Sida-ISP study on Perceptions of Open Access within Swedish Bilateral Research Cooperation

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1. Executive summary

The International Science Programme (ISP) at Uppsala University, has performed a study on the perception of Open Access in Sida´s seven partner countries in the bilateral research cooperation, Bolivia, Cambodia, Ethiopia, Mozambique, Rwanda, Tanzania and Uganda, comprising twelve universities and institutions.

A survey was sent to five categories: university management, researchers (PhDs), students (Masters and PhD students), librarians, and IT staff connected to the library. The total response rate was 40%.

The result shows that the majority of the respondents in the partner countries perceive that they have good access to the scientific publications needed to carry out their research and that they don´t have any difficulties in accessing them. The challenges for accessing scientific publications that are mentioned are similar for all categories of respondents; unstable internet connection, power cuts, and insufficient funding, for example to access subscription journals. In some cases, there is also a misunderstanding that there is a fee involved to access Open Access publications.

The majority are of the opinion that they have enough skills/knowledge to access the scientific publications they need. However, the librarians do not agree; they indicate that the researchers and students don´t know that they need more training in e.g. information search.

The most common scientific literature used are Open Access journals and subscription journals. Open Access journals are also the most preferred venue to publish in. It seems like a minority of the universities have a policy for Open Access.

Many are aware of the concept of "predatory publishers", but only about half of the respondents know how to check if a journal is predatory. A majority of the universities indicate that they have a policy to avoid predatory publishing.

Many respondents are positive to building regional/national publishing platforms since the possibility to address local issues would be better on these kinds of platforms than in an international setting, which would increase the possibilities to have an impact on local/regional society and local/regional decision-making.

A majority of the respondents are positive to data sharing, and they are even more so to others sharing data with them.

When it comes to institutional repositories (IR) the replies vary; some universities have one, others don't. Since some universities do not have an IR, the question on how often researchers and students search for literature in the IR varies between very often to never.

A majority of the respondents say that the quality of the publication is taken into account when it comes to career enhancement. The types of publications most valued are Open Access journals and subscription journals.

The country that stands out in a negative sense (less awareness of predatory publishers, Open Access, institutional repositories etc. and highest use of illegal resources), is Cambodia, which also is where the Sida program started most recently.

Most of the respondents agree that the collaboration with Sweden has had an immense impact on their scientific publishing. Swedish researchers have given guidance and training on where to publish and in which high quality journals. The collaboration has also given access to journals that otherwise would have been difficult to access from the home country.

Based on the results of the survey, the following recommendations are proposed to Sida:
- Develop a Sida Open Science policy.
- Implement measures in creating more awareness in the discovery and acquisition of academic literature and scholarly communication in general.
- Train the trainers.
- Encourage further policy development regarding promotion policies and how to avoid predatory publishers.
- Continued help to negotiate affordable prices for publishing.
- A bibliometric study of the publications.
- Future studies on universities policies regarding promotion and Open Access.

Moreover, it seems like Cambodia needs particular support, in all aspects, especially when it comes to predatory publishing. Also, Bolivian respondents appear to need more support than the East African ones regarding many issues in the survey.

2. Introduction

The terms *Open Science*, *Open Data* and *Open Access* are widely used when describing openly available scientific data and results. Open Science means that the primary outputs of publicly funded research results – publications and the research data – are made publicly accessible in digital format with no or minimal restriction. Scientific information, data and outputs become more widely accessible (Open Access) and more useful (Open Data) when publicly available.

Many funding organizations require that researchers awarded grants publish their results in Open Access journals. In fact, a steady transition from subscribed to Open Access content is taking place at the time writing this report. Swedish National Library has immediate Open Access as a national goal[1] and Plan S, a coalition of major research funders, requires that from 2021, scientific publications that result from research funded by public grants, must be published in compliant Open Access journals or platforms[2]. Considering this ongoing transition in the academic publishing industry, we have to realize that the future policy for Sida´s research support probably should be aligned accordingly.

In Open Access journals the costs of publishing have to be covered by the authors and not by the readers, such as is the case in subscription journals. In high-income countries, universities support their researchers to publish in Open Access journals by entering "Read & Publish" agreements with publishers and/or covering the publishing fee in other ways. However, as has been pointed out by Sida, the different studies on Open Access that has been performed indicate that the access to Open Access publications is highly unequal and that universities in low-income countries are among those most disadvantaged. There are fee waivers that some publishers put in place for low-income countries, but there is a risk that many researchers are not aware of this possibility.

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[1] https://urn.kb.se/resolve?urn=urn:nbn:se:kb:publ-44 2022-03-04
[2] https://www.coalition-s.org/ 2022-03-04

3. Background

Sida (the Swedish International Development Cooperation Agency) has established support to research cooperation with low-income countries in 1976. From the middle of 1990 the research support has focused on strengthening the institutional research capacity of higher education institutions and research councils.

To stimulate the generation of high-quality research, support to libraries for better access to scientific publications is an important tool. In the past, libraries were the place where you could find physical books, journals and other research data. This is still the case today, but, on top of that, researchers and students also use digital books, journals and reports posted on the internet. The availability to scientific literature and data, physically and online, is crucial for the planning and conduction of high-quality research.

To facilitate the access in low-income countries to scientific literature, INASP was founded in 1992. The acronym originally stood for *International Network for Access to Scientific Publications*, but later changed to *International Network for Advancing Science and Policy*. INASP´s mission is to support individuals and institutions in low- and lower-middle income countries in Africa, Asia and Latin America to produce, share and use research. To increase the availability and access to research publications, INASP, among other things, negotiated affordable subscription fees to scientific journals for research institutions in low-income countries. Since 2004, Sida is one of INASP´s financial supporters, with a current agreement until 2022.

Sida has facilitated university libraries' access to scientific journals. Sida has also encouraged the partners to create national library consortia, so that they in the future, after Sida support has been terminated, will be better suited to cover the costs for these resources. So far, however, these efforts have not been successful; most library consortia formed have continued to be dependent on Sida. In addition, the shift to Open Access publication will eventually make subscription journals less relevant. Still, new challenges arise because of the costs for publishing scientific articles in Open Access journals. Also, to further complicate the situation, new players have appeared such as predatory publishers, i.e., publishers and journals that publish journal articles for a fee, without providing the expected and necessary quality control (peer review). Additionally, a number of illegal databases comprising basically the whole body of copyrighted scholarly journal content has been established.

In order to develop an accurate future policy for Sida´s research support, Sida needs to know different stakeholders´ experiences of and views on Open Access publication venues.

According to Sida, the studies on Open Access that have been carried out have been general in its scope, covering both middle- and low-income countries, and/or too disciplinary specific to offer an in-depth understanding of the kind of support researchers and research institutions would require to better manage the new ways of accessing and publishing research.

Sida has therefore commissioned the International Science Programme (ISP) at Uppsala University, Sweden, to conduct a study on experiences and use of Open Access publication venues at the partner institutions included in Sida´s current bilateral research cooperation.

A critical review of today's literature on the subject shows that most of the studies carried out to date are not very helpful when creating a backdrop for this questionnaire. The reason for this is that the publishing landscape has changed in fast pace in recent years, and in a direction towards universal Open Access. The driving forces behind this movement are strict Open Access policies

issued by the [major research funders](#)[3]. We have found the old literature being irrelevant in many cases when seen in this light. However, the INASP report "*Open Access: challenges and opportunities for Low- and Middle-Income Countries and the potential impact of UK policy*"[4] by Jon Harle and Verity Warne, published in 2020, give a recent update on relevant trends. This report is emanating from a consultation commissioned by Foreign, Commonwealth & Development Office (FCDO) in collaboration with National Institute for Health Research and UK Research and Innovation. The report is based on consulting with stakeholders, interviews, surveys, and focus groups addressing a much larger number of institutions (213) and countries (52) than we have explored for this report.

Another very helpful document is "*Open Access in low- and middle-income countries: attitudes and experiences of researchers*" by Andy Nobes and Siân Harris (2019).[5] This article bases its results from a survey including 507 respondents from 73 countries belonging to the AuthorAID[6] network. The article has not been peer-reviewed in full, but we have used different hopefully uncontroversial data for comparison with our own results, as well as some of the authors' interpretations. It seems like Sida has based much of the facts and questions in the terms of reference for our study from the Nobes and Harris article.

It should be noted that we are aware of the potential weakness in that we have used some literature issued by INASP, and authored by researchers partly affiliated with INASP. The reality is that the true experts are to be found among the people working hands-on in the area.

When it comes to access in general, 41% of the respondents to the survey by Harle and Warne (2020) indicated that the access to literature and evidence is good or very good, and the main obstacle to access was reported as being paywalls by 89% of the respondents. Other reasons reported were being internet connectivity (32%) and lack of awareness of how to find/identify relevant research/evidence (22%).[7] As for Open Access – and in the key findings - the "*LMIC stakeholders believe they do and will benefit from OA, particularly insofar as it enables greater access to research.*"[8]

Nobes and Harris (2019) find that 8% of the respondents answers a plain "yes" to the question if they have access to all the academic literature they need, while 51% says "mostly, but some literature is not available". The reason to the relatively low numbers of the perceived access could, according to the authors, be lack of awareness about which resources that are available, but they also say that this aspect is not within the scope of the paper. It's however clear that many developing-country researchers can't access what they need to perform their research. The sources (databases) used to find the appropriate literature is according to the survey dominated by Google or other search

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[3] https://www.coalition-s.org/organisations/ 2022-03-04

[4] Jon Harle and Verity Warne (2020). *Open Access: challenges and opportunities for Low- and Middle-Income Countries and the potential impact of UK policy*. London: Foreign, Commonwealth & Development Office. https://www.gov.uk/research-for-development-outputs/open-access-challenges-and-opportunities-for-low-and-middle-income-countries-and-the-potential-impact-of-uk-policy#link 2022-01-05.

[5] Andy Nobes A and Siân Harris (2019). *Open Access in low- and middle-income countries: attitudes and experiences of researchers* [version 1; peer review: 2 approved with reservations]. *Emerald Open Res* 2019, 1:17, https://doi.org/10.35241/emeraldopenres.13325.1 2022-01-05.

[6] AuthorAID is a global network that provides support, mentoring, resources and training for researchers in low- and middle-income countries. https://www.authoraid.info/en/

[7] Harle and Warne (2020), p. 16

[8] Harle and Warne (2020), p. 1.

engines (89% indicates the use to be "often" or "always") and more specifically Google Scholar (70% says "often" or "always"). According to Nobes and Harris (2019) this is potentially problematic since "under-discovery of subscription resources" may be the result.[9] Hence *lack of awareness* of suitable and relevant bibliographic databases and journal sources can be the root cause to both the perceived lack of access and the actual or potential risk that subscription resources are not found in a sufficient degree.

Furthermore, the awareness aspect is also stressed in the report "*Research4Life 2020 User Review: Final report of findings*" authored by Siân Harris and Femi Nzegwu, published in June 2021.[10] The authors say that the biggest factor affecting usage of the Research4Life resources is awareness. There is no doubt about the relevance and quality of the resources provided by Research4Life, but "*the relatively low levels of awareness and usage may lead many potential users to seek alternative ways of accessing required research materials.*"[11]

If we look at the Open Access area specifically, Harle and Warne (2020) writes - as a key finding - that "*LMIC stakeholders believe they do and will benefit from OA, particularly insofar as it enables greater access to research*", without giving any numbers.[12] Nobes and Harris (2019) reports that 40% of the respondents found OA research quite useful and 30% extremely useful.[13]

For the publishing part, Harle and Warne (2020) concludes – also as a key finding - that "*OA is seen to be of significant benefit to LMICs but there is uncertainty and confusion about what OA entails and tensions in the ways in which OA interacts with prestige, impact and recognition*".[14] The alleged confusion boils down to a few different things. One is the wish and need for publishing in recognized international journals (from the Global North), in relation to using local LMIC publishing outlets (in the Global South), which may better fit the needs of the researcher and its audience. Another one is an identified misconception that paying for publishing (Article Processing Charges) in an Open Access journal is a sign of the journal's poor quality. This misunderstanding can to a large extent be blamed the predatory publishers who indeed charge for publishing (like most OA journals) but doesn't perform the needed quality control through editorial work and peer-review processes.[15] Nobes and Harris (2019) also investigate the importance of different factors considered by the researcher when choosing a journal for publishing, and the respondents valued relevance to the discipline highest, followed by journal impact factor, and reputation of the journal.[16] The corresponding results from the first survey of Harle and Warne (2020) is the accessibility to the research community, impact of their work on research more broadly, and career progression.[17]

The idea of data sharing is according to Nobes and Harris (2019) strongly supported by the respondents (80% indicate that they will share or are willing to share their data).[18] These numbers

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[9] Nobes and Harris (2019), p. 4-5.
[10] Siân Harris and Femi Nzegwu (2021). *Research4Life 2020 User Review: Final report of findings.* https://www.inasp.info/publications/research4life-2020-user-review-final-report-findings 2022-01-05.
[11] Harris and Nzegwu (2021), p. 8.
[12] Harle and Warne (2020), p.1.
[13] Nobes and Harris (2019), p. 7.
[14] Harle and Warne (2020), p.1.
[15] Harle and Warne (2020), p. 19.
[16] Nobes and Harris (2019), p. 10.
[17] Harle and Warne (2020), p. 21.
[18] Nobes and Harris (2019), p. 15.

seem to be confirmed by stakeholder consultation by Harle and Warne (2020) who indicate an 82% willingness to share data after publishing of their article. Only 17% are however ready to publish their data before publication.[19]

According to Harle and Warne (2020), 60% of the respondents to their first survey had deposited or self-archived in an institutional repository (IR), while 61% reported through interviews that their institutions had a repository. Only 33% of the institutions had according to this study an Open Access policy in place. The authors indicate that this can show a "mis-alignment between infrastructure and policy at institutional level", and as such a factor for poor use of the repositories.[20]. The corresponding number in the Nobes and Harris study was as low as 17%, but the respondents was in this case dominated by not yet publishing early-career researchers. Nobes and Harris (2019) also report that 34% of the respondents had accessed their IR, whereas 22% were aware of its existence without having accessed it. 35% wasn't aware of the IR at all.[21]

4. Objective

The aim of the study is to collect and evaluate first-hand information on the experience and views on Open Access from participants in Sida's development support to scientific research programs, active at universities and other institutions in low-income and lower-middle income countries.

In particular, the study aims to elucidate the various ways currently available to access scientific publications, and to publish the research. It also gathers information on the capacity and technology required to manage the various platforms.

The study contributes to the following overall objectives:
- Increased understanding of the various *views and experiences* partners' have of *accessing and publishing* in Open Access.
- Increased knowledge of partners' *needs for support* to access and publish research.
- Increased knowledge of partners´ technological capacity on the library side.
- Increased understanding of problems with journals by "*predatory publishers*".
- Increased knowledge of the *new ways* researchers use to access scientific publications.

The terms of reference for this study also mentions, as an objective, the "Increased *visibility, reference to and impact* of the research generated by researchers in Sida partner countries". ISP is of the opinion that this particular objective needs more of a future bibliometric survey. That is not feasible under the scope of the commissioned survey.

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[19] Harle and Warne (2020), p. 20.
[20] Harle and Warne (2020), p. 18 and 27.
[21] Nobes and Harris (2019), p. 6-7.

5. Methodology

The study is based on an online survey covering the partner institutions in the countries where Sida currently has bilateral research cooperation and where ISP is the coordinator on the Swedish side, i.e. Bolivia, Cambodia, Ethiopia, Mozambique, Rwanda, Tanzania and Uganda.

Bolivia, Cambodia and Tanzania are classified as lower middle-income countries by the World Bank (2022)[22], while Ethiopia, Mozambique, Rwanda and Uganda are classified as low-income countries.

Sida´s partner institutions are:
1. Universidad Mayor de San (UMSA), Bolivia
2. Universidad Mayor de San Simón (UMSS), Bolivia
3. Royal University of Phnom Penh (RUPP), Cambodia
4. Addis Ababa University (AAU), Ethiopia
5. Armauer Hansen Research Institute (AHRI), Ethiopia
6. Universidade Eduardo Mondlane (UEM), Mozambique
7. University of Rwanda (UR), Rwanda
8. Ardhi University (ARU), Tanzania
9. Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania
10. Tanzanian Commission of Science and Technology (COSTECH), Tanzania
11. University of Dar es Salaam (UDSM), Tanzania
12. Makerere University (MAK), Uganda

The survey was sent to five categories of stakeholders involved in the research cooperation:
   a. University management
   b. Researchers (PhDs)
   c. Students (Masters and PhD students)
   d. Librarians
   e. IT staff connected to the library

Comprehensive lists of all categories of stakeholders were obtained through Sida´s and ISP´s contacts in the partner countries. The lists did not separate between researchers and students with the result that ISP knows how many students and researchers who responded to the survey, in which they have indicated this, but not how many in each of these two categories it was sent to.

Four different surveys were developed to fit each category and to capture the different stakeholders' views of Open Access, as well as the impact that Open Access has on their work. The surveys consisted of 23-54 questions (ranging from yes-no questions to scaling questions and open-ended ones. The survey for researchers and students had the same set of questions. The questions of the survey were developed together with Sida.

Some sections were the same for the categories university management, researchers, students and librarians, namely information on:
   o   Gender, age, country, university/institution, highest degree, and discipline/field of study
   o   Accessing research
   o   Publishing research
   o   Open data and data sharing
   o   Institutional repositories

[22] https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups 2022-01-12.

- *o*   Career enhancement and promotion
- *o*   Questions related to Sida support

University management and librarians had a special set of questions for:
- *o*   Polices for Open Access and Open Data

IT staff had the shortest survey with information on
- *o*   Gender, age, country, university/institution, highest degree, and discipline/field of study
- *o*   Library and IT services
- *o*   Institutional repositories

The online surveys, using the tool "SUNET Survey", were distributed by email on September 16, 2021, followed by several reminders (October 29, October 10 and October 18, 2021) to increase the number of respondents. Particular reminders to categories and/or underrepresented countries/universities were also sent out at a later stage. After reviewing the replies, it was found that Bolivian librarians were totally absent in the material. Therefore, the library survey was translated to Spanish and sent to all Bolivian librarians, with the deadline December 3, 2021.

Challenges

To capture the participants' views on Open Science in general, and Open Access in particular, ISP and Sida deemed it necessary to make the questionnaires long, containing up to 54 questions. This gave raise to concerns of a low response rate, and therefore many questions were of the multiple-choice type, but with a possibility to elaborate on the provided answers in comment fields.

The concerns of a low response rate were well-founded; many respondents started to fill out the survey, but gave up after 1-2 sections and never submitted. To get as much information as possible, ISP decided to "force execute" the submission of replies for those respondents who had filled out 50% or more of the questions, but had not themselves pressed the "submit" button. In total ISP forced submission of 21[23] questionnaires. Many respondents didn´t fill out the free text comments, only multiple-choice questions. Also, there are more replies to the first parts of the questionnaire.

One reason for the low response rate might also have been a limited English proficiency in Bolivia (Spanish), Cambodia (Khmer) and Mozambique (Portuguese).

