevent – not just punish – domestic violence. One participant reported using lessons from the Learning Alliance to provide technical inputs into the National Family Protection Policy in Kenya.

The study tour to Mexico included visits to organisations that work with men in domestic violence prevention. This helped consolidate one of the key lessons to emerge from the Learning Alliance. An additional insight for all participants in the study tour related to the power of cross-sectoral coalitions between CSOs, academics and decision makers to bring about effective action against domestic violence. Another participant indicated that during her visit to Mexico, she began to understand domestic violence as a societal and not just an individual issue, leading her to change her organisation’s approach by involving journalists and mass media in creating awareness at a grassroots level and by seeking funding for community-based programmes.

One of the major activities funded by the LEAP award in Nigeria was a meeting hosted by Kehinde Macaulay of the Light up Africa Development Initiative during which numerous organisations committed to forming the Network for the Elimination of Violence Against Women, in Abuja, Nigeria. Based on an examination of Latin American and Nigerian experiences, the network members identified a range of actions that they want to take together, initiating several of these, including the launching of a public awareness campaign with support from influential personalities; the setting-up a communication platform to facilitate information sharing and contact for support; and establishing a working relationship with government agencies working on human trafficking. With buy-in from telecommunications companies, the network has also established a toll free line for the public to report cases of violence.

In Sudan, LEAP awardee Omayma Elmardi and her organisation - the National Sudanese Women Association (NSWA) – work closely with
women parliamentarians to raise awareness around the need to enact policies aimed at ending violence against women. Here, the LEAP award was used to fund knowledge sharing sessions reaching around half of the members of the Legislative Council of Khartoum State. One such session consisted of a round table discussion that convened academics, lawyers, legislators – including the Sudanese Women Parliamentarians Caucus - doctors, educators, sociologists, CSOs and journalists. After a presentation and debate of Latin American experiences, including domestic violence laws and service provision like shelters, the attendees have embarked on group work to analyse existing laws in Sudan and how they affect women’s human rights.

Some important recommendations came out of this session, in particular the need to break the current silence by broadening general awareness of the issues and to create pressure groups and networks that advocate for the creation of domestic violence laws. Teachers and sociologists have emphasised the importance of including the issue of domestic violence in the national curriculum, and drafted a six-point plan for doing so. For their part, male participants reaffirmed the importance of encouraging men to participate in alliances aimed at eliminating violence against women. The Head of the Government Unit for Combating Violence Against Women expressed commitment towards coordinating a domestic violence network and hosting subsequent meetings in partnership with NSWA, indicating a good probability that the momentum sparked by the meeting will be sustained.

**Inspiring New Perspectives in Latin America**

Fundar has had face-to-face meetings to share the ELLA research findings with shelters, activists, academics and parliamentarians. Policy lessons from the REP were shared at the Thirteenth Meeting of the Committee of Experts of the Follow-up Mechanism of the Convention on the Prevention, Punishment and Eradication of Violence against Women, attended by national and international experts working in the health and justice sectors.

As a result of the research, Fundar has developed a strategic partnership with the National Shelter Network, supporting its members to strengthen their role as key actors in the development of public policy on domestic violence and gender-based violence. The two organisations are now collaborating on on-line campaigns and are talking of conducting a joint analysis of the national shelter system.

The LEAP award project implemented in Latin America by Ana Palazzesi and Leonardo García created and delivered a 40-hour online course focused on the role of masculinities in the prevention of domestic violence, involving 30 professionals from across Latin America. A compendium of the students’ essays will soon be available online. Unexpectedly, the course has led to new opportunities for research and training collaboration between the organisers and guest contributors, including on a research project funded by the Argentine Ministry of Health and in a virtual course on masculinities, organised by the Centre for the study of Masculinity and Gender in Uruguay.

**Promoting Holistic Support and Collaborative Action in Ghana**

Efforts to disseminate and promote uptake of ELLA learning within Africa focused on Ghana where research findings were presented to government, academia, CSOs, activists, religious leaders and the media. Among other issues, these events prompted discussions around the need to set up more shelters in Ghana offering comprehensive support services to victims.
The potential for launching a programme to unite female politicians around combating domestic violence was also debated and is being taken forwards by Doris Boateng and CEGENSA. Doris was inspired by her participation in the study tour to Mexico to think about how she could develop her role as an academic activist, by encouraging her personal and professional contacts to provide free support services for victims of domestic violence. On her return to Ghana, Doris worked with CEGENSA to try to kick-start a cross party caucus, as she had seen in Mexico, with female MPs in Ghana. All female MPs were invited to a policy roundtable to hear about findings of the CEP, although disappointingly few showed up. Nevertheless, CEGENSA continues to pursue the idea of forming an alliance of women MPs with support from the Minister of Gender, Children and Social Protection. Aside from this, CEGENSA has also worked alongside the Gender Centre at the Ghana Institute of Management and Public Administration to conduct an analysis of National Gender Policy, which was subsequently shared with the Ministry.

The coordinator for the Domestic Violence Coalition in Ghana, Adolf Awuku-Bekoe, used the LEAP award to share information on the efforts of an Inter-American movement to form an alliance whose activism drove forwards the passing and implementation of the domestic violence law in Mexico. Drawing on this example, Adolf has been able to galvanise participants to commit to reinvigorating the coalition and push for a review of current legislation and policy.

As a member of the Domestic Violence Coalition, CEGENSA has made strong inroads with regards to renewing discussions and advocacy among members, for example, around the urgent need for a legislative instrument and regulations to underpin the implementation of domestic violence law. In an attempt to reinforce the work of the coalition, CEGENSA has also convened and supported the work of other strategic organisations such as the Domestic Violence Victims Support Unit, Leadership and Advocacy for Women in Africa and the Gender Studies and Human Rights Documentation Centre.

Helped by their research, dissemination and networking efforts, CEGENSA is currently negotiating a number of new projects that will build on ELLA learning, including a two year audio-visual campaign to raise awareness about the protective, preventive and punitive components of the Domestic Violence Act, in partnership with Creative Storn Network, and in a collaboration to develop a service provision model with the Gender Studies and Human Rights Documentation Centre.

Reflections

Domestic violence is an emotive issue. Despite many African countries having put legislation in place, they often appear to get ‘stuck’ when it comes to implementation. Against this backdrop, the ELLA programme has supported participants to drive forward action and behaviour change inspired by experiences from Latin America and Africa. This is especially evident in the creation and reinvigoration of strategic coalitions in Ghana, Nigeria and Sudan, which, given the central role of LEAP awardees to these, could be expected to continue to draw insights from the ELLA programme moving forwards.
Other instances of ELLA knowledge being transferred to change policy and practice include the application of lessons in gender-based violence work with communities and in health care settings in Africa and Latin America and in the creation of new programmes to engage men in domestic violence prevention work.

Given the lack of comparable work in the grantees’ countries, the activities taken forwards with funds from the LEAP awards can be considered cutting-edge and perhaps even transformational in nature. These initiatives have gathered good momentum to date, including gaining commitment from key government ministries for future joint actions.

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**Theme 4: Parliamentarians holding Governments to Account**

With much to discover about the enablers and challenges of horizontal accountability, the ELLA research aimed to provide understanding about the determinants of the performance of these mechanisms and the institutional conditions under which more or less horizontal accountability could be expected.

Departing from an analysis of the control and oversight roles played by congress and parliaments across Latin America (Mexico, Brazil, Chile and Argentina) and Africa (primarily Kenya, Tanzania, Uganda, Burundi and Rwanda), the research went on to examine in detail the experiences of horizontal accountability within Argentina and Kenya, two countries that in many ways on paper exhibit similar conditions in terms of their formal institutions. In particular, the comparative research between the countries focused on parliamentary oversight of State-Owned Enterprises, examining how formal and informal practices shape horizontal accountability outcomes, with the aim of generating policy recommendations for improved governance in Africa and Latin America.
Using ELLA Knowledge to Promote Best Practice and Reform in Africa

Learning Alliance participants have reported using ELLA knowledge to stimulate debate and inform policies, practices, programmes and research. Several have written reports, articles or policy brief, while others have adapted the content for courses and training curricula. African members from countries as diverse as Botswana, Ghana, Lesotho, Kenya, Namibia, Nigeria, Tanzania, South Africa, Uganda and Zimbabwe made valuable contributions to the online discussions, using ELLA materials to help identify priority areas for improving horizontal accountability in their own countries, including the need to strengthen civil society and its relationship with parliaments, to consolidate existing legislation and mechanisms.

Peter Makaye, Lecturer in the Department of Development Studies at the Midlands State University in Zimbabwe, was impressed by the Argentine association of media houses Chequeado and admired the cooperation between state agencies and civil society, which he witnessed between CIPPEC and the Auditor General’s Office during the Study Tour. His department has recently completed a memorandum of understanding with the Parliament of Zimbabwe to build the capacity of newly elected MPs in areas including project management, public finance and resource mobilisation. By sharing ELLA learning with senior colleagues at the Midlands State University, Peter believes there is now consensus around the idea of developing a short course in horizontal accountability for newly elected MPs, drawing on reports and learning materials provided to participants of the ELLA online learning alliance.

Beside this, Peter and his colleagues have arranged meetings with MPs, including the Chairperson of the Parliamentary Portfolio Committee on Legal Reform, during which they shared ELLA evidence and lessons for horizontal accountability in order to emphasise the need for legal reform in Zimbabwe. Additionally, Peter and his colleagues plan to engage radio and print media in order to stimulate demand from civil society to press for legal reforms. Expanding the investigatory capacity of independent media to press for reform is another area of interest to Peter, which he learned about during the Learning Alliance and Study Tour and he now wants to engage with the main independent newspapers in order to take advantage of their wide circulation. The ultimate aim of these actions is to educate citizens, thereby creating pressure for improved accountability systems from civil society. Peter and his team are in contact with an executive member of the Zimbabwe Public Affairs and Parliamentary Support Trust, which is charged with building the capacity of parliamentarians, and he foresees opportunities for working together at MP workshops.

…Inform Influential Decision-Makers in Argentina and Latin America

CIPPEC have mobilised their networks to stimulate discussion of ELLA findings and recommendations with senior officials in the Executive (Cabinet Heads) and Legislative (Senators, Parliamentary Office, Secretary of Parliamentary Relations and Administration) branches of the Argentine government, as well as with the National Audit Office, the Anti-Corruption Office and the Argentine Association of Ethics and Compliance. Findings were also presented at strategic events attended by high-level representatives of international agencies and donors. In addition, CIPPEC has placed around 40 opinion pieces in leading national newspapers and other media outlets to reach broader audiences with their research findings, conclusions and policy recommendations.
Sparking Debate in Eastern Africa

Legislative bodies across Eastern Africa have shown an interest in the ELLA research, most notably the Ugandan and Tanzanian parliaments and the East African Legislative Assembly (EALA). Back in August 2016, OSSREA held a workshop for the EALA when findings were presented to legislators from Burundi, Kenya, Rwanda, Tanzania and Uganda. This event led to EALA members suggesting that OSSREA carry out a comparative study on horizontal accountability within the East African region so that neighbouring countries can learn from each other. The Clerk of the EALA invited OSSREA to present this regional paper in June 2017 when the next Parliament is due to take off. OSSREA has also been invited by the EALA Assembly to develop a joint proposal on strengthening horizontal accountability in the parliaments of the East African Community and to run training with a focus on the areas of weakness identified in the REP.

OSSREA has also disseminated ELLA findings within Ethiopia where, in early 2017, a workshop was held at Addis Ababa University. The workshop inspired participants to discuss HA in Ethiopia and provided a valuable learning experience, especially for PhD candidates in the Department of Political Science some of whom expressed an interest in undertaking further research on this topic.

Charles Kadonya’s efforts to raise the profile of horizontal accountability within the East African Community have led to the development of a framework and work plan for integrating the issue into regional intergovernmental programmes between Kenya, Tanzania and Uganda. These proposals have been adopted at the departmental stage and are awaiting ministerial approval.

One of the key findings coming out of the ELLA project for LEAP awardee Dr Emmanuel Joseph Mallya, Lecturer of Political Science and Public Administration at the Open University of Tanzania, was the concern to increase horizontal accountability without triggering confrontation, by linking the government with civil society organisations and the media. To apply this lesson in Tanzania, Dr Mallya has created a digital forum where members of the press, parliament and civil society receive materials, interact and exchange ideas about practical ways to enhance horizontal accountability. To increase the volume of exchange and direct traffic towards the website, he also created a WhatsApp chat forum where members have been deepening their understanding of the concept and its linkages to social and economic development.

Dr Mallya is also organising a network of Tanzanian parliamentarians who are “friends of horizontal accountability.” Beyond distributing training materials among them, he hopes to continue nurturing relationships with these individuals in order to advocate for the legal reforms required to institutionalise horizontal accountability within Tanzanian governance. In order to accommodate the busy agenda of his MPs he has also held a number of face-to-face meetings to share case stories.

Furthermore, Dr Mallya plans to develop grassroots pressure for horizontal accountability reforms by working with the media. The role of
the media in educating both citizens (developing vertical accountability) and legislators (horizontal) stood out as an important lesson Dr Mallya gained from his participation in ELLA. In particular, the role played by the Argentine NGO *Chequeado* which carries out independent checks into the accuracy of political leaders’ claims and of government data. He has already worked closely with some journalists focused on building their capacity to report on the legislature in particular. These journalists have agreed to publish a series of articles synthesising ELLA knowledge on horizontal accountability. It is his belief that in the long run these efforts could lead to the kinds of meaningful legal reforms that would make horizontal accountability a reality in Tanzania. As a professor, Dr Mallya has also been able to take advantage of his university’s online education system and network of campuses to disseminate ELLA knowledge amongst students nationwide.

**Building Capacity and Create New Mechanisms in Kenya**

OSSREA is a membership organisation that covers Eastern and Southern Africa and is headquartered in Addis Ababa. Given the ELLA research focused primarily on Kenya, dissemination to target users has involved close collaboration between OSSREA and the Centre for Parliamentary Studies and Training, the capacity building arm of the Kenyan Parliament. This has involved disseminating ELLA knowledge through special sessions designed to raise awareness around findings with key officials.

