Consultancy report

Development of the Association of Commonwealth Universities' Member Resource-Equitable Research Partnerships Toolkit

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CONTENTS

Acronym	Full terminology
ACU	Association of Commonwealth Universities
LMICs	Low- and Middle- Income Countries
HICs	High Income Countries
SDGs	Sustainable Development Goals
UKRI	United Kingdom Research and Innovation
UKCDR	United Kingdom Collaborative on Development Research

EXECUTIVE SUMMARY

International north-south research partnerships have become increasingly prominent since partnerships were included amongst the United Nations' Sustainable Development Goals. Conducting research in international partnerships is now assumed to have advantages and is mandatory to access some funding opportunities. A variety of guidelines and principles have been developed to assist researchers in developing ethical and equitable research partnerships. However, practical tools that can be used to translate these principles into more equitable partnership practices, remain limited.

Against this backdrop, the Association of Commonwealth Universities (ACU) commissioned the author to undertake research to inform, and produce, a practical Equitable Research Partnership Toolkit (EP Toolkit): Equitable Research Partnerships in Higher Education. The aim of the consultancy was to produce a toolkit that will practically support researchers in thinking critically about and discussing equity, therefore enabling researchers within partnerships, particularly international, north-south research partnerships, to address their equity issues.

Mixed-methods research was conducted to inform the development of the toolkit. It involved (1) stakeholder consultations, (2) a desk review and (3) an online survey. Of 23 ACU stakeholders invited, 12 from 12 different organisations based in seven countries (including three from the global south) participated in two group and three individual consultations. Thirty resources, including equitable partnerships guidance and/or partnership or related toolkits, were selected purposely for inclusion in the desk review. An online survey which enquired about researchers' knowledge, use and appraisal of existing tools was open for responses for six weeks. It was completed by 140 respondents from 33 countries. More than half of the respondents were based in and/or citizens of countries in the global south. Quantitative data were analysed using descriptive statistics and qualitative data using a thematic approach. All tools identified through the consultations, desk review and survey were considered and assessed for inclusion (in their original or an adapted form) in the toolkit considering their prominence, appraisals of their utility and/or effectiveness, the theoretical rationale for their inclusion, and the overall diversity of the toolkit content in terms of the topics and stages of the research partnership covered.

The key finding of the mixed method research was that there were no tools explicitly designed to address equity in international, north-south research partnerships. The research identified a number of generic partnership tools, that is, tools designed to address various aspects or issues (not necessarily equity) in a variety of partnerships (not necessarily research). No systematic evaluations of the effectiveness of the tools in enhancing equity were identified. Numerous generic methods (e.g. power analysis, stakeholder consultation) that were theoretically well-suited to inclusion in the EP Toolkit, were also identified.

The 20 tools included in the EP toolkit were developed by the consultant, by adapting existing methods and tools to the context of equity in international research partnerships, informed by equitable partnerships guidance. The customised tools were then presented to the ACU's steering groups and nine researchers who were based at institutions in the global south, to validate the toolkit content. The EP toolkit content was developed into a website and is freely available on the ACU's website at https://www.acu.ac.uk/get-involved/equitable-research-partnerships-toolkit/. The toolkit was promoted at three events: a launch on 19 April 2023, attended by 90 people from 19 countries; an online participatory workshop on May 16, 2023attended by 20 people, and a hybrid participatory workshop on May 22, 2023, attended by 30 people.

1. Background

Universities are increasingly expected to conduct research in partnerships. While research partnerships are not a new phenomenon, they have received increased attention since the release of the Sustainable Development Goals (SDGs) in 2015 (Addo-Atuah et al., 2020). SDG17 is focused on partnerships, particularly those which enable sharing of knowledge and resources between countries in the global south (also low- and middle- income countries or LMICs) and those in the global north (also high- income countries or HICs) (UN, 2015). Numerous research funders, particularly in the United Kingdom, have responded by creating initiatives to support research conducted through such international partnerships (Horn et al., 2022). Conducting research in international partnerships is thought to have benefits because it enables the sharing of knowledge and resources of partners from the global north and south (UN, 2015).

Working in partnership is important, but in itself does not achieve equity. Despite numerous guidelines and other resources focused on equity in research partnerships, in practice inequities between partners from different backgrounds and circumstances remain common. These include inequalities in budget distribution, , unequal input to the formulation of research questions and project objectives at the planning stage, access to and ownership of the outputs of research and scholarly roles and recognition (Faure, Munung, Ntusi, Pratt, & de Vries, 2021; Horn et al., 2022; Voller, Schellenberg, Chi, & Thorogood, 2022). The persistence of inequalities is perhaps unsurprising given the long history of inequitable science and the technical training focus of universities established in the global south (including Commonwealth countries) during the colonial era (Chilisa, 2017; wa Thiong'o, 2004; Zeleza, 2002).

Planning and thinking critically about how to achieve equity is important for both ethical and instrumental reasons. Ethically, equity in research partnerships is required to redress the inequitable, colonial history of science, which has privileged the perspectives and world views of the global north and left academic institutions in the global south poorly funded and resourced, limiting research capacity. Working towards equity in north-south research partnerships is also an instrumental imperative. It is a fundamental step in ensuring research is optimally excellent, efficient and effective (Faure et al., 2021).

1.1 Partnership types

There are numerous types of research partnerships, including international (north-south, south-south), multidisciplinary and transdisciplinary. International partnerships, involving partners from the global north and the global south, herein referred to as north-south research partnerships, are the focus of the consultancy and toolkit. However, the tools in the toolkit can easily be adapted to, and are thus relevant for, other types of partnerships. They may also be adapted to focus on specific aspects of equity (such as age, race or gender equity) within a north-south Partnership.

1.2 Aim and objectives

With the increasing number and popularity of research partnerships guidance and principles to assist researchers aiming to establish equitable partnerships are also increasing. However, a resource that synthesises a core set of practical tools designed to support users to plan, monitor and increase equity within north-south research partnerships in higher

education, is still needed. Against this backdrop, the Association of Commonwealth Universities (ACU) commissioned the author to undertake research to inform, and produce, a practical Equitable Research Partnership Toolkit (EP Toolkit): Equitable Research Partnerships in Higher Education. The aim of the consultancy was to produce a toolkit that will practically support researchers in thinking critically about and discussing equity, therefore enabling researchers within partnerships, particularly international, north-south research partnerships, to address their equity issues.

The objectives of the consultancy were to:

1. Engage ACU's current and potential stakeholders in the scoping and design of the toolkit, ensuring diverse input in the identification and assessment of the utility of various existing tools.
2. Review prominent literature presenting frameworks, principles, guidelines and/or tools on equitable partnerships in international higher education.
3. Develop a researcher-centred toolkit that is accessible and translatable to the diverse contexts of the Commonwealth, and especially global south contexts.
4. Introduce the toolkit to ACU stakeholders and other organisations leading work on equitable partnerships, and provide practical guidance to potential research users regarding how to apply the tools in international, multidisciplinary and/or academic-community partnerships.