Because the survey is commissioned by the funding agency of the collaboration, respondents could be hesitant to express negative experiences and opinions to a full extent, despite anonymous submission.

6. Results

The survey was originally sent to 1430 people. A few of the emails bounced back (54). Some of the email addresses could be corrected by spelling changes (e.g. gmail instead of gmial), but most of the "bounced-back respondents" were later deleted from the survey. In the end the total number of email addresses that the survey was sent to was 1376. Out of 1376 individuals 545 replied including "forced responses".

The highest percentage of responses were from researchers, students and IT staff (Table 1). In the librarian category only 45 out of 219 respondents answered.

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[23] For Researchers and students 17 questionnaires, for Librarians 3 questionnaires and for IT staff 1 questionnaire.

The table below do not separate between researchers and students. As written above ISP received lists from the partner universities where these two categories were mixed together. Therefore, ISP knows how many students and researchers who responded to the survey, but not how many of each category it was sent to.

Forty (40) of the 45 respondents in the university management category listed the topic of their research, which indicates that university management positions to a large extent are occupied by scientists that have management assignments.

Table 1. Number and percentage for each category of individuals who received and replied to the survey.

Category	Replies		Sent to	Percentage
University management	45	out of	163	28%
Researchers & students	429	out of	940	46%
Librarians	45	out of	219	21%
IT staff	26	out of	54	48%
	545	out of	1376	40%

The respondents from Tanzania are many in all categories, while respondents from Rwanda are fewer in all categories, (Table 2). When reading the results, this must be considered.
- In the category university management Rwanda is underrepresented along with Cambodia and Mozambique. Tanzanian and Ethiopian respondents represent 27% each of the replies.
- For researchers and students, Tanzanian respondents constitutes 26% of the responses, while Rwanda represents only 5%. The other countries quite even.
- Half of the responding librarians are from Tanzania (49%), while only 4% of the responding librarians are from Rwanda (Table 2). This give the results a somewhat skewed picture.
- For IT staff Tanzanian respondents represent 35% of the replies, while Mozambique and Rwanda represent only 4% each.

Table 2. Number and percentage for each country and category of individuals who replied.

Country	Univ Manag		Research & Stud		Librarians		IT staff		Total	
	Replies	in %	Replies	in %	Replies	in %	Replies	in %	Total	in %
Bolivia	9	20%	66	15%	6	13%	3	12%	84	15%
Cambodia	3	7%	54	13%	3	7%	6	23%	66	12%
Ethiopia	12	27%	81	19%	4	9%	3	12%	100	18%
Mozambique	3	7%	52	12%	3	7%	1	4%	59	11%
Rwanda	2	4%	22	5%	1	2%	1	4%	26	5%
Tanzania	12	27%	111	26%	22	49%	9	35%	154	28%
Uganda	4	9%	43	10%	6	13%	3	12%	56	10%
SUM	45		429		45		26		545	100%

Most of the respondents (70%) are men, probably reflecting the gender distribution at the targeted universities. For student respondents, there is a higher percentage of women, and for university management and IT staff there is a majority of men. *For more details, please see appendix 9.1.*

When it comes to the age of the respondents, the majority of students and IT staff are younger than researchers and university management respondents. The categories university management and researchers have some respondents that are 60 years or older. *For more details, please see appendix 9.2.*

Table 3. Gender and age of respondents in the different categories.

Category	Man	Woman	Age 20-40	Age 41-60	Age 60+
University management	36 (80%)	9 (20)	3 (7%)	37 (82%)	5 (11%)
Researchers	171 (71%)	70 (29%)	92 (38%)	132 (54%)	17 (7%)
Students	122 (65%)	66 (35%)	151 (80%)	37 (20%)	0 (0%)
Librarians	33 (73%)	12 (27%)	22 (49%)	21 (47%)	2 (4%)
IT staff	22 (85%)	4 (15%)	17 (65%)	9 (35%)	0 0%)
Total sums	384 (70%)	160 (30%)	285 (52%)	236 (43%)	24 (4%)

The fairly good response rate[24] (40%) has indicated that complementary semi-structured interviews with a number of selected stakeholders would not greatly enhance the outcomes. Still, if a follow-up study would be called for, interviews could be conducted online with a number of focus groups (scientists, librarians, university management, etc.) comprised of a small limited of participants from each country.

6.1 Accessing research

The majority of the participants in the survey agree that the researchers and students have **access to the scientific publications needed to carry out their research**, see table 4. However, Bolivian and Cambodian researchers indicated that they had the needed access to a somewhat less an extent than researchers at African institutions. To a degree, the perceived good access among students could be explained by the students' affiliations with Swedish or other northern universities, but student and researcher comments also indicate that the possibilities to use these resources are sometimes limited due to poor internet access and power outages.

Table 4. To what extent do the researchers have access to the scientific publications they need to carry out their research?
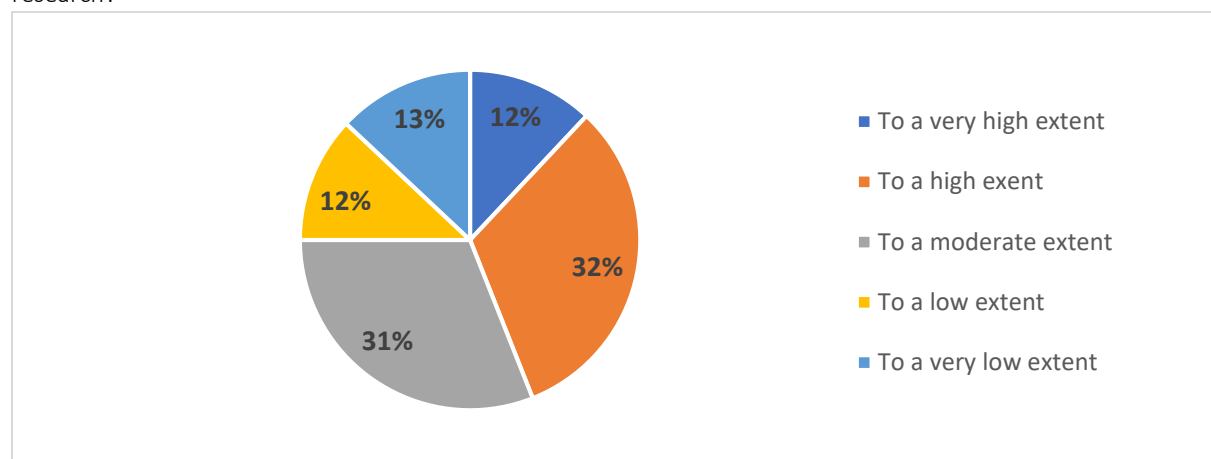
The **most common academic/scientific literature accessed** by researchers and students is **Open Access journals**. For students, the use of Open Access journals often or very often is highest in Bolivia and Uganda (more than 97%). The lowest number for using Open Access journals is found in Cambodia (60%).

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[24] Rebecca Andersson and Marta Zdravkovic (2017). The International Science Programme in Sri Lanka and Thailand: Three decades of research cooperation. p. 79.

Whether the researchers and students have any **difficulties** in accessing Open Access publications for their research, the majority (more than 80%) of the researchers, students and librarians replied "no", with the exceptions of students in Cambodia, where only half of the respondent thought there was no difficulties. According to comments, however, many who do have difficulties face them because of limited internet connectivity. Some of the free text responses indicate a basic misunderstanding of the nature of Open Access publications, such as that they are accessed through repositories and that there is a fee to access them.

For researchers and students, **subscription journals are used** often or very often by 33-46%, Books (printed and online) by 23-36% and 45-46%, respectively, Institutional repositories by 28-31%, Academic social networks by 52-54%, and Illegal sources are accessed often or very often by 35-40%. However, researchers and students at institutions in Cambodia and researchers in Ethiopia indicated that they use subscription journals to a much lower extent than those at the other institutions addressed.

Researchers' use of illegal sources was highest in Bolivia and Cambodia (≥60%) and lowest in Rwanda (12%). Cambodia has the highest number for the use of illegal resources (59%) by students.

The **university management (UM) respondents (UM) has a slightly different view** on which **academic/scientific literature is most commonly accessed**: 85% believe that their academic staff uses Subscribed journals to a moderate extent or lower, while only 15% indicated to a high or very high extent. A higher share of the UM respondents, 71%, thought that Open Access journals are used to a high or very high extent. Regarding Books (printed and online) 74% and 55% of the UM respondents, respectively, thought that e-Books and Printed Books are used to a moderate extent or higher, while 70% and 82%, respectively, thought the same about the use of Institutional Repositories and Academic Social Networks. For Illegal and Other Sources, respectively, 80% and 99% of the UM respondents thought that they are used to a moderate or lower extent.

According to the librarians the most common **scientific literature the university staff has access to –** was Open Access at 90% and Subscribed journals, indicated to be 80%, followed by books (online 68% and printed 79%), Institutional Repositories 71%, Academic Social Networks 56%. The access to illegal sources was assessed to be used only by 18% the respondents.

We find it prudent to make a special comment on the existence of illegal information resources, as these phenomena in recent year have become the elephants in the room. Many people know about them and of course use them, but few acknowledge them openly. If we look at Research4Life, there has been a decrease of logins to the different programs since 2014.[25] This decline can of course not be explained by the illegal resources alone, but as Fosci et al. concludes in the "Research4Life: Landscape and Situation Analysis" from 2020, "*it is highly likely* [the illicit services] *have had a detrimental impact on usage of Research4Life resources in recent years*".[26]

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[25] Harris and Nzegwu (2021). Presentation slides for webinar [PPT], slide 8.
https://www.inasp.info/publications/research4life-2020-user-review-final-report-findings
[26] Mattia Fosci, Victoria Ficarra, Andrea Chiarelli, Rob Johnson. (2020). Research4Life: Landscape and Situation Analysis: An analysis of key trends in the research communication ecosystem Prepared on behalf of Research4Life. International Association of STM Publishers

Sci-Hub[27] is the most significant resource among the illegal ones, and it is indeed a very straightforward and easy service to use. There is no reason to believe that Sci-Hub will disappear in the near future but rather contribute to an increase in the speed of the transition from subscribed journals to Open Access content. And meanwhile, Sci-Hub and similar rogue services will also affect the information supply as we know it, and making the old school subscribed and pay-walled resources irrelevant to some of the researchers.

In average, 65% of the librarian respondents indicated that the researchers were having **difficulties accessing the subscription journals they need.** Costs and insufficient library resources at the university are seen as the main obstacles. But as many subscription journals actually are available, other difficulties were also reported, e.g. the problems with login credentials (username and passwords) and the understanding of the IP number mechanism of access.

- *"We subscribe only to some of the package so while they are searching they are not getting it the full access option. Additionally, we subscribe only some database such as Springer and Taylor and Francis product, other are not accessible (…)"*
- *"They normally face some challenges if the specific journal or database is due for annual payment but the payments have not been made for subscription."*
- *"The main difficulties faced by researchers are linked with* [lack of knowledge] *about the services and e-resources available and offered by the central library, because the researchers rarely visit the central library webpage."*
- *"Por ejemplo el programa Research4life, se puede acceder desde el campus universitario sin dificultad porque reconoce el IP pero no es fácil desde fuera de la universidad."*[28]

In the participants´ assessment of **whether the academic staff and students have enough knowledge to access the scientific literature they need**, 87-94% of the respondents expressed the opinion that they have the needed skills. University management and researcher respondents has a high appreciation of the abilities of the staff/researchers in this respect. However, researchers and students at Cambodian institutions expressed a bit less self-confidence in this sense. Also, Rwandan university management respondents rate this ability low.

The librarians, on the other hand, are not so positive: Two thirds (66%) of the librarian respondents stated that this is **not being** the case, *if omitting Bolivian librarians*. In Bolivia the librarians hold the researchers in high esteem, giving them 83%. According to the comments, the obvious success factor and solution is to train the researchers in information literacy, i.e. enhancing the skills in assessing and finding reliable sources, giving hints and tips on how to access these, and also improve the abilities in effectively and efficiently searching databases for literature.

About a third of **researchers** sometimes **use the library services to search for literature**, while a third do that often or very often, and a third never or rarely. The lowest rate of using library services was indicated by researchers from Cambodia.

The **students** use the library services more frequently: 40% use the library services to search for literature often or very often, 34% says sometimes, while 27% use the library services never or rarely.

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[27] Himmelstein et al. Research: Sci-Hub provides access to nearly all scholarly literature. *eLife* 2018;7:e32822. https://doi.org/10.7554/eLife.32822

[28] Translation from Spanish: "*For example, the Research4life program can be accessed from the university campus without difficulty because it recognizes the IP but it is not easy from outside the university.*"

The highest rate of using library services was indicated by students and PhD students from Bolivia and Mozambique.

According to the 45% **university management** respondents, the library was used to a never or rarely extent to search for scientific literature, while 34% believed it to be to a moderate extent and 20% to a high or very high extent.

In relation to this question, the librarians were asked **how much they help the researchers to use the library to search for literature**. 71% of the respondents said that they help researchers often or very often, while sometimes and rarely was indicated by 21% of them. In Bolivia, however, only 20% of the librarians assess that they help the researchers often or very often.

Regarding how useful the researchers find **the library webpages when looking for scientific literature**, 63% stated useful, very useful or essential, while 26% found them somewhat useful or not useful at all. Student numbers for the same question are 73% and 17%, respectively. Researchers and students at institutions in Cambodia and students in Mozambique were least satisfied with the usefulness of their library webpages. Researchers in Mozambique and Uganda and students in Ethiopia, Tanzania and Uganda were most satisfied with their library webpages.

Most university management (81%) find **the library webpage** useful, very useful or essential, while 19% find it somewhat useful or not useful.

To the question about the **librarian's opinion, how useful do researchers think the library webpages are when looking for scientific literature** most of the answers indicated that they think it is useful, very useful or essential (84%), while the 'somewhat useful' or 'not useful at all' was limited to 16% of the replies. Here we can see that librarians tend to value to library webpage´s usefulness higher than the other participants in this survey. Librarians and university management have a more positive view than researchers and students.

The librarians were also asked about their **experience on the usability of the library webpage when it comes to accessing literature**. Of the 32 free text replies to this question most respondents are positive or neutral to the usability of the library webpage. A few librarians report, however, that the researchers are not aware of the webpage or that it's not very useful for them.

On the open question "**What kind of support would you need to improve your knowledge searching for scientific literature?**" many researchers, students and librarians agreed that regular training in different topics was desirable. A useful and dependable internet connection was also mentioned. There seem to be a fear that skills won't come to use if many journals and databases are not accessible. Nevertheless, a few respondents express that they have sufficient knowledge and accessibility, and don't need additional support. In general, the participating categories expressed the following:
- Researchers suggested training in searching for information.
- Students suggested training in searching, evaluating and retrieving literature. Some respondents also suggested training in the use of reference management systems like Endnote, Mendeley and Zotero.
- Librarians suggested training in searching techniques, information literacy, Open Access, finding relevant journals, scientific writing skills, performing systematic reviews, use of academic social networks and identifying predatory journals.

Some comments from the different participants:
- *"I would like to know other ways to look for scientific information besides google scholar and google books."*
- *"I think, I need support to transfer my skills to younger generations. Sometimes, some staff invite me as guest lecturer to make a presentation to their students on literature search, but I do this at my own costs, the universities do not have resources for utilizing retirees in some of areas* [where] *they apparently lack skills."*
- *"Improve internet services and have alternative power source."*
- *"Es necesario mejorar los conocimientos sobre las nuevas tecnologías, Capacitación en el área informática. La tecnología avanza a pasos agigantados, Apenas estamos terminando de conocer algo ya hay nuevas innovaciones."*[29]

Similar to the last question, the librarians were asked the open question about **what kind of support** *the researchers* **need to improve their knowledge when searching for scientific literature**. As the librarians' perceived support need was to have more of training in key aspects of librarianship, the librarian respondents view was that the same skills should to be passed on to the researchers, as exemplified by this answer:
- *"What we lack is also what our users lacks because they depend on us to teach them. So if we know something they will also know it as we teach them."*

The degree to which responding researchers and students **use the competence of the university librarians** varies. Few use it to a high or very high degree (15-17%), while 33-38% use it to a moderate degree, and 45-52% to a low or very low degree. Researchers at Bolivian, Cambodian, and Ethiopian institutions indicated the lowest use of this competence, while those from Mozambique and Uganda indicated the highest use. Students in Tanzania indicated the highest use of the librarians' competence, while those from Bolivia and Uganda indicated the lowest.

The librarians on the other hand responded that **the researchers are using the competence of the librarians,** to a high or very high extent at a rate of 51%, while 32% reported that the competence was used to a moderate extent. On average only 16% indicated a low or very low extent.

The librarians were also asked a battery of questions about specific providers, services and organizations related to access to scientific resources like journals and databases, i.e. OARE, INASP, EIFL, ARDI, AGORA, GOALI, Hinari. In general, all these programs and resources were rated very high (41-62%) with Hinari having the highest number of votes (58%) in the 'very useful' bin.

In order for the researchers to be able to access the subscribed (non-free) sources above there must be an authorization mechanism in place. There are basically two possible ways to provide authentication: a set of credentials (username and password) or controlling the IP numbers (unique identifiers of computers or networks). To the question **What is your preferred way of authorization mechanisms for literature resources (IP number, username/password)** the librarians were divided in two groups, 45% favored IP numbers while 55% preferred authorization with username and password.

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[29] Translation from Spanish: "*It is necessary to improve knowledge about new technologies, Training in the computer area. Technology is advancing by leaps and bounds. We are just finishing knowing something and there are new innovations.*"

The librarians were also asked **how they communicated available library resources to the researchers?** Of the 36 responses more than the half mentioned the use of the library website, about half brought up email communication. About a third of the responses mentioned the use of different social media channels and face-to-face communication like workshops and trainings. Some "old school" communication methods like notice boards and brochures where also stated.

Another open question was **what the librarians perceive as the biggest obstacles for researchers to access literature?** The 41 answers are divided between two main themes.
- The first one is emphasizing the technical and financial aspects, like poor internet connection, limitation when it comes to the use of IP numbers, power issues, lack of funding, i.e. obstacles not connected with the researchers themselves but rather shortcomings in the environment where they work.
- The other theme is the researchers' perceived lack of skills concerning information literacy, searching techniques/strategies, and knowledge of available resources.

The librarians were asked about **how often they perform training for the researchers at the university.** The majority of the respondents (63%) indicate that the give training up to five times per year. 27% say that that they perform training very rarely or not at all. On the other hand, 32% indicate that they give training more than 12 times per year. The comments indicate that the training activities may have increased in number since the outbreak of Covid-19 and online events has become "the new standard".

The librarians were asked about the **extent to which they have enough technical support to organize and communicate your electronic library holdings**. 40% of the responses were positive to a high or very high extent; while 38% experienced that they had enough technical support to a moderate extent.