Study Tour participants from the Centre for Parliamentary Studies and Training have used ELLA findings to develop training materials and programmes with the aim of strengthening horizontal accountability mechanisms within the National and County Assemblies. Future plans include undertaking joint training involving representatives of the Executive and Legislative branches as well as supreme audit institutions, and sharing ELLA knowledge during the induction of new parliamentarians in 2017.

Inspired by ELLA findings on the importance of indicators and reporting for enhancing public service delivery and accountability, Ann Adul, Speaker for Kisumu County Assembly, has driven forwards the creation of a Monitoring and Evaluation Committee in Kisumu County Assembly. The bills required for the establishment of this committee have already been passed and Ann is hopeful that its implementation will help to reduce corruption and misuse of funds.

**Reflections**

Horizontal accountability is a challenging ideal and its achievement is in many ways a relatively new struggle for many African countries, where there has been considerable interest in the ELLA findings and recommendations. The importance of cultivating vertical pressure, most notably from civil society groups and independent media, in calling for horizontal accountability reforms appears, to be one of the main takeaways of participants in the ELLA programme.

A key strategy for sharing ELLA learning with parliamentarians has been to embed horizontal accountability within training programmes delivered through organisations with an existing remit to build
government capacity, as in the cases of the Centre for Parliamentary Studies and Training in Kenya and Midlands State University in Zimbabwe. OSSREA has been able to take advantage of its collaboration with the Kenyan Centre for Parliamentary Studies and Training and with the EALA, to build a closer relationship with both, leading to follow-up activities with the potential for regional impact.

Table 25. Main impacts of the ELLA Programme on Horizontal Accountability

| Dissemination Events | Dissemination Events | Kenneth | Focus of outreach has been through MoU to Centre for Parliamentary Studies and Training (main client: Kenyan Parliament, also academics and CSOs) and to East African Leg Assembly. Requests to OSSREA for repeat analysis and training on improving HA. |
| | | Argentina | CIPPEC are excellent networkers. Much discussion of research on improving HA with senior officials in Executive (Cabinet Heads), Legislature (Senators, Parliamentary Office), NAO, Anti-Corruption office; at conferences on political affairs; and in copious press articles; during Presidential elections and since. |
| Awards (2) | Awards (2) | Tanzania, Zimbabwe | Emmanuel (Univ): Education course for MPs and their advisers on strengthening HA. Peter (Univ): research and work with sympathetic MPs on strengthening HA. |

Theme 5: Unpacking the Policy Response to Informality

For governments around the world, ensuring that the benefits of economic growth are enjoyed by all members of society is a challenge. The emphasis on achieving inclusive growth is particularly pressing in developing regions, which are often characterised by stark inequalities. Many countries’ policies seek to enhance formal sector employment as a means to spreading the benefits from growth (as well as a means to drive growth) and informal employment is generally seen as ‘bad’ for inclusivity. But despite the relatively high growth rates recorded by many emerging country economies in the last decade or two, labour market informality remains stubbornly pervasive: India, Pakistan, Tanzania and Bolivia all have informality rates of more than 70%.

How bad labour informality is for inclusive growth became the central question for the joint ELLA research conducted Fedesarrollo in Colombia, and the Development Policy Research Unit (DPRU) at Cape Town University in South Africa. What they found is that there is a good degree of heterogeneity in the type of informality in Latin American and African countries. Mexico can be characterised as having more ‘voluntary’ informality, in which individuals or businesses choose to remain informal. Argentina, Senegal, Paraguay, the Republic of the Congo, Bolivia, Zimbabwe, Ivory Coast and Brazil show more evidence of ‘induced’ informality, where labour productivity is high enough for the individuals to join the formal sector, but regulatory barriers or payroll taxes prevent them from becoming so. Many countries however, including Colombia, have a large proportion of ‘subsistence’ informality, in which workers are segregated from formal employment simply due to their low levels of productivity.
Depending on the type of informality, the relationship between informality and inclusive growth varies. Subsistence informality can best be seen as a valuable alternative to unemployment that provides a pathway out of poverty, particularly for poorly educated individuals, so in itself is beneficial for inclusivity. Voluntary informality on the other hand may be good for the individual or business, but undermines broader inclusion by weakening the rule of law, by draining public resources, and through unfair competition with formal sector businesses. Induced informality is bad for inclusive growth, providing lower quality jobs and impeding the business from growth through the access to credit and business services. In both Latin America and sub-Saharan Africa, understanding these differences in types of informality has important implications for inclusive growth policies.

**ELLA Knowledge into Use in Africa**

Learning Alliance participants from countries including Colombia, Bolivia, Nigeria, South Africa, India, Argentina, Nepal, Peru and Uganda demonstrated particular interest in the ELLA research taxonomy of informality project and the policies for dealing with each type. Participants have shared ELLA knowledge for debate, action and networking face-to-face with their colleagues and peers as well as with other stakeholders in their own countries. One member shared how they have used ELLA knowledge to advise the Nigerian government about improving revenue from the livestock sub-sector, which is dominated by smallholder of farmers.

**Usman Mareri**, Executive Director of the Centre for Renewable Energy and Action on Climate Change (CREACC) in Nigeria used the LEAP award to finance the Informality and Inclusive Green Growth Conference held in Kano, Nigeria. Here, participants used the ELLA research as a starting point to debate viable solutions for transforming informality to the benefit of the local economy. Policy recommendations coming out of the conference included the need to reduce cumbersome registration requirements, as well as to provide tax holidays to small businesses. The conference communiqué is being shared with the National Assembly and the Ministry of Economic Planning and Budget. The Global RCE Network (United Nations University) also requested a report on the conference, which they wish to publish on their website and share with the broader Global RCE Community. CREACC is in the process of proposing a National Conference on Informality and Inclusive Green Growth for 2018 which it aims to coordinate with government, the Ministry of Economic Planning and Budget.

Besides the conference, CREACC has incorporated the typology of informality developed in the ELLA research into training material used to empower women to run and formalise small businesses. The hope is that this process of knowledge sharing will inform both informal traders and policymakers on strategies for improving the inclusivity of the informal sector in Nigeria.

**Simon Mukwaya**, Programme Officer at the Partnership for Development Initiative (PDI) Trust, in Zimbabwe used his LEAP award to host policy and finance workshops in Mutare, Zimbabwe. The policy workshop brought together participants from government, informal firms and NGOs to understand better existing policies on informality in Zimbabwe, and to discuss potential measures to recognise and support the
informal sector. The finance workshop provided a platform for public and private financial service providers to understand the challenges faced by informal firms in accessing finance. Together, these workshops addressed two of the major challenges faced by entrepreneurs in the informal sector in Zimbabwe – access to capital and an unfavourable operating environment.

Both workshops drew substantially on presentations made at the ELLA Summit, in particular the typology of informality and some similarities between the policy landscapes in South Africa and Zimbabwe. Barriers that restrict informal activity in both countries include poor city planning, intimidation by police and licensing constraints. Some of the policy recommendations made at the summit were considered particularly relevant for Mutare, which is in the process of reviewing its city bylaws that determine how small businesses can operate in the city environs. The PDI is now looking to share ELLA lessons during peer-learning visits within Zimbabwe, where officials can visit cities that appear to be better at managing informality.

New Perspectives on Informality in South Africa

Dissemination and outreach within Africa has focused on South Africa, including support for the Presidency’s Programme to Support Pro-Poor Development (PSPPD). Results from the REP have been included within a larger piece of work on the vulnerable in the labour market, which is itself one of a group of five papers related to inequality that was commissioned by the PSPPD. ELLA research has been accessed by an audience with significant power to direct policymaking. DPRU presented the ELLA research at the PSPPD Social Cohesion and Inequality Dialogue event held at the Department of Planning, Monitoring and Evaluation. The focus of the event was to disseminate and debate policy recommendations from the five research papers on inequality, and the dialogue was used as a platform to develop a common understanding of the main challenges and opportunities. Research outputs have also been shared with City of Cape Town officials and other research centres and networks, including the African Centre for Cities, North West University, WIEGO (a global network concerned with improving the status of women in the informal economy), the Economies of Regions Learning Network and the World Bank Network on Jobs for Development.
South African attendees at the ELLA Summit in Johannesburg used the presentations and debates to analyse experiences and policy options. Discussions on the spatial segregation of the informal economy caused by South African apartheid have contributed to a call for more creative spatial planning from local governments within informal settlements and townships, to create environments conducive to establishing and growing thriving enterprises.

Using the ELLA typology of informality, Lisa Higginson, a development economist at Urban-Econ in South Africa, designed and implemented a survey in the eThekwini municipality aimed at understanding, amongst other things, the specific barriers to formalisation faced by larger and more viable informal businesses in the region. Initial results found that there appears to be a significant gap in the support available to informal businesses wishing to formalise. She has contacted various government bodies regarding these results in the hope that the findings will facilitate the development of more appropriate, evidence-based policies and action in South Africa. Urban-Econ plans to present this study at the eThekwini Research Symposium and the Durban Chamber’s Small, Medium and Micro-Enterprise Business Forum in June 2017.

Lisa has also used the typology to analyse policy options on a project in which Urban-Econ made recommendations to the Kwazulu-Natal Department of Economic Development, Tourism and Environmental Affairs on a draft liquor policy, which was focused on improving compliance, formalisation and licensing of informal shebeens and liquor outlets. This typology was also presented at Urban-Econ’s first stakeholder meeting with local government departments and the Durban Chamber of Commerce. One very concrete impact was that Urban-Econ actually assisted a small informal business owner who had been trying to formalise for seven years and was discouraged due to red tape at government institutions. This process enabled Urban-Econ to learn about the resources required to register an informal business in South Africa and the barriers that need to be overcome.

Reflections

Although the CEP found that informality can be good or bad for inclusive growth, all three LEAP projects have focused on strengthening formalisation processes. This appears to be down to the general policy environment in Zimbabwe, Nigeria and South Africa where, to different degrees, government policy is aimed at moving informal traders into the formal economy. While it is understandable that in certain contexts there appears to be more interest in the process of formalisation, here ELLA learning could have been used to challenge the status quo and prompt new thinking about how informality can contribute to poverty reduction and social inclusion. This is especially relevant for African countries where subsistence informality represents an important proportion of workers and social discrimination appears particularly high.

An important contribution of the typology developed in the ELLA research appears to have been that it has revealed that many labour market policies are based on misconceptions about the true nature of the informal sector. The result is that government policy may not be well-targeted, nor properly resourced and may not have a substantial
or lasting impact on inclusive growth. This points to the need for more local level research to provide the type of nuanced data that can supplement secondary (and predominantly) national data sources as the basis for evidence-based policy and action.

Finally, the applicability of the ELLA typology and policy recommendations to a wide range of contexts appears to indicate potential for these lessons to be picked up and used by policy makers and academics from other countries beyond those reached to date.

### Table 26. Main impacts of the ELLA Programme on Informality and Inclusive Growth

<table>
<thead>
<tr>
<th>Means</th>
<th>Countries</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissemination</td>
<td>Colombia</td>
<td>Top think tank with excellent links. Fed research to Colombian authorities (Finance, Central Bank, Planning, Labour, Pensions) and international organisations (IADB, CAF, ECLAC, LACEA). Well received, feeding ideas on tax reform, labour policy, and further research on informality in LA.</td>
</tr>
<tr>
<td>Dissemination</td>
<td>South Africa</td>
<td>Top university and research unit. Output fed to Presidency’s Programme to Support Pro-Poor Development; to Cape Town authorities and to other research centres in South Africa.</td>
</tr>
<tr>
<td>Summit</td>
<td>South Africa; mainly, a few from rest of Africa</td>
<td>50 government officials and researchers attended two day Informality Summit. Research results fed to central and local government.</td>
</tr>
<tr>
<td>Awards (3)</td>
<td>SA, Zimbabwe, Nigeria</td>
<td>Lisa (researcher): researching barriers to formalisation; Simon (NGO): conferences, workshops, to lower barriers for formalisation; Usman (NGO): conference on formalisation, radio shows</td>
</tr>
</tbody>
</table>

**Theme 6: Placing Pastoralists and their Land Rights on the agenda**

The ELLA research analysed how land tenure arrangements have evolved for pastoralists systems in the two regions of the Andean Altiplano and the Kenyan Savannah, to examine the main drivers of these changes and the implications of these processes for the long term sustainability of pastoralist systems. The comparative research was conducted to isolate the causal policy variables behind the changes in the two regions, as well as to identify broader correlations that could form the basis of proposals to promote sustainable pastoralism worldwide.

**Making Use of ELLA Knowledge in Africa**

In the Learning Alliance African professionals from countries including Cameroon, Ethiopia, Kenya, Namibia, Nigeria, Sudan and Uganda used ELLA materials as a basis for discussions with their Latin American counterparts around prevailing land tenure systems, drivers of change and sustainable pastoralist practices. They shared examples of the impacts of sub-division and individualisation of land ownership on pastoralist livelihoods back home. Participants have reported using knowledge acquired through the Alliance for debate with colleagues and people outside their organisations, and consider the programme equipped them to compare and contrast experiences and perspectives from elsewhere. Feedback includes using ELLA learning to help design a new grazing lands project in Ethiopia; to develop new research into land tenure regimes in Nigeria; to influence emerging policy debate on land issues in Namibia; and as content for a radio programme targeting pastoralist communities.

During their visit to Peru, Study Tour participants from Kenya, Namibia and Nigeria developed a greater appreciation of the fundamental role
of customary land tenure in the sustainability of pastoralist production in the Andes and in particular how communal systems facilitate the implementation of a range of strategies to manage environmental uncertainty. Participants noted that through training and participation in marketing, Andean women pastoralists appeared relatively more empowered than their African peers. Back home, participants shared their perspectives and experiences in meetings with pastoralist leaders, ministries and authorities, through national and regional networks and CSO alliances – including the Kenya Pastoralist Development Network, the Kenya Land Alliance, the East Africa Commission and Pastoramerica – in training with herders, in advocacy and the mobilisation of pastoralist communities, and in the design and implementation of land laws, land grazing plans and conservation areas.