2. Methodology

2.1 Research questions
The questions guiding the research undertaken to inform the toolkit development were:

- What resources, initiatives and tools exist to support the development, delivery and sustainability of equitable research partnerships in higher education?
    a. Which of these are the most useful and/or effective?
- If and how do researchers use practical tools to support the development, delivery and sustainability of equitable research partnerships in higher education?
    a. Which tools?

2.2 Study design
A mixed-method approach was used to conduct background research to inform the toolkit. It involved conducting and combining the results from:

1. Stakeholder consultations
2. A desk review
3. An equitable partnership tools survey

2.3 Methods

2.3.1 Stakeholder consultations
Stakeholder consultations were conducted with ACU members and collaborators to inform the context, scope and audience of the toolkit. Stakeholders were selected purposively by the ACU consultancy steering group (members detailed in Appendix 1), from amongst those individuals with whom the ACU was already collaborating on equitable partnerships initiatives. Twenty-three ACU stakeholders were invited to discuss how researchers use tools to address equity in research partnerships, the utility of various tools for supporting the development of equitable research partnerships, and gaps in existing resources that the new toolkit could fill (Appendix 2). Of those invited, 12 stakeholders from 12 different organisations participated, nine in two group consultations and three in individual consultations (Appendix 3). The stakeholders were based in seven countries, of which three were from the global south and four from the global north (Appendix 3). The results of the stakeholder consultations are summarised in Appendix 4.

2.3.2 Desk review
A desk review was conducted to identify and appraise (equitable research) partnership tools that had been published in electronic literature including reports, guidebooks, journal articles and webpages. The first stage of the desk review involved identifying and reviewing 30 prominent equitable partnerships resources (e.g. including guidelines). These resources were reviewed to identify (a) research partnership initiatives, (b) equitable partnership toolkits or tools, and (c) evidence for effectiveness of any tools identified.

The 30 resources reviewed (detailed in Appendix 5) were selected purposively by the author, informed by the stakeholder consultations and with input from the ACU steering group. The

aim was to identify resources that include or refer to practical tools that might be included in the EP Toolkit, in their original or an adapted form.

2.3.3 Online survey

Quantitative data about researchers' knowledge and use of equitable partnerships tools was collected through an online survey (Appendix 6). Respondents were recruited using convenience sampling techniques which involved online marketing, including through the consultant's and ACU steering group's networks, social media sites and direct email invites to scholars who had published research on equitable partnerships in the past five years. The survey collected respondents' demographic data (e.g. gender, nationality), as well as information about their their knowledge and use of specific equitable partnerships tools during four stages of research partnerships (planning, implementing, disseminating and sustaining). Respondents were asked to name and provide links to other tools that they knew of and/or used to address equity in research partnerships. The survey also asked respondents to rate a selection of methods (e.g. power analysis, stakeholder assessment) that could be tailored to support the formation of equitable research partnerships across all stages of such a partnership. The survey was open for responses for six weeks, from 22 September to 7 November 2022. A total of 140 unique respondents from 33 countries completed the demographic and at least one of the tool identification and appraisal sections of the survey.

2.4 Data analysis

2.4.1 Quantitative

Descriptive statistics were used to analyse quantitative survey data. These included respondent demographics (Appendix 6- Section 1), as well as their knowledge, use and rankings of equitable partnerships tools (Appendix 6- Sections 2 and 3). Responses were excluded from the analysis pairwise, that is, incomplete surveys were only excluded from analyses involving variables (questions) which were incomplete. In other words, all completed variables (questions) in incomplete survey were included in analyses involving those variables.

2.4.2 Qualitative

The qualitative data set included: (a) transcribed notes from stakeholder consultations, (b) data extracted from literature through the desk review, and (c) survey responses to open ended questions which sought tool recommendations and appraisals of existing methodologies/tools that could be applied in the equitable research partnerships context (Appendix 6- Sections 2 and 3). The analysis focused on: (1) identifying key areas in which equity should be addressed within research partnerships and which should be covered by the toolkit content; and (2) identifying and appraising all existing equitable partnerships tools and a the most relevant related resources (e.g. partnership tools that were not designed for the research partnerships context) that could inform the development of custom tools.

2.5 Toolkit content selection and validation

It was not possible to make the selection of tools based on available evidence for effectiveness due to a complete lack of evidence, that is, none of the tools that were identified had been subjected to any systematic appraisal or evaluation. Therefore, all tools identified through the consultations, desk review and survey were considered and assessed for inclusion (in their original or an adapted form) in the toolkit. Assessment of each identified tool considered:

- Prominence in literature and survey respondent recommendations (i.e. number of citations and recommendations).
- Respondents' appraisals of tool utility and/or effectiveness (questions).
- Theoretical rationale.

The diversity and spread of tools were also considered by the ACU consultancy steering group, to ensure the tools included in the kit:

- Covered all stages of research partnerships in which the use of tools to address partnership equity is theoretically required.
- Were theoretically important and already widely used by the research community.

Where multiple similar tools were identified, the consultant selected the best options, based on a combination of (a) popularity amongst survey respondents (b) number of citations in reviewed literature and (c) quality of tool presentation. The consultant's selection of potential tools, including the gaps each might fill, was presented to the ACU steering group. Thereafter 20 tools were selected purposively for inclusion in the toolkit.

The selected tools were then presented to and discussed virtually (via Zoom) with researchers who were based at institutions in the global south at the time they completed the survey, with the intention of validating the toolkit content. The participants were selected using convenience sampling. All survey respondents from the global south who expressed an interest in and provided a contact email to facilitate their invitation, were invited to attend. The validation discussion was also advertised to ACU members via the ACU website. Thirty researchers registered and nine actually participated in one of two discussions about the toolkit content and coverage.

3. Results

3.1 Context

Stakeholders contextualised the current (lack of) use of equitable partnerships tools within research systems characterised by unequal power dynamics, in which global south partners often had fewer resources available within, and less agency to influence the research agenda of, the partnerships they engaged in. They believed at least some global north partners engaged global south partners inequitably, for example approached them only to check a box for a specific grant application, and in worst cases conceptualised inviting global south partners as a form of charity. Researcher practices were perceived to be fundamentally influenced by funder requirements, including due diligence checks and tight grant application deadlines, which constrained the extent to which global north partners could equitably engage global south partners in designing research or receiving equitable budget allocations.

Funding to cover the costs of partnership formation, including meetings in various partner countries is perceived to be limited. Many researchers from the global north had limited first-hand knowledge of the context in which they conducted research and were unfamiliar with the colonial history of the countries they worked in in the global south. Many were perceived to fail to adequately recognise the skills and knowledge global south partners contributed and/or the existing theoretical and empirical scholarship from the global south.