6.2 Publishing research

When the university management respondents rated **the relevance of a number of aspects when their staff are searching for a scientific journal to publish in**, the most important factors given are (in falling scale):
- Database indexing (95%)
- Relevance of the journal (90%)
- Quality (86%)
- Peer review (82%)
- It´s international (76%)
- Free of charge (79%)
- Reputation and prestige (76%)
- Open Access (67%)
- Impact factor (62%)

The most important factors for responding **researchers and students** are (in falling order):
- Relevance of the journal (89-92%),
- Quality (89-90%),
- Peer review (85-88%),
- Database indexing (79-81%)

The **researchers** rate the following as the most important factors (in falling order):
- It is international (79%),
- Reputation and prestige (77%),
- Free of charge (76%),
- impact factor (71%),
- Open Access (64%),

The **students** rate the following as the most important factors (in falling order):
- Reputation and prestige (76%)
- Free of charge (76%),
- It is international (75%),
- Open Access (73%),
- impact factor by 64%.

The aspects "editors, editorial boards", "it is regional", It is national", and "country it is published in" were considered to be less important by university management, researchers and students.

Regarding **the kind of venue in which staff members prefer to publish their work**, university management thought subscription journals to be most important (84%), closely followed by Open Access journals (77%), while books, book chapters, and conference proceedings were thought to be of less importance. The Cambodian and Ethiopian university management respondents, however, indicated Open Access journals to be more important than subscription journals.

The researchers and students on the other hand stated Open Access journals (41-45%) as most preferred, followed by subscription journals (27-29%), and other venues (29-30%) such as conference proceedings and books/book chapters.

Responding researchers and students at institutions in all countries clearly indicated that publishing in **Open Access journals is preferable** to publishing in subscription journals, but respondents in Tanzania preferred publishing in other venues such as books/book chapters and conference proceedings, over publishing in subscription journals. The highest number for preference for non-journal publishing is seen from students from Uganda (39%).

The argument that the research results become widely available in the scientific community when published in Open Access journals is repeated by numerous respondents. For students, many respondents, however, indicate that submitting to subscription journals is favorable since they don't have any Article Processing Charges.

The librarians were asked **if they as a part of their service offer help to researchers to choose appropriate journals for publishing**, and 67% of the respondents said that they do that.

Additionally, the librarians were asked **if they as a part of their service offer help to researchers starting new local journals**. A little less than half (43%) of the respondents said that they offer such help.

Regarding the question **which are the most important incentives for publishing research results**, 79% of the **researchers** have indicated serving the scientific community, 69% promotion, 67% career and 61% outreach for the public good, as important or very important, while appointments (44%)

funding (48%), policy influence (48%), postdoc (20%) and tenure (19%) were generally seen as less important incentives. A vast majority (93%) rated fame and glory as an incentive of moderate or less importance. Regarding promotion as an incentive, this was indicated as notably more important by researchers from institutions in African countries, than from respondents from institutions in Bolivia and Cambodia. Another incentive that was indicated as important to varying degrees was funding, indicated as highly important by respondents from institutions in Cambodia, Mozambique, and Rwanda, but of much less importance by respondents in Bolivia, Ethiopia, Tanzania, and Uganda.

78% of the **student** respondents have indicated that career is an important or very important incentive, followed by serving the scientific community (71%), outreach for the public good (69%), and promotion (56%). Other incentives less regarded were postdoc (43%), policy influence (41%), tenure (39%), funding (38%) and appointments at 23%. The factor fame and glory was the least regarded incentive at 11%.

About two thirds (64-69%) of the researchers and students had **not** had any **difficulties in publishing Open Access articles**, while about one third had. Most of those having difficulties indicate lack of funds for the purpose. Student respondents also mentioned that the long peer reviewing processes is a problem. The most difficulties were indicated by students in Cambodia, where half of the students indicated difficulties in publishing Open Access articles.

In responding to the question "**How useful have Open Access journals been for your research?**", 68-70% of the researchers and students indicated very useful or essential, while 30-32% indicated useful or somewhat useful. There was not much of variation between researchers from the different countries, although respondents from Bolivia found them least useful and respondents from Tanzania most useful. Students in Uganda (83%) and Tanzania (82%) perceived Open Access journals most useful, while lower percentages were found for Bolivia (43%) and Cambodia (53%), see table 5.

Table 5. Respondents´ perception on how useful Open Access journals have been for their research. For Rwanda there are no students.

A number of alternatives could be selected by those being **hesitate to publish in Open Access**. A majority of researchers and students (74-77%) indicated lack of funds to cover publishing fees as the reason for hesitating. 40% of the researchers and 54% of the students were concerned about low

impact factors in Open Access journals, while 60% were not. The concern that Open Access journals may be "predatory" bothered 40-46% of responding researchers and students, but 54-60% less so.

Responding researchers from Mozambique and Rwanda, and students from Mozambique, indicated the highest degree of concern for low impact factors, while researchers from Cambodia and students from Tanzania indicated the lowest concern. Rwandan researchers, followed by those from Bolivia, also showed the highest concern for Open Access venues being predatory, while respondents from the other countries indicated less concern. For students, Ugandan students, followed by those from Mozambique and Cambodia, also showed the highest concern for Open Access venues being predatory.

Lack of funding of publication fees, however, clearly was the reason for most of the hesitation by researchers and students to publish Open Access.

A majority of university management respondents (64%) are **aware that many publishers waive or reduce publication fees for researchers in low and lower-middle income countries**, but it is news to about a third of the respondents. A majority of respondents in Bolivia, Cambodia and Mozambique were not aware of this.

For researchers and librarians, about half of the respondents (52-56%) **were aware of the fee waiver** option. The lowest degree of awareness among researchers was indicated by respondents from Mozambique (19%), followed by those from Cambodia (31%), whereas the highest was expressed by respondents from Ethiopian institutions.

60% of the students were aware of the fee waiver option. The lowest degree of awareness was indicated by respondents from Mozambique (38%), whereas the highest was expressed by respondents from Tanzanian institutions (73%).

To the question **whether their university use some form of lists of approved and disapproved journals**, a majority of the university management respondents (56%) answered "yes", while 33% answered "no", and 12% didn't know. A majority (73%) **had also informed their staff about predatory publishers**, while 20% had not, and 7% didn't know.

Many researchers (41%) indicated that **their university has some form of list of approved and disapproved journals**, while 29% indicated not, and 31% didn't know. A majority of the respondents from Rwanda (86%) knew about their university's list, while 60% of the respondents in Bolivia indicated that no such list is at hand, and 28% didn't know.

43% of the students indicated that there is such a list, while 13% indicated not and 44% didn't know. A majority of the Cambodian (85%) and Mozambican (75%) students didn´t know.

To this question 57% of the librarian respondents replied "yes", 17% replied "no", and the remaining 26% didn't know.

Regarding **the concept "predatory publishers" and "predatory journals",** 70-73% of the researchers and students were aware of it while the rest claimed not to be. For researchers, the highest awareness was indicated by respondents from Ethiopia and Uganda (<90%), the lowest by those

from Cambodia (35%). For students, the highest awareness was indicated by respondents from Uganda (93%), the lowest also by respondents from Cambodia (22%).

In response to the question **what the message is from your university when it comes to predatory journals**, comments from researchers and students indicated that in some cases it is discouraged, and in some cases the respondents have not noted any messages of that kind.

Only about half of the researchers and students knew **how to check if a journal is predatory**. For researchers, this knowledge was indicated to higher degrees (>60% of respondent) in Rwanda, Tanzania and Uganda, and substantially lower (<35%) in Bolivia, Cambodia, Ethiopia and Mozambique. For students, also only about half of the respondents (45%) knew how to check if a journal is predatory. For students, this knowledge was indicated to a higher degree (73%) in Uganda, and substantially low (16%) in Cambodia.

A minority of the researchers and students (25-28%) stated that they were **aware that they had published an article in a predatory journal**, the majority was not. The awareness for researchers was indicated highest in Rwanda, and lowest in Cambodia, Bolivia and Mozambique. The lowest rate of known predatory publishing for students can be found among the Ugandan and Tanzanian students, whereas the rest show much higher percentages, up to 51% in Ethiopia

A larger share of the researchers and students (36%) was **aware if any of their colleagues ever public shed an article in a predatory journal**. The awareness for researchers was indicated highest in Rwanda, and lowest in Cambodia, Bolivia and Mozambique. The awareness of student colleagues publishing in predatory journals was reported as the highest in Ethiopia (58%), and lowest in Mozambique (10%).

The librarians were asked **whether they inform the university staff about predatory publishers.** To this question 73% replied "yes" and the remaining 19% responded "no".

The university management respondents were asked for their view on **building regional/national scientific platforms and journals for publishing vs international journals and platforms**. Out of the 34 more or less eloquent responses given, about a third has pointed out the importance of publishing at local or regional venues for the connection to the local context, because it would improve to communication with decisionmakers involved in local development, and because it would be less likely to get a manuscript with too much of a local bias accepted in an "international" journal. One respondent questions the concept of international journals, which is interesting because many so called international journals are locally based in different countries, often at specific institutions. What makes them international is that they attract manuscripts from researchers worldwide. So does also many predatory publishers who put the designation "International Journal of" before their mock journal titles. The concept "international journals", therefore, may be less relevant than the quality of a journal, for example manifested by being listed with an impact factor in the Web of Science database. That is the case e.g. for the "Bulletin of the Chemical Society of Ethiopia", although it may be seen as a "local" journal.

Also, researchers point out the that publishing in a local context may reach policy makers. Most of the researchers are positive to creating national or regional platforms/journals to address local issues and help local society. Many stresses the importance of both international and regional/national ones:

- *"With national or regional scientific local and regional issues can clearly be addressed in local and regional contexts. But will lack international scientific contribution in science. Science has to be universal and not limited to local and regional contexts only. I would go for both platforms for strong scientific grounds in research."*

For students, a large majority are positive to create national or regional platforms/journals:
- *"National scientific platforms for publishing are important as a stepping stone toward building capacity as international journals. I have come across this kind of debate in my country, however discussions are fragmented. The importance of these national platforms are easy accessibility, affordability and easy setting of topic for publishing in line with national or regional goals. The downsides could be limited expertise on some topics, poor visibility internationally and acceptability among the researchers in terms of indexing and reputation."*

6.3 Open data and data sharing

A majority of the university management (77%) claimed that **their university is interested in promoting Open Access publication**, while 5% stated "no" and the rest didn't know.

To the same question, 86% of the librarians answered "yes", while the remaining part didn't know.

A data management plan (DMP) was used by 22-23% of the researchers and students, and not by the remaining. For researchers, the fewest users (≤15%) were in Bolivia, Cambodia and Mozambique. For students, the fewest users of DMPs (<15%) were also in Bolivia and Cambodia.

Table 6. Respondents´ use of a data management plan (DMP).
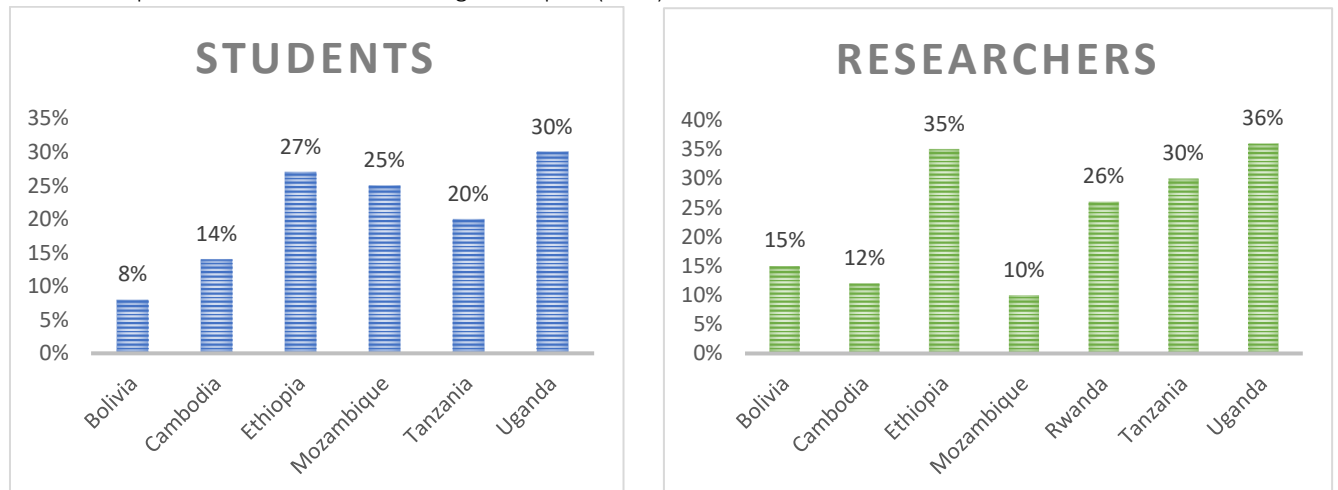
12 % percent of the librarians responded that a data management plan was used by researchers at the institution. 37% said that DMPs were not used, and 51% didn't know. Also, the librarians, replied that the fewest users of DMPs, were in Bolivia and Cambodia.

Regarding **data sharing**, overall, about 78-80% of the students and researchers were positive to sharing their data whereas about 20-22% were negative. A larger majority (90-91%) were positive to others sharing their data for them to access. Researchers and students in Bolivia were most positive about both own and others' data sharing, while researchers in Ethiopia and Mozambique, and

students in Cambodia where least positive to own sharing. Comments regard concerns for plagiarisms and theft, while many see a number of benefits.

Considering **what a university would require to support its researchers to safely and with maintained quality make their research more available and visible to other researchers and society**, researchers ranked research data management highest, followed by assessing the quality of open access publications, development of institutional repositories, peer review, publishing in open access, data sharing, and open data. Policies, IPR (copyright/CC licenses), navigate the Open Access landscape, and predatory journals were ranked lower.

The corresponding results for the **students** show that they also would appreciate research data management to the highest extent, followed by assessing the quality of open access publications, peer review, development of institutional repositories, data sharing, publishing Open Access, and Open Data. Policies, intellectual property rights (copyright/CC licenses), predatory journals, navigate the Open Access landscape were ranked lower.

To the question what **knowledge/skills/technology are needed in relation to the role as a librarian** the respondents ranked development of institutional repositories highest at 28%, followed by assessing the quality of Open Access journals/publications (21%). Considerably lower were skills regarding predatory journals (9%), publishing in Open Access (9%), Open data (7%), data sharing (7%), policies (7%), intellectual property rights (copyright/CC licenses) (5%), navigate the Open Access landscape (5%), and peer review (2%).

To the question what **knowledge/skills/technology the *researchers* at their university need to navigate and enhance their opportunities to safely publish their work, increase the number of high-quality publications and make them more visible,** the librarians ranked publishing in Open Access journals highest at 30%. Assessing the quality of Open Access journals, data sharing and development of institutional repositories were indicated at 12% each, followed by predatory journals (10%), peer review (8%), intellectual property rights (copyright/CC licenses) and policies both (5%), and lastly navigating the Open Access landscape and Open Data both at 2%.

Only about 20% of researchers had **received research grants from funders where Open Access has been a requirement**. Researchers from Uganda had most experience of this (46%). For students only about 15% of respondents had received research grants from funders where Open Access has been a requirement. Responding students from Bolivia had most experience of this (42%).

6.4　　　　Institutional repositories

A majority of university management respondents (64%) **indicate that their university has an institutional repository (IR)**, although most of those from Bolivia and Cambodia reply "no". The comments range from the third of respondents who doesn't know about it at all, to information that their repositories contain several thousand research papers. One repository of close to 580,000 research papers is indicated, and one of almost 27,000, but most figures provided range between 400 and 6,000. Some repositories are under construction, and one is for theses only.

About half of the researchers and students answered that their university has an institutional repository, while 4-10% answered that there isn't any, and 39-46% didn't know. Only 4% of the Cambodian researchers answered that there was an IR. Cambodia also had the highest percentage of

I don't know-replies for both researchers and students. Uganda (69%) and Tanzania (75%) had the highest share of IRs, according to the respondents.

Also, the librarians and the IT staff connected to the library were asked if their university has an IR. A vast majority (88%) reported that they have such a system in place. The responses on how many documents the IR contained varied between just a handful to more than 26,000. The reasons given for having just a few documents in the IR was explained by that the system is new and that the system has faced technical problems. When it comes to how many researchers and students that has deposited in the IR the numbers fluctuate between just a few to thousands; some of the IT respondents indicate that there is a policy in place demanding uploading of undergraduate and graduate theses.

A very high portion (85%) of the librarians also assessed that **the university have the knowledge and skills to develop and maintain a functional Institutional Repository**. 77% of the IT staff agreed. Also, a majority of university management respondents (68%) were of the opinion that **their university has the knowledge and skills to develop a functional repository**.

Nineteen out of 26 university management respondents didn't know **which software is used in their repository**.

Regarding the researchers´ **experience** of National Repositories or International subject-based repositories, only 33% had accessed the latter, while 27% had accessed the former, and 57% had accessed university repositories. Most experience in general was expressed by respondents from Rwanda, while most experience of university repositories was expressed by respondents in Tanzania, followed by Uganda and Ethiopia.

For students, only 26% had accessed the latter, while 20% had accessed the former, and 60% had accessed university repositories. Most experience *in general* was expressed by respondents from Bolivia. Most experience of *university repositories* was expressed by respondents in Bolivia, followed by Uganda and Tanzania.

A minority (23%) of the researchers had **deposited** in international subject-based repositories, and still fewer (14%) in national repositories, while almost half (47%) had deposited in university repositories. More than 55% of respondents from Tanzania and Uganda had deposited in university repositories, while Cambodia and Bolivia had the lowest numbers. The highest number for depositing in international repositories was found for Uganda (24%).

For students, a minority (13%) of the students had deposited in international subject-based repositories, and still fewer (12%) in national repositories, while more than a third had deposited in university repositories. The highest number was found for Ethiopia (47%) and the lowest for Cambodia (7%) and Mozambique (10%).

Only about 20% of the researchers had **used the Institutional Repository to search for literature/papers** regularly or often, whereas 80% had seldom or never. For students, the numbers are 32% had used it regularly or often, whereas 71% had seldom or never. In Cambodia and Mozambique none of the respondents had used the Institutional Repository to search for literature/papers regularly or often, (in Cambodia 8% had seldom and 92% never., whereas in

Mozambique 72% had seldom and 28% never). In Uganda, Tanzania and Mozambique >30% have used the IR regularly or often.

On average, 39% of the IT staff indicated that they have had a **high or very high extent of involvement in the strategic decisions about configuration and use of the IR**. 26 % reported a moderate involvement while 34 % replied a very low or low extent. If we look at the different countries, the extent of involvement is highest in Uganda where all respondents grade it high or very high. Tanzania and Bolivia have a more equal distribution between the choices, whereas Cambodia and Ethiopia experience the least level of involvement.

6.5   Career enhancement and promotion

The **types of publications valued for career enhancement/promotion** to a high or very high extent were according to 80% of the university management respondents subscription journals, and according to 66% Open Access journals. Regarding predatory journals, 84% responded to a low or very low extent, while 16% indicated to some extent or to a high extent. Books/book chapters, conference proceedings articles, and popular publications were valued lower than articles in (non-predatory) journals.