The LEAP awardee Loupa Pius used his award to support community dialogue in the Karamoja district of Uganda, to support non-violent land use resolution between transborder communities engaged in conflict occasioned by seasonal migration. Loupa, a Project Officer at the Dodoth Agro-Pastoralist Development Organisation, brought communities from Kenya and Uganda together to draft a grazing sharing agreement, based on a participatory model promoted by ELLA. Unexpectedly, the governor and defence forces also attended the meeting. This dialogue has resulted in a review of the formal natural resource management agreement between the Turkana of Kenya, the Dodoth-Karamojong of Uganda and the Jie of Kotido-Karamoja Uganda, together with the Uganda Wildlife Authority and the National Forestry Authority.

After the meeting, grazing and conflict hot spot maps were drawn up jointly by stakeholders from the two target communities and these have been used to develop grazing plans, which are scheduled to be approved formally, later in 2017. Loupa reports that the plans are already being used by district planning committees to organise livestock service delivery. Besides this, ELLA learning has been shared at the ECHO East Africa Symposium held in Arusha, Tanzania and at the Regional Cooperation for Organic Standards and Certification Capacity in East Africa Conference held in Mbale, Uganda. Pius has also shared the ELLA experience online through a pastoralist forum and a pastoralist community of practice run by the Coalition of European Lobbies for Eastern African Pastoralism.

In Namibia current land regulations are biased towards individualisation into smaller plots rather than to broad-based rights for collectives. Against this backdrop, LEAP awardee Usiel Seoakouje Kandjii has been providing pastoralists and policy makers with evidence from ELLA research on the viability of pastoralist livelihoods under communal tenure, with the objective of influencing the content of the newly proposed land bill. Usiel is complimenting these activities through an analysis of current land tenure regimes and their impact on sustainable rangeland management and pastoralism in Namibia in order to generate context-specific learning to inform the proposed bill. Usiel will present his analysis at the 2017 National Rangeland Forum.
Contributing to National Processes in Kenya

Efforts to disseminate and promote uptake of ELLA research within Africa have focused on Kenya where Tegemeo has worked as part of a task force with the Ministry of Lands, Housing and Urban Development, participating in debates on land holding and land tenure. Tegemeo organised and attended regional and national events, and was able to share ELLA findings with different stakeholder groups, at the National Conference on Sustainable Land Management organised by the UNDP Kenya and at a World Bank Conference on Land and Poverty in Washington, as well as during strategic meetings held with the Kenya Land Alliance, the Land Development and Governance Institute, the Northern Rangelands Trust and the Ministry of Lands, Housing and Urban Development. Tegemeo has also disseminated ELLA findings through media outlets, including a televised debate on land reforms in Kenya, as well as in reports in regional and national newspapers.

Tegemeo took advantage of a policy window opportunity to contribute to the development of the 2016 Community Land Act. The centre organised three workshops where it drew on evidence from the ELLA Regional Evidence Paper to inform pastoralists and policy makers at county and national levels about key issues that the law should address, including the benefits and downsides of group ranch management and land segregation. At these meetings, government representatives responded to pastoralist concerns and to the ELLA research recommendations, which have been considered in the new bill and in planning its implementation.

Kenyan study tour participants, including the three LEAP awardees, have channelled their learning into the implementation of the new Community Land Act. Amos Musyoka, the Isiolo County Land Adjudication and Settlement Officer from the Ministry of Lands, Housing and Urban Development, provided a report of the Study Tour experience to colleagues upon returning home. After the Act was approved, the Cabinet Secretary invited Amos to sit on the national committee that is drawing up the regulations for implementation. At committee meetings, he shared ELLA findings on land use planning and zoning, as well as options for strengthening communal land tenure and community governance structures. His efforts have helped build awareness among colleagues of the importance of collective land access for the sustainability of pastoral systems, and the need to consult pastoral communities to ensure public policy takes account of their concerns. Amos has held sensitisation seminars targeting pastoral leaders in order to get local support for these approaches.

In addition to more secure land entitlement, participants in these seminars identified the need to improve economic opportunities for...
pastoralists through improved livestock services, production and marketing of supplementary products, and the development of cultural and eco-tourism for the benefit of pastoralists. Next steps include proposals to ease implementation of the Community Land Act, by simplifying the certification of community land, and to produce sub-country Land Use Plans that reflect pastoralists land access rights.

A programme officer at the Pastoralist Development Network of Kenya, Monica Yator, has focused her award funds on promoting the participation of women pastoralists’ in land management. She has mobilised individuals and organisations to lobby for the 2016 Land Act to be linked to the gender equity law that promotes affirmative action on female representation. Monica organised an advocacy forum where she shared videos and other material from the Learning Alliance and study tour, with pastoralists, CSOs and local and national government officials. Her project was in part inspired from seeing Andean women involved in the marketing of alpaca products and was an effective method at raising awareness among Kenyan women from remote communities, many of whom did not know of the Community Land Act. As a result of her actions, some 67 pastoral organisations have endorsed a petition for the review of the Community Land Act to ensure that the rights and entitlements of communities are respected.

Also in Kenya, the Executive Secretary of a group ranch David Muntet in Southern Kenya has used the LEAP award to build awareness among group ranch members concerning the positive and negative effects of individualisation and possible alternatives to sub-division, including participatory land use planning, zoning and family-based land tenure approaches. David found that discussing the long-term implications of sub-division - including the need to manage herd size based on the land available and the need to set aside conservation land – were new to many members of the group ranch. He has since instigated participatory land use planning processes, which are set to benefit some 3000 families.

Reflections

Engagement by Tegemeo in Kenya has ensured that ELLA findings were very pertinent to the development and implementation of land policy in the country. The Ministry of Lands, Housing and Urban Development has worked with Tegemeo on data collection at the county level, which has helped make inroads with the communities where land issues are highly emotive. The ground for making an impact with ELLA research learning was therefore well-prepared by these close working relationships with government.

Efforts from Tegemeo were reinforced by the actions carried out by Study Tour participants and LEAP awardees, to raise awareness among key stakeholders operating in the enabling environment. This success of this combined effort is reflected in the level of engagement around the passing and implementation of the 2016 Community Land Act. Some ELLA recommendations appear to be materialising in public policy. The 2016 Act sets out strict guidelines concerning individualisation and privatisation of tenure, making these processes harder than previously. Furthermore, the government has now halted group ranch sub-division and the individualisation of communal land.
The LEAP projects also enabled awardees to take forward innovative actions, from linking pastoral land management to gender equality, to instigating transborder land use planning and conflict resolution, previously unheard of in Uganda. In Namibia, the new land bill is currently under debate there, and it is likely that ELLA generated evidence will contribute to enriching this process.

Finally, in several cases ELLA learning seems to be making a difference to the lives of communities themselves. In this regard, participatory land use planning is producing positive results when used for long-term planning, identification of sustainable management strategies and conflict resolution.

### Table 27. Main impacts of the ELLA Programme on Land Tenure in Pastoralist Societies

<table>
<thead>
<tr>
<th>Dissemination Events</th>
<th>Peru</th>
<th>Peru</th>
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<tbody>
<tr>
<td><strong>Research on pastoralists’ collective land access fed to policy officials (Agriculture, Environment), NGOs and researchers in Lima, and to regional authorities and communities in Arequipa (market hub for pastoralists). Ideas also support work of Global Land Forum, global case for pastoralism.</strong></td>
<td></td>
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<table>
<thead>
<tr>
<th>Dissemination Events</th>
<th>Kenya</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teganep part of task force with Ministry of Lands. TV and press articles. Nairobi, regional and UNDP-organised workshops fed research into consideration of Land Bill, passed September 2016. Also feeding Tanzania policy thinking. Work presented at World Bank Land conference, Washington.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study Tour (Participant numbers)</th>
<th>Kenya (5), Uganda, Namibia, Argentina, Spain</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Awards (5)</th>
<th>Kenya (3)</th>
<th>Uganda</th>
<th>Namibia</th>
</tr>
</thead>
</table>

### d) Gender Balance in the ELLA Programme

We have collected data to monitor gender aspects of the programme, and taken action to ensure balance where we can. We have monitored indicators of gender balance and gender leadership.

**Gender considerations on the supply-side**

The ELLA Programme has had a fair balance on leadership. Although PAC team was led by a male, the rest of the team was entirely female (RUA, PAC manager, Communications Officer and Project Administrator); IDS team leader for ELLA is a female and 5 RC team leaders were female. In terms of balance, the core staff of PAC, IDS and the 12 RC was 50% female.

One of the six themes has been focused on gender issues: Domestic Violence. But in general, the rest of the themes have had a limited gender approach.
Gender considerations on the demand-side

There is still a lot to do on the demand-side. Although LEA facilitation has promoted female participation and has tried to allow for a more balance contribution, male presence has been much higher. According to the IRUA, an analysis of the patterns of contributions in the archived discussions shows that in both themes, discussions were dominated by male contributors. In DV, the greater numbers of women participants did not translate into significantly higher contributions by women. There is limited evidence to suggest that more effort could have been made by the moderators to broaden participation, especially by women.

In terms of balance, the LEA membership was 47% female overall. A third of the participants in the study tours were female and 32% of the LEAP Awards went to females.
Monitoring and Evaluating is always a challenge in a knowledge management programme not only from the perspective of measuring impact but also of monitoring activities, production of outputs and intermediate outcomes because both research and research uptake are not linear processes. Apart from that, there is an additional challenge on the general management and monitoring because there are two parallel processes: (a) implementation of the core activities on research, dissemination and research uptake, and (b) the capacity building of the research centres staff for doing south-south comparative research and for doing uptake, both processes that are not part of their core business. So our approach on Management, Monitoring & Evaluation took into account these features.

**Logic framework (logframe)**

The logframe was constructed together with DFID in order to reflect the main purpose of the business Case of the ELLA Programme Phase II approved. This logframe has had minor changes during the life of the programme and the final version is presented in Annex 2. All the quarterly reports delivered to DFID reported against it.

**Baseline**

There have been two main inputs for setting a baseline of work for the programme that have been consider for managing, monitoring and assessing the programme performance: (a) the inception workshop with the consortium members and (b) a baseline of the RC capacities.

In June 2014, we had an inception workshop with the 12 research centres selected to be part of the Programme. That workshop allowed for the context and objectives of the ELLA programme 2014-2017 to be shared and understood by all partners. It also helped the centres to develop collaborative research themes and questions with their partners, to an initial level, taking into account the issues and challenges in comparative research, and to have clear instructions on the preparation of a joint research proposal. So this workshop set up the grown for the selection of themes and for firming up the design of the programme as it helped PAC to gather expectations of the consortium members but also their comments and ideas around the programme.

We also built a baseline of the RC capacities in November 2014 (21 people), in average two respondents participated from each think tank (see Annex 3). The baseline was aiming to have a picture of the moment on how trained and equipped were the teams that were going to be part of the ELLA Programme. Based on both, the kick-off workshop and the baseline is that we designed the research centres training and we refined the design of the programme.
Management and continuous Monitoring and Learning

The context we found on the baselines together with the ambitious goals of the logframe posed great management challenges. In that sense, a clear direction, diligent management and the continuous monitoring of the approach and activities of our consortium partners were crucial for achieving the capacity building, research and research uptake goals.

Mechanisms used for directing and managing activities were:

- PAC weekly meetings
- Consortium Skype Meetings
- Management Updates (prepared by Mark Lewis and sent by email)
- Close one-to-one follow-up skypes
- Steering Committee
- The continuous support and capacity building of the RC were also mechanisms that played a role for managing and monitoring.

Mechanisms used for gathering learning, and monitoring activities and outputs were:

- PAC weekly meetings
- Quarterly PAC Reports to DFID
- RC Reports to PAC
- ELLA Website statistics
- Repository of research outputs in ELLA website
- Repository of communication products in ELLA website
- ELLA Database of LeA participants, disaggregated by gender, country of work, and type of stakeholder
- Online learning communities discussion threats in ELLA website
- ELLA Database of study tour participants, disaggregated by gender, country of work, and type of stakeholder
- ELLA Database of awardees, disaggregated by gender, country of work, and type of stakeholder

Mechanisms used for monitoring outcomes were:

- RC Events technical reports
- RC Events and dissemination logs
- RC register of media outlets where shared or mentioned
- ELLA register of websites where stored (with record or downloads were possible)
- ELLA Record of social media and repositories where shared noting views, likes, shares, and comments (as appropriate)

Apart from the mechanisms for managing and monitoring, at the end of the programme we conducted some evaluation efforts as part of our M&E system. These initiatives gave us important inputs for this report. For assessing outputs and at some extent the outcome of the programme, we used:
• Learning Alliances members end survey (September 2016)
• Lesson Learning Workshop (January 2017) and the previous survey (December 2016)
• Independent Research Uptake Assessment (IRUA) focused on two Learning Alliances, conducted by Isabel Vogel and Catherine Fisher (May 2017)
• Study tours’ participants Action Plans (September and October 2016)

Focused on assessing the outcome of the ELLA Programme:
• 21 cases on ELLA knowledge usage based on interviews (April 2017)
• Follow-up interviews with study tour participants (April 2017)
• Awardees Final Reports (May 2017)
• 6 Impact Stories focused on the achievements of the programme in each of the 6 thematic areas (May 2017)
ANNEX 2. LOGFRAME AND THEORY OF CHANGE

The last version of the logframe agreed with DFID is dated 22 March 2016 and is presented in the following page. Based on that logframe, the IRUA developed a Theory of Change (ToC) for assessing the programme which is also presented after the logframe here.