Although stakeholders identified numerous equitable partnerships initiatives, these were mostly guidelines and principles, not practical tools. Stakeholders reported the majority of current tools targeted funders and/or focused on the implementation stage of research. They suggested researchers themselves may not use tools or do so only to the extent that use was required by funders.

3.2 Need for and content of a toolkit

Against this backdrop ACU stakeholders perceived a researcher-targeted toolkit would be most valuable if it not only provided practical resources, but also raised awareness of the importance of equitable partnering for achieving excellence and social justice. They suggested the toolkit should cover all stages of research partnerships but emphasise and provide tools to support equity during the planning and implementation stages of a research partnership. Tools that could be used to improve equity in intellectual property and data access rights, as well as the authorship of research outputs should be included. Stakeholders also felt tools that could support shifting the leadership of partnerships to the global south would be valuable. Noting that the typical researcher has limited time and no specific training in partnerships work, stakeholders felt that the toolkit should not require existing knowledge and be efficient to use.

3.3 Existing tools

In terms of the types of tools that might be included, those that produce qualitative and quantitative results were both considered important and best used in combination. Tools that produce quantitative results that can be used quickly for self- or external-assessment should be included (e.g. monitoring, evaluation and learning indicators) to enable rapid assessment and comparison. However, tools such as case studies and SWOT (strengths, weaknesses,

threats, opportunities) analyses, which enable in-depth analysis of the nature of partnership processes and their outcomes, were also considered valuable. Stakeholders referred to, and in some cases provided weblinks to, a range of equitable partnerships initiatives, including resources and existing toolkits, that should be considered during the ACU toolkit's development.

Despite a proliferation of guidance and principles and a considerable number of tools designed for work in other types of partnerships, few practical tools have been developed and/or are being used for considering and/or addressing equity in research partnerships. The literature review did not identify a single toolkit or tool addressing equity in north-south academic research partnerships. The review identified several generic partnership equity toolkits (i.e. collections of tools that could be used to address equity in any type of partnership) (Aanyu et al., 2020; Brouwer, Woodhill, Hemmati, Verhoosel, & van Vugt, 2019; Sterne, Heaney, & Britton, 2009; Taylor-Powell, Rossing, & Geran, 1998), and one tool kit focused on university-non-governmental organisation partnerships (Fransman, Newman, & Cornish, 2017). Several individual tools were presented in scientific journal articles (Bedeker et al., 2022; Larson et al., 2022; Molyneux et al., 2021). Evidence regarding the effectiveness of the generic partnership equity tools was extremely limited. No tools had been systematically appraised. A few were presented alongside anecdotes about how the tools were used and perceived by users to influence equity in the research partnership.

The stakeholder consultations (see Appendix 4 for a summary of results) and survey results (see Appendix 5 for a summary of results) all also pointed to a lack of tools designed specifically for addressing equity in north-south research partnerships. Stakeholders were "experts" in the field of equitable partnerships, for example worked for institutions funding and/or developing policy and guidelines on equitable partnerships. None were able to name a tool designed specifically to address equity in north-south research partnerships. They did however refer to a range of generic tools that could be applied to the equitable research partnerships context (e.g. SWOT analysis), principles or guidance about equity in research partnership (e.g. the Cape Town Statement) and/or toolkits that were not focused on partnership equity (e.g. the implementation research toolkit produced by TDR-Tropical Diseases Research).

Of 140 survey respondents, most (55%) of whom were researchers from the global south, less than half (37%) either knew of or had used a tool to address equity in research partnerships. This is despite the vast majority of respondents having four or more years' experience working in international research partnerships. However, most respondents (93%) reported having used (and having found useful), at least one of 15 methods they were asked to rank. Methods refer to generic approaches such as power analysis or reflection discussions, rather than tools specifically designed with partnership equity in mind.

4. Toolkit development

Customised tools were developed to fill the gaps in tools designed to address equity in research partnerships. Development of each tool involved adapting a generic method (e.g. power analysis, World Café), to the context of research partnerships, based on guidance and principles presented in prominent resources. The adaptation typically involved:

- Presenting questions that could be used to focus the tool activities on research partnership equity (e.g. focus power analysis on research partnerships equity)
- Developing downloadable data collection and visualisation tools to support tool implementation (e.g. questionnaire forms for stakeholder analysis)
- Providing recommended background readings.

Each of the 20 tools includes:

- Background and rationale for use
- Detailed instructions for online or virtual implementation
- Rapid and intensive use suggestions
- Expected outputs and outcomes
- Completed example.

For tools which followed a unique method or were adapted from a published tool or guidance, authors of original method, tool and or guidance on which the tools were based were invited to review and provide feedback on the tool writeup. Ten authors were contacted and eight provided feedback on the tool write-ups. Tools were revised based on this feedback. Permission for the thus revised tools to be included in the EP toolkit was also sought from all authors. All agreed to be included.

The EP toolkit content was developed into a website by the ACU's Marketing and Communications Manager, Mr Tommy Harrison. It is freely available on the ACU's website at https://www.acu.ac.uk/get-involved/equitable-research-partnerships-toolkit/.

5. Toolkit promotion

The toolkit was promoted through an online launch, and online participatory workshop demonstrating Tool 1- Equity Café and a hybrid participatory workshop demonstrating Tool 10- Imagining and Understanding Impact.

The toolkit launch was chaired by the ACU's Supporting Research Community's Co-Chair Prof. Therina Theron from Stellenbosch University in South Africa. It occurred on Tuesday April 25, 2023 and was attended by 90 participants from 19 countries. Discussion was lively and the presentations were recorded and made available online at https://www.youtube.com/watch?v=YC5XK-9Sh-c.

The online participatory Equity Café workshop (Tool 1) was held on Tuesday May 16. It was hosted by Michelle Brear (the consultant) and Ms Pinky Shabangu (her research assistant), with support from the ACU Steering Group. Participation was restricted to ACU members and 20 researchers, predominantly from countries in the global south, participated. Participants were introduced to the toolkit and then worked in breakout rooms facilitated by

the ACU consultancy group following step by step the tool instructions. The workshop produced the practical example for tool 1 ready for download.

The hybrid participatory Imagining and Understanding Impact workshop was hosted face-to-face by Michelle Brear, Pinky Shabangu and the ACU's Head of Membership, Ms Tariro Masukume. The face-to-face event was part of the University of Pretoria's Africa Week events. There was a concurrent online session. Participation was open to ACU members and those attending University of Pretoria's Africa week (an invite-only event). Ten people participated in the face-to-face event and 19 joined virtually. Participants were introduced to the toolkit and then explored in group discussions/breakout rooms and shared with the plenary their thinking about potential impacts of research partnerships, as well as the equity implications of those impacts.