For researchers and students both subscribed journals and Open Access journals are **valued to a high or very high extent for career enhancement/promotion** according to 72-78%, while "predatory journals" where valued to a low or very low extent for this purpose according to 81-86%. Books/book chapters, conference proceedings articles, and popular science publications were valued to a high or very high extent according to about 40% to 69% of the respondents, with some variation in the preferences between these three categories.

More specifically considering **the importance of the quality of publications for promotion and career**, 53-58% of the university management respondents, and the researchers and students indicated that this is taken into account to a high or very high extent, while 43% claimed that it is regarded to a moderate extent or lower. The response was highly varying, however, only 14% of the Bolivian researchers indicated that it is taken into account to a high or very high extent, whereas >70% of the researchers from Rwanda, Tanzania and Uganda did. For students, 58% indicated it to be to a high or very high extent, the rest to a moderate extent or lower. For students the response is varying between 40% and 69%, with Cambodia at the lower end and Bolivia at the higher.

6.6   Policies

Only 21% of university management respondents answered that **their university has a policy for Open Access**, while 53% stated "no" and 26% didn't know. In a few cases, comments indicate that such policies are being developed. The responses were similar from all countries.

50% of librarians responded that **their university has a policy for Open Access**, while 33% stated "no" and 17% didn't know. Of the librarians answering "no" to the above question, 62% indicated that there are plans for such a policy, while the rest didn't know.

A majority of the university management respondents (65%) stated that **their university has a policy for avoiding publishing in predatory journals**, while 23% answered "no" and the rest didn't know. Most of the respondents from Bolivia, Cambodia, and Mozambique indicated "no" or didn't know.

Also, the librarians were given the question **if their university have a policy for avoiding publishing in predatory journals**. 36% of the respondents answered "yes", 26% said "no" while the remaining 38% didn't know.

Regarding **copyright and Creative Commons (CC) licenses,** 33% of the responding University managers indicated that their university has policies on copyright/CC licensing, while about 20% were divided between "My university has recommendations on copyright/CC licensing" and "Researchers decide for themselves". The rest stated that they don't know. Respondents from Cambodia indicated no knowledge of university policies or recommendations.

The librarians were also asked about **the university´s position concerning copyright and Creative Commons (CC) licenses**. 55% of the respondents stated that the university had either a policy or a recommendation. 26% replied that the researchers decide about license themselves while 19% didn't know or didn't find the two first alternatives fitting their situation.

Whether the university have **funds for covering publishing fees**, 64% of the university management respondents answered "no", and 35% "yes".

To the same question, 41% of the librarians answered "yes". When asked how the university decide which publications get financial support, a few comments elaborated on this:
- *"… researchers apply, and funds are disbursed on first come first serve basis."*
- *"Usually there are call for these funds, and researchers can apply to."*
- *"Through research committee"*
- *"The one which have been checked out by committee responsible to academic standards."*

The answers and comments indicate that few universities have clear guidelines on how to access the funds.

6.7　　　　Sida/ASDI support

The university management respondents were asked **whether the collaboration with Swedish universities and researchers had any impact on which type of venues their researchers have selected for publishing their research**, to which 88% responded "yes" and the rest "no", with no striking differences between countries. The Swedish collaboration has according to the **university management** led to (in summary):
- more publishing in high-impact journals.
- guidance by the Swedish researchers on where to publish and in which high quality journals.
- access to journals that would otherwise be difficult to access locally.
- training by the Swedish supervisors.

On the same question, also a high share (75-78%) of researchers and students answered yes. For researchers, the highest impact was indicated by respondents in Tanzania (88%), and the lowest by respondents in Cambodia (52%). For students the highest impact was indicated by respondents in

Bolivia (100%), and the lowest, again, by respondents in Cambodia (47%), which also is the program started most recently.

The overall picture from the participants´ comments is that the collaboration has had an immense impact on the publishing in many cases.

Regarding **in what ways Sida can contribute to strengthen the partner university in the areas of Open Access and Open Science**, **researchers, students and librarians** suggested the following (in summary):
- By training/capacity building
- By funding publication fees in Open Access journals.
- By funding subscriptions to scientific databases.
- By supporting creation of an e-library for journals.
- By holding seminars on the importance and drawbacks of Open Access journals.
- By creating more awareness/more sensitization on the subject.
- By helping the partner institutions in negotiating with various international publishing houses for feasible Open Access costs.

Some researchers mentioned that Sida should stress the importance of Open Access publications to the university management to relieve the burden of the internal bureaucracy required to access funds set aside for the purpose:
- "*Sida has been providing funds for us to publish our articles. However, the administration of the educational institution where I work has a lot of bureaucracy to access these funds, which makes it take a long time to access them.*"

Librarians also stressed the importance of Infrastructure development (e.g. enhance internet connections, refurnish the library ICT infrastructure) and the funding of the development and implementation a national research repository.

7. Conclusions and recommendations

Despite a fairly good overall response rate (40%), two categories of respondents had low ones: In the librarian category only 45 out of 219 respondents (21%) answered the questionnaire, which is quite remarkable since the topic obviously is highly relevant for the profession. Also, university management had a low response rate (28%).

The replies of researchers and students are similar, maybe because many of the PhD students are also university staff.

Because the survey was commissioned by the funding agency of the collaboration, the risk that the respondents could be hesitant to express negative experiences and opinions to a full extent was feared. However, the concerns seem to be unfounded; many respondents express their various complaints and also suggest improvements to the Sida support.

It is clear that new Open Access modalities for accessing and publishing research are at full swing in Sida´s partner countries. Moreover, the use of irregular and illegal resources like Sci-Hub has also been reported, similar to the general behavior in the world scientific community.

Comparison with other studies

When comparing this study with the ones mentioned in the literature referred to, both differences and similarities can be observed:

Harle and Warne (2020) state that 41% of their respondents have access to the literature needed, while Nobes and Harris (2019) find that only 8% have. **In the current study, however, a majority of the respondents claim to have the access they need** (75%).

Nobes and Harris (2019) believe the reason for the low percentage to be a **lack of awareness** about which resources are available. Harris and Nzegwu (2021) also state that the respondents have low levels of awareness of the resources available. Indeed, the lack of awareness of suitable and relevant bibliographic databases and journal sources can be the root cause to both the perceived lack of access and the actual or potential risk that subscription resources are not found in a sufficient degree.

Nobes and Harris (2019) investigated the importance of different factors considered by the researcher when choosing a journal for publishing, and the respondents valued relevance to the discipline highest, followed by journal impact factor, and reputation of the journal. The corresponding results from Harle and Warne (2020) are the accessibility to the research community, the impact of their work on research more broadly, and the career progression. The respondents in the current study value relevance of the journal highest, followed by quality, and peer review.

Like Nobes and Harris (2019) and Harle and Warne (2020), the current study indicates that a majority of the respondents strongly support data sharing.

According to Harle and Warne (2020), 61% of their respondents report that their institutions has an institutional repository (IR). Nobes and Harris (2019) report that 34% of the respondents had accessed their IR. In the current study, a majority of university management and librarian respondents indicate that their university has an IR, although most of those from Bolivia and Cambodia reply "no". Only about half of the researchers and students state that their university has an IR.

Harle and Warne (2020) found that only 33% of the institutions has an Open Access policy in place. The corresponding number in the Nobes and Harris (2019) study is as low as 17%. A minority (21%) of the respondents in our study state that the university has a policy for Open Access.

Accessing research

The majority of the participants in the survey agree that the researchers and students have **access to the scientific publications needed to carry out their research**. However, the perceived that much of the good access among students can be explained by the students' affiliations with Swedish universities. The challenges brought up for accessing scientific publications are similar for all categories of respondents; unstable internet connection, power cuts and insufficient funding, for example to access subscription journals. In some cases, there are also a basic misunderstanding that there is a fee involved to access Open Access publications.

Open Access journals are the most common **academic/scientific literature accessed** by researchers and students. Librarians are aware that so is the case, but university management respondents believe that the most common academic/scientific literature accessed by their researchers are Subscriptions journals. The majority of the respondents do not have any difficulties in accessing Open Access journals, with the exception of those in Cambodia.

When it comes to illegal resources like Sci-Hub, the use was highest in Bolivia and Cambodia and lowest in Rwanda. As expressed in *6.1 Results* there is no reason to believe that illegal resources like Sci-Hub will disappear in the near future but rather contribute to an increase in the speed of the transition from subscribed journals to Open Access content. And meanwhile, Sci-Hub and similar rouge services will also affect the information supply as we know it, and making the old school subscribed and pay-walled resources irrelevant to an increasing number of the researchers.

A large majority (87-94%) of the respondents in the three categories university management, researchers and students believe they have **enough knowledge to access the scientific literature they need**. The majority of the librarians, however, do not share this view; they indicate that the largest obstacle for researchers to access literature is the researchers' lack of skills concerning information literacy, searching techniques/strategies, and knowledge of available resources. However, many researchers and students agree that regular training in different topics is desirable to improve the knowledge. Actually, two thirds of the librarians indicate that the they perform training for the researchers at the university up to five times per year. The comments indicate that the training activities have increased in number since the outbreak of Covid-19 and online events has become "the new standard".

Not surprisingly the majority of the **librarians value their competence and services** (helping researchers and students search for literature, usefulness of library webpage etc.) higher than the other categories do.

Publishing research

The respondents were asked to rate **the relevance of a number of aspects when searching for a scientific journal to publish in**. Researchers and students agreed that (in falling order) Relevance of the journal (89-92%), Quality (89-90%), Peer review (85-88%) and Database indexing (79-81%), were most important, while university management respondents rated Database indexing (95%) as most important.

University management respondents thought subscription journals to be most important **venue in which staff members prefer to publish their work**, while researchers and students stated Open Access journals as most preferred. The argument that the research results become widely available in the scientific community when published in Open Access journals is repeated by numerous respondents.

Different perceptions between these groups may be due to the fact that there are university administrators who do not have experience of research. Another explanation might be that university management respondents stare blindly at Impact Factors (the highest ranked journals are still largely subscribed).

About two thirds of the researchers and students had **not** had any **difficulties in publishing Open Access articles**, while about one third had. Most of those having difficulties indicate lack of funds for the purpose.

A majority of the researchers and students indicate that **Open Access journals have been very useful for their research**, but many are **hesitant to publish in Open Access**. The reasons given are lack of funds to cover publishing fees and the low impact factors of Open Access journals. The concern that Open Access journals may be "predatory" bothered 40-46% of responding researchers and students.

A majority of university management and student respondents are **aware that many publishers waive or reduce publication fees for researchers in low and lower-middle income countries**. For researchers and librarians, about half of the respondents **were aware of the fee waiver** option.

A majority of the researchers and students are aware of **the concept "predatory journals"**. However, only about half of the researchers and students knew how to check if a journal is predatory. A majority of the librarians indicated that they inform the university staff about predatory publishers. Also, about half of the respondents indicated that their university used some form of lists of approved and disapproved journals.

Many of the respondents were positive to **building regional/national scientific platforms and journals for publishing versus international journals and platforms**. It is pointed out that publishing at local or regional venue might improve the communication with decisionmakers involved in local development. National or regional platforms/journals could also address local issues and therefore help local society. However, many stress the importance of both international and regional/national ones.

Open data

A majority of the students and researchers were positive to **data sharing**. An even larger majority were positive to *others* sharing their data for them to access. Comments regard concerns for plagiarisms and theft, while many see a number of benefits.

Considering **what a university would require to support its researchers to safely and with maintained quality make their research more available and visible to other researchers and society**, researchers and students ranked Research data management highest, followed by Assessing the quality of Open Access publications, Development of institutional repositories, Peer review, Publishing in Open Access, Data sharing, and Open data.

To the question what **knowledge/skills/technology are needed in relation to the role as a librarian** the librarians ranked Development of institutional repositories highest, followed by Assessing the quality of Open Access journals/publications. Librarians indicated that researchers need more knowledge about Publishing in Open Access journals. Also, the librarians considered Assessing the quality of Open Access journals, Data sharing and Development of institutional repositories important to learn more about.

Only about 20% of researchers had **received research grants from funders where Open Access has been a requirement**. Researchers from Uganda and students from Bolivia had most experience of this.

Institutional repositories

When it comes to **institutional repositories (IR)**, a majority of university management and librarian respondents indicate that their university has one, although most of those from Bolivia and Cambodia reply "no". About half of the researchers and students stated that their university has an institutional repository, while less than 10% answered that there isn't any, and the rest didn't know. Ugandan and Tanzanian institutions have the highest share of IRs, according to the respondents.

A minority of students and researchers had **experience of accessing** National Repositories and International subject-based repositories, while around 60% had accessed university repositories.

Most experience in general was expressed by respondents from Rwanda, while most experience of university repositories was expressed by researchers in Tanzania and students in Bolivia, followed by both students and researchers in Uganda and Ethiopia. Still, the use of the Institutional Repository when it comes to **searching for literature** was low for both students and researchers.

A majority of the university management, librarian and IT staff assessed that the university has the knowledge and skills to **develop and maintain a functional institutional repository**. A third of the IT staff indicated that they have had a high or very high extent of involvement in the **strategic decisions** about configuration and use of the IR, while a third replied a very low or low extent.

Career enhancement and promotion

Regarding the **types of publications valued for career enhancement/promotion,** the university management, researcher and student respondents agree that subscription journals, and Open Access journals are most valued to publish in. According to the replies in the survey, publishing in predatory journals are not valued for promotion. It should however be noted that 16% of the university management respondents indicated that publishing in predatory journals are valued to some extent or to a high extent. This is a worrisome result even if they are few.

A majority of the university management, researcher and student respondents indicate that **the quality of publications** is taken into account to a high or very high extent for promotion. The response was highly varying, however, only 14% of the Bolivian researchers indicated that it is taken into account to a high or very high extent, whereas >70% of the researchers from Rwanda, Tanzania and Uganda did. For students the response is varying, with Cambodia at the lower end and Bolivia at the higher.

Policies

A minority of university management respondents answered that **the university has a policy for Open Access**, while 53% stated "no" and 26% didn't know. In a few cases, comments indicate that such policies are being developed. About half of the librarians responded that their university has a policy for Open Access.

A majority of the university management respondents stated that **their university has a policy for avoiding publishing in predatory journals**, while 23% answered "no" and the rest didn't know. Most of the respondents from Bolivia, Cambodia, and Mozambique indicated "no" or didn't know. About a third of the librarians indicated "yes", 64% indicated "no" or didn't know.

Whether the university have **funds for covering publishing fees**, a majority of the university management and librarian respondents answered "no". The answers and comments indicate that the few universities that have funds, have clear policies and guidelines on how to access the them.

Sida/ASDI support

The overall picture from the participants´ comments on the **collaboration with Sweden** is that it has had an immense impact on the publishing. The cooperation has led to:
- more publishing in high-impact journals.
- guidance by the Swedish researchers on where to publish and in which high quality journals.
- access to journals that would otherwise be difficult to access locally.
- training by the Swedish supervisors.

The respondents suggest that **Sida can contribute to strengthen the partner university in the areas of Open Access and Open Science** (in summary):
- By training/capacity building
- By funding publication fees in Open Access journals.
- By funding subscriptions to scientific databases as well as library infrastructure.
- By supporting creation of an e-library for journals.
- By holding seminars on the importance and drawbacks of Open Access journals.
- By creating more awareness/more sensitization on the subject.
- By helping the partner institutions in negotiating with various international publishing houses for feasible Open Access costs.
- By stressing the importance of Open Access publications to the university management to relieve the burden of the internal bureaucracy required to access funds set aside for the purpose.
- By funding of the development and implementation a national research repository.

In all sections of the survey Cambodian respondents stands out as those least capacitated, e.g.:
- least access to Open Access
- highest use of illegal resources
- most negative view on library services
- most difficulties when it comes to publishing in Open Access
- lowest awareness of predatory publishing
- fewest users of DMPs
- researchers and students don´t know if the university have an IR or not
- less importance of the quality of the publication for promotion
- university management does not have a policy for avoiding predatory publishing.

Important to note is that Cambodia is where the Sida program started most recently.

For countries on the other end of the spectrum, the results vary; in some areas Tanzanian respondents stand out as the country most "up-to-date" when it comes to Open Access, in other areas Ugandan respondents.

Recommendations
Based on the results of the survey, the following recommendations are proposed to Sida:

Sida should consider developing an Open Science policy. A well framed policy aligned with the Swedish National Library's national goals, and in line with the major Swedish and international research funders, will bring clarity to Sida's position in its research support, which in turn will give support in decision making.

Implement measures in creating more awareness in the discovery and acquisition of academic literature and scholarly communication in general. Many respondents ask for more funding, e.g. to subscription to scientific databases, to cover the publishing fees in Open Access journals, to develop and maintain an institutional repository, and to further develop library infrastructure. In most cases, however, the need for increased awareness of the resources already available today seems to be more urgent.

Train the trainers. It is obvious that there is a need for more skills/knowledge when it comes to the new ways of searching, accessing and publishing research. To reach as many stakeholders as possible

ISP suggests Sida to train the trainers, i.e., educate librarians in partner countries so that they can hold workshops/session at the home university for university staff and students. The training can be structured as an online workshop or a staff mobility scheme, followed by a so called "cascade training" held at each home university. The staff who went on mobility will train a number of colleagues and in e.g. information searching, quality assurance schemes and best practices. The cascade training will enable trainers and trainees to develop a method that can be repeated on a regular basis and thereby ensure sustainability. Cascade trainings will also guarantee inclusiveness since it is reaching out to all academic staff and students at the university. It will also give local ownership. Examples of such trainings could be:

- o Training in development of institutional repositories (for librarians).
- o Training in how to publish wisely and to avoid predatory publishers (for deans, heads of departments).
- o Training in publishing in Open Access journals, assessing the quality of Open Access journals, and data sharing (for librarians, deans and heads of departments).
- o Training in information searching (for librarians).

Encourage university management to develop promotion policies that measures publishing in quality journals and Open Access, and make sure that these new policies are implemented. At the same time, the lists of approved/disapproved journals should be used for support in choosing venues to publish in. Concomitantly encourage **partner universities to develop policies on Open Access**, as a minority of the partner universities has one.

Encourage further policy development regarding predatory publishers. It is desirable to carefully choose a journal by its positive properties, rather than avoiding predatory journals by using a blacklist. The skills and use of tools to identify good venues for publishing can be included in the train the trainer scheme.

Continued help to negotiate affordable prices both for reading and publishing with publishers for researchers and students in the partner countries, and at the same time increase the awareness of the waived publication fees to low-income countries. The negotiation efforts should be for *reading* and *publishing*, taking the ongoing transition towards Open Access into account. The library consortia that has been formed on a national level in the different countries will still be relevant, but the emphasis will gradually be put on the *publishing* side.

All categories in Cambodia needs particular support, in all aspects, especially when it comes to predatory publishing. Also, Bolivian respondents seem to need more support than the East African ones regarding many issues in the survey.

A future study on the publications at the partner universities. A bibliometric study of the publications at all institutions in Sida´s partner countries could be of used to see how the research quality develops.

A future comparative study on Open Access policies at the partner universities, where one is in place. The study could also address the policies on how to avoid predatory publishers.