Table 26. Main impacts of the ELLA Programme on Informality and Inclusive Growth

<table>
<thead>
<tr>
<th>IMPACT</th>
<th>Impact Indicator 1</th>
<th>Baseline</th>
<th>June 2014</th>
<th>June 2015</th>
<th>June 2016</th>
<th>February 2017 and Longer term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty reduced and quality of life of poorer people improved, predominantly in Africa, as a result of decision makers using evidence from Latin America to inform policies and practices</td>
<td>Number and type of activities demonstrating that ELLA2 evidence has been used to inform development policies and practices</td>
<td>Planned</td>
<td>ELLA1 baseline on use of evidence from ELLA1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>February 2017:</strong> at least 10 specific examples of where ELLA2 evidence has been used to feed into significant policies or practices - in at least 6 countries. <strong>Longer term:</strong> changed policies and practices delivering improved incomes and services for poorer people, reducing poverty and improving quality of their lives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTCOME</td>
<td>Outcome Indicator 1</td>
<td>Baseline</td>
<td>June 2014</td>
<td>June 2015</td>
<td>June 2016</td>
<td>February 2017</td>
</tr>
<tr>
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<td><strong>Planned</strong></td>
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<tr>
<td>Visitors to ELLA website, downloads of ELLA materials, availability of ELLA knowledge in internet</td>
<td>Cumulative 95,000 global visitors to ELLA website, 115,000 downloads of ELLA material, and accessing of ELLA material through 25+ well-known internet sites</td>
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<tr>
<td>Assumptions</td>
<td>1. Decision makers have had the time to focus on learning from other countries, and given priority to doing this properly</td>
<td></td>
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<td></td>
<td>2. Decision makers have the will and ability (including political, institutional and financial capital) to act upon the evidence</td>
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</table>

| OUTCOME                                                                | Outcome Indicator 2                                                               | Baseline | June 2014 | June 2015 | June 2016 | February 2017 |
|                                                                      | **Planned**                                                                        |          |           |           |           |               |
| Number and type of activities demonstrating learning from ELLA2 evidence | ELLA1 baseline on learning from ELLA1                                            | Too early|           |           |           |               |
|                                                                      | At least 20 significant examples of ELLA2 evidence being shared, debated and adapted for local use, within and beyond the ELLA National Learning Groups - in 6 countries (mainly African) |           |           |           |           |               |
|                                                                      | At least 50 significant examples of ELLA2 evidence being shared, debated and adapted for local use, within and beyond the ELLA National Learning Groups - in 12 countries (mainly African) |           |           |           |           |               |

<table>
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<tr>
<th>INPUTS (£)</th>
<th>DFID (£)</th>
<th>Govt (£)</th>
<th>Other (£)</th>
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<th>DFID SHARE (%)</th>
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### OUTPUT 1

#### Output Indicator 1.1
- **Participation** in research methodologies workshops; researchers’ confidence and ability to use new skills in research outputs

<table>
<thead>
<tr>
<th>Baseline</th>
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<th>June 2015</th>
<th>June 2016</th>
<th>February 2017</th>
<th>Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned</td>
<td>ELLA1 research outputs did not employ the methodologies now proposed for ELLA2. Confidence and ability of researchers in proposed ELLA2 research methodologies to be assessed in pre-workshop assessment</td>
<td>Between 6 and 12 research centres from Latin America and Africa selected and confirmed to attend ELLA2 Planning workshop in Lima; detailed workshop objectives, activities and agenda finalised</td>
<td>12-24 researchers in 3-6 Latin American and 3-6 African research organisations skilled up in mixed methods research methodologies through participation in 3-6 training workshops; 75% report increased confidence and ability to undertake rigorous research outputs over pre-workshop baseline</td>
<td>18 research outputs in draft or complete that demonstrate adherence to methods and standards set out in the project proposal</td>
<td>30 research outputs in draft or complete that demonstrate adherence to methods and standards set out in the project proposal</td>
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</tbody>
</table>

#### Output Indicator 1.2
- **Research centres** capable of running effective online and offline learning communities

<table>
<thead>
<tr>
<th>Baseline</th>
<th>June 2014</th>
<th>June 2015</th>
<th>June 2016</th>
<th>February 2017</th>
<th>Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned</td>
<td>Confidence and ability of research centre staff to run the proposed online learning communities to be assessed in pre-workshop assessment</td>
<td>Method finalised for appraising research centres capacity in conducting online and offline learning programmes during the planning workshop</td>
<td>Plans for first 3 learning communities</td>
<td>Workshops and training held for all RCs on preparing and managing learning communities; all participants rate workshop/training as good or better, and relevant</td>
<td>Centres demonstrate competence in running communities: 75% of users satisfied with overall management</td>
</tr>
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</table>

### INPUTS (£)

<table>
<thead>
<tr>
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<th>Govt (£)</th>
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### OUTPUT 2

#### Output Indicator 2.1
- **Number and quality of rigorous research outputs**

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<th>June 2015</th>
<th>June 2016</th>
<th>February 2017</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned</td>
<td>No rigorous evidence syntheses research outputs of the type proposed for ELLA2</td>
<td>Quality standards for research outputs defined and agreed between PAC Lima, IDS and DFID</td>
<td>6 research outputs in draft or complete responding to African demands all successfully passed through quality checks outlined in Annex E of the project proposal</td>
<td>18 research outputs in draft or complete responding to African demands all successfully passed through quality checks outlined in Annex E of the project proposal</td>
<td>30 research outputs in draft or complete responding to African demands all successfully passed through quality checks outlined in Annex E of the project proposal, 5 submitted to journals, at least 2 of which have been accepted for publication</td>
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#### Output Indicator 2.2
- **Number and quality of rigorous research outputs**

<table>
<thead>
<tr>
<th>Baseline</th>
<th>June 2014</th>
<th>June 2015</th>
<th>June 2016</th>
<th>February 2017</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned</td>
<td>None derived from ELLA2 research output</td>
<td>Too early</td>
<td>Too early</td>
<td>24 tailored research communication products produced and a sample judged ‘good’ or better on a five point scale</td>
<td>48 tailored research communication products produced and a sample judged ‘good’ or better on a five point scale</td>
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### INPUTS (£)

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# Theory of Change (taken from the IRUA, May 2017)

The evaluators have elaborated a theory of change and model of the ELLA programme process, based on the documentation provided by the ELLA team, as the framework to guide the evaluation. ELLA’s specific outcome in its logical framework is as follows: Decision makers and policy influencers, predominantly in Africa, have seen and learnt from Latin American (and comparative African) evidence on selected priority economic, environmental and governance issues.

To achieve this outcome, the ELLA programme is based on the assumption that Latin America and Africa have valuable evidence and lessons to exchange, as a source of south-south inspiration for policy and practice. The following figure illustrates the ELLA process, as the IRUA has interpreted it. The central triangle represents the ELLA activities that build on each other. The central ring represents the cycle of outputs and outcomes, starting at the top-right of the diagram.

## OUTPUT 3

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<th>June 2015</th>
<th>June 2016</th>
<th>February 2017</th>
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<tr>
<td>Number, quality and usefulness of online learning communities</td>
<td>Planned</td>
<td>ELLA1 experience</td>
<td>Too early</td>
<td>Plans for first 3 learning communities</td>
<td>6 learning communities underway; at least one-third of participants are women, 50%+ are African decision makers or influencers</td>
</tr>
</tbody>
</table>

**Assumptions**

6 learning communities complete; at least one-third of participants are women, 50%+ are African decision makers or influencers; 75% approval rating

## Output Indicator 3.2

<table>
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<th>June 2015</th>
<th>June 2016</th>
<th>February 2017</th>
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<tbody>
<tr>
<td>Number, quality and usefulness of: national learning group (NLG) activities in Africa and study tours to Latin America</td>
<td>Planned</td>
<td>ELLA1 experience</td>
<td>Too early</td>
<td>Plans for NLG activities for first 3 learning communities; Early plans for 3 Study tours</td>
</tr>
</tbody>
</table>

**Assumptions**

24 NLG activities (high participation rates, high quality discussions) complete, 18 in Africa, 75% approval rating; 5 study tours to Latin America + informality and growth learning vehicle complete, 75% approval rating

## INPUTS (£)

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<th>DFID (£)</th>
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2. ELLA knowledge products are relevant to participants’ contexts and support learning and application

1. ELLA research users participate in and contribute to ELLA’s research agenda

Assumption 3: Potential users are appropriately supported in their learning in LEAs.

Assumption 2: Potential users are in a position to influence change

Assumption 4: Selected users are appropriately supported to deepen learning through Study Tours.

Assumption 5: Committed users are given financial resources to apply learning

3. ELLA participants learn and are able to contextualise and transpose insights to their settings

3a. Changes in knowledge and attitudes

4. ELLA participants apply insights and use ELLA evidence

4a. Changes in wider knowledge and attitudes.

4b. Changes in networks

4c. Changes to policies, practice and research
The ELLA programme identifies that a critical challenge is contextualising, adapting and transforming that evidence into a form that is convincing and usable for decision makers in Africa (ELLA Business Case, p19). A key lesson from the first phase of ELLA on sharing of lessons from one context to another is the importance of understanding the underlying context in which lessons were learned and how that compares to the context in which they might be applied (ELLA 2 proposal, p6).

The ELLA 2 programme documents suggest that ELLA is therefore designed on the basis of five implied assumptions, that lessons from LA are most likely to be applied in Africa and Latin America, if:

- Knowledge from Latin America and Africa is relevant to current real world challenges, high quality, well-communicated and contextualised, and...
- potential users of knowledge have scope to apply lessons and influence change in their settings; and...
- potential users are supported to draw learning from other contexts, through facilitation and discussions with other participants (LEAs) and...
- selected users are supported to deepen learning from other contexts through site visits to Latin America (Study Tours) ...and...
- committed users are given financial resources and support to apply their learning through projects in their settings, through LEAP awards... then

...lessons can be adapted to local settings and applied in policy, practice, and research.

The ELLA implementation model is a hybrid model that encompasses pedagogical elements from the facilitation of massive open online courses (MOOCs) and experiential learning through site visits and immersion; elements inspired by south-south knowledge exchange and communities of practice, as well as elements from research uptake strategies that involve engaging stakeholders in research processes and influencing. Learning Alliances were described in the programme documents as a mix between an online course and a community of practice, following a structured course outline based on the comparative research findings. These combined elements make it complicated to choose the right lens through which to assess ELLA, but our analysis aims to look at ELLA through three of the main aspects of the model:

- As a research-into-use process;
- As a MOOC hybrid, with additional experiential learning;
- As a south-south knowledge exchange process.

These different lenses on the ELLA programme have a common foundation in adult learning theories that propose that adults are active and reflective learners, who are most primed to learn when engaged in the learning process and when they can put their learning into action. The literature suggests that adult learners need to know why they are learning, what the goal is and whether they can achieve it, and they expect learning to have close relevance to their contexts. Adults
also bring their previous experiences and competencies with them when they are learning, experience that needs to be acknowledged, otherwise the likelihood of learning decreases (Knowles et al. 2005).

Learning in ELLA is led by facilitators who are ‘experts’ in the topic (drawing on the MOOC, university-style approach). Learning materials shared through ELLA are a combination of formal evidence-based products that communicate lessons and policy and practice recommendations, and more informal peer reflections and exchanges on practical experience. The ELLA hybrid model brings with it an added element of peer dialogue and exchange, as a means of broadening the opportunities for comparison and exchange between contexts through discussion and reflection with others. A potential side benefit of peer discussions is that participants will establish new personal networks through the interaction aspects.

The primary route to change in ELLA is individual learning and learning-into-practice. The ELLA programme catalyses learning and action in individuals through its set of sequential interventions described previously: comparative cross-regional research; LEAs; Study Tours and Learning into Practice Awards.

Individuals who participate in these activities are supported to access and contextualise lessons from Latin American experience in various thematic areas, who then go on to apply insights from evidence in their own professional settings in Africa and Latin America.

If evidence is effectively contextualised and applied in user settings, then the evaluation’s version of the ELLA ToC anticipates outcomes within five broad areas, to help realise the over-arching programme outcome and goal:

- **Changes in participants’ knowledge** - about the topic, their ability to contextualise knowledge from other regions, and attitudes towards new sources of inspiration for problem-solving (3a).
- **Changes in wider knowledge and attitudes in the participants’ settings** – arising from sharing and dissemination of ELLA knowledge (4a)
- **Changes in connections, relationships and networks** formed through the ELLA process (4b).
- **Changes to policy, programmes, practice and/or research** – through the application of knowledge and learning catalysed by the ELLA programme (4c).
- **Potential for longer-term changes that may have scale and sustainability** - arising from application of ELLA-catalyzed knowledge in policies, practice and research.
ANNEX 3. BASELINE SURVEY OF RESEARCH CENTRE CAPABILITIES

1. Research Capacity of the Research Centres - Main results

Q1. Name, Q2. Organisation
On average, each research centre (RC) is involving 2-3 of their researchers in ELLA.

Q3. How many researchers from your organisation are involved with ELLA?
RCs answering more than 3 were not consistent in their answers. Maybe this is because some respondents have also counted research assistants.

Q4. What is your position in your organisation?
In most RCs, the team involved is in the same level of seniority.

Q5: Please let us know what proportion of your total workload at your organisation is made up of the following
Almost all respondents declare to devote, at least, 30% of their workload to academic work (one respondent said 100% teaching, which could be included in academic work). Half of respondents devote 50% or more to academic work.

All RCs (which GRADE’s exception) are involved in administrative work, because many of them are directors or coordinators. On average, they devote 25% of their time.

More than half of respondents declared to devote part of their time to consultancy work, on average, 25%.

Only 6 respondents teach which accounts for at least 30% of their time.

Respondents also mentioned they devote time to advocacy, communications and training. Many respondents (10) said they devote part of their time to advocacy and policy engagement work. Sometime this could take 30% or more of their time. Others (6) mentioned specific communication activities.

In “others” specific academic work was mentioned as thesis supervision, student’s counseling, etc.

Q7. What is the highest level of education you have completed?
Q8: How many years is it since you were awarded your highest qualification?
Most RCs have at least one PhD in their team. 3 RCs have only masters in their teams.
In general, we can say there is half PhD, half Masters. From PhDs, many of them (6) are very senior as they have more than 10 years as PhD.