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Appendices

Appendix 1: Association of Commonwealth Universities Consultancy Steering Group Members

1. Beate Knight (Head of Programs)
2. George Lakey (Program Manager)
3. Georgina Nicoli (Member Engagement Coordinator)

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Appendix 2: Stakeholder consultation focus questions

Group stakeholder consultation questions (ACU members and external stakeholders)

1. How do researchers use tools to support the development of equitable research partnerships?
   a. In which stages of partnership formation and collaboration?
   b. What types of partnerships (e.g. North-South, Community, Interdisciplinary)
2. What are the most popular tools?
   a. Why these tools?
   b. What makes these tools useful and/or effective?
   a. What are the key challenges researchers face in using equitable partnership tools?
3. What features would optimise the utility of the ACU's Equitable Partnerships Toolkit for researchers?
   a. Content, scope, style?
   b. Balance between practical tools and theoretical guidance
   c. What existing gaps does the toolkit need to fill?

Individual stakeholder questions

1. What aspects of research partnership equity are most important at your institution?
   a. In which stages of research? Planning, Implementation, Dissemination
   b. In which types of research partnerships? International, Community, Multidisciplinary
2. How do researchers you know or work with utilise tools to support the development and implementation of equitable partnerships?
   a. Which tools?
   b. Which researchers?
3. What would you like to see in the ACU's Equitable Partnerships Toolkit?
   a. What features of content, scope, style etc. will make the toolkit useful?
   b. What balance between practical tools and theoretical guidance
   c. What existing gaps does the toolkit need to fill?

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Appendix 3: ACU Stakeholders involved in consultations in the inception stage

Name	Position	Consultation type
Carmody, Susanna	British Council (United Kingdom) *Principal Consultant – Higher Education and Science*	Group
Kolodziejczyk, Iwona	Divine World University (Papua New Guinea) *Senior Lecturer- Orthopaedics*	Group
Aslanyan, Garry	World Health Organisation (Switzerland) *Manager of Partnerships and Governance- Tropical Diseases Research*	Group
Wheeler, Sally	Australian National University (Australia) *Deputy Vice Chancellor for International Strategy*	Group
Simon Kerridge	Independent Consultant (United Kingdom)	Group
Omumbo, Judy	Science for Africa Foundation (Kenya) *Senior Program Manager*	Group
Currie-Alder, Bruce	International Development Research Centre (Canada) *Program Leader- Climate Resilience*	Group
Pitchford, Nicola	Nottingham University (United Kingdom) *Professor of Psychology (Child Development)*	Group
Araujo, Julio	SouthSouthNorth (South Africa) *Research Officer- Climate for Africa*	
Heintz, Maggy	United Kingdom Collaborative on Development Research *Executive Director*	Individual
Di Mauro, Manuela	Foreign, Commonwealth and Development Office (United Kingdom) *Climate Science and Adaptation Advisor*	Individual
Phakeng, Mamokgethi	University of Cape Town (South Africa) *Vice Chancellor*	Individual

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Appendix 4: Stakeholder consultation results and implications

Question	Key results	Implications for toolkit
Context	- Researchers from high income countries may engage in partnership "lazily", calling any instance of working together partnering despite only engaging LMIC partners for a specific grant call - In worst cases HIC partners might think of partnering more as charity than essential part of research excellence - Much work being done on equitable partnership but it is mainly targeting funders - Basic work such as standard definitions of equity and partnership still needed - Many tools but those that explicitly address equity in partnerships are few or not widely known - Funders to some extent dictate the nature of partnerships and constrain what partners can do, including by not making funding available to support partnership formation or for LMIC-LMIC partnerships- insist on HIC partner, limit indirect costs - Pay in arrears rules - Overly specific financial accounting - Formation of partnerships just for specific grant calls whereas equity requires long term partnerships - No resources in LMICs to access and use high tech tools - New work being released in months ahead- ESSENCE toolkit at UNGA on Science- stakeholder to send invite - Realities of doing research in LMIC are poorly understood by many HIC partners - LMIC partners may not have resources needed, e.g. good internet connectivity, to access tools for funding applications	

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	• Partnerships often involve researchers who already know each other • Social science partners added as an after thought • Non-academic partners may be added as afterthought, or focus on international partners but essential to engage local policy makers, private sector and communities, early • Researchers in HICs may not read nor cite works produced by LMIC researchers, including empirical, theoretical and methodological work.	
How do researchers use tools?	• Many researchers do not use tools, either because they don't know of them, don't have time or don't know how. • Use of tools in early stages, planning and developing partnerships is especially lacking • To meet funder requirements or influence funder decisions • May rely on research management support to use tools • Researchers may use tools only when it is required by a funder.	• Should be useable by researchers with no training in and new to research partnerships • Should be easy and time efficient to use, not to significantly increase workload
Best tools and features	• ESSENCE Good Practice Guideline for Equitable Partnerships https://www.nihr.ac.uk/documents/equitable-partnerships-guide/21955 • TDR Implementation research toolkit https://adphealth.org/irtoolkit/ • Partnering Initiative- Partnership Culture Navigator https://thepartneringinitiative.org/publications/toolbook-series/the-partnership-culture-navigator/ • SDG Partnering Toolkit https://www.thepartneringinitiative.org/wp-content/uploads/2020/07/SDG-Partnership-Guidebook-1.0.pdf • Tools developed by PRIA https://www.pria.org/	• Each of these toolkits and links to be assessed and considered for inclusion • Should balance between tools that emphasise depth (e.g. case studies) and depth (e.g. indicators)

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- Tools developed by Research Impact Canada https://researchimpact.ca/ - Adaptation Research Alliance Network tools https://southsouthnorth.org/portfolio_page/adaptation-research-alliance/ - Tools developed by Science for Africa Foundation (formerly AESA) such as good financial grant practices tool https://www.aasciences.africa/ggc/standard - Toolkit developed by Nottingham University (link to be provided by Nicola Pitchford) - Equitable Partnerships Charter being developed by Bristol and Cape Town Universities (forthcoming) - Tools that can be built into mandatory reporting systems - SWOT analysis - Case studies- instructions with model examples - Monitoring and evaluation frameworks and indicators - Tools that can assist LMIC partners to identify and apply for funding they are eligible for - Tools for research impact and relevance - Indicators of partnership composition in terms of gender, race, disability, etc. - Funder log frames - Tools that produce quickly comparable (quantitative) results and those that illustrate the nature of the results - Those that assess the institutional level environment and research culture - Those that enable researchers to identify partners with common interests and complimentary skills - Tools that assess the relevance of the results to partners - A simple checklist covering all stages of the research partnership, including inception activities such as co-learning and co-designing research projects	

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	• Tools to support non-academic dissemination, including to policy makers and community members. • Memorandums of understanding are often used but too legalistic and not particularly useful	
Gaps	• Although many tools exist those focused on equitable partnerships are few or not known to researchers doing partnership work • Tools for partnership formation • Tools to address equity in intellectual property, authorship, data sharing and access, cost sharing and budgeting. • Tools outlining the role of research management and leadership and what it involves • Tools for governance, including dispute resolution • Tools for assessing nebulous concepts such as trust, transparency, decision making and power • Simple tools that will stimulate people to think more deeply about the equity of partnerships • Tools that explore the inequitable, colonial history of science/knowledge production and encourage recognition of the contributions made by LMOC partners	• Toolkit should raise awareness of and shed light on how to use existing tools, rather than reinvent them • Toolkit should include tools for all stages of the research partnership • Toolkit should be design to raise awareness of EP tools • Toolkit should emphasis the need to use tools from the outset

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Appendix 6: Equitable Research Partnership Tools Survey Questions

This survey asks about how you use tools, if at all, to address equity in international or other types of research partnerships. It will take 10-15 minutes to complete. The survey is being conducted by Michelle Brear (PhD) as an independent consultant for the Association of Commonwealth Universities (ACU). It will be open for responses until 7 November 2022.