A future study on promotion policies. A study on how the promotion policies are linked to publishing in quality journals. This survey results could be compared to the promotion policies (in

those cases where they exist) to see if there are any discrepancies and to find out what the impact the different promotion policies have on the participants' Open Access publication attitude.

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9. Appendices

9.1 Differences between the responses of women and men

Disclaimer: none of the differences indicated below have been tested statistically, that is, the level of significance, if any, cannot be reported.

Researchers and students

Among researchers and students, there are 135 women and 293 men respondents, along with one individual not indicating gender, the latter disregarded here. (Q1)

The age distribution is similar in both gender categories, with almost 60% in the span 20-40 years old, almost 40% in the span 41-60 years old, and only 4% older than 60 years. (Q2)

The distribution of women and men respondents is similar in the seven countries. (Q3)

In both gender categories, about half characterize themselves as staff, and the rest as students, with slightly more of men students than women students. (Q6)

The distribution of academic degrees is also similar in both gender categories, about half with MSc degrees and slightly less than half with PhD degrees. Only a few stated Bachelor or Licentiate degrees. (Q7)

The same similarity is shown with regard to distribution of respondents between disciplines, with about 40% indicating Natural Sciences and Technology, 25% "other", and 3-13% indicate the disciplines of Medicine and Pharmacy, Social sciences, Business studies and Economy, and, fewest, Humanities. (Q9)

Overall, there are no profound differences between respondents of different genders with regard to above aspects.

There are, however, differences between the respondents in the two gender categories of Researchers and students with regard to:
- the extent they consider that they have enough knowledge/skills to access the academic/scientific literature they need, where 56% of the women indicate To a moderate extent, and 39% To a high or very high extent, whereas the corresponding percentages for men are "reversed", that is, 39% and 54%, respectively. (Q15)
- the extent they consider they have knowledge/skills enough to access the academic/scientific literature they need, where 59% of the women indicate To a moderate extent, and 39% To a high or very high extent, whereas the corresponding percentages for men are 38% and 54%, respectively. (Q18)
- whether they are aware that many publishers waive or reduce publication fees for researchers in low and lower-middle income countries, where 47% of the women indicate that they are, and 60% of the men. (Q29)
- whether they are familiar with the concept "predatory publishers" and "predatory journals", where 66% of the women indicate Yes, and 74% of the men. (Q34)
- whether they know how to check if a journal is predatory, where 45% of the women indicate that they do, and 51% of the men. (Q36)
- whether they are aware if they ever published an article in a predatory journal, where 19% of the women indicate Yes, and 30% of the men. (Q37)

- whether they are aware if any of their colleagues ever published an article in a predatory journal, where 24% of the women indicate Yes, and 41% of the men. (Q38)
- whether their university/department has some form of lists of approved and disapproved journals, where 35% of the women indicate that they believe that to be the case, and 46% don't know, whereas 44% of the men indicate that they believed that to be the case, and 32% don't know. (Q39)
- for PhD students: Whether their supervisors have informed them about predatory publishers, where 49% of women respondents indicate Yes and 66% of men. (Q41)
- whether they have experience of depositing in Institutional Repositories or International subject-based repositories, where 13% of the women indicate that they have experience in depositing in International subject-based depositories, and 21% of the men. (Q42b)
- whether their university has an Institutional Repository, where 57% of the women believe that to be the case, and 49% of the men. (Q43a)
- whether they would like others to share data that they would be able to access, where 94% of women indicate Yes, and 89% of men. (Q46)

The twelve questions where different responses of women and men in the category Researchers and students can be distinguished indicate the following:
a) *Women have a lower appreciation than men of their abilities with regard to accessing the information they require. (Q15)*
b) *Women are less well informed than men with regard to waived/reduced publication fees, and with regard to predatory publishers. (Q29, Q34, Q36, Q37, Q38, Q39, Q41)*
c) *Women have less experience than men with international repositories, but more women than men believe that a university repository exists. (Q42b, Q43a)*
d) *Women are more open than men to accessing data shared by others. (Q46a)*

There are no obvious differences between the respondents in the two gender categories of Researchers and students with regard to:
- the extent they have access to the scientific publications they need to carry out their research (Q11)
- what academic/scientific literature they have access to (Q12)
- how often they use different types of academic/scientific literature (Q13)
- whether they have any difficulties in accessing Open Access for their research (Q16)
- whether they have any difficulties in accessing subscription journals for their research (Q17)
- how often they use the library services to search for literature (Q19)
- how useful they find the library webpages when looking for scientific literature (Q20)
- the extent they as researchers use the competence of the university librarians (Q22)
- how important a number of [listed] aspects are when they are searching for a scientific journal to publish in (Q23)
- in what type of publication they prefer to publish their work (Q24)
- the number of scientific articles/books they have published during the last five years (Q25)
- what are the most important incentives for publishing their research results (Q26)
- whether they have had any difficulties in publishing Open Access articles (Q28)
- how useful Open Access journals have been for their research (Q30)
- what would make them hesitate to publish in Open Access (Q31)
- if they have published articles in Open Access, how many were in Journals who charged Article Processing Charge (APC), i.e. publication fee, and Journals without charge (Q32)
- who covered the fee of Article Processing Charge (APC) (Q33)
- whether they have experience of accessing Institutional Repositories or International subject-based repositories (Q42a)

- whether they have experience of depositing in Institutional Repositories or International subject-based repositories, with regard to National and University repositories (Q42b)
- whether they had used the Institutional Repository to search for literature/papers (Q43b)
- whether they had their research papers deposited in the Institutional Repository (Q43c)
- whether they use a DMP (Q44)
- whether they could consider sharing data (Q45)
- which of the following [listed aspects] they think their university would require to support its researchers to safely and with maintained quality make their research more available and visible to other researchers and society (Q48)
- whether they have received research grants from funders where Open Access has been a requirement (Q49)
- what extent are the following types of publications valued for their career enhancement/promotion (Q50)
- what extent the quality of the publications is taken into account in promotion, tenure and career at their university (Q51)
- whether the collaboration with Swedish universities and researchers had any impact on which type of publications they have selected for publishing their research.

University management

In the University management category, there are nine women and 38 men respondents. (Q1)

No woman respondent is older than 60, whereas 14% of the responding men are. In both gender categories, most are between 41 and 60 years old, 89% of the women and 81% of the men. (Q2)

There are women respondents only in Bolivia, Ethiopia and Tanzania, while there are men respondents in all seven countries. (Q3)

With regard to academic degrees, 89% of the women are PhD graduates, and 78% of the men. A few men have a Licentiate degree, but no women, and the rest have MSc degrees (Q7)

The distribution between disciplines is different between women and men; 67% of the women indicate "other", but only 32% of the men. Only 33% of the women (three individuals) indicate discipline, 22% Natural Science (two individuals) and Technology, and 11% Social sciences (one individual). Those indicating other are asked to specify, and four of them indicate medicine-related topics, while one indicates marine sciences and one psychology/education. The majority of the men indicate discipline, 32% Natural Sciences and Technology, 11% Medicine and Pharmacy, 11% Social sciences, 8% Business studies and Economy, and 5% Humanities. (Q9)

Respondents of both genders list their Research topic, which, presumably, indicates either their field of degree studies, or that they are still active in research. (Q10)

There are notably fewer women in this category, making up about 20% of the respondents, which should be kept in mind when any gender-based differences are discussed. In addition, of the seven countries addressed, only three are represented by women. Overall, men in this category tend to be of higher age than women. Most of the women have a PhD degree, but about 20% of the men has not. Regarding disciplines, both women and men are mainly in natural and life sciences, but the higher number of men shows a higher diversity, with about 25% in other disciplines.

There are differences between the respondents in the two gender categories of University management with regard to:

- whether their university has an Institutional Repository, where 43%, that is, four of the nine responding women answered Yes, but 69% of the men indicated Yes (Q23)
- whether their university has the knowledge and skills to develop a functional Institutional Repository, where 57%, that is, five of the nine responding women answered Yes, whereas 71% of the men did (Q24)
- their university´s position with regards to copyright and Creative Commons (CC) licenses, where 57%, that is, five of the nine responding women, didn't know, whereas only 23% of the men indicated that they don't know (Q30)

There are only three questions where different responses of women and men in the category Researchers and students can be distinguished.

a) *Unlike in the Researchers and students' category, fewer women than men in the University management category were of the opinion that their university has an institutional repository, and the University management women had lower trust then men in their university's ability to develop a functional repository. (Q23, Q24).*
b) *Furthermore, more than half (five) of the nine responding women in this category had no knowledge about their university's position on CC licenses, whereas only 23% of the men lacked that knowledge. (Q30)*

The distribution on positions within the University management indicated by responding women and men didn't differ notably, and can hardly explain these differences.

There are no obvious differences between the respondents in the two gender categories of University management with regard to:

- what extent their staff have access to the scientific publications they need to carry out their research (Q11)
- what academic/scientific literature they have access to (Q12)
- what´s their view is (as a representative of the University management) on to what extent the following [listed] types of academic/scientific literature are used by the academic staff of their university [Q13]
- whether their staff have any difficulties in accessing Open Access publications for their research (Q14)
- whether their staff have any difficulties in accessing subscription journals for their research (Q15)
- what extent they consider their staff have enough knowledge/skills to access the academic/scientific literature they need (Q16)
- what extent their staff use the library to search for scientific literature (Q17)
- whether in their opinion as a University management representative, how useful they think the library webpage is when researchers look for scientific literature (Q18)
- how important the following [listed] aspects are when their staff are searching for a scientific journal to publish in (Q20)
- what type of publications their staff prefer to publish their work (Q21)
- whether they are aware that many publishers waive or reduce publication fees for researchers in low and lower-middle income countries (Q22)
- how many researchers deposit their work in the Institutional Repository (Q23a)
- whether their university has a policy for Open Access (Q25)
- whether their university is interested in promoting Open Access publication (Q26)
- whether their university have a policy for avoiding publishing in predatory journals (Q27)

- whether their university uses some form of lists of approved and disapproved journals (Q28)
- whether they have informed their staff about predatory publishers (Q29)
- whether their university have funds for covering publishing fees (APC) (Q31)
- what extent, in their opinion, the following [listed] types of publications are valued for career enhancement/promotion at their university (Q32)
- what extent the quality of the publications is taken into account in promotion, tenure and career at their university, not merely the number of publications (Q33)
- whether the collaboration with Swedish universities and researchers has had any impact on which type of publications their researchers have selected for publishing their research (Q35)

Librarians

In the Librarians category, there are nine women and 30 men respondents similarly to the University management category. (Q1)

No respondent is older than 60, and ages are fairly equally divided between the spans of 20-40 and 41-60 in both genders, although men have generally a slightly "younger" age distribution than women. (Q2)

The women in this category are in Mozambique (1), Rwanda (1), Tanzania (6), and Uganda (1); the men are in Cambodia (3), Ethiopia (4), Mozambique (2), Tanzania (16), and Uganda (5). There was no response from Bolivia in this category until the questionnaire had been translated to Spanish and distributed again, but in this account Bolivian respondents are not included. (Q3)

The women and men have similar distribution of Highest degree, about half indicate MSc level, although twice as high share of women have a PhD degree, compared to men, and twice as many men have a BSc degree, compared to women. *This may to an extent correspond to the difference in age distribution.* (Q7)

Five of the women are in Social sciences and two indicate Library and information science. The majority of the men, 90% are also in these two fields, but equally divided, including Humanities, whereas 10% are in Natural sciences and Technology. (Q9)

There are notably fewer women in this category, making up about 25% of the respondents, which should be kept in mind when any gender-based differences are discussed. Other differences in above aspects that may be worth noticing is that more countries are represented by men, and that there are a number of men, but no women, with a natural science background.

There are differences between the respondents in the two gender categories of Librarians with regard to:
- how often the staff at their university use Illegal resources like Sci-Hub and LibGen, where all women indicate never or rarely, whereas 60% of the men indicate sometimes or very often. (Q13)
- whether the researchers have any difficulties in accessing Open Access publications for their research, where only two women (22%) respond Yes, but 52% of the men indicate it to be so. (Q15)
- whether the researchers have any difficulties in accessing subscription journals for their research, where four of the women (44%) respond Yes, but 77% of the men indicate it to be so. (Q16)

- whether, in their opinion, researchers have sufficient knowledge/skills to access the academic/scientific literature they need, where half of the responding women indicate that to be the case, but only 30% of the men. (Q17)
- in their opinion, how useful researchers think the library webpages are when looking for scientific literature, where most of the women indicate Useful or Very useful, and no one indicate Not useful at all or Essential, whereas 7% of the men indicate Not useful at all and 13% indicate Essential. (Q19)
- whether how often they perform training for researchers or staff on how to find relevant literature, where four women (44%) indicate 1-5 times per year and five (56%) indicate More frequently than 12 times per year, whereas 32% of the men indicate less than one time per year, and 25% More frequently than 12 times per year. (Q27)
- whether, in their opinion, the researchers at their university use their competence as librarians, where all but one woman indicate To a high or very high extent, whereas only 44 % of the men indicate those two ratings. (Q30)
- how important they perceive the following [listed] aspects are when the university staff are searching for a scientific journal to publish in, with regard to database indexing, where four (57%) of seven responding women indicate database indexing as Very important, whereas only a third of 32 responding men do. (Q31)
- whether they are aware that many publishers waive or reduce publication fees for researchers in low and lower-middle income countries, where only two (33%) of six women responding to this question indicate that they are aware, whereas 61% of 28 responding men do. (Q34)
- what [listed aspects of] knowledge/skills/technology they need in relation to their role as a librarian, where five (71%) of seven responding women indicate Development of Institutional Repositories and two indicate Assess quality of Open Access journals/publication, whereas men respondents indicated needs in all ten aspects listed. (Q40)
- what [listed aspects of] knowledge/skills/technology the researchers at their university need to navigate and enhance their opportunities to safely publish their work, increase the number of high-quality publications and make them more visible, where four (57%) of seven responding women indicate Assess quality of Open Access journals/publication, and three indicate Publishing in Open Access, whereas responding men indicate nine of ten listed aspects, with Publishing in Open Access indicated by most (eight). (Q41)
- whether they offer help to their researchers when it comes to data sharing, where all the five responding women indicate that they do so, but only half of the 30 responding men (Q42)
- whether their university have funds for covering publishing fees (APC), where four (67%) of six responding women indicate this to be the case, but only eight (32%) of 25 responding men. (Q51)
- whether the collaboration with Swedish universities and researchers had any impact on which type of publications (journals/books/conference proceedings) they have selected for publishing their research, where all of five responding women indicate Yes, but only 18 (78%) of 23 responding men. (Q53)

There are 14 questions where different responses of women and men in the category Librarians can be distinguished.
  a) *The women Librarians express less awareness than the men Librarians of the use of illegal sources in literature search, and less awareness than the men of researcher's difficulties in accessing Open access publications and subscription journals for their research. Furthermore, more of women than men Librarians estimate that researchers at their universities have sufficient knowledge/skills to access the academic/scientific literature they need. (Q13, Q15, Q16, Q17)*

b) The women Librarians have a far higher appreciation than the men of the usefulness of the library webpages for researchers when looking for scientific literature. They also have trained the researchers at their university more frequently on how to find relevant literature, and are more convinced than the men that the researchers at their university use their competence as librarians. (Q19, Q2, Q30)

c) The women Librarians perceive database indexing to be more important than men Librarians when the university staff are searching for a scientific journal to publish in. (Q31).

d) The women Librarians express less awareness than the men Librarians of the fact that many publishers waive or reduce publication fees for researchers in low and lower-middle income countries. (Q34)

e) Regarding what knowledge/skills/technology they need in relation to their role as a librarian, and what knowledge/skills/technology the researchers at their university need to navigate and enhance their opportunities to safely publish their work, the women Librarians focus strongly on the ability to Assess quality of Open Access journals/publication, whereas men Librarians indicate wider ranges of aspects. (Q40, Q41)

f) All women librarians indicate that they help their researchers when it comes to data sharing, but only half of the men Librarians do. (Q42)

g) The women Librarians express more awareness than the men of whether their university have funds for covering publishing. (Q51)

h) All women librarians believe that the collaboration with Swedish universities and researchers have had an impact on which type of publications their researchers have selected for publishing their research, but only 78% of the men Librarians share that belief. (Q53)

In general, the women Librarians have a higher appreciation than men Librarians of the usefulness of the library webpages, they train the researchers more frequently than men on how to find relevant literature, and they were more convinced than men that the researchers at their university use their competence as librarians, which might explain their expressed less awareness then men of researchers' difficulties in accessing literature, using illegal sources, and their higher estimate then men that researchers at their universities have sufficient knowledge/skills to access the academic/scientific literature they need.

There are no obvious differences between the respondents in the two gender categories of Librarians with regard to:

- whether the staff at their university have access to the scientific publications they need to carry out their research. (Q11)
- what academic/scientific literature the university staff have access to (Q12)
- how often they use the following [listed] types of academic/scientific literature (Q13), with the exception of Illegal resources.
- how much they help the researchers to use the library to search for literature. (Q18)
- their opinion about the usability of the following [listed] resources and programs. (Q21)
- their preferred way of authorization mechanisms for literature resources. (Q23)
- what extent they have enough technical support to organize and communicate their electronic library holdings. (Q28)
- how important they perceive the following [listed] aspects are when the university staff are searching for a scientific journal to publish in, with the exception of database indexing. (Q31)
- what type of publications they perceive that the researchers at their university prefer to publish their work. (Q32)
- whether they perceive that the university staff have had any difficulties in publishing Open Access articles. (Q33)

- how useful they perceive that Open Access journals have been to the researchers at their university. (Q35)
- whether they, as part of their service, offer help to researchers to choose appropriate journals for publishing. (Q36)
- whether they, as part of their service, offer help to researchers starting new local journals. (Q37)
- whether the researchers at your university use a DMP. (Q38)
- whether their university has their Institutional Repository. (Q43)
- whether their university has the knowledge and skills to develop a functional Institutional Repository. (Q44)
- whether their university has a policy for Open Access. (Q45)
- whether their university is interested in promoting Open Access publications. (Q46)
- whether their university has a policy for avoiding publishing in predatory journals. (Q47)
- whether their university use some form of lists of approved and disapproved journals. (Q48)
- whether they inform the university staff about predatory publishers. (Q49)
- their university´s position concerning copyright and Creative Commons (CC) licenses. (Q50)

IT staff

In the IT staff category, there are four women and 22 men respondents. (Q1)

Two of the women are in the span of 20-40 years old, and two in the span 41-60, whereas two thirds of the men are in the span 20-40 and one third in the span 41-60. (Q2)

There are women respondents only in Bolivia and Tanzania, while there are men respondents in all seven countries. (Q3)

One women respondent indicates BSc as her highest degree, and the other three MSc. Most men respondents also fall into these categories, but in addition there are a number of men with Licentiate or PhD degrees. (Q7)

Both women and men indicate their field of study to be Natural Sciences and Technology to about 50% and Computer Science or Information Technology to about 50%, while one man indicate Social sciences.

There are notably fewer women in this category, making up about 15% of the respondents, which should be kept in mind when any gender-based differences are discussed. In addition, of the seven countries addressed, only two are represented by women. Overall, men in this category tend to be of lower age than women. None of the women have a higher degree than PhD, but about a third of the men do. Regarding disciplines, both women and men are mainly in Natural Sciences and Technology or Computer Science/Information Technology.