We could suspect Masters are very young as half of them have less than 5 years with that qualification.

**Q9: What or which research method(s) training did you receive as part of your highest qualification?**

Most of people have been trained in survey research.

Half of people have been trained in comparative case studies, concept formation and econometric analysis.

Many people have been trained in impact evaluation, ethnography and participatory research; only some in typological theory and social network analysis.

Although they have been trained in all the research methods mentioned, most of people, especially in LA, said they feel the need to pursue other courses to improve their research skills.

**Q11: In which policy domain does your research mainly fall?**

Half of people identify “development” as the main topic of research. Then, between the most popular, we can find economics, social policy, social science and gender.

**Q12. Have you conducted comparative research in the last five years?**

Half of people have done comparative research in the last five years.

**Q13. What was the nature of the comparison you’ve researched?**

Most of those that have done comparative research, have compared two or more countries, but generally not between regions.

Half of people have done research outside their host countries in the last five years.

**Q16: Which of the categories below best describes your general approach to research?**

The preferred approach to research in this group is the mixed methods with a quantitative anchor. However, in Africa some prefer quantitative research; and in LA, qualitative research.

**Q17. How familiar are you with the following research methods?**

**Q18. Which of these methods have you used in a research project in the last five years?**

Most of people are familiar with survey research and comparative case studies and they have also used them in the last five years; and this is the case with almost half of them for econometric analysis, impact evaluation and concept formation.

Even though many people are familiar with participatory research, only a third part of them have used it in the last five years.
Few have used ethnography and typological theory and none have used social network analysis. Similar numbers applies for familiarity with these research methods.

Q19. Which of the following statements best describes how you acquired your knowledge and understanding of the methods described in the previous question?

Most people have acquired their knowledge on research methods through formal training and self-teaching in equal measure; and some mainly through formal training.

The responses about their specific training are very mixed but most of them specify a course they have taken in their Masters and/or PhD programs.

Q22. Research methods resources are increasingly available on the Internet and include websites that provide downloadable research guides, texts, and full training courses, as well as interactive online training. Have you found such online research methods resources useful in your own recent work? Q23. Which resources you have used? Q24. Why you have not found such online research methods resources useful in your own recent work?

Most researchers in Africa and only some researchers in LA have found online research resources useful in their recent work.

Many mentioned they use Internet for finding papers (8), for spaces of dialogue and online courses (5), and for looking for databases (3).

Those that have said they do not find online resources useful in fact have not look into them yet. So no one has argued against the usefulness of online resources.

Q25. How much of your work at your organisation is related to conducting original research, versus synthesizing existing literature?

Q26. What share of this original research work has been motivated by immediate policy concerns, or was conducted to inform public policy and debate? Q27. What percentage of your research has focused on offering concrete policy recommendations versus informative/descriptive work?

The share of original research conducted in Latinamerica and Africa is very varied among the perception of RC researchers. Only 4 people said this share is less than 25%, a third part says is between 25-50%, most people says 51-75%, and 5 people said it is 75-100%.

In LA, there is not clear coincidence among people of the same RC on this share. Only Grupo FARO researchers coincide that it is less than 25%. This should be caused by a difference understanding of original research vs synthesizing existing literature. In Africa, there is much more consensus among people of the same RC.

The share of original research conducted to inform policy in Latinamerica and Africa is very varied among the perception of RC researchers. But most said it is between 75-100%, then a third part said it is between 51-75%; only 4 said 25-51%; and 3, less than 25%.
In general, in LA and Africa, there is coincidence between people of the same RC on this share. However, in the cases of ACODE and Fundar, discrepancy on response between their researchers is high.

Half of researchers answered that 75-100% is the share of research that offers concrete policy recommendations.

In the case of 5 RCs, we find a huge discrepancy between the answers of their researchers so it is likely that in many cases there is not a common understanding of the share of policy recommendations they provide through their research.

Q28. List the most important research projects that you have participated in over the last five years that involved policy makers directly. Q29. Which policy actors did you engage with in these project, or afterwards to disseminate the findings? (select as many as apply)

Almost all people have listed the research projects they have participated in over the last five years that involved policy makers directly.

There is a diversity of themes; the most popular are extractive industries, environment management, social protection, microeconomics and gender.

Q30. What is your overall personal learning goal for the duration of this project?

Half people looks for improve their research skills and to undertake comparative research.

Many people also is interested in further their knowledge on their subject, on lessons from other countries and to inform policies.

2. Research Uptake Capacity of the Research Centres - Main results

Q2. Which research user groups your organisation has engaged with, using which communication means.

In terms of communication materials, all RC use presentations; and in terms of channels, all of them use conferences.

In LA, all RC prefer presentations and short and long publications as communication products while conferences, mailing and social networks are the preferred channels.

In LA, only one RC use specialized magazines or academic journals; and only 2 use blogging.

In Africa, all RC prefer presentations as communication products, while conferences, website and magazines as channels.

In Africa, only 2 use e-learning programmes.

Q3. How frequently have you engaged with the user groups above in the DESIGN of a research programme?

Half of RCs report they engage with the user groups of a research programme.
The rest engage with them when it seems strategic (for outreach, when there is the right moment, when there is an interest, etc)

Q4. Where is your organisation between (1) “research is distributed in a standard communication format” and (7) “research is turned into a wide variety of communication products customised for different types of target user”…

In LA, RCs consider they are in the middle between standard and customized communication materials but leaning towards customization.

In Africa, all RCs show a different case, they are placed in all the spectrum. So half of them tend more towards standard products.

All RCs would like to have their research turned into a variety of communication products customized for different types of target user.

Q5. Where is your organisation between (1) “Research agenda is wholly determined by (researchers in) the organisation - in response to own research interests (and assumed latent demand from users)” and (7) “Research agenda is wholly determined through commissioning of work through specific users”…

Most RCs are in the middle between a research agenda self-determined and determined by work commissioned by specific users. This could mean a variety of work between the two extremes of the spectrum.

Only 2 RCs declare to have a research agenda almost fully self-determined.

LA RCs in general seem happy where they are or they would like to be more in the middle. One RC would like to be towards their own agenda which could mean they are not completely satisfied with the idea of commissioning work for others.

Most of the African RC are in the middle but on the contrary of LA, Africa RCs would like to have more research determined by users demand.

Q6. In your experience of those means of communication that your organisation has used to reach different groups, which would you say have been the most successful for the groups listed below?

Short publications are considered the most successful communication material for communicating with ministers, both in Africa and LA.

There is not a clear consensus on the best channel for reaching the ministers but face-to-face targeted meetings appear to be the preferred ones. Also, most of Africa TTs consider the dissemination workshops are the most successful.

It is very clear for these RCs that online channels, radio and study tours would not work for this audience.

Q7. What types of indicators has your organisation used to measure how successful these methods have been? (For example, website traffic statistics, number of [targeted] users reached, media reports, ‘stories of policy discussion or change’, attitudes and behaviour change. This is a question about outcomes and impacts. Almost all RCs measure outcome indicators and only few have impact indicators.
Their main outcome indicator is target audience reach which they measure mainly through website traffic statistics, media coverage and assistance to events. The other outcome indicator used by many RCs is research reference mainly through citation in other publications or in the media.

Those that measure impacts, do it by indicators of change from their target users through surveys or interviews. Some also mention they elaborate stories of policy discussion and change. None monitor changes in reality as a result of policies they have influenced.

Q8. Please indicate how proficient your organisation feels at using each of these means of communication, ranking each from 0 (not at all) to 5 (Wholly Proficient). Q9. Comments

Communication products

Short and long publications: Africa RCs are confident. LA RCs communications-oriented (Faro and Fundar) declare not to be proficient.

Infographics: Most declare not to be proficient.

Presentations and multimedia: Half RCs are confident and the other half considers they have a medium to low level of on how to use them.

Communication channels

Website dissemination: Africa RCs and most LA are confident.

Digital repositories: Most LA RCs and many Africa RCs declare not to be proficient.

Social networks: Most Africa RCs feel proficient, most LA Rcs do not.

Listservs: Most Africa RCs feel proficient, most LA TTs do not.

Blogging: 4 RCs feel proficient, the rest do not.

TV programmes: 3 RCs feel proficient, the rest do not.

Newspapers: Half RCs feel proficient, the rest do not.

Academic journals: Most Africa RCs feel confident; half of LA RCs do not.

Online communities: ELLA1 LA RCs and CIPECC feel proficient, the rest of RCs do not.

Conferences, dissemination workshops and face-to-face meetings: All RC feel proficient at using these events.

Study tours: ELLA1 LA RCs and ACODE feel proficient, the rest of RCs do not.

Conclusion

In terms of communication products, capacity-building would be needed mainly for presentations/multimedia, especially considering that most RCs use them to engage with different audience and consider them as a successful way to do it. ELLA2 could also be an opportunity for TTs to learn on infographics and use them more.
In terms of channels, capacity-building would be needed for online repositories and social networks for most of TTs; academic journals mainly for LA RCs and, online communities and study tours as we will use them in ELLA2.

Q10. Given the objectives of the ELLA programme, please indicate the communication means on which you would most like to receive training. Q11. Comments

In line with Q8 answers, most RCs would like training on infographics, digital repositories, online communities and study tours. Half RCs also would like capacity-building on presentations/multimedia and social networks.

In addition, Faro mention the need of training on impact evaluation which is in line with Q7 results as most TTs assess outcomes but not impacts.
In the following table, we are including the 39 cases we have registered and analysed, considering:

- Study Tour Participants and Learning into Practice Awardees (1-21)
- Documented cases of Study Tour Participants (22-39)

The complete report and analysis, including interview transcripts and audios, of each of these cases are available upon request.