The results will inform the development of the ACU's Equitable Research Partnerships Toolkit, a collection of practical tools for planning, improving and assessing equity in international (North-South), multidisciplinary and/or transdisciplinary partnerships.

Please click Start if you agree to participate in the survey and for your responses to be used for the purpose outlined above.

- Start
- Exit

Section 1- Respondent Characteristics

1. Which gender category do you most identify with? (Select one)
- Non-binary
- Female
- Male
- Prefer not to say
- Other

2. Which race or ethnic category do you most identify with? (Select one)
- Black
- Asian
- Latino
- White
- Mixed race
- Other

3. **What is your nationality? If you are a citizen of more than one country, please select "Other" and type all your nationalities**.
- Select one from dropdown list of countries

4. In which country do you mainly live?
- Select one from dropdown list of countries

5. What type/s of institution/s do you work for? (Select all that apply)
- University
- Research centre

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- NGO
- Research funder
- Prefer not to say
- Other

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6. Where is your primary institution based? (Select one)
- Asia-Pacific
- South or Central America
- Sub-Saharan Africa
- North Africa or Middle East
- North America
- Europe
- Australia
- Prefer not to say
- Other

7. In which area is your scholarly discipline located? (Select one)
- Arts
- Humanities
- Social Sciences
- Biomedical Sciences
- Natural Sciences
- Other (specify)

8. What is your current career stage? (Select one)
- Senior researcher (Professor or equivalent)
- Mid career researcher (Associate Professor or equivalent)
- Early career researcher (Postdoctoral fellow, Senior Lecturer or equivalent)
- Postgraduate student (Master or PhD)
- Other

9. How many years experience do you have conducting research in partnerships? (Select one)
- 0-3 years
- 4-6 years
- 7-9 years
- 10 or more years

10. What type of research partnerships have your worked in? (Select one)
- Global (involving partners from two or more countries)
- Multidisciplinary (involving partners from two or more disciplines)
- Transdisciplinary (involving university-based and other (e.g. community, policy, practitioner) partners
- Other

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Section 2- Equitable Research Partnership Tools Knowledge and Use

11. Do you know of and/or use any tools to address equity in the planning stage of research partnerships? (Select one)
- I do not know of any tools to address equity in the planning stage of research partnerships (go to Question 14)
- I know of tools to address equity in the planning stage of research partnerships but have never used them (go to Question 12
- I have used tools to address equity in the planning stage of one or more research partnerships (go to Question 13)

12. Which planning tool/s do you know of? Please name and/or provide a link to up to three tools.
- Free text

13. Which planning tools have you used? Please name and/or provide a link to up to three tools.
- Free text

14. Do you know of and/or use any tools to address equity in the implementation stage of research partnerships?
- I do not know of any tools to address equity in the implementation stage of research partnerships (go to Question 17)
- I know of tools to address equity in the implementation stage of research partnerships but have never used them (go to Question 15)
- I have used tools to address equity in the implementation stage of one or more research partnerships (go to Question 16)

15. Which implementation tools do you know of? Please name and/or provide a link to up to three tools
- Free text

16. Which implementation tools have you used? Please name and/or provide a link to up to three tools.
- Free text

17. Do you know of and/or use any tools to address equity in the dissemination and impact aspects of research partnerships?
- I do not know of any tools to address equity in the dissemination and impact stage of research partnerships (go to Question 20)
- I know of tools to address equity in the dissemination and impact stage of research partnerships but have never used them (go to Question 18)
- I have used tools to address equity in the dissemination and impact stage of one or more research partnerships (go to Question 19)

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18. Which dissemination and planning tools have you used? Please name and/or provide a link to up to three tools.

- Free text

19. Which tools for equity in dissemination and impact have you used? Please name and/or provide a link to up to three tools.

- Free text

20. Do you know of and/or use any tools to address equity in evaluating or sustaining research partnerships?

- I do not know of any tools to address equity in the evaluating and sustaining stage of research partnerships (go to Question 21)
- I know of tools to address equity in the evaluating and sustaining stage of research partnerships but have never used them (go to Question 22)
- I have used tools to address equity in the evaluating and sustaining stage of one or more research partnerships (go to Question 23)

21. Which tools for evaluating or sustaining do you know of? Please name and/or provide a link to up to three tools.

- Free text

22. Which tools for evaluating or sustaining partnership have you used? Please name and/or provide a link to up to three tools.

- Free text

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Section 3- Utility of tools

23. Please rank how useful you have found each of the following methods for addressing equity in research partnerships. If you have not used the methods, please select "Never used".

	Not useful	Somewhat useful	Very Useful	Never used
Reflection meetings or activities				
Power analysis				
Capacity assessment				
Stakeholder assessment				
Participatory partnership appraisal				
Trust building activities				
Case studies				
Story telling				
Partnership agreements				
Intellectual property agreements				
Theory of change development				
Log frames				
Dissemination meetings				
Mapping tools				
Monitoring and evaluation activities				

24. Please name and/or provide links to any other methods you have found very useful for addressing equity in research partnerships.
- Free text

25. What are the key gaps in or limitations of methods and tools to support equitable research partnerships?
- Free text

Section 4- Follow up

26. Would you like to participate in a group discussion about equitable partnerships tools and how you use them? We will be selecting a subset of survey respondents with diverse characteristics to be involved in these discussions, from amongst those who express their interest. If yes, please provide an email address that we can contact you on, if you are selected.
- Free text

27. Would you like to receive a copy of the toolkit and notifications for toolkit workshops? If yes, please provide an email address that we can contact you on.
- Free text

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Appendix 7: Stakeholder consultation results and implications

