**ANNEX 2**

**QES ADVANCED SCHOLARS (QES-AS)**

**CANADIAN UNIVERSITY ANNUAL REPORT**

**2017 – 2018**

**LMIC PARTNER INSTITUTION REPORT TEMPLATE**

**To be forwarded to your partner institution for completion. It is to be submitted by the Canadian university as part of the annual report.**

The objective of the QES-AS program is to strengthen the research capacity of the LMIC partner institution which makes their annual feedback vital.

The LMIC partner institution is expected to provide a short annual report, not on individual QES-AS funded researchers, but rather on the overall impact the QES-AS program is having/has had, on their institution’s research capacity.

This report is to be annexed to the Canadian university’s annual report.

|  |  |
| --- | --- |
| **Name of LMIC Partner Institution:** |  |
| **Name of person completing this partner report:** |  |
| **Title:** |  |
| **Email address:** |  |

1. **Please describe your institution**
2. **Please describe your institution’s role in the needs assessment, selection process, re-integration and knowledge transfer plan.**
3. **What were some of the challenges faced by your institution during this first year of the QES-AS funded project?**

1. **Please explain how QEScholars strengthened the research capacity of your institution?**
2. **What do you foresee as the medium-term impact of the QEScholars’ contribution to your institution’s work?**

**LMIC Partner institution - Knowledge translation and international cooperation**

**QES-AS Longitudinal study**

The following questions contribute to the Universities Canada longitudinal study on international scholarship programs. The four questions focus on **your institution’s perspectives** on knowledge translation and international cooperation. Some of these questions may seem repetitive to those answered earlier, but they reflect the interests of those funding the supplementary longitudinal study.

**Answers to the following sections are not mandatory and are solely for research purposes. Responses will not be used to evaluate your project, program or work of the scholars or institutions involved.** Your perspectives and insights help the research team better understand what knowledge translation activities are or are not useful to your institutions. If you have any questions about these sections or the study, please contact Cate Lawrence, research officer, by email ([clawrence@univcan.ca](mailto:clawrence@univcan.ca)) or by phone (613.563.1236 ext. 254).

1. **Did your institution introduce or improve on any of the following because of your engagement with the QES-AS scholars and partner institutions?** Please tick the checkbox for all statements that apply.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Tools |  | 1. Processes, structures, systems, or procedures |  |
| 1. Policies |  | 1. Research quality |  |
| 1. Amount of research conducted |  | 1. Media engagement |  |
| 1. Publications |  | 1. Conference presentations |  |
| 1. Pilot projects |  | 1. Proof of concepts |  |
| 1. Scale-up projects |  | 1. Other (please specify): |  |

Additional comments and examples (if any):

1. **How many of the following activities did you engage in because of your interactions with the QES-AS scholars and partner institutions over the past year?** Please tick the checkbox in the right-hand column for all statements that apply.

|  |  |
| --- | --- |
| 1. Research or project implementation collaborations (with other research institutions, civil society organizations, industry associations) |  |
| 1. Government consultations |  |
| * 1. Local (municipal, village, county or other community group) |  |
| * 1. In-country regional (district, provincial, state, etc.) |  |
| * 1. National (ministerial, parliamentarians, senators, etc.) |  |
| * 1. Regional (such as ASEAN, COMESA, GRULAC, AMU, ECCAS, SAARC, etc.) |  |
| * 1. International bodies and institutions (UNESCO, WHO, OECD, IMF, etc.) |  |
| 1. Community groups and industry-specific consultations |  |

Additional comments or examples (if any):

1. **Did working with the QES-AS scholars and partner institutions change your confidence in your ability to:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **-2**  **Much less confident** | **-1**  **Less**  **confident** | **0**  **No change** | **1**  **More confident** | **2**  **Much more confident** |
| 1. **Provide more timely responses to address stakeholder needs?**   *(Examples: reporting processes, service delivery, production times, etc.)* |  |  |  |  |  |
| 1. **Enhance stakeholder satisfaction?**   *(Examples of stakeholders: community or industry members, partner institutions, funding bodies, etc.)* |  |  |  |  |  |
| 1. **Use available resources more efficiently/effectively?**   *(Examples: technology/materials, financial management, staff, etc.)* |  |  |  |  |  |

Additional comments (if any):

1. **Do you feel that the QES-AS program is structured in a gender-sensitive, equitable way? If not, please feel free to suggest any lessons learned or best practices you have experienced.**