### ANNEX 4. DOCUMENTED CASES ON ELLA KNOWLEDGE USE

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<th>Case Study</th>
<th>Description</th>
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</table>
| 1 | Adolf Awuku-Bekoe  
Coalition on Domestic Violence Legislation in Ghana  
Telephone: +233 24 467 0698  
Email: awukubekoe@yahoo.co.uk | Adolf seeks to assess the state of Ghana’s response to domestic violence and to galvanize members of the DV Coalition to commit to revamping the organisation. It is also aimed at setting the agenda for the incoming government as far as effective and efficient responses to sexual, domestic and gender-based violence in Ghana is concerned. It was conceived as part of the coordinator’s action plan as a participant in the Domestic Violence Study Tour to Mexico. |
| 2 | Leonardo Fabián García  
Organisation: Articulación Masculinidades Ecuador  
Email: garciasocial@yahoo.es & Ana Palazzezi  
Organisation: Foro Ciudadano de Participación por la Justicia y los Derechos Humanos  
Email: apalazzesi@gmail.com | The distinction of different types of gender-based violence and their different conceptualizations in terms of public policies and normative instruments to address domestic violence in Latin America, as described in the ELLA knowledge products, allowed Ana and Leonardo to reflect on the importance of bringing into the public discussion the studies about masculinities as an effective way to prevent violence against women. Both cases share this statement, although their purpose seems to be diverging: in the case of Ecuador, masculinities are related with a primary prevention strategy, whereas in Argentina it contributes to identify violent attitudes among men as a group. |
| 3 | Kehinde Macaulay  
Light-up Africa Development Initiative (LADI), Nigeria  
Telephone: +234 802 398 2237  
Email: kennyibiks@yahoo.com | The focus of the project is to share the Latin America experience on GBV in relation to GBV in Nigeria. To build a formidable coalition with other NGOs in order to strategize on a collective approach towards combating Gender Based Violence and have referral points in the event of GBV in Abuja in the short term and the whole of Nigeria in the longer term. |
| 4 | Omayma Elmardi  
National Sudanese Women Association (NSWA), Sudan  
Telephone: +249 91 114 3083  
Email: Aminom71@Gmail.Com | The project has two phases; the first phase was to hold a one-day orientation session with two main aims: i. to introduce participants to ELLA, its discussions, knowledge, the study tour and the shared experiences; and ii. to analyse the existing laws and how they affect women’s human rights targeting academics, lawyers, legislators, CSOs and the youth. So far, the following have been implemented:  
- Identified a coordinator from the staff who has submitted an implementation plan  
- Preparation of presentation on ELLA and study tour  
- Prepared TOR and contracted facilitator for the session.  
- Contracted rent for venue and catering for the session. |
| 5 | Ademola Atanda  
Ibarapanow Newspaper, No 2, Lanlate Road, Orita Eruwa, Oyo State Nigeria. +2347011591519; demola_atanda@yahoo.com  
This awardee has applied the ELLA knowledge in two ways: organising a series of community forums, and creating many communication products. The community forums brought together herders, arable farmers and security agents, especially the police. This was the first time in those communities that these three groups would meet to discuss ways of combating crime and violence. The communication products were leaflets, radio programmes and local newspaper columns. While the aim of the community forums was to promote unity, trust and cooperation among the citizens, that of the communication products was to encourage citizens to be bold enough to report crime to the police. |
|---|---|
| 6 | Mbakeren Ikeseh  
Nigeria Security & Civil Defence Corps  
33 Dick Road, Railway Compound, Iyaganku Area, Box 17343, Dugbe, Ibadan Nigeria  
+2348027476917; mbakeren@yahoo.com  
The awardee believed that one of the important ways to prevent crime was equipping unemployed youths with skills that can generate immediate income. With the permission and support of the community, she organised a football match in the pitch where unemployed youths congregate. There, she was able to recruit about 100 male and female youths. She then employed trainers and assigned the youths to be trained in the vocation of their choice. Six vocations were made available: fish farming, salon services, computer operations, event management, tailoring and photography. She has organised two seminars for the youths in the community: one was to make youths security-conscious, and to know why and how to stay off crime, the other was to impart financial management skills to them. |
| 7 | Cornelius Ombagi  
Office of the Deputy President  
Harambee Avenue, Nairobi, Kenya  
+254701389876; combagi@gmail.com  
In the volatile counties in Kenya, lack of trust among community members and between the law enforcement agents and communities is a major problem. Because of distrust, communities and the police were unable to work together to prevent crime and violence. Selecting two communities wracked by violence in the 2008 elections, the awardee organised county-level workshops on trust building and peace building. This was preceded by a national roundtable on crime prevention and trust building. The awardee then identified 20 policy makers who were trained in the workshop and made them trainers in trust building. Each of them is to recruit ten people from the local communities and train them in trust building. These two will be equipped to train others so that the network continues to grow. He also set up the Community-Based Trust Network (CBTN) to promote trust between communities and the law enforcement agents. |
| 8 | Emmanuel Joseph Mallya, Ph.D. - Interviewed March 24, 2017  
Lecturer of Political Science and Public Administration  
Open University of Tanzania  
P.O. Box 23409  
Dar es Salaam Tanzania  
Tanzania is in the process of consolidating its democratic institutions, particularly those which regulate the checks and balances between the legislative branch and the executive. In particular, it is in need of legal reforms that grant the legislative branch power to exert oversight of the executive branch and demand answerability. In order to advance these efforts, Doctor Emmanuel Mallya plans to develop a network of Tanzanian parliamentarians who are “friends of horizontal accountability.” Beyond distributing training materials among them, he hopes to continue nurturing relationships among these individuals. Furthermore, Mallya plans to develop grassroots pressure for accountability by working with civil society organizations and the media to increase vertical pressure for horizontal accountability (HA). In the long run, it is his belief that these efforts could lead to the kinds of meaningful legal reforms that would make HA a reality. Mallya attributes this vision for the diffusion of horizontal capability concepts to the reports and experiential learning opportunities afforded to him by participation in ELLA2. |
| 9 | Peter Makaye  
Lecturer  
Midlands State University (MSU)  
Department of Development Studies  
P.O Box 100, Zvishavane, Zimbabwe  
Mr. Peter Makaye has been implementing a small grant to conduct a study on the practice of horizontal accountability in Zimbabwe and the prospects for improved accountability through the process of legal reform. Through his research alongside the ELLA2 program on horizontal accountability in Africa and Latin America, Makaye has completed an online learning alliance traveled to Argentina as well as a study tour to Buenos Aires, Argentina. Just as the conceptualization of horizontal accountability educated Makaye to the importance of executive-branch answerability and legislative oversight, the study tour to Argentina revealed to him the crucial role that media and civil society organizations can play in bringing about HA reforms. |
| 10 | Lisa Higginson  
Organisation: Urban-Econ Development Economists  
Position: Development Economist  
Email: lisa@urban-econ.com  
Phone: (+27)60 752 1096 | Urban-Econ aims to contribute to existing knowledge by researching why, at the local level, there are informal businesses who are able and willing to formalise but are not doing so. They have used the ELLA concept of a typology of informality in a LEAP Award-funded survey, which aimed to research barriers faced by involuntary informal businesses. They have contacted various government bodies regarding these results, but have not yet shared formal reports. The hope that through the information gathered in the survey, there will be greater emphasis on action implementation and monitoring in South Africa. Urban-Econ plans to present this study at the eThekwini Research Symposium and the Durban Chamber’s SMME business forum. They have also used the ELLA typology of informality to inform a draft liquor policy for the KwaZulu-Natal EDTEA. |
| 11 | Simon Mukwaya  
Mutare, Zimbabwe  
Organisation: Partnership for Development Initiative Trust  
Position: Programme Officer  
Email: simon.mukwaya@gmail.com  
Phone: (+263)77 328 5636 | The Partnership for Development Initiative Trust (PDIT) aims to close the information gap between government and informal traders by facilitating discussion around the process of formalisation. With this purpose, the ELLA Summit Report, Summit presentations and Infographic for sub-Saharan Africa were used in meetings with government and as the basis for PDIT’s Policy and Finance Workshops. One of the key messages from the ELLA Summit, that formalisation is a process rather than an event, has been recognised by the participating Ministry official in these workshops. From this process of knowledge-sharing, the hope is for more informed decision making on the part of government and greater uptake of the formalisation process on the part of informal businesses. |
| 12 | Usman Mareri  
Gusau, Nigeria  
Organisation: Centre for Renewable Energy and Action on Climate Change  
Position: Executive Director  
Email: usmanmareri@gmail.com  
Phone: (+234)812 721 1802 | The ELLA research on a typology of informality was presented in CREACC’s Informality and Inclusive Green Growth Conference. Here, participants used the research as a starting point to debate viable solutions for transforming informality for the advancement of the local economy. The conference communique will be shared with various government organisations and incorporated into a local radio campaign. It has already been shared with the Global RCE Network, who wish to publish it on their website. The typology has also been directly incorporated into CREACC’s training material used to empower women to successfully run and formalise small businesses. The hope is that this process of knowledge sharing will inform both informal traders and policymakers on the most successful strategies for improving the inclusivity of the informal sector in Nigeria. |
| 13 | Amos Muli Musyoka  
Organisation: Ministry of Lands, Housing and Urban Development, Isiolo County  
Position in organisation: County Land Adjudication and Settlement Officer  
Address of organisation: Ground Floor Ardhi House, Isiolo Town, Kenya | The Ministry of Lands, Housing and Urban Development is a key policy-making organ in Kenya on land issues. The participant from the Ministry of based at a decentralised level. As a key policy organ, the ministry is crucial for passing and implementing land laws. Through ELLA, the participant learnt the importance of maintaining collective land tenure regime, especially in pastoral areas. He is using these lessons, to lobby other employees in the Ministry on the importance of maintaining collective land tenure, and the negative impact past privatisation policies have had on these communities. |
| 14 | Monica Yator  
Organization: Pastoralist Development Network of Kenya  
Position in organization: Program Officer  
Address of organization: Ground Floor, Kogo Star Plaza off Mbagathi Way/ Langata Road roundabout | Pastoralist Development Network of Kenya is an advocacy organisation based in Kenya that advocates for women and pastoralist rights on social and economic empowerment issues. Land rights are at the top of the list given their importance in pastoral productions systems. Their program officer was a participant in the learning alliance and study tour. As a result of the ELLA program, the participant was able to learn how different land communities manage collective land. The participant has shared lessons from ELLA with stakeholders in her network and is using the lessons to advocate for pastoral women economic empowerment. |
| 15 | Loupa Pius  
Organization: Dodoth Agro-Pastoralist Development Organisation (DADO), Uganda  
Position in organization: Project Officer  
Address of organization: Kidepo Road, Kaabong Town Council, Kaabong, P O Box 25, Kotido, Uganda | Dodoth Agro-Pastoralist Development Organization is a local NGO working with pastoral communities in Karamoja region. Their project officer was a key participant in the learning alliance and study tour. Through ELLA, he learnt the land management systems in different pastoral communities. He has shared the knowledge learnt from ELLA in two conferences as well as through social media platforms. He is now using these lessons to influence the Karamoja community’s land management system in light of seasonal migration and transboundary movement. |
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<th>Address</th>
<th>Note</th>
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<tbody>
<tr>
<td>16</td>
<td>Usiel Seoakouje Kandjii</td>
<td>Conservation Agriculture Namibia</td>
<td>Technical Expert, Rangeland &amp; Livestock Management</td>
<td>3 Egger Street, Avis, Windhoek. P O Box 11977, Windhoek, Namibia</td>
<td>Conservation Africa Namibia is a local NGO working with agro-pastoralist and pastoralist in Namibia. Their Technical expert for rangeland and livestock management was a participant in the learning alliance and study tour. Through ELLA, the participant was able to discern the between pastoral communities in different regions learnt the importance of collective land tenure in sustaining pastoralism, especially in the rangelands. Through sharing of knowledge learnt in the program, he hopes to influence policy makers to enact laws that support pastoralism.</td>
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<td>17</td>
<td>David Muntet</td>
<td>South Rift Association of Land Owners (SORALO)</td>
<td>Director/Treasurer</td>
<td>P. O. Box 15289, 00509 Nairobi</td>
<td>The South Rift Association of Land Owners is an umbrella organisation of group ranches in the Maasai Mara and Amboseli ecosystems. Individualisation of land tenure has been on the rise in Kajiado and Narok Counties. The interviewee learnt from the ELLA program that improving land use planning and management can lead to greater benefits for pastoral communities while maintaining collective land tenure. Also, development of livestock value chain ensures these benefits are more important for communities. Sharing these lessons with the community, David Muntet intends to develop similar land use plans that will stop individualisation of land tenure and enhance the communities livelihoods.</td>
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<td>18</td>
<td>Sebastiano Rwengabo</td>
<td>Advocates Coalition for Development and Environment (ACODE)</td>
<td>Research and Advocacy Think Tank</td>
<td>P. O. Box 15289, 00509 Nairobi</td>
<td>Uganda is about to start its oil production and the country is engaged in a broad debate on how to manage these resources. Local content is currently being evaluated as a strategy to achieve these goals. Sebastiano Rwengabo, a research fellow in ACODE believes that Uganda has a lot to learn from countries with more experience in the extractive sector. He considers that the ELLA knowledge has provided him with evidence from Latin American and African countries to challenge policy makers and inform better decision-making in his country. Sebastiano is currently implementing his Learning into Practice Award action Plan that is focused on the generation of research and evidence.</td>
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<td>19</td>
<td>Musambya Mutambala</td>
<td>Science, Technology and Innovation Policy Research Organization (STIPRO)</td>
<td>Civil Society</td>
<td>P. O. Box 15289, 00509 Nairobi</td>
<td>Tanzania is one of the most stable countries in Africa; unlike its neighbours the country has not experienced violent conflict. Despite this relative stability, Tanzania has not yet managed to fight poverty and ensure sustainable development for its population. After the recent discovery of commercial quantities of gas, the Tanzanian government is trying to find ways to use the extractive sector for the benefit of its population. As in many other countries in Africa, local content has been adopted to enhance the benefits from gas extraction. The main challenge the country is facing is related to technological skills development. Musambya Mutambala is a research fellow in STIPRO, a civil society organization based in Dar es Salam. He participated in various ELLA lead activities and believes that the knowledge he acquired based on the experiences of Africa and Latin America, can inform better decision making in Tanzania.</td>
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<td>20</td>
<td>Beatrice Torto</td>
<td>Institute of Financial and Economic Journalists (IFEJ)</td>
<td>Journalists Association</td>
<td>P. O. Box 15289, 00509 Nairobi</td>
<td>Ghana is one of the most developed countries in Africa and has a strong economy that has allowed the country to maintain sustainable growth over the past decade. In 2007, commercial quantities of oil were discovered in Uganda and triggered a series of debates on how to manage these resources and how to adopt local content. The country’s lack of experience in the sector represents the main challenge for Ghana since it will prevent Ghanaians from fully participating in the oil sector. Additionally, there is a generalized lack of awareness among the general population about the impacts the sector is going to have. In this scenario, the media and journalists have an important role to play filling the information gap. Beatrice Torto is a project manager at the Institute of Financial and Economic Journalists (IFEJ) and through her participation in the ELLA program she intends to use the acquired knowledge to inform decision-making in her country.</td>
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<td>21</td>
<td>Amir Lebdioui</td>
<td></td>
<td>Country: Algeria Organization: University of Cambridge Organization’s Type: Academia E-mail: <a href="mailto:aal38@cam.ac.uk">aal38@cam.ac.uk</a> Phone: +44 7979654076</td>
<td>Algeria is one of the most resource rich countries in Africa. Algeria’s oil and gas reserves however, have created a deep dependence on oil revenues. The crisis of the oil prices that started in 2014 caused a deep economic crisis in the country and has sparked discussions on how to diversify the economy away from the extractive sector. Amir Lebdioui believes that local content is a possible alternative but considers that the debate on how to adopt and implement local content in his country is still new. Through his research and the knowledge acquired through ELLA, he expects to generate evidence, spark the public debate around this topic and eventually inform decision and policy making in Algeria.</td>
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<td>22</td>
<td>Lawal Jamiu Adebayo</td>
<td></td>
<td>Nigerian Police</td>
<td>Corporal Lawal Jamiu Adebayo is a native of Iragberi in Osun State, Nigeria, and a staff of the Nigeria Police. As a state security officer interested in programmes and laws targeted at solving the problem of crime, he planned to be an active member of his community’s drive on crime prevention and maintenance of peace and order. To do this effectively, he proposed to organise lectures for and or meetings with community leaders administering crime prevention strategies in the communities, and advise the Nigerian Police Force on solutions to current crime challenges.</td>
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<td>23</td>
<td>Ridwan Abiola Kolawole</td>
<td></td>
<td>Osun State Broadcasting Corporation</td>
<td>Mr Ridwan Abiola Kolawole is a journalist-reporter employed by the Osun State Broadcasting Corporation as the bureau correspondent of the organisation in Ibadan. As a journalist with a focus on media roles in crime prevention, his post-study tour plan was awareness raising among specific stakeholders working on security issues in the society. He also sought to collaborate with the state and other organisations on the control and prevention of crime.</td>
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<td>24</td>
<td>Aderonke M. Ige</td>
<td></td>
<td>Justice, Development and Peace Commission</td>
<td>Barrister Aderonke M. Ige, works with the Justice, Development and Peace Commission in Ibadan, Oyo State, Nigeria, where she cooperates with the Nigerian Police and other security agencies to ensure fair treatment of community dwellers. As part of her post-study tour activities, she planned to organise meetings with the police and community leaders to share her knowledge from the study tour. Also, Barrister Ige identified the following as other post-study tour actions: • Selling the ideas generated from the study-tour to donor agencies as a way of copying best standards • Organizing enlightenment campaign on crime prevention among people • Applying lessons of the study-tour in her professional engagement as a representative of suspected criminals • Ensuring democracy and human rights/good governance by educating groups and communities on new ways of demanding accountability. • Selling the lessons and ideas from the study-tour to the Chief Justice and the Attorney General of Oyo State.</td>
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<td>25</td>
<td>Wasiu Ajani Olatubosun</td>
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<td>Caretaker-Chairman of Ibadan North-West Local Government</td>
<td>Dr Wasiu Olatubosun was the Caretaker-Chairman of Ibadan North-West Local Government in Ibadan, Oyo State. As a local government administrator, Dr Wasiu Olatubosun is interested in local government involvement in crime prevention and the relationship that local government administration forges with other stakeholders for crime prevention. For effective security provisioning and improved performance of government management team, he planned to organise a working group at the local government level as his post-study tour activity.</td>
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<td>26</td>
<td>Philip Brightone Buchere</td>
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<td>Director Curriculum, Training and Research Centre for Parliamentary Studies and Training (CPST)</td>
<td>Development of an Operational Manual on Horizontal Accountability for Members and Staff of Parliament and the Executive and Supreme Audit Institutions. So far, we have: • Shared the report of the study tour with the Training committee of the CPST • We also shared the work plan in the Training committee of CPST • We have also incorporated Horizontal Accountability lessons in our training programmes</td>
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<td>27</td>
<td>Eric Kanyi</td>
<td>Fiscal Analyst</td>
<td>Kenya</td>
<td>The action plan is aimed at enhancing participatory, accountable and transparent assessment on the perception on service delivery at the county level using the community score card as an assessment tool. I have not been able to begin implementing my action plan due to the current busy nature of our office in terms of processing the budget estimates for 2017/18 which is being processed early to pave way for the upcoming general elections. I am planning to do a follow up research on HA in Parliament to assess the extent to which Parliament improved since the last research done by OSSREA. From this research, I expect to come up with measures to continuously improve Parliament as an HA institution.</td>
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<td>28</td>
<td>Mose Kefa Omoti</td>
<td>Principal Researcher, Parliament of Kenya Centre for Parliamentary Studies and Training (CPST) Kenya</td>
<td>Kenya</td>
<td>The action plan was targeted at strengthening HA mechanisms at the National and County Assemblies, through the facilitation of efficient, effective and timely flow of information between Parliament and executive. It particularly aimed at improving the quality of motions, statements and questions asked by National and County legislatures by entrenching the use of evidence and clarity in questions and motions drafting. My action plan is partially implemented. I initially anticipated developing a curriculum for training of colleagues on effective HA mechanisms especially questions, motions and debates. The curriculum is yet to be developed but I have at departmental level shared the lessons learnt and on a daily basis continue to coach and mentor colleagues on effective question development and motion development.</td>
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<td>29</td>
<td>Violet Asiko Akala</td>
<td>Research Assistant</td>
<td>Kenya</td>
<td>To develop an operational manual on accountability for Members and staff induction trainings for Members of Parliament and County Assemblies after the 2017 general elections induction. So far, it is completed: • Developing induction manuals for Members of County Assemblies (MCAs). • Introduced a module that covers horizontal and vertical accountability.</td>
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<td>30</td>
<td>Anne Atieno Adul</td>
<td>Speaker: County Assembly</td>
<td>Kenya</td>
<td>To develop a logical framework for Monitoring and Evaluation of county processes and outputs. So far, it is completed: • The establishment of a monitoring and evaluation committee has been passed by the county assembly • Creation of the appropriate bills for the establishment of the above have been passed by the county assembly</td>
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<td>31</td>
<td>Nonhlanhla Chanza</td>
<td>Parliamentary Liaison Officer</td>
<td>South Africa</td>
<td>From my Action Plan, I have: • Shared my experiences with civil society organisations especially on the work of the Public Accounts Committee intending to use these talks to gather support for my plan to advocate for SCOPA to have powers to refer cases to authorities for further investigation and prosecution. • Pushed for law enforcement agencies inclusion in PAC committees • Ignited more interest in the work of SCOPA. I spoke to the organisers of PARLY WATCH (organisations that monitor Parliament by sending community monitors to Parliament). They are already recording the number of times that Ministers are appearing before the committee and sharing this information with the broader public.</td>
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<td>32</td>
<td>Charles Ngeleja Kadonya</td>
<td>East African Community</td>
<td></td>
<td>A Proposed Horizontal Accountability Research in East African Community Member States. So far a framework and work plan for HA inclusion in the EAC programmes has been adopted at the departmental stage (research) awaiting a ministerial approval.</td>
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<td>33</td>
<td>Ali Litho</td>
<td>Ministry Hydrocarbons of the Republic of Congo Administrative and Legal Deputy Adviser Congo Brazzaville</td>
<td>Congo Brazzaville</td>
<td>Ali has engaged more stakeholders in the area of valorization of gas in the Congo. Until the year 2007, natural gas in Congo was mainly burned by the oil companies. However, in recent years the government has decided to put an end to this practice, notably with the support of the World Bank through the Global Gas Flaring Reduction (GGFR) project. The activities include valorization of gas through its reinjection, the generation of electricity, engravings, domestic gas or LNG production. The experience in Ecuador has been shared with those stakeholders to pick lessons particularly good practices.</td>
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<td>34</td>
<td>Charles Onak</td>
<td>Upper Nile University, South Sudan Lecturer and Director of Farm Management at the Faculty of Animal Production. <a href="mailto:charlesjudo@yahoo.com">charlesjudo@yahoo.com</a> South Sudan Oil &amp; Gas Local Content</td>
<td>As a lecture at University he has been assigned to manage a course 'Conservation of Environment' at Upper Nile University. He has enriched the course content with the knowledge and experience gained on the Study tour. Water Pollution aspects, conservation of national parks and general environmental challenges are now part of the course content. He has shared the new learning and skills gained with the staff and members of his organization. He has started a process of writing an article to be shared widely under the proposed title: ‘Local Content as source for revenue diversification-Case study of Latin America’.</td>
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<td>35</td>
<td>Francis Tumwesige</td>
<td>Centre for Natural Resources and Environmental Law (NATELAW) Legal Volunteer <a href="mailto:ftumwesige@gmail.com">ftumwesige@gmail.com</a> Uganda Oil &amp; Gas Local Content</td>
<td>Francis shared findings of the study tour with a section of the Network of Public Interest Lawyers (NPIL) being hosted by School of Law at Makerere University. It has a cluster on Land and Natural resources, findings were shared in one of the quarterly meetings in March 2017. Findings will be incorporated in some of the activities of the NPIL. The section has; cases, land compensation claims, advocacy efforts involving marginalized communities (this is where the Yasuni example will be very important). Will prepare a complaint to equal opportunities commission on marginalized communities, mainly three groups from Hoima and Bulisa (Bakungu, Bakobya and Bakibulya), where oil and gas production will commence from. Francis plans to design the local content website are underway; the website will highlight local content opportunities in terms of jobs and tenders as well as training programs and news in the sector. During the investigation on oil and gas by the committee of parliament of Uganda, on state enterprises, Francis, under the platform of host communities, submitted a paper to the committee highlighting the status and interests of host communities first in that investigation, second on the oil and gas industry generally and on revenue management.</td>
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<td>36</td>
<td>Sam Mucunguzi</td>
<td>Citizens Concern Africa (CICOA) Programme Officer <a href="mailto:samzoo2014@gmail.com">samzoo2014@gmail.com</a> Uganda Oil &amp; Gas Local Content</td>
<td>Sam has so far written two Opinion articles in the leading daily newspaper on diversification and skills development titled ‘let’s shift our eyes from oil money’ and then on how oil revenues can be put to good use titled ‘ the taxation of oil and minerals’ find links below. He has held meetings with main stake holders in oil and gas sector, that is Ministry of Energy and Mineral Development and shared with them some of the best practices from Latin America. In all these meetings he has been sharing his experience from the Study Tour particularly lessons learnt and best practices from Ecuador. He has shared his report with civil society coalition organization an umbrella of 56 organizations ‘the lessons learnt and opportunities and challenges from the study tour’ plus Grupo Faro report on our general study tour.</td>
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<tr>
<td>37</td>
<td>Valerie Commelin</td>
<td>Department of Chadian Hydrocarbons company Head of Public Relations <a href="mailto:valerie.adoumai@yahoo.fr">valerie.adoumai@yahoo.fr</a></td>
<td>No information on her current actions but she had an Action Plan after the Study Tour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Ines Feviliye</td>
<td>Ministry of Economy, Industrial Development and the promotion of private sector of the Republic of Congo Administrative and legal adviser to the State Minister of Energy and Petroleum <a href="mailto:feviliyines@yahoo.fr">feviliyines@yahoo.fr</a></td>
<td>No information on her current actions but she had an Action Plan after the Study Tour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Hisseine Youssouf</td>
<td>Ministry of Petroleum (CHAD) Head of division of the Legal Studies and the Dispute <a href="mailto:mhtysani@yahoo.fr">mhtysani@yahoo.fr</a></td>
<td>No information on her current actions but she had an Action Plan after the Study Tour.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 5. DIRECT INFLUENCING PROCESSES REGISTERED BY THE RESEARCH CENTRES