Question	Key results	Implications for toolkit
Context	- Researchers from high income countries may engage in partnership "lazily", calling any instance of working together partnering despite only engaging LMIC partners for a specific grant call - In worst cases HIC partners might think of partnering more as charity than essential part of research excellence - Much work being done on equitable partnership but it is mainly targeting funders - Basic work such as standard definitions of equity and partnership still needed - Many tools but those that explicitly address equity in partnerships are few or not widely known - Funders to some extent dictate the nature of partnerships and constrain what partners can do, including by not making funding available to support partnership formation or for LMIC-LMIC partnerships- insist on HIC partner, limit indirect costs - Pay in arrears rules - Overly specific financial accounting - Formation of partnerships just for specific grant calls whereas equity requires long term partnerships - No resources in LMICs to access and use high tech tools - New work being released in months ahead- ESSENCE toolkit at UNGA on Science- stakeholder to send invite - Realities of doing research in LMIC are poorly understood by many HIC partners - LMIC partners may not have resources needed, e.g. good internet connectivity, to access tools for funding applications	

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	• Partnerships often involve researchers who already know each other • Social science partners added as an after thought • Non-academic partners may be added as afterthought, or focus on international partners but essential to engage local policy makers, private sector and communities, early • Researchers in HICs may not read nor cite works produced by LMIC researchers, including empirical, theoretical and methodological work.	
How do researchers use tools?	• Many researchers do not use tools, either because they don't know of them, don't have time or don't know how. • Use of tools in early stages, planning and developing partnerships is especially lacking • To meet funder requirements or influence funder decisions • May rely on research management support to use tools • Researchers may use tools only when it is required by a funder.	• Should be useable by researchers with no training in and new to research partnerships • Should be easy and time efficient to use, not to significantly increase workload
Best tools and features	• ESSENCE Good Practice Guideline for Equitable Partnerships https://www.nihr.ac.uk/documents/equitable-partnerships-guide/21955 • TDR Implementation research toolkit https://adphealth.org/irtoolkit/ • Partnering Initiative- Partnership Culture Navigator https://thepartneringinitiative.org/publications/toolbook-series/the-partnership-culture-navigator/ • SDG Partnering Toolkit https://www.thepartneringinitiative.org/wp-content/uploads/2020/07/SDG-Partnership-Guidebook-1.0.pdf • Tools developed by PRIA https://www.pria.org/	• Each of these toolkits and links to be assessed and considered for inclusion • Should balance between tools that emphasise depth (e.g. case studies) and depth (e.g. indicators)

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	- Tools developed by Research Impact Canada https://researchimpact.ca/
- Adaptation Research Alliance Network tools https://southsouthnorth.org/portfolio_page/adaptation-research-alliance/
- Tools developed by Science for Africa Foundation (formerly AESA) such as good financial grant practices tool https://www.aasciences.africa/ggc/standard
- Toolkit developed by Nottingham University (link to be provided by Nicola Pitchford)
- Equitable Partnerships Charter being developed by Bristol and Cape Town Universities (forthcoming)
- Tools that can be built into mandatory reporting systems
- SWOT analysis
- Case studies- instructions with model examples
- Monitoring and evaluation frameworks and indicators
- Tools that can assist LMIC partners to identify and apply for funding they are eligible for
- Tools for research impact and relevance
- Indicators of partnership composition in terms of gender, race, disability, etc.
- Funder log frames
- Tools that produce quickly comparable (quantitative) results and those that illustrate the nature of the results
- Those that assess the institutional level environment and research culture
- Those that enable researchers to identify partners with common interests and complimentary skills
- Tools that assess the relevance of the results to partners
- A simple checklist covering all stages of the research partnership, including inception activities such as co-learning and co-designing research projects	

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	• Tools to support non-academic dissemination, including to policy makers and community members. • Memorandums of understanding are often used but too legalistic and not particularly useful	
Gaps	• Although many tools exist those focused on equitable partnerships are few or not known to researchers doing partnership work • Tools for partnership formation • Tools to address equity in intellectual property, authorship, data sharing and access, cost sharing and budgeting. • Tools outlining the role of research management and leadership and what it involves • Tools for governance, including dispute resolution • Tools for assessing nebulous concepts such as trust, transparency, decision making and power • Simple tools that will stimulate people to think more deeply about the equity of partnerships • Tools that explore the inequitable, colonial history of science/knowledge production and encourage recognition of the contributions made by LMOC partners	• Toolkit should raise awareness of and shed light on how to use existing tools, rather than reinvent them • Toolkit should include tools for all stages of the research partnership • Toolkit should be design to raise awareness of EP tools • Toolkit should emphasis the need to use tools from the outset

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Appendix 8: Survey results

Table 1: Respondent characteristics

Gender	N*	%
Non-binary	1	.7
Female	81	58.3
Male	56	40.3
Prefer not to say	1	.7
Race		
Black	68	48.6
Asian	21	15
White	38	27.1
Mixed race	4	2.9
Other	9	6.4
Institution type		
University	106	75.7
Research Centre	8	5.7
NGO	6	4.3
Research Funder	4	2.9
Prefer not to say	1	.7
Other	9	6.4
Two or more	5	3.6
Institution geographic location		
Asia-Pacific	10	7.2
South or Central America	1	.7
Sub-Saharan Africa	65	46.8
North Africa or Middle East	1	.7
North America	7	5.0
Europe	41	29.5
Australia	10	7.2
Other	4	2.9
Disciplinary area		
Arts	1	0.7
Humanities	14	10.0
Social Sciences	56	40.0
Biomedical Sciences	14	10.0

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Natural Sciences	39	27.9
Other	16	11.4
Career stage		
Senior researcher	27	19.3
Mid-career researcher	33	23.6
Early career researcher	52	37.1
Postgraduate student	18	12.9
Other	10	7.1
Years of partnership experience		
0-3 years	26	18.6
4-6 years	34	24.3
7-9 years	26	18.6
10 or more years	54	38.6
Partnership type/s		
International	16	11.4
Multidisciplinary	20	14.3
Transdisciplinary	20	14.3
Other	1	.7
Two of the above	21	15.0
All of the above	61	43.6

* N <140 indicates cases excluded pairwise due to missing data

The respondents were predominantly female, Black and based at universities (Table 1). Eight of ten were in the postdoctoral stage of their career and had at least four years' experience conducting research in partnerships. More than half had some experience working in international research partnerships and almost half had experience in all three types of partnerships (international, multidisciplinary, transdisciplinary) that the survey enquired about. There was a roughly even split between researchers based in social sciences, humanities and/or arts disciplines, and those based in biomedical, natural and other scientific disciplines.

The respondents were citizens of 33, and currently resided in 29, countries (Figures 2 and 3). Just over half (51%) of the respondents were citizens of a sub-Saharan African country and almost half (48%) of respondents were nationals of a sub-Saharan African country (Table 2).