There are differences between the respondents in the two gender categories of IT staff with regard to:
- what approx. percentage of their time they dedicate to the library IT-systems or the IT environment in the library in general, where the women dedicate 80% of their time, at most, whereas 41% of the men dedicate 81-100%. (Q12)
- whether they know of any use of pirate software (cracked version of Closed Source software) at their university and the library especially, where all women indicate No, but 43% of the men indicate Yes. (Q16)

- whether their university have the knowledge and skills to develop a functional Institutional Repository, where all women respondents indicate Yes, but 28% of the men indicate No. (Q22)

There are three questions where different responses of women and men in the category IT staff can be distinguished.
  a) *The men respondents dedicate more time than women respondents to the library IT-systems or the IT environment in the library in general, and many demonstrate awareness of the use of pirate software at their university and the library, which the women don't at all. (Q12, Q16)*
  b) *The women show higher confidence than the men in that their university have the knowledge and skills to develop a functional Institutional Repository. (Q22)*

There are no obvious differences between the respondents in the two gender categories of IT-Staff with regard to:
- their responsibilities, according to ten listed options. (Q13)
- what extent they feel that they have enough knowledge about the library's work and routines to make a good and relevant contribution to the fulfillment of its goals. (Q14)
- whether they can see areas where automation, rationalisation and streamlining (in the IT domain) could improve the efficiency of the library. (Q18)
- whether their university have an Institutional Repository (IR). (Q19)
- what extent they are involved when the library is taking strategic decisions about the configuration and use of the institutional repository. (Q23)

9.2   Differences between the responses of junior and senior academics

Researchers and students

Among Researchers and students, there are 243 juniors (up to 40 years old), 33% of them women, and 186 seniors (older than 40 years old), 29% of them women, implying that the gender distribution is much the same in both age categories. (Q1)

The distribution of junior and senior respondents is similar in Mozambique, Tanzania and Uganda, while there are considerably more seniors than juniors in Bolivia and Rwanda, and considerably more juniors than seniors in Cambodia and Ethiopia. (Q3)

Almost two thirds of the juniors identify themselves as students, while only 20% of the seniors do. (Q6) Consequently, almost two thirds of the juniors indicate MSc as their highest degree, and one third indicate PhD, whereas the opposite is the case among seniors. (Q7)

The juniors and seniors are similarly distributed between disciplines, with 45% of the juniors and 31% of the seniors indicating Natural Sciences and Technology, around 25% "other", and 1-11% indicate the disciplines of Medicine and Pharmacy, Social sciences, Business studies and Economy, and, fewest, Humanities. (Q9)

Overall, the differences between the juniors and seniors with respect to being student and staff, and highest degree, are expected, there are considerable similarity with respect to disciplinary distribution, and the gender distribution is essentially the same in both categories.

There are, however, differences between the respondents in the two age categories of Researchers and students with regard to:

- whether they have any difficulties in accessing subscription journals for their research, where 63% of the juniors indicate Yes, and 72% of the seniors do. (Q17)
- how many scientific articles they have published during the last five years in books, where only 4% of the juniors have maximum 2-3 such publications (and the rest less), whereas 34% of the seniors had done 2-11 such publications. (Q25)
- whether they are familiar with the concept "predatory publishers" and "predatory journals", where 68% of the juniors indicate that they are, and 77% of the seniors do. (Q34)
- whether they know how to check if a journal is predatory, where 44% of the juniors indicate Yes, and 55% of the seniors do. (Q36)
- whether they are aware if any of their colleagues ever published an article in a predatory journal, where 32% of the juniors indicate Yes, and 40% of the seniors do. (Q38)
- whether their university/department has some form of lists of approved and disapproved journals, where 38% of the juniors indicate Yes and 46% don't know, whereas 46% of the seniors indicate Yes and 24% don't know. (Q39)
- whether their university has an Institutional Repository, where 49% of the juniors indicate that they don't know and 45% indicate Yes it has, whereas 33% of the seniors indicate that they don't know and 58% indicate Yes it has. (Q43)
- whether they use a DMP (Data management plan), where 27% of the juniors indicate Yes, and 17% of the seniors do. (Q44)

The eight questions where different responses of juniors and seniors in the category Researchers and students can be distinguished indicate that:
  a) *Most difference can be related to the generally less experience expected in juniors compared to seniors (Q17, Q25, Q34, Q36, Q38, Q39, Q43), whereas the highly similar answers on most issues (see below) is probably explained by the fact that juniors learn from and are supervised by seniors.*
  b) *The use of a DMP is more common among juniors than seniors, possibly because the concept has been introduced at a time when most seniors had settled other practices for managing data. (Q44)*

There are no obvious differences between the respondents in the two gender categories of Researchers and students with regard to:
- what extent they have access to the scientific publications they need to carry out your research. (Q11)
- what academic/scientific literature they have access to. (Q12)
- how often they use the following [listed] types of academic/scientific literature. (Q13)
- what extent they consider that they have enough knowledge/skills to access the academic/scientific literature they need. (Q15, same as Q18)
- whether they have any difficulties in accessing Open Access publications for their research. (Q16)
- what extent they consider that they have enough knowledge/skills to access the academic/scientific literature they need. (Q18, same as Q15)
- how often they use the library services to search for literature. (Q19)
- how useful they find the library webpages when looking for scientific literature. (Q20)
- what extent they as researchers use the competence of the university librarians. (Q22)
- how important the following [listed] aspects are when they are searching for a scientific journal to publish in. (Q23)
- what type of publications they prefer to publish their work. (Q24)
- how many scientific articles/books they have published during the last five years [in various specified venues], with the exception of books. (Q25)

- what are the most important incentives for publishing their research results. (Q26)
- whether they have had any difficulties in publishing Open Access articles. (Q28)
- whether they are aware that many publishers waive or reduce publication fees for researchers in low and lower-middle income countries. (Q29)
- how useful Open Access journals have been for their research. (Q30)
- what would make them hesitate to publish in Open Access. (Q31)
- whether they have published articles in Open Access, how many were in Journals who charged Article Processing Charge and in Journals without charge. (Q32)
- who covered the fee of Article Processing Charge. (Q33)
- whether they are aware if they have ever published an article in a predatory journal. (Q37)
- For PhD students: whether their supervisors have informed them about predatory publishers. (Q41)
- whether they have experience of accessing Institutional Repositories or International subject-based repositories. (Q42a)
- whether they have experience of depositing in Institutional Repositories or International subject-based repositories. (Q42b)
- whether those aware of the existence of an Institutional Repository have used it to search for literature/papers. (Q43a)
- whether those aware of the existence of an Institutional Repository have had their research papers deposited there. (Q43b)
- whether they could consider sharing data. (Q45)
- whether they would like others to share data that they would be able to access. (Q46)
- which of the following [listed features] they think their university would require to support its researchers to safely and with maintained quality make their research more available and visible to other researchers and society. (Q48)
- whether they have received research grants from funders where Open Access has been a requirement. (Q49)
- in their opinion, to what extent the following [listed] types of publications are valued for their career enhancement/promotion. (Q50)
- what extent the quality of the publications is taken into account in promotion, tenure and career at your university, not merely the number of publications (51)
- whether the collaboration with Swedish universities and researchers had any impact on which type of publications (journals/books/conference proceedings) they have selected for publishing their research.

University management

In the University management category, there are three juniors, one of them a woman, and 42 seniors, eight of them women (19%). (Q1)

Junior management staff are at hand only in Bolivia and Ethiopia, whereas senior management staff are in all seven countries considered. (Q3)

One of the junior management staff has a Licentiate degree and two have PhD degrees, while 81% (34 individuals) of the senior management staff have PhD degrees, and the rest Licentiate or Master degrees. (Q7)

The tree junior University management staff all have a background in Natural sciences and Technology, while the seniors in this category represent all disciplines. (Q9)

It is concluded that there are too few junior representatives in this category to allow for comparison of the age categories, also considering the narrow representation with regard to country and discipline of the three junior representatives.

Librarians
In the Librarians category, there are 22 junior (18% of them women) and 17 senior (29% of them women) respondents. (Q1)

The junior Librarians are all 20-40 years old, and the seniors are all 41-60 years old. (Q2)

The junior Librarians are from Ethiopia, Tanzania and Uganda, and the seniors are from Cambodia, Mozambique, Rwanda, Tanzania, and Uganda. In both categories most are from Tanzania and Uganda. There was no response from Bolivia in this category until the questionnaire had been translated to Spanish and distributed again, but in this account Bolivian respondents are not included. (Q3)

The distribution of academic degrees is roughly similar, but, not surprisingly, there are more of PhD holders among senior Librarians (29%) than among junior ones (5%). (Q7)

Both junior and senior Librarians indicate Social science as their discipline (about 50% in both categories), followed by "other" (around 40%), generally implying Library and Information Sciences. Only junior Librarians have representatives indicating Natural sciences and Technology (14%; three individuals).

The dissimilarities are not profound enough to disqualify further analysis.

There are differences between the respondents in the two gender categories of Librarians with regard to:
- how often they use the following [specified] types of academic/scientific literature, with respect to Open Access journals, where 91% of the juniors indicate Often or Very often, whereas only 60% of the seniors give these ratings, and Academic Social Network sites, where 65% of the juniors indicate Often or Very often, whereas only 20% of the seniors give these ratings. (Q13)
- in their opinion, how useful researchers think the library webpages are when looking for scientific literature, where 65% of the seniors indicate Very useful or Essential, but only 45% of the juniors do. (Q19)
- what is their preferred way of authorization mechanisms for literature resources, where juniors prefer Username/Password (62%), and seniors prefer IP number (53%). (Q23)
- how often they perform training for researchers or staff on how to find relevant literature, where 77% of the juniors carry out training five times or less in a year and 24% more than six times per year, whereas 34% of the seniors carry out training five times or less in a year and 56% more than six times per year. (Q27)
- in their opinion, whether the researchers at their university use their competence as librarians, where 47% of the juniors indicate To a high or very high extent, and 64% of the seniors indicate the same ratings. (Q30)
- how important they perceive the following [listed] aspects are when the university staff are searching for a scientific journal to publish in, where 82% of the seniors but only 54% of the juniors indicate Quality as very important, 80% of the seniors but only 48% of the juniors indicate Peer review as very important, 71% of the seniors but only 52% of the juniors

indicate Impact factor as very important. On the other hand, 61% of the juniors but only 25% of the seniors indicate Open Access as very important. (Q31)

- whether they are aware that many publishers waive or reduce publication fees for researchers in low and lower-middle income countries, where 62% of seniors indicate awareness and 52% of the juniors do. (Q34)
- whether, as part of their service, they offer help to researchers to choose appropriate journals for publishing, where 77% of juniors indicate Yes and 67% of seniors do. (Q36)
- whether, as part of their service, they offer help to researchers starting new local journals, which 57% of the juniors indicate that they do but only 33% of the seniors. (Q37)
- whether the researchers at their university use a DMP, where 20% of the juniors indicate Yes, but only 7% of the seniors, and all the rest indicate No or I don't know. (Q38)
- what knowledge/skills/technology they need in relation to their role as a librarian, where juniors emphasize Development of Institutional Repositories, followed by Predatory Journals, and seniors Assess quality of Open Access journals/publication, followed by Development of Institutional Repositories. (Q40)
- what knowledge/skills/technology the researchers at their university need to navigate and enhance their opportunities to safely publish their work, increase the number of high-quality publications and make them more visible, with respect to Predatory journals, where 21% of juniors indicate need, but no one of the seniors. (Q41)
- whether their university have a policy for avoiding publishing in predatory journals, where 35% of the juniors indicate Yes (the rest No or I don't know), and 44% of the seniors indicate Yes (the rest No or I don't know). (Q47)
- whether their university have funds for covering publishing fees (APC), where 54% of the seniors indicate Yes but only 28% of the juniors. (Q51)

There are 14 questions where different responses of junior and senior staff members in the category Librarians can be distinguished.

    a) *The juniors indicate a higher use than seniors of Open Access journals and Academic Social Network sites. (Q13)*

    b) *The seniors have much higher appreciation then the juniors of the usefulness of the library webpages. (Q19)*

    c) *The juniors and seniors prefer different way of authorization mechanisms for literature resources. (Q23)*

    d) *The seniors carry out far more training than the juniors, for researchers or staff on how to find relevant literature. (Q27)*

    e) *The seniors claim that the researchers at their university use their competence as librarians to a much higher extent than the juniors do. (Q30)*

    f) *The seniors give higher importance to Quality, Peer review and Impact factor, than juniors, when the university staff are searching for a scientific journal to publish in, while juniors regard Open Access to be more important than seniors do. (Q31)*

    g) *More of seniors than juniors are aware that many publishers waive or reduce publication fees for researchers in low and lower-middle income countries. (Q34)*

    h) *The juniors offer help to researchers to choose appropriate journals for publishing and to start new local journals to a higher extent than seniors do. (Q36, Q37)*

    i) *Fewer seniors than juniors know whether the researchers at their university use a DMP (Q38)*

    j) *Regarding what knowledge/skills/technology they and the researchers at their universities need, the juniors rate that about Predatory journals much higher than seniors do, but they are less aware than the seniors of whether their university have a policy for avoiding publishing in predatory journals. (Q40, Q41, Q47)*

    k) *The juniors are far less aware than the seniors whether their university have funds for covering publishing fees. (Q51)*

There are no obvious differences between the respondents in the two age categories of Librarians with regard to:

- whether the staff at their university has access to the scientific publications they need to carry out their research. (Q11)
- what academic/scientific literature the university staff have access to. (Q12)
- how often they use the following [specified] types of academic/scientific literature, with the exception of Open Access journals and Academic Social Network sites. (Q13)
- whether the researchers have any difficulties in accessing Open Access publications for their research. (Q15)
- whether the researchers have any difficulties in accessing subscription journals for their research. (Q16)
- whether, in their opinion, researchers have sufficient knowledge/skills to access the academic/scientific literature they need. (Q17)
- how much they help the researchers to use the library to search for literature. (Q18)
- what, in their opinion, is the usability of the following [listed] resources and programs. (Q22)
- what extent they have enough technical support to organize and communicate their electronic library holdings. (Q28)
- what type of publications they perceive that the researchers at their university prefer to publish their work in. (Q32)
- whether they perceive that the university staff have had any difficulties in publishing Open Access articles. (Q33)
- how useful they perceive that Open Access journals have been to the researchers at their university. (Q35)
- what knowledge/skills/technology the researchers at their university need to navigate and enhance their opportunities to safely publish their work, increase the number of high-quality publications and make them more visible, with the exception of concerning Predatory journals. (Q41)
- whether they offer help to their researchers when it comes to data sharing. (Q42)
- whether their university have an Institutional Repository. (Q43)
- whether their university have the knowledge and skills to develop a functional Institutional Repository. (Q44)
- whether their university have a policy for Open Access. (Q45)
- whether the university is interested in promoting Open Access publications. (Q46)
- whether their university use some form of lists of approved and disapproved journals. (Q48)
- whether they inform the university staff about predatory publishers. (Q49)
- what the university´s position is concerning copyright and Creative Commons (CC) licenses. (Q50)
- whether the collaboration with Swedish universities and researchers has had any impact on which type of publications (journals/books/conference proceedings) they have selected for publishing their research. (Q53)

IT staff

In the IT staff category, there are 17 respondents in the junior age span 20-40 (2 of them women) and nine respondents in the senior age span 41-60 (2 of them women). (Q1)

Junior IT staff respondents are from all countries except for Bolivia and Mozambique, and senior ones are from all countries except for Rwanda and Mozambique. (Q3)

There are more seniors than juniors with Licentiate or PhD as highest degree. (Q7)

In both age categories the discipline Natural sciences and Technology dominate, followed by "other", mainly implying Information Technology and Computer Science. One of the juniors indicate Social sciences. (Q9)

Essentially, juniors and seniors are similar in above aspects.

There are differences between the respondents in the two age categories of IT staff with regard to:
- what approx. percentage of their time they dedicate to the library IT-systems or the IT environment in the library in general, where the more of juniors dedicate 81% or more of their time (41%), whereas only 22% of the seniors dedicate 81-100%. (Q12)
- their responsibilities, where only juniors indicate Library webpages. (Q13)

There are only two questions where different responses of juniors and seniors in the category IT staff can be distinguished, where:
   a) Juniors dedicate more time than seniors to the library IT-systems or the IT environment in the library in general. (Q12)
   b) There are only juniors in charge of the library webpages. (Q13)

There are no obvious differences between the respondents in the two age categories of IT staff with regard to:
- their responsibilities, with the exception of Library webpages. (Q13)
- what extent they feel that they have enough knowledge about the library's work and routines to make a good and relevant contribution to the fulfillment of its goals. (Q14)
- whether they know of any use of pirate software (cracked version of Closed Source software) at their university and the library especially. (Q16)
- whether they can see areas where automation, rationalisation and streamlining (in the IT domain) could improve the efficiency of the library. (Q18)
- whether their university have an Institutional Repository (IR). (Q19)
- whether their university have the knowledge and skills to develop a functional Institutional Repository. (Q22)
- what extent they are involved when the library is taking strategic decisions about the configuration and use of the institutional repository. (Q23)

9.3 Lists based on the respondents´ perceptions

Please note that these results are based on the respondents´ perceptions of different policies etc., not the actual facts. To access information about whether such lists do exist, each university has to be approached and asked in detail.