The Research Centres have registered important outcomes in “Impact Logs”, which are available upon request.

<table>
<thead>
<tr>
<th>Research Centre</th>
<th># of impacts registered</th>
<th>Stakeholders Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundaungo</td>
<td>13</td>
<td>Government and International Cooperation of the Technical Secretariat and Planning of the Presidency in El Salvador; Casade (Mexico), National University of Honduras (UNAH), Violence Observatory, University Institute for Democracy Peace and Security, ASIES (Guatemala), Project Regional Infosegura for the UNDP; Secretary of community relations of the National Civil Police in El Salvador; Viceminister of Social Prevention, Prepaz Advisory Board of Fundaungo, UNICEF, National Council on Citizen Security and Coexistence</td>
</tr>
<tr>
<td>Tegemeo</td>
<td>3</td>
<td>Ministry of Lands, Housing and Urban Development in Kenya</td>
</tr>
<tr>
<td>DPRU</td>
<td>9</td>
<td>Programme to Support Pro-Poor Policy Development (PSPPD, South African Presidency), World Bank Network on Jobs for Development (NJD) project manager, Economies of Regions Learning Network (ERLN), FIME Project, Sustainable Livelihoods Foundation, City of Durban govt officials, City of Cape Town officials (all from South Africa)</td>
</tr>
<tr>
<td>Cegessa</td>
<td>20</td>
<td>Domestic Violence Coalition, Gender Studies and Human Rights Documentation Centre, Leadership and Advocacy for Women in Africa, Ministry of Gender, Children and Social Protection, International Development Research Centre, Radio Universe, Oxford Policy Management, Gender Centre at the Ghana Institute of Management and Public Administration, George Washington University, Gh Decides Gender Watch, Creative Storn Network (all from Ghana)</td>
</tr>
<tr>
<td>GRADE</td>
<td>5</td>
<td>SEPIA, Pontificia Universidad Católica del Perú, CEPES, Industrias Mitchell, International Land Coalition (ILC) (all from Peru)</td>
</tr>
<tr>
<td>Fedesarrollo</td>
<td>10</td>
<td>TAX reform expert’s committee and Congress (Colombia), Universidad del Rosario, Private Pension Funds Association, Public Pensions Fund, Department of National Planning, CAF (all from Colombia, Pacific University (Peru)</td>
</tr>
<tr>
<td>Ibadan</td>
<td>20</td>
<td>The Guardian Newspaper, Oyo State Ministry of Justice</td>
</tr>
<tr>
<td>CIPECC</td>
<td>15</td>
<td>Senate, Parliament, Resistencia City, Alliance for Integrity Coalition, Modernization Program at the National Congress, Argentine Association of Ethics and Compliance, National Audit Office (all from Argentina)</td>
</tr>
<tr>
<td>Organization</td>
<td>Count</td>
<td>Members</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>Grupo FARO</td>
<td>50</td>
<td>US Embassy, National Secretariat for Science and Technology, Minister of Knowledge and Human Talent, Yasuni Scientific Station, Catholic University of Ecuador, Power Latin America, Coordinating Ministry of Strategic Sectors (MICSE), Strategic Sectors Ministry, Petroecuador, Petroamazonas, Private Entrepreneurs Association, Hydrocarbons Secretariat, National Procurement Secretariat, Repsol, FLACSO (all from Ecuador), Columbia Center on Sustainable Investment (US), Ministerio de Hidrocarburos (Equatorial Guinea), Fundación Jubileo (Bolivia), Publish What You Pay – Africa, Norway, International, National Federation of Departments, Advisory Group in Mines, Hydrocarbons and Royalties, Attorney General’s Office, Ministry of Mines and Energy, National Planning Department, National Hydrocarbons Agency, Association of Petroleum Foundations, ECOPETROL, Universidad Externado de Colombia (all from Colombia)</td>
</tr>
<tr>
<td>Fundar</td>
<td>50</td>
<td>Ministry of Health, National Institute for Women, Ministry of Social Development, National Network Shelters, Commission for Human Rights in Mexico City, Catedra UNESCO at the Faculty of Political Science in the UNAM, UN Women, Equis Justicia AC, Jass Mexico, Espacio Mujeres, Gender Equality Commission, Legislative Power, CEPAL, CONAVIM, UN Working Group on the Question of Discrimination against Women, Senator Martha Tagle, MESECVI, Senator Angélica de la Peña, Deputy Mariela Contreras (all from Mexico), FLACSO (Chile)</td>
</tr>
<tr>
<td>ACODE</td>
<td>4</td>
<td>Auditor’s General Office, Ministry of Energy and Mineral Development, Uganda Civil Society Coalition on Oil and Gas (all from Uganda)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>202</td>
<td>[ ~ 80 organizations ]</td>
</tr>
</tbody>
</table>
## ANNEX 6. LOCAL DISSEMINATION EVENTS

In this Annex we are included some important information of the events registered by the RC. More information could be available upon request.