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Table 2: Respondents' nationalities and countries of residence

	Nationality		Country of residence	
	N	%	N	%
Asia or Pacific Islands	15	11.3	10	7.8
South or Central America and Caribbean	1	0.8	1	0.8
Sub-Saharan Africa	69	51.9	61	47.3
North African or Middle Eastern	0	0.0	0	0.0
North America	5	3.8	6	4.7
Europe	30	22.6	39	30.2
Australia or New Zealand	8	6.0	12	9.3
Dual citizens	5	3.8		
Total responses	**133**		**129**	
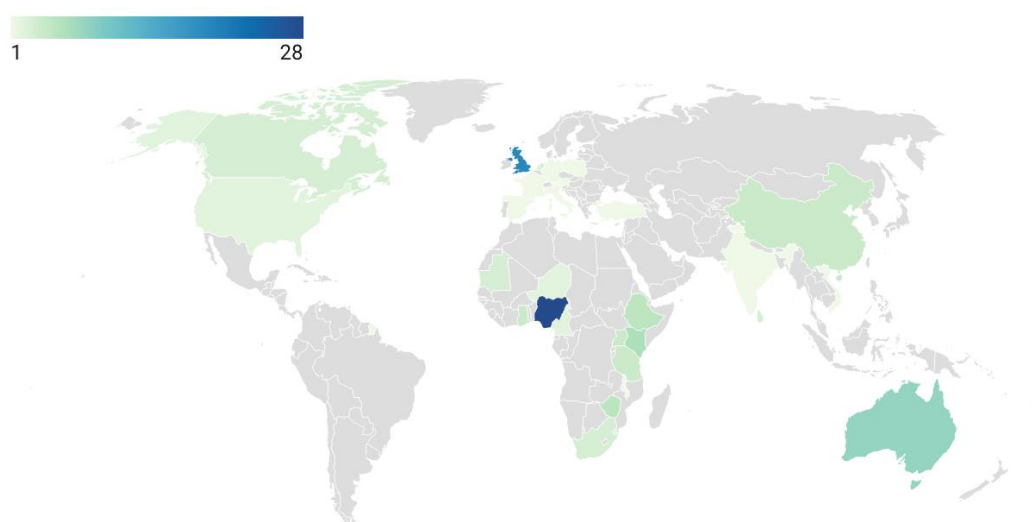
Figure 1: Distribution of Respondent Nationalities

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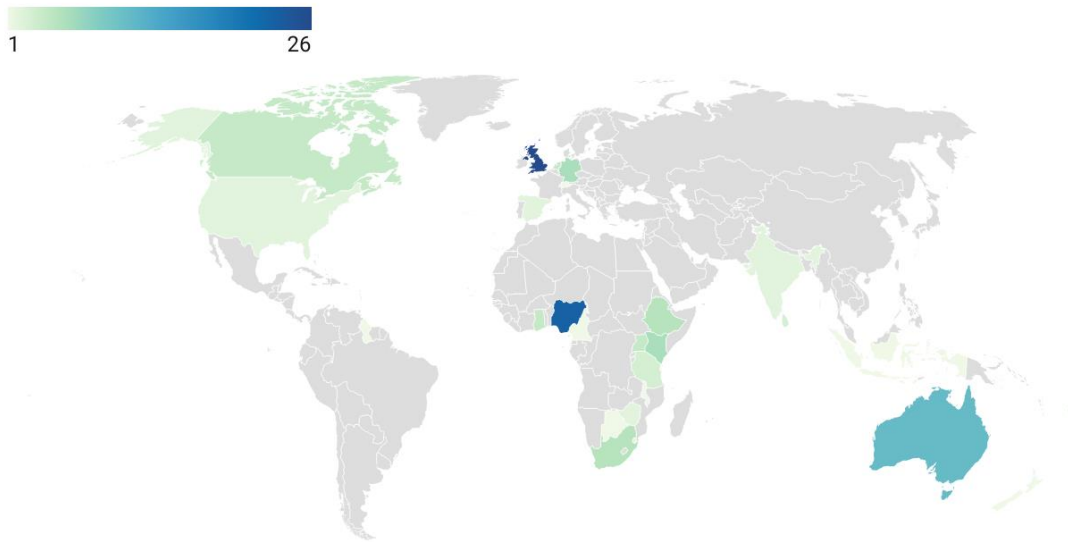
Figure 2: Distribution of Respondent Countries of Residence

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The majority of respondents (80%) indicated that they either did not know of or use and tools for addressing equity in their partnership, in any of the four stages of research (Table 3). However, only a minority indicated they had never used any of the 15 methods (broad categories of tools such as power analysis and partnership agreements) they were asked to rank (Table 4). These discrepant results may indicate that some people use methods in an ad hoc manner, without applying a specific tool, for example they conduct some form of analysis of power within the partnership but do not use a tool such as Powercube. Alternatively, the discrepant results may indicate that researchers do not think of their specific applications of methods such as "reflection" or "monitoring and evaluation activities" as using a tool. It is not possible to elucidate the reasons from the survey data

Table 3: Respondent's knowledge and use of tools to address equity at different stages of research partnerships

Stage	No knowledge of tools		Knows of but does not use tools		Uses tools		Total responses
	N	%	N	%	N	%	N
Planning	99	70.7	13	9.3	28	20.0	140
Design and implementation	101	73.2	9	6.5	28	20.3	138
Dissemination and impact	99	79.8	3	2.4	22	17.7	124
Evaluating and sustaining	108	83.1	10	7.7	12	9.2	130
Any stage							

Most researchers who had used each of the methods found them useful. For 13 of the 15 methods >90% of respondents who had used the method indicated they found it somewhat or very useful and >80% found the remaining two methods either somewhat or very useful (Table 4).

Fifty-nine respondents expressed an interest in participating in a discussion about the tool kit. Of these, 30 respondent who indicated they were based at institutions in the global south were invited to participate in one of two discussions.

The 47 respondents who indicated that they knew of or had used tools to address equity in partnerships collectively made 109 nominations of the tools they had used (Table 5). Many of these tools were either generic methods (e.g. stakeholder analysis) or guidance (e.g. ESSENCE Good Practice Guidelines) rather than specific tools.