According to the university management respondents, the following universities have an **Open Access Policy:**
- University Mayor de San Simón (UMSS), Bolivia
- Addis Ababa University (AAU), Ethiopia
- Ardhi University (ARU), Tanzania
- University of Dar es Salaam (UDSM), Tanzania
- Makerere University (MAK), Uganda

The librarians in the study add the following universities:

- Royal University of Phnom Penh (RUPP), Cambodia
- University Eduardo Mondlane (UEM), Mozambique
- Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania
- Tanzanian Commission of Science and Technology (COSTECH), Tanzania

According to the librarians, the following universities **systematically perform training for researchers on how to find relevant literature:**

a. 6 times or more per year:
- Addis Ababa University (AAU), Ethiopia
- Royal University of Phnom Penh (RUPP), Cambodia
- University Eduardo Mondlane (UEM), Mozambique
- University of Rwanda (UR), Rwanda
- Ardhi University (ARU), Tanzania
- Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania
- Tanzanian Commission of Science and Technology (COSTECH), Tanzania
- University of Dar es Salaam (UDSM), Tanzania
- Makerere University (MAK), Uganda

b. 1-6 times per year:
- University Mayor de San Simón (UMSS), Bolivia

According to the librarians, the following universities have a **policy for avoiding predatory publishers**:
- Royal University of Phnom Penh (RUPP), Cambodia
- Addis Ababa University (AAU), Ethiopia
- University Eduardo Mondlane (UEM), Mozambique
- University of Rwanda (UR), Rwanda
- Ardhi University (ARU), Tanzania
- University of Dar es Salaam (UDSM), Tanzania
- Makerere University (MAK), Uganda

The university management respondents add the following universities:
- University Mayor de San (UMSA), Bolivia
- University Mayor de San Simón (UMSS), Bolivia
- Armauer Hansen Research Institute (AHRI), Ethiopia

According to the researchers and students, all universities have some form of **list of approved/disapproved journals.** The university management respondents, however, don't express awareness of this with regard to UEM in Mozambique. The librarians in the survey state only the following universities:
- Addis Ababa University (AAU), Ethiopia
- University Eduardo Mondlane (UEM), Mozambique
- Ardhi University (ARU), Tanzania
- Tanzanian Commission of Science and Technology (COSTECH), Tanzania
- University of Dar es Salaam (UDSM), Tanzania
- Makerere University (MAK), Uganda

According to the librarians, the following universities **inform their staff and students about predatory journals:**

- Addis Ababa University (AAU), Ethiopia
- University Eduardo Mondlane (UEM), Mozambique
- University of Rwanda (UR), Rwanda
- Ardhi University (ARU), Tanzania
- Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania
- Tanzanian Commission of Science and Technology (COSTECH), Tanzania
- University of Dar es Salaam (UDSM), Tanzania
- Makerere University (MAK), Uganda

Compared to the librarians, the university management respondents add:

- University Mayor de San (UMSA), Bolivia
- Royal University of Phnom Penh (RUPP), Cambodia
- Armauer Hansen Research Institute (AHRI), Ethiopia

According to the researchers and students, all universities in the survey **have an institutional repository.** However, according to the librarians, the following universities **do not have an IR:**

- University Mayor de San (UMSA), Bolivia
- Ardhi University (ARU), Tanzania

Researchers, students and university management respondents at all universities in the study are aware of that **many publishers waive or reduce publication fees** for researchers in low and lower-middle income countries. However, only librarians are aware of this at the following universities:

- University Mayor de San Simón (UMSS), Bolivia (only one person)
- Royal University of Phnom Penh (RUPP), Cambodia
- Addis Ababa University (AAU), Ethiopia
- University Eduardo Mondlane (UEM), Mozambique
- Ardhi University (ARU), Tanzania
- Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania
- University of Dar es Salaam (UDSM), Tanzania
- Makerere University (MAK), Uganda

9.4 Links to the different survey reports

Country	Category	Link
All	University management	https://sunet.artologik.net/uu/Report/6ZhxjFwV2Wp
All	Researchers & students	https://sunet.artologik.net/uu/Report/5oinsvpcALB
All	Researchers	https://sunet.artologik.net/uu/Admin/Report/5oinsvpcALB/View/9
All	Students	https://sunet.artologik.net/uu/Report/5oinsvpcALB/8
All	Librarians	https://sunet.artologik.net/uu/Report/6g52vNVVKm0
All	IT staff	https://sunet.artologik.net/uu/Report/62Aia20SO19
Bolivia	University management	https://sunet.artologik.net/uu/Report/6ZhxjFwV2Wp/3
Cambodia	University management	https://sunet.artologik.net/uu/Report/6ZhxjFwV2Wp/4
Ethiopia	University management	https://sunet.artologik.net/uu/Report/6ZhxjFwV2Wp/2
Mozambique	University management	https://sunet.artologik.net/uu/Report/6ZhxjFwV2Wp/5
Rwanda	University management	https://sunet.artologik.net/uu/Report/6ZhxjFwV2Wp/6
Tanzania	University management	https://sunet.artologik.net/uu/Report/6ZhxjFwV2Wp/1

Uganda	University management	https://sunet.artologik.net/uu/Report/6ZhxjFwV2Wp/7
Bolivia	Researchers	https://sunet.artologik.net/uu/Report/5oinsvpcALB/10
Cambodia	Researchers	https://sunet.artologik.net/uu/Report/5oinsvpcALB/11
Ethiopia	Researchers	https://sunet.artologik.net/uu/Report/5oinsvpcALB/12
Mozambique	Researchers	https://sunet.artologik.net/uu/Report/5oinsvpcALB/13
Rwanda	Researchers	https://sunet.artologik.net/uu/Report/5oinsvpcALB/14
Tanzania	Researchers	https://sunet.artologik.net/uu/Report/5oinsvpcALB/15
Uganda	Researchers	https://sunet.artologik.net/uu/Report/5oinsvpcALB/16
Bolivia	Students	https://sunet.artologik.net/uu/Report/5oinsvpcALB/17
Cambodia	Students	https://sunet.artologik.net/uu/Report/5oinsvpcALB/18
Ethiopia	Students	https://sunet.artologik.net/uu/Report/5oinsvpcALB/19
Mozambique	Students	https://sunet.artologik.net/uu/Report/5oinsvpcALB/20
Rwanda	Students	https://sunet.artologik.net/uu/Report/5oinsvpcALB/21
Tanzania	Students	https://sunet.artologik.net/uu/Report/5oinsvpcALB/22
Uganda	Students	https://sunet.artologik.net/uu/Report/5oinsvpcALB/23
Bolivia - Spanish	Librarian	https://sunet.artologik.net/uu/Report/5bKeizvrBGh
Cambodia	Librarians	https://sunet.artologik.net/uu/Report/6g52vNVVKm0/2
Ethiopia	Librarians	https://sunet.artologik.net/uu/Report/6g52vNVVKm0/3
Mozambique	Librarians	https://sunet.artologik.net/uu/Report/6g52vNVVKm0/4
Rwanda	Librarians	https://sunet.artologik.net/uu/Report/6g52vNVVKm0/5
Tanzania	Librarians	https://sunet.artologik.net/uu/Report/6g52vNVVKm0/6
Uganda	Librarians	https://sunet.artologik.net/uu/Report/6g52vNVVKm0/7
Bolivia	IT staff	https://sunet.artologik.net/uu/Report/62Aia20SO19/1
Cambodia	IT staff	https://sunet.artologik.net/uu/Report/62Aia20SO19/2
Ethiopia	IT staff	https://sunet.artologik.net/uu/Report/62Aia20SO19/3
Mozambique	IT staff	https://sunet.artologik.net/uu/Report/62Aia20SO19/4
Rwanda	IT staff	https://sunet.artologik.net/uu/Report/62Aia20SO19/5
Tanzania	IT staff	https://sunet.artologik.net/uu/Report/62Aia20SO19/6
Uganda	IT staff	https://sunet.artologik.net/uu/Report/62Aia20SO19/7

9.5 All free text comments for the question "In what ways can Sida/ASDI contribute to strengthen you and your university in the areas of Open Access and Open Science?"

University management:

In what ways can Sida/ASDI contribute to strengthen your university in the areas of Open Access and Open Science?
It cannot be stated yet as the collaboration is at the early stage. The capacity improvement is the main agenda at the moment. By the way, some Swedish partners contribute their budget for Open Access publication. Open Access and Open Science will become one of the agenda in the next phase of project.
Makerere University Library (Maklib) is a large and comprehensive library with six branch libraries located within and two outside the main campus. Currently it serves a population of approximately 33,000 users, consisting of Makerere University students and staff. In addition, Maklib is a National legal deposit unit and Reference Library. This followed the 1958 Act of Parliament, "The Makerere University College (Deposit Library) Act", which legalised the deposit of books and periodicals, printed and published in Uganda, to the Library. In 1972, the 3rd Five-year Development Plan for Uganda made Makerere University the National Reference Library in addition to its primary role of serving the highest academic institution in the region. The Act that established the National Library of Uganda was only passed in 2003. This may explain why Makerere University Library continues to be regarded as "The Library" in Uganda. After the enactment of the National Library Act, Makerere University Library has continued to be a Depository Library for Ugandan publications. While Maklib has managed to maintain a general level of noticeable service delivery despite the large number of users and limited resources, there are clear indications that more needs to be done. This is caused by the rapid IT developments and an increase in the number of students and programmes at Makerere University. As a result of internal vision, effort and dedication, Maklib developed a Strategic plan entitled "Transforming Makerere University library to provide a user-centred service" that has a strong ICT focus. This is in line with the overall University Strategic plan, which indicates that the best leverage point with limited resources to address the existing challenges is the integration of ICT in all the University functions. In view of the above, Maklib has continued to prioritise the integration of ICT in all its functions in order to improve the efficiency and cost effectiveness of service delivery. In this Phase, it is proposed that ICTs get further integrated in Maklib functions to enhance research.
Conduct more training and facilitate in subscribing to more open access and open science platforms.
The collaboration with Swedish universities under the support of SIDA has allow as to position our university in different areas. That is mainly because of the scientific publications generated during the collaborative work. I believe that without the SIDA program throught strengthment of our staff the develop in the university may have not been increased the last years.
Sida has been an advocate of open access and open science. The challenge of this policy however is publication charges for a few available open access journals. With this respect, Sida can help our institution and others in negotiating with various international publishing houses (journals) for open access costs. Moreover, strengthening local journals to attain international standards will add in a number of publication platforms with open access perspectives. Through making funds for publication available, Sida can also help institutions to meet the costs of open access journals which are catastrophic at the current resource constraints.
Supporting the university to develop softwares and effective institutional repositories. Also supporting the University in creating awareness of the management and staff on open access.
Supporting the consolidation of the repository of publications made. Supporting the generation of an institutional scientific journal, to strengthen and encourage the dissemination of research results. In understanding the importance of an open access publication policy.
Open data policy formulation and support the implementation mechanism of the same in low-lower middle income R&Ds/Universities
There are many ways, for example it would be useful to have more knowledge on what are the best options for publishing in open access journals because most of them have fees
Publication fees Conference participation
Strengthen existing north south and south-south collaboration
A partir de la transferencias de experiencias y conocimientos acerca de políticas de acceso abierto y ciencia abierta, ampliación de capacidades de apoyo y fortalecimiento en la capacitación y perfeccionamiento de recursos humanos en este campo.
Help support assessment of open access journals to identify the quality ones.
The first think is to build the real IT infrastructure and then to support expertise on that.
Provide funding for APC to researchers
Educate researchers about the importance of these new trends.
I think, extediing the research collaboratin and PhD training could be one of the alternatives since we still lacking of number of qualified researchers that could benefit the most from the open Access and Open Science. With conference Sida

program, also lacking of a platform to gather the researchers to present and disseminate their findings, having this platform in place will foster and encourage more researchers involved and then Open Access and Open Science will be extremely important.

SIDA can provide more resources to sponsor ongoing initiatives, but also stimulate exchanges facilities with experts or other institutions for bench marking.

A lot in terms of trainings and capacity building for open access. However, the role of SIDA in expansion of PhD and support for the research Office of AAU is huge.

By increasing accessibility through capacity building and awareness campaign

Train/ Equip technicians with skills to upload articles in the OA channels

Provision training and resource to move into open science fully

seguir apoyando con accesos y capacitaciones para formarce como emprendedores

Providing collaborative sharing of scientific open access to developed collaborative institutions with Makerere University. Designing and promoting open access platform. Funding more publishers publishing articles

By providing support for APC for the accepted articles

Promoting the creation of scientific journals at UMSS

Con recursos técnicos (conocimiento) y económicos

By providing means and tools for UEM student and staff to access the Internet: Additionally by supporting the Central Library that disseminate all literature resources and train lecturers, researchers and students

Training in establishing and running Open Access Journals and providing funds for publication in high quality Open Access Journals

Strengthening libraries; training of librarians, workshops to researchers and students on Open Access and Open Science

We currently have the cooperation of Sida for the annual purchase of scientific information resources such as Scopus, but it could also help us to strengthen the indexing of the publications of umss magazines on other international platforms.

Encourage joint publications between research from Tanzania and from Sweden

Training

Through developing institutional capacity in managing research.

In the ICT program, which is financed by Sida, there are modules of scientific information resources that help open access

If funds can be set aside for researchers to pay and have their articles published in open access and open science journals so that the world can know about their research outputs without having to subscribe to these journals

Researchers:

In what ways can Sida/ASDI contribute to strengthen you and your university in the areas of Open Access and Open Science?
Continue enhancing Faculty to Faculty collaboration and networking
Training, partnering in hosting such repositories (provision of backup services that may be accessed when the main servers are down for previously explained reasons)
high extent
through collaboration and partnership, Sida/SDI can provide capacity building to our university/institution to increase the quality of evidence released from our research
The need to interphase with established publishers. We could be better through skills acquisition form well published people as well to improve our writing.
To train the Researchers on use of Open Access and Open Science
BRINGING THE AWARENESS ABOUT OPEN ACCESS CAN INCREASE THE USE OF THESE RESOURCES
Provision of training on how to publish on open access and open science, and also provision of fund which is the publication fee.
Sida/ASDI should continue to support and strengthen the University in the areas of Open Access and Open Science due to the fact capacity building in conducting collaborative research and publishing is still ongoing. In general, publishing is expensive, it requires enormous financial and technical support.
Heavily supported our university library to subscribe to some very high quality open access journals
Helping understanding about the importance of beeing competitive in the international sciences arena and become a better partner by investing on what is important
In funding
Support for journal subscription, local journals Support to establish regional and national academic journal publishers Training on data management, access to literature, predatory journals

Awareness creation

It has shared research publications It has funded our university library for several years and given us opportunity t access Hinari resources online It has built capacity where our librarians have been trained. It has enhanced our research collaboration and also extended research networks across the globe

Support the institution to subscribe to high ranking journals databases

I think SIDA should help RUPP to get database and support faculty to host journals, SIDA can give funds for RUPP to register at ISNN and DIO for journals hosting.

it provides funds for researches and capacity building

More training and support in starting these journals / platforms.

1. Human Capital Development-Training on data archiving/management/work ethics/publishing ethics/regulation setting 2.Iinfrastructure building on electronical documentation/archiving, database/server

Grant the researchers

By continuing support University Library Services to diversify access to more journals and organizing workshops in easy access to resources and good reference management tools.

This can be in form of supporting access to more scientific journals an supporting the enabling environment to access the materials.

Sida contributed to the financing of the training and also to the field work.

Support open access publication

Through specif training on Open Access as the university depends on funds. If there is no funds no way of purchasing books or subscribing journals.

To conduct a project proposal to implement on this Open Access.

In a great way, Sida and the program of institutional strengthening and training of doctors has placed UMSA in the international gaze with research, results and articles published in high-impact journals.

Build the infrastructure

Help us with funds for the open access journals

On building regional/national scientific platforms and journals for publishing

Sida contributes enormously by generously providing financial support to collaborative Ph.D. programs, where we have access to renowned professors from Swedish Universities as supervisors and course instructors. This project will have huge spillover effects in the long run in terms of human capital formation in our home country.

Develop a team to create awareness on Open Science initiatives including its building blocks such as Open Access, Open Data, Open Peer review and the like to enhance transparency and validation of knowledge creation and sharing among researchers at the University and National at large. There should be a policies that mandates the university to adhere to funder's open access agreement on this aspect.

Promote more debates and trainings about the importance of publishing in Open Access nowadays.

Sida/ASDI is a backbone to AAU Postgraduate studies. Without this organization, AAU is non-existent.

Everithing

They want all publication they fund to be published open access, that increases the visibility of the scientific works

SIDA should support the University and staff through capacity building of staff to undertake research, support research, support University to strengthen the existing journals.

The contribution of SIDA is quite significant in strengthening me and my university. There is an incredible support from researchers and also it helped me much in accessing highly rated publications. Capacitating university staff is also important to strengthen the host university. Hence, it is important.

Building system for identifying predatory journals of which open access articles should be rejected or identification of reputable journals of which open access articles should be accepted.

Financial supports

N

Networks. Publicatione peer-reviewed. Human resoources. More equipment. New analytical techniques are implemented.

There is of course an aspect of support to improving the whole policy framework regarding research and what is given value. Sida could also support the library capacity to access open science but also some no-open science (in the short term)

Helps a lot, but we need more collaborations in this field.

In many ways. my institute gets support from Sida as core fund, it helps me to advance my research. In addition it also creates platforms for collaboration with Swedish researchers

Through links with KTH projects and facilitating supplimentary support by our partner for student exchange programme with KTH

Concept need to be popularized

skills and knowledge on hoe to access

Enhance capacity building of staff, as well as staff collaboration of Ugandan and Swedish scholars and universities to enhance publication in open access, and data sharing.

Creating mechanisms for outreach results regularly.

To strengthen the creation of a database repository

give training to lecturers. you need to train the trainee first then follow the ongoing training

SIDA can assist us in subscription

Training/capacity-building to create awareness, and support our institutions financially

Need for collaborative training in Open access and Open science

Training and Budget support

Support more research infrastructure, human resource capacity building, publication incentive, and allocate budget for open access publication fee.

1. I strongly recommend SIDA collaboration to facilitate subscription to highly reputable journals such AER, QJE...etc 2. If possible to secure intranet connection while we proceed with our work on dissertation.

maintaining cooperation and financial aid for the development of new projects that would allow obtaining and dissemination of beneficial results.

I think short-term training can make me more informed about open-access publications, and in a way I will be better able to research, write, and publish. our universities also need people trained for this purpose. however, sida can help in the implementation and transmission of information on the requirements and procedures to be followed for the success of Open Access and Open Science in the university.

INCREASE ACCESS TO SCIENCE DATABASES.

Financial support for research and publication is well appreciated because researchers can focus on the quality of the study rather than economic issues.

I think incentives and funding are the important. As well facilitating links and networks play great role.

By developing a more user friendly interface for their current repositories and promote them among the lecturers, students, researchers.

Making indexed scientific journals more accessible in relevant areas for our country, and thereby producing border knowledge and solving these problems.

Support the university to have good ICT infrastructure and supporting improving internet speed and quality

Research Development and Innovation in Cambodia rural university is crucial for the capacity building and knowledge advancing in Cambodia and as well as the region. In this case, we would like to honestly ask for further funding support to rural university e.g. Chea Sim University of Kamchaymear and collaborate with universities in the City e.g. RUPP, and Institute of Technology of Cambodia (ITC)

It seems to me that we are now entering the stage of training local PhD, I believe this activity will help in the consolidation of the scientific community

Finding for studies. Research opportunities

Scientific retrieval

I don't know

Facilitating Hands-on training, grants, etc.

Access to data not seen before Great and valuable information sometimes ignored

Arranging training in Open data management access and publication

meeting the required payments to conveniently access the services

Ways of financing access to scientific literature that is not open access. Publishing fees for open access publishing in subscription journals with high prestige. Funding for research

1. By availing information: Can be through web or flyer or ... 2. By providing trainings on how to access them and use them 3. By providing financial support whenever needed. This is because, if payments are required, then whether they are small or big amount we can't do any payment as we don't have credit cards or access to foreign currency and hence online payment is totally impossible.

since most researchers in my university me inclusive are not keen about Open Access, more awareness on the benefits of Open Access is needed.

Sida has supported research in our university and therefore more academic staff have been able to produce more publications

SIDA/ASDI is doing a lot. Most important is continuing with support.