<table>
<thead>
<tr>
<th>Date</th>
<th>Objective</th>
<th>Audience</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUNDAR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar-May 2016</td>
<td>Present the REP to other shelters and CSOs</td>
<td>Shelters and CSOs</td>
<td>It was a small workshop and did not have a formal title. It was held at Espacio Mujeres Shelter. Shared the results of the interviews made with the staff and with women that helped to build the REP. Framed the importance of Mexico having a comprehensive response to address domestic violence by enacting the General Law for Women’s to a Life free from Violence which includes shelters.</td>
</tr>
<tr>
<td>18-may-17</td>
<td>A discussion around the Comparative Paper focusing on the case of Mexico. Title of the event: “Lecciones y Retos de la Participación Política de las Mujeres”</td>
<td>Civil Society</td>
<td>A discussion around the Comparative Paper focusing on the case of Mexico, especially the role of women’s participation in decision-making spaces and their ability to work as an informal network for the advancement of women’s rights. But as a new Programme in Fundar, they took advantage of the space to listen at the different organisations, their strategies and reflect whether Fundar can collaborate/promote new strategies or projects on gender issues within the feminist/human rights ecosystem. After the discussion, Fundar realised that they have lot of opportunities to work on the gender-based violence agenda combined with the research tools (budget analysis, research, etc).</td>
</tr>
</tbody>
</table>

<p>| <strong>ACODE</strong>   |                                                                          |                   |                                                                                                                                                                                                         |
| 17-nov-15   | The meeting theme was “Enhancing local participation in petroleum development in Uganda” and the main objective of the meeting was to provide an opportunity for government, oil companies and the business community to discuss strategies to enhance participation of Ugandans in petroleum development (15% women) Parliamentarians, government officials (national and local) and civil society | (15% women) Parliamentarians, government officials (national and local) and civil society | Organised by the Civil Society Coalition on Oil and Gas (CSCO) in partnership with Advocates Coalition for Development and Environment (ACODE) and the Association of Ugandan Oil and Gas service providers (AUOGSP). Held at Protea hotel, Kampala. The participants were organised and met in a group and we shared with them different experiences related to local content and local participation in oil and gas sector; the participants were from a wide audience and in general had divergent issues to put across as regards oil and gas expectations in Uganda and the region, a workshop report is being prepared and we share it with Practical Action consulting in due course to capture much of what the participants had to share and the responses from the panel. Many of the participants left the workshop delighted and eager to see what comes out of Uganda’s oil in the future. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Objective</th>
<th>Audience</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-abr-16</td>
<td>The theme of the dialogue was “Open Contracts: the need for contract transparency and monitoring in public sector contracts in Uganda” and the focus was on infrastructure development and extractive industries. The main objective of the dialogue was to promote contracts transparency and monitoring in Uganda through engaging policy and stakeholders to embrace transparency in Public sector contracts. The dialogue was attended by a total of 126 participants, of which 29 were women, drawn from different government sectors, local governments and private sector including companies involved in construction industry, exploration and development of minerals, oil and gas as well as members of the civil society attended and contributed to the dialogue.</td>
<td>The dialogue was attended by a total of 126 participants, of which 29 were women, drawn from different government sectors, local governments and private sector including companies involved in construction industry, exploration and development of minerals, oil and gas as well as members of the civil society attended and contributed to the dialogue.</td>
<td>Organised by ACODE in partnership with Civil Society Coalition on Oil and Gas, Uganda Contracts Coalition and Natural Resource Institute. Held at Sheraton hotel Kampala. The Dialogue drew participants from different government sectors, local governments, private sector including companies involved in construction industry, exploration and development of minerals, oil and gas.</td>
</tr>
<tr>
<td>14-jun-16</td>
<td>The theme of the event was “moving beyond the industrial baseline survey and enhancing local participation in the oil and gas industry”. The objective for the dialogue was to promote contracts transparency and monitoring in Uganda through engaging policy makers and stakeholders to embrace transparency in public sector contracts. Organised in collaboration with the Civil Society Coalition on Oil and Gas (CSCO) and Total E&amp;P and Tullow Uganda.</td>
<td>The participants were from a wide audience such as Government institutions, Development partners, Private Sector and International oil companies. Included policy makers, implementers, civil society organisations, development partners and the media.</td>
<td>Organised by the Civil Society Coalition on Oil and Gas (CSCO) and the Advocates Coalition for Development and Environment (ACODE) in collaboration with Total E&amp;P and Tullow Uganda. Many issues regarding Local Content were discussed during the dialogue and policy recommendation noted for policy makers to take action. All in all the dialogue was successful.</td>
</tr>
<tr>
<td>Date</td>
<td>Objective</td>
<td>Audience</td>
<td>Summary</td>
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<td>------------</td>
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</tr>
<tr>
<td>15/12/2016</td>
<td>Disseminate the main findings of the REP and CEP (partial) to key stakeholders with focus on lessons from Ecuador.</td>
<td>6 women Mainly Civil Society</td>
<td>Name of Event: &quot;Cómo generar desarrollo local desde la industria petrolera.&quot; El conversatorio se centró en resaltar la relevancia que podrían tener políticas de contenido local más específicas en Ecuador. Para esto, se presentaron los hallazgos del estudio regional elaborado por Grupo FARO (REP) y los resultados del tour de estudios. Al conversatorio fueron invitados actores del sector público, privado y academia, sin embargo, debido a que actualmente en Ecuador nos encontramos en época electoral, la participación del sector público fue escasa (ciertos actores decidieron no llenar la hoja de participación, otros firmaron como consultores o independientes; adicionalmente, no permitieron fotografías). En general, los participantes coincidieron en la relevancia que podrían tener políticas de contenido local más específicas en el sector petrolero y en el futuro minero, sin embargo, coincidieron también en que por la situación económica y política del país, las prioridades del sector petrolero actualmente son otras por lo que impulsar políticas de contenido local sería un desafío. Evaluación desde Grupo FARO: En general, se cumplió con el objetivo del conversatorio que era difundir los hallazgos de las investigaciones realizadas durante el proyecto ELLA y además, contar los principales acontecimientos del tour de estudios. Sin embargo, los actores políticos a nivel nacional parecen tener otras prioridades dado las elecciones nacionales de febrero. Existió gran interés en conocer más sobre la iniciativa (uno de los actores más interesados fue la Embajada de Estados Unidos) de varios actores para colaborar en el futuro. Esta temática puede ser profundizada y retomada con el nuevo gobierno, a posicionarse a partir de mayo de 2017.</td>
</tr>
<tr>
<td>05-may-15</td>
<td>Sharing preliminary results of REP (Presented data and hypothesis on the role of accountability and the institutional capacities that the executive and legislative powers have in Argentina. Also introduced some policy ideas to strengthen the role of Congress in the policy making process.)</td>
<td>Advisers in presidential candidates’ campaign teams, national legislators, government officials, specialists and specialized journalists</td>
<td>Policy Forum on state institutional capacities Julia Pomares and Natalia Aquilino presented. These activities were useful to identify new literature and approaches as well as to present some of our hypotheses and preliminary analysis. We found that there is a great interest in the topics we are working for this paper. The actors that participated in the sessions are waiting for the results of our work.</td>
</tr>
<tr>
<td>15-mar-17</td>
<td>To provide information about what does the President introduce when held accountable. To provide a brief comparison to the outcomes of the African case and compare both scenarios.</td>
<td>n/i</td>
<td>President’s state of the nation report is given during this month, so we aim to gain momentum.</td>
</tr>
<tr>
<td>11/11/2015</td>
<td>Methods and outcomes of the research</td>
<td>22 female</td>
<td>We shared the methods and outcomes of the research with about 40 academic and policy researchers in Nairobi, Kenya. Participants who were trainees at an Advanced Research Design programme were drawn many African countries. We shared this as work-in-progress because we had not completed the revision as at that time. Ayo spoke on policy-engaged research and presented our ELLA work as an example of such a research.</td>
</tr>
<tr>
<td>Date</td>
<td>Objective</td>
<td>Audience</td>
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<tr>
<td>------------</td>
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<td></td>
</tr>
<tr>
<td>20/12/2016</td>
<td>CEP dissemination</td>
<td>Community association leaders from the communities we studied, representatives of faith-based organisation and NGOs, and the Ministry of Justice, the Media. Including 4 Study Tour participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>On 20 December, 2016, we had our CEP face-to-face dissemination forum with about 30 stakeholders in attendance. Present at the event were community association leaders from the communities we studied, representatives of faith-based organisation and NGOs, and the Ministry of Justice, the Media. Four of those who went on the study tour to El Salvador were also present. Many of these people were at the first meeting we had in November, 2014. It was thus an opportunity to report to them on the progress and completion of the “journey” we jointly began. Dr Raph Ogbeuyi presented the highlights of the CEP. The highlight of the event was when the floor was opened for discussion and participants discussed the specific ways by which they would make use of our research. We took note of this and plan to track them later</td>
<td></td>
</tr>
</tbody>
</table>

### FEDESARROLLO

<table>
<thead>
<tr>
<th>Date</th>
<th>Objective</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-feb-16</td>
<td>Present and discuss REP results</td>
<td>Government, Academia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brown bag lunch. We presented the results of our research in Fedesarrollo’s brown bag lunch. The director of research of ELCAC in Colombia attended and was very interested, given the focus they have this year on informality. Some other members of the government attended the meeting and asked for the paper. It was a very good seminar with excellent comments from assistants. Fedesarrollo’s brown bag lunches are a friendly environment to discuss papers in progress and receive valuable comments. In addition to the researchers and assistants of Fedesarrollo we have external participants as Olga Lucía Acosta, the research director of ECLAC in Colombia. As a result of this presentation we were invited to participate in a round of meetings to perform a National Program on informalidad (Mision de Informalidad) which unfortunately has not been materialized</td>
</tr>
<tr>
<td>22-nov-16</td>
<td>Present and discuss CEP results focused on policy recommendations to reduce informality</td>
<td>Included a Congressman (Teléforo Pedraza), the President of the Competitiveness Private Council (Rosario Cordoba), the president of Provenir (the biggest private pension funds company in Colombia), the tax director of Bogota, subdirectors of some National Planning Department (DNP) areas, an ex-director of DNP, important sectors leaders (banking, insurance and exports sectors), researchers, the dean of economics at Santo Tomas University, professors, ex-presidents of banks etc. 3132 views of the online Debates de Coyuntura Economica are our branded workshops in Fedesarrollo, that usually count with good and qualified attendance. We focused our discussion in ways to face informality in Colombia. After we presented the main findings of our research, top opinion leaders in the field of informality presented their views to reduce informality including: Santiago Montenegro (President of the Private Pension Funds Association), Mauricio Olivera (President of the Public Pensions Funds), Eduardo Lora (President of LACEA and previous chief economist of the IADB), Franz Hamann (Researcher and director of Macroeconomic Models of the Central Bank), Guillermo Perry (Ex-Minister of Finance and ex-chief economist of the World Bank) and Marcela Meléndez (Private consultant and expert on informality). All the presentations were very interesting and most of the attendants to the seminar stayed until the end. One of the policies that was discussed in more detail was the BEPS (Beneficios Economicos Periodicos, an alternate pension savings system in Colombia) and how it would help subsistence and voluntary informality. There were also some questions on the impact of the recent monitoring and control policy (led by the UGPR that was present at the auditorium). Finally, there were some questions on the minimum wage, given that the negotiation for the minimum wage for 2017 had already started at that moment.</td>
</tr>
<tr>
<td>Date</td>
<td>Objective</td>
<td>Audience</td>
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<td>---------------</td>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Mar-May 2016</td>
<td>Workshop to validate research findings in Arequipa</td>
<td>Sectorial policy makers, pastoral communities leaders, Pastoralist federations, researchers and students and Pastoralist heads of household</td>
</tr>
<tr>
<td>09-mar-17</td>
<td>Policy brief based on academic journal</td>
<td>Government, Academia</td>
</tr>
<tr>
<td>11-ene-17</td>
<td>Post Study Tour meeting</td>
<td>ST participants</td>
</tr>
<tr>
<td>Feb 2016</td>
<td>REP dissemination</td>
<td>Government, Academia</td>
</tr>
<tr>
<td>30/11/2016</td>
<td>Disseminate and discuss REP and CEP findings</td>
<td>Academia, CSOs, gender activists, religious leaders and the media.</td>
</tr>
<tr>
<td>Date</td>
<td>Objective</td>
<td>Audience</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>28/02/2017</td>
<td>Disseminate and discuss CEP findings</td>
<td>Academia, CSOs, gender activists, religious leaders and the media.</td>
</tr>
<tr>
<td>15 September 2016</td>
<td>Disseminate CEP</td>
<td>18 staff and students at North West University, 9 of which were female.</td>
</tr>
<tr>
<td>3-4 October 2016</td>
<td>Disseminate CEP</td>
<td>Academics and government officials from South Africa mainly</td>
</tr>
<tr>
<td>Date</td>
<td>Objective</td>
<td>Audience</td>
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<td>-----------</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>21-oct-16</td>
<td>REP dissemination</td>
<td>Government</td>
</tr>
<tr>
<td>26-oct-16</td>
<td>REP dissemination</td>
<td>Ministries and Government</td>
</tr>
<tr>
<td>28-oct-16</td>
<td>REP dissemination</td>
<td>International Cooperation Agencies</td>
</tr>
<tr>
<td>28-feb-17</td>
<td>CEP dissemination</td>
<td>Researchers and members from international institutions.</td>
</tr>
<tr>
<td>23rd March 2016</td>
<td>REP Dissemination Event (plus ELLA description and invitation to join LEAs)</td>
<td>The event brought together policy makers, bureaucrats, civil society, pastoralists, practitioners and academia.</td>
</tr>
<tr>
<td>July 2016</td>
<td>REP Dissemination Event</td>
<td>Government, Communities</td>
</tr>
<tr>
<td>Date</td>
<td>Objective</td>
<td>Audience</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>29/06/2016</td>
<td>Research Report Dissemination and Research Uptake Workshop</td>
<td>(11 women) Members of Parliament, Academia and Civil Society from Kenya (Sent to PAC); 21 policy makers.</td>
</tr>
<tr>
<td>29-ago-16</td>
<td>Research Report Dissemination and Research Uptake Workshop</td>
<td>Members of Parliament, and the EALA Staff (31 participants)</td>
</tr>
<tr>
<td>Date</td>
<td>Objective</td>
<td>Audience</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>27/02/2017</td>
<td>CEP dissemination</td>
<td>(3 women)</td>
</tr>
</tbody>
</table>