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Table 4 Respondents' rankings of the usefulness of different methods

Usefulness	Reflection meetings or activities		Power analysis		Capacity assess-ment		Stake-holder analysis		PPA		Trust building activities		Case studies		Story telling		Partner agree-ments		IP agree-ments		Theory of change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Not	2	1.7	1	0.9	2	1.7	3	2.6	1	0.9	4	3.4	3	2.6	5	4.4	3	2.6	7	6.1	5	4.3
Somewhat	19	16	13	11.2	18	15.5	20	17.1	11	9.5	15	12.8	28	24.6	20	17.5	26	22.2	16	13.9	22	18.8
Very	71	59.7	29	25	49	42.2	57	48.7	49	42.2	47	40.2	44	38.6	31	27.2	66	56.4	46	40	34	29.1
Not used	27	22.7	73	62.9	47	40.5	37	31.6	55	47.4	51	43.6	39	34.2	58	50.9	22	18.8	46	40	56	47.9
Total responses	119	100	116	100	116	100	117	100	116	100	117	100	114	100	114	100	117	100	115	100	117	100

Rankings of the usefulness of different methods from respondents who had ever used the methods

	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Not	2	2.2	1	2.3	2	2.9	3	3.8	1	1.6	4	6.1	3	4.0	5	8.9	3	3.2	7	10.1	5	8.2
Somewhat	19	20.7	13	30.2	18	26.1	20	25.0	11	18.0	15	22.7	28	37.3	20	35.7	26	27.4	16	23.2	22	36.1
Very	71	77.2	29	67.4	49	71.0	57	71.3	49	80.3	47	71.2	44	58.7	31	55.4	66	69.5	46	66.7	34	55.7
Total responses	92	100	43	100	69	100	80	100	61	100	66	100	75	100	56	100	95	100	69	100	61	100

Rankings of the usefulness of different methods from respondents who had ever used the methods

	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Not	2	2.2	1	2.3	2	2.9	3	3.8	1	1.6	4	6.1	3	4.0	5	8.9	3	3.2	7	10.1	5	8.2
Somewhat or very	90	97.8	42	97.7	67	97.1	77	96.3	60	98.4	62	93.9	72	96.0	51	91.1	92	96.8	62	89.9	56	91.8

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Total responses	92	100	43	100	69	100	80	100	61	100	66	100	75	100	56	100	95	100	69	100	61	100

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Table 4 Respondents' rankings of the usefulness of different methods (cont)

Usefulness	Log frames		Dissemination agreements		Mapping activities		M&E activities	
	N	%	N	%	N	%	N	%
Not	10	8.5	3	2.6	3	2.6	3	2.6
Somewhat	6	13.6	15	13	20	17.1	19	16.2
Very	24	20.3	46	40	46	39.3	64	54.7
Not used	68	57.6	51	44.3	48	41	31	26.5
Total responses	118	100	115	100	117	100	117	100

Rankings of the usefulness of different methods from respondents who had ever used the methods

	N	%	N	%	N	%	N	%
Not	10	20.0	3	4.7	3	4.3	3	3.5
Somewhat	16	32.0	15	23.4	20	29.0	19	22.1
Very	24	48.0	46	71.9	46	66.7	64	74.4
Total responses	50	100	64	100	69	100	86	100

Rankings of the usefulness of different methods from respondents who had ever used the methods

	N	%	N	%	N	%	N	%
Not	10	20.0	3	4.7	3	4.3	3	3.5
Somewhat or very	40	80.0	61	95.3	66	95.7	83	96.5
Total responses	50	100	64	100	69	100	86	100

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Figure 3: Word cloud of respondent nominated tools

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Table 5: List of tools nominated by survey respondents

Tool	N
Acknowledgement- Listen and acknowledge diverse ideas	1
Asking questions in Post-Qualitative Inquiry and thinking how these questions can be addressed to the benefit of whom.	1
Attribution of credit for successes	1
Benchmark analysis	1
Beneficiary feedback processes	1
Blue Charter Knowledge Exchange Training Programme and Grants Scheme	1
BRIDGE guidelines (https://gh.bmj.com/content/5/10/e003236)	1
Budget allocations	1
Capacity analysis	1
Capacity built in the partnership	1
Case studies	1
Collaborative discussions towards answering research questions in Post-Qualitative Inquiry	1
Collaborative knowledge translation plans	1
Collaborative research plans	1
Communities of Practice	1
Community consultation prior to project design	1
Community engaged surveys	1
Community involvement	1
Community resource mapping	1
Detailed implantation plans	1
Diary method	1
Ecosystem mapping	1
Empirical work- data collection in collaboration with non-academic stakeholder	1
Equal rights- During collaboration, provide the space for inclusion of their ideas	1
ESSENCE guidelines and documents	4
Evaluation frameworks	1
Excel	2
Exploring Interests, Developing Questions toolkit	1
External consultancy to evaluate against project goals & outputs	1

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Tool	N
Farmers research networking	2
Focus Group Discussion	6
Global Code of Conduct for Research in resource-poor Setting	1
Four approaches to equitable global research partnerships	1
GanttPRO	1
Gender	1
GESI framework	1
Goal setting	2
Health Equity Assessment Tools	1
Co-Creating Education for Sustainable Futures TESF Methodology Background Paper	2
Antcipatory Action toolkit for Humanitarian Crises	1
Rapid Assessment tool for humanitarian crises	2
Fiji Disability Inclusive Community Based Disaster Risk Management Toolkit	1
SOGIE Messaging toolkit	1
The Power Awareness tool	1
EU Responsible Research and Innovation Tools	2
Four approaches to supporting equitable research partnerships	1
World-bank-sourcebook-for-evaluating-global-and-regional-partnerships-programmes/	1
Indepth interviews	1
Impact evaluation	1
Meetings (Inception and participatory)	1
Intersectionality tool currently developed by Make Way SRHR partnership	1
Interview schedule	3
Intrac MEL course materials	1
kintone	1
Knowledge cafe's	1
Kobo toolbox	2
Log frames	6
Majority of female leaders amongst research groups	1
Meetings	2
Monitoring and evaluation activities or frameworks	3
MoUs	1

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Tool	N
Participatory partnership appraisal	1
Participatory planning	3
Participatory Research Appraising	1
Partner mapping	1
Partnership agreements	1
Patience and Open mindedness- Every experience matters. This has to be the core of the implementation process.	1
Political Economy analysis	1
Post project Monitoring	1
PRA tools	1
Problem tree tools kits	1
Project manager	1
Questionnaire	3
Racial Equity Assessment Tool	1
Radio jingles	1
Research agreements allocating roles and resources	1
Research Fairness Initiative	3
Research Policy of my institutions	1
Research Uptake	1
Resources contributed to support the partnership	1
Rethinking Research Collaborative Resources	1
Rethinking Research Partnerships	1
Scholarship allocations	1
Inc approach to MEL	1
Separate meetings for different gender groups	1
Social network analysis	1
Stakeholder analysis	4
Stakeholder mapping	4
Stakeholders forum	1
Stakeholders identification	1
Survey Design in Collaboration with Non-academic stakeholder	1
Surveycto	1
Surveymonkey	1

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Tool	N
Surveys	2
Sustainable Futures Network partnership guide	1
The Engaged Beings tool	1
The Research Lexicon tool	2
Theory of Change	3
Theory of change development	2
Travel awards	1
TRUST code of conduct	1
UKCDR Equitable Partnerships Resource Hub and/or publications	4
University of Glasgow guide	1
University of Nigeria Nsukka diversity and equity policy	2
Use of fliers	1
User engagement	1
Equalizing budgets	1
Work packages to allocate roles	1
Workshops	3

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