I think you can help us first by creating awareness on the area. In addition helping us to have a strong national platform will be helpful while increasing an access to the international open access journals will do a wonderful job. Thank you very much for touching this very essential area in our scientific community in the developing world. I hope you will do more. Thanks again. Kind regards,

Training and support including strengthening of the university library

By supporting the University especially my Institute in the area of modern ICT tools

-Training and transfer knowledge on accessing the online literature/sources -Link to other countries that can support us in this field

it helped me understand what a good, reliable and genuine researcher should be

We have been co supervising pur PhD Students and through that our students were able to submit papers in some open access journals

Collaboration on research work is the most helpful

Promoting debates about the relevance in the areas of Open Access and Open Science

In providing training and in funding the subscription of top journals and international and regional databases that are under the custody of institutions.

no comment

strengthening its ties with the sectors of the humanities. :)

After completing the course work, Ph.D. students need some skill-based training on how to access open access journals and identify the quality of each journal.

In spite of the negative views, because there are yet better quality open access publications, I feel that SIDA helps in paying to the least submissions charges if not article preparation costs.

Please provide the aid to the real researchers who need that to publish their useful result. Thank you.

Having an informative seminar about the processes of publication in such Open Access and Open Science may help a lot, I think.

Avail some funds for regular visits to Swedish universities and participation in collaborative research

Supporting universities to set up and/or improve digital libraries/ depositories

Training and empowering IMS in library services

I believe that I can know about that from you, I am a student but I don't know it clearly

Develop the capacity of members of the Team that Vets the publications submitted by the University staff. Let them trained on Open Access, Web of Science, etc issues in scientific publications. There is a lot to be desired from the vetting committee.

Maybe organizing online webinars to train us once we are back in our countries. To improve our skills in these areas, with the available resources we have in our universities. Thanks!!

SIDA has strengthen me and my university to high level. I have obtained an opportunity to utilize the KTH laboratry, learn from KTH professors and really I don't have words to explain what education I have learned from KTH. Thank you SIDA for sponsoring me.

Support publication costs

Sida can collaborate with directorate of Library at our university how to improve access on international journals. Researchers at Universities should have meeting with Director of library in order to discuss how better to do it.

The main problem we are having is payment of publication and conference registration fees. Being in developing country, it also difficult to effect membership payments for professional societies like IEEE where there is abundant resource in the electrical Engineering field. No foreign currency, no credit card.

Provide more opportunities and grants for researcher to perform their work

- setting up a budget for enhancing internet connectivity and payment for e-resources for partner universities in Africa

Giving trainings and directions as well as collaborative works

- Help to buy some instruments as well as providing experts to train because we lacking of some instruments to do research. - Provide fund for projects which can be published - Support conferences for journal and poster campaign - Support to creating e-library for journals

First of all, when I was in Sweden I was very surprise to see professors very sure about the open acces and its benefits. I think that it is important to teach the philosopies behind the open access to new researchers. It is important to share freely the knowledge to help others.

1. Formulation of research Data and findings repositories. 2. Co-authoring of publications by Swedish and Tanzania Researchers. 3. Seminars on publications

Since the problem of PhD students on publication is linked with their supervisors it is good if training given senior staffs on how to supervise PhD student

if possible it would be nice if it cover publication fee and upgrade funding for research especially for those biomedical research at the PhD level, where securing fund for PhD project is challenging.

Assist in subscription fee

Capacity building through training. To date, there are misconceptions about Open Access and Open Science. The debate is on the quality of the materials. Open Access and Open Science are important avenues to enhance access to and use of research materials. They can serve money

Sida could help us providing some fonds to publish in open access journals. This budget should not be difficult to access. often the university of Bolivia makes the process very slow and one need to do a lot of paper work.

Foster and put emphasis on such regional and national platforms for publications Versus the international ones Offer subscriptions and open access affordability   Have policies in proposals that allows researchers publish open access and let universities align with that

The need raising awareness at all levels from political to academic

Through the SIDA-UEM cooperation project.

Maybe I can suggest that Sida can help the universities in Africa to subscribe to the journals where the students can publish their work. Currently, the students registered to the universities in Sweden or other countries in Europe can publish freely their articles.

I didn't have this experience yet

Payment of subscription fees to Journals and assist in creation of the research database (online portal).

Support and collaboration

I didn't see the Sida/ASDI build up OA platform in my University

No more expectations from Sida.

It has contributed a lot in providing research support as well as research grants, enhance training faculty, clinicians and students in learning about publications and scientific writing as well as research.

ECONOMIC SUPPORT FOR PAYING PUBLICATIONS

The project we have now with Sida/ ASDI resources has included a component that will design and Open Science and Open Access strategy through a platform named the Water and Soil Network Observatory and would be very useful to have the advise and support from experts that have already worked in a similar idea. To have some exchanges with researchers and other professionals working with this approach would be very valuable as well. All the information, resources (bibliography, toolboxes, etc.) would also be very appreciated.

Through information dissemination. May be promoting some training as well.

More sensitization on the subjects I think is needed. Probably there is more that I don't know. Through seminars, conferences, etc

Funding for research and fees for open access publishing. Training and awareness on importance of open access in visibility of our papers

funding

Supporting open access publication costs. Most high quality open access publication platform charge costs that low income country Universities (like mine) might be able to sustain.

To strengthen the areas of Open Access and Open Science in my university Sida/ASDI should contribute more fund and corporation to help my university in building up human resources as what I always expect that my country will be as prestige as Sweden too.

Ensure subscription to good journals and training in paper publications.

Related to financial issues and providing scholarship that encouraged the researchers. Besides, I would like to remind you to focus or include the study of medical history. Because it is very significant from various point of views. sorry for my rush and not well organized answer. it is emanated from lack of time.

by giving access to libraries in Swedish universities and providing trainings on about how to publish research articles.

I believe that Sida/ASDI can Open Science has a lot of advantages, and the more people you can contact, the better. Because science's power comes from its ability to be reproduced and validated by others, it should be as clear and accessible as feasible.

Well, maybe give us a hand to get some kind of agreement with certain publishers to waive the fees for publications.

TO help university to register to variety of journal as well as to help the university to build search engines and increase an expertize for how to search papers and articles

By strengthening public scientific conferences

would be great if we can have some amount of money to afford an open access journal

following the root of the advisor(from Swedish side), where they publish and how they publish, helps me where to publish my article

Continue supporting open access publishing

Support our local journals

Through continued collaboration Technical and probably financial support in the establishment of data sharing management systems

The limitless access to current literature has empowered our researchers to strengthen their skills, widen the collaboration and start-ups of innovations centers in our institutions.

I think SIDA does a lot already! It is a matter of good organization here. But I think it would be good to have seminars informing the importance and drawbacks of open access journals

Study aids in university in the areas of Open Access and Open Science and scholarships to study in Sweden.

To encourage publication on open access journals by providing fund for researchers to publish in open access journals. To support paying application fee where applicable since few open access journals are free, most of them they you need to pay for publishing in open access.

By sponsoring researchers by giving them small grants on condition that they publish the findings in open access journals

Assist in the establishment of an institutional repository as well as offer collaborative platforms that can facilitate joint publishing in open access journals.

Sida should state clearly state the importance of open access so that the University will consider revising its stand regarding the open access

By promoting institutional capacity building and staff training

Trainings and strong agreements on where to publish

Train more PhDs and support research projects at the university

By promoting the formation of scientific platforms for creating more national/regional open access journals

Sida offers a kind of grant for pubication that can cover the fee of the journal, that is very usefull.

In my Institusion ''Yirgalem Medical College'' we are planninig to improve the activities of the research and publication office of the college. So, if possible for SIDA to provide training for us on how to search for scientific articles on open access journals and training how to prepare conferences and proceeding in the college

Giving some training courses and scientific support in terms of manuscript review

Design more sandwich programs, Directed training in scientific publishing, and other forms of academic productivity. Not to cut off some funding aspects such as student stipends.

Courses, seminars

Promoting these free access libraries, conducting training if there is a need

Access to journals 1.Paying subscription fees 2.Developing a database and access platform 3.Strengthening internet connectivity

1-Experience sharing in professional as well as technical aspects in my PhD career 2-Funding during publication fee which challenge for many Ethiopia students

To promote the publication of research explicitly as Open Access. In previous years there was a confusion. Some researches did not want to publish with Sida funding because the texts should not be sold. They should promote courses for the editors of our publications on Open Access. Sida has already committed to supporting the data platform that is associated with our local PhD project.

- First I want to acknowledge that Sida has contributed a lot in building the research capacity of the University of Rwanda and is still doing a lot. Therefore, sustaining the support could contribute a lot in areas of open access and open science.

I dont know if SIDA works on these areas in my university

Through offering more training such as POST DOCTORATE for researchers

Trainings and supports related to the laboratory setups for developing countries

I think the first thing to do is to help Mozambique universities at least to have access to web of science, Scopus, and other web pages that help search for information, then help Mozambican researchers to know about Open Acces and their importance in society.

in funding and giving chance to be advised by good advisors

To strengthern internal capacity at university level, ensure availability and reliability of internet supply, institutional collaboration and sharing of resources and experise not only during the project period - but beyond project duration as well

1. Skill acquisitions 2. Building reputation 3. Focused topics relevant to local researchers

In all aspects.. facilities and capacity buildings

If possible, we need the collaboration for research with universities.

Funding, partnerships, and experience sharing.

SIDA can support my university to increase its online resources (journals, data, softwares, etc)

Making the university authorities aware of the importance of having elements where the works can be published, socialize them and show their own intellectual production

Improve research

The truth is that most open access journals do charge publication fees, although the policy of fee waiver exists, getting the waiver can sometimes be tedious. Where Sida supports research at institutions, they could allow for publication fees to cater for cases where the journal may deny fee waiver.

Sida / ASDI has been providing funds for us to publish our articles. However, the administration of the educational institution where I work has a lot of bureaucracy to access these funds, which makes it take a long time to access them

collaborative research and some more training.

Yes, SIDA can support us in doing the open access and open science issues.

If they could support me in funding my research work and also helping me to be added to research groups from Sweden in my area of specialization Mathematical statistics. Secondly, they can also maintain my main supervisor, Dr. Olha Bodnar, in the system whenever the opportunity arises for her involvement in supervision

Support research, publication fees and other complementary support particularly the already done support to junior staff. Provide support for postgraduate trainees to build capacity in their research career.

Support in lobbying with Uganda government to Lower the band width rates for accessing research platforms.

By providing small grants that can cover quick ideas and these findings being published in open access journals.

training

Training.

Not limiting publication in Open access is a valuable contribution.

I need more training on open science and open Access Funding our local universities on open access and science change the mind set of the academicians in developing countries

Not sure.

I know SIDA is supporting us a lot. we, specially in developing countries, need some research funds for related costs. Therefore, I highly recommend if there are additional grants for our PhD research publications.

Waiving the publication fees.

Facilitation was good and SIDA purchased for me equipment and am now heading research laboratory

Support training of researchers, linking researchers to Swedish Universities for Joint publications, support early researchers to publish in quality journals. Research methodologies for quality data

our challenges are most of the Open Access and Open Science have publication fees because of this we are not able to publish in these journals. so we need support from your side.

We appreciate SIDA for their continuous support of biomedical research and training in Ethiopia which has realy brought significant change in establishing and strengthening many regional universities in the country hope such support will continue. However, this support has to be revised and needs a sustainability strategy so that the regional universities to stand by themself.

funding and giving training

Provide money for publications in the high ranking open access journal.

If they could sponsor publishing my articles in Open Access journals could be good. Hence, the Mozambican community would be able to get access.

Knowledge exchange on open access publishing, subscription to open access journals and on criteria to consider when accessing predatory and non-predatory journals

Sida fund have provide opportunities to our researcher improve their capacity and knowledge through PhD program, and fund support research conducting in our country which also improve our research and publication quality as well.

SIDA has already funded our University library to allow us access both open access and subscription journals. Further support in paying for APC for open access journals would be good to strengthen publications into open access journals.

Facilitating capacity-building programs other than Ph.D. and postdoc programs.

create more awareness campaigns

Payment of annual subscriptions

Development human resources in Cambodia .

- Sometimes my University discourages publishing in open access journals, so denying promotion based on papers published in open journals. Sida/ASDI may help in making the administrators understand the importance of publishing articles in open access journals as long they are reputable.

Support more capacity building programmes and perhaps increase funding in research and publications.

Facilitating publication in these journals by making funds available to researchers whose articles are accepted in Open Access and Open Science journals.

I think that is building. and I put myselft in order to.

I know the support from Sida has been instrumental throughout the history of this institution. As i described it earlier the biggest problem here is Funding and there is no system put in place for an online purchasing. Therefore, Sida can help us by providing fund but not sending to us, instead facilitate ways on how we can use the money for paying for publishing in open access journals.

Raise awareness and create environmental

Supported Institutional repository and library systems Training on data management supported research work support scientific writing workshops Support ICT infrastructure improvement

Building advance electronic journal libraries, giving training to staff and graduate students, capacity building program for trainers on data management plan, making subscribed journal accessible to developing countries and opening graduate program in library science and etc.

We appreciate SIDA's financial support, for covering expenses regarding digital library infrastructures and improvement of open access data sharing at the university repository through training.

Sida contributed a lot through our university library which built a capacity on accessing and identifying materials from open access and open science with related quality (not predatory)   The University managed to develop the Scholarly Publication and Dissemination Policy and Guidelines to ensure that UDSM researchers produce scholarly publications that are coordinated and recognized for promotion. The policy is outcome of Sida programme at the university.

Not sure.

Pay publication to researchers

By creating access to better resources at my home university institutional repository. Again, if SIDA provides research fund to the students (since it is not currently provided), the quality of the research (dissertation) will increase and students can do best works in this regard by even collecting primary data, conduct experimental researches etc.

Sida/ASDI contributed to strengthen the open access and open science mindset through the whole experience to work with the different research groups.

Create awareness to university administrators so as to remove the phobia for Open Access.

More courses

In addition to supporting the a specific program through funding, Sida should closely work with the institutions with regards to creating a certain library platform and if possible sharing the Swedish universities' resources.

I think the collaboration is very important in resource sharing (knowledge, library resources, funding) to train staffs in identifying different types of publishers (predator, open access, subscription based) since distinguishing between them is difficult for us. Moreover, the collaboration may help in guiding researchers and students from developing countries like Ethiopia on how to use as well as contribute for open access journals. I feel funding is also important for researchers from developing countries who want to publish but couldn't afford to pay the publication fees; some face challenge even after getting acceptance for their paper - for one thing it is not easy to pay and the other problem is we cannot make payment from ethiopia i.e. online payment system works for domestic use only. There is no e-payment method.

Training course would be good to me.

Sida provide the allowance to the students to strengthen the study

Training for students Pay for journals Facilitate access to journals for students publications

Creating awareness and institutional policy change

by giving seminars and training on how to access journals and publications by building a kind of database for the researchers to deposit their publication

Based on the findings from this survey, SIDA/ASDI can request institutions they support to implement best practices and recommendations regarding Open access and Open Science.

For my home university in Bolivia it would be good to create agreements with editorials, so, publications can be free of charge. Also it would be good to have free access to research in the most relevant platforms but the most important thing would be to encourage researchers to publish their work.

Definitely, SIDa contributes a lot to academia and researchers to develop their academic careers and research experiences. In my case, SIDA strengthens me by contributing funds for my research activities in my Ph.D. journey. In addition, interactive supervision by both the Sweden universities and the home university in Ethiopia is important to gain experience across the country. Furthermore, the studentship exchange from Ethiopia to Sweden creates a good chance to collaborate a lot with many researchers.

Supporting publication charges by making the university subscribe to some journals will allow faculties and students to freely publish in the subscribed journals.

1.Building the capacity for establishing and running open access journals 2 Provide funds for publishing in credible open access journals 3.Support in establishment and maintenance of institutional repository

I am convinced that virtual seminars organized by ASDI, with the theme of open science, could change the vision of many researchers at my university, including myself. In the same way, being able to know the requirements and advantages with respect to normal journals can also be of great help, this also driven by cooperation.

I think Sida is already doing it financially and by building an international network between researchers.

Offer more training on writing for publication, submitting manuscript to a journal especially preparation of graphics.

- Making an agreement on how to have user access to Open Access and Open Science by my University with close directions and follow up from SIDA/A SDI. - Allowing the students for international conferences and experience sharing on scientific research-related issues. - Funding the researcher for realizable home base experiments/interventions that will improve individual wellbeing and economic growth. - Providing the students with an adequate research budget, which will bring a positive change for stakeholders. - Provision of training and guidance for the students on how to safely share and publish their research articles.

Through allowing us to access the digital library platforms.

By arranging short term trainings either face to face or by using online

by giving opportunities to publish articles and share information in various scientific forums like conferences

Financial support, laboratory support, training support, course fee support, publication fee support

Payment of subscription fees, Short trainings about choosing the channel of publication, publishing, Establishment of repository,

For me in particular, attending class in KI and having access to different literature through web library is already a great

I don't know

By making possible for me to study in a university in Sweden. I access to open access sources because I am a doctoral student at KTH. I do not think I could access to all the sources from my university in Mozambique. Even though I do not know whether there is a capacity building program at my university and funded by Sida/ASDI, I think that my university central library needs support in terms of Open Access.

SIDA can strengthen our university by selecting open access journals and pay them the publication fee when authors from our university submitted articles. So, journals could have an option to show us as SIDA covers the publication fee.

Un the last years it was suggested to publish in open access journals fron the swedish counterpart. However, there is not aa policy anf an specific budget at UMSA for this.

Funding for the relevant databases

Funding for sure.

Very useful

Paving the way for accessing reputable journals, enshrining a culture of research and publication, how to link research with professional incentivization, and above all building academic environment with scientific research orientation.

Support the fee of publication in Open Access journals.

Make it a requirement

More Human Resource and capacity building through more collaborations

Training on research management and research budgets collaboration with a component of publication fees.

Promote debates. Support policy definions. Support creation of open resources

It has helped to build capacity in library and internet and other training with regard yo open access

Support to subscription to important scientific databases that the university is currently not subscribed to

Current journal or book that can be accessible. Lab infrastructure and accessory. Funding and incentive for researcher team.

They encourage platforms to discuss more on research and publications, regionally and nationally.

Providing grants for research, pay for the publication of articles

Supporting publication costs and sharing experiences from other countries to influence the university not discredit journals just because they receive money to publish papers.

SIDA as a long partner may continue its support by ☐ Capacity building about extensive utilization of ranges of open access resources ☐ Building and maintaining research plat-forms ☐ funding and participating in research activities on our common problems ☐ indicating peer-review journals ☐ Providing access and training current protocols and methods

SIDA contirbutes with funding for that.

I think Sida could cooperate and strengthen the other universities through training on these matters.

Strengthening regional and local journals, and making it mandatory for funded students to use these plat-form, it will strengthen the open access science

giving access to libraries online would help a lot

NA

Provide network, training support, guideline and suppervision.

In relation to UMSS, instead of focusing only on training about the use of databases, it should focus on developing institutional strategies to generate IPR regulations, institutional indexed journals (Open Access), to articulate the existing ones within UMSS, in the region, and national wide, but also with a Latin American network.

Provide support to access to the Open Access journals

Through funding of improving the quality of Bolivian journals that are already open access to be incor-porated internationally. Providing a competition for funding the best Scientific works so they can be publis-hed in high impact journals and its impact well deserved.

Helping my Institution in improving the local Scientific Journal. Many researchers get frustrated in publis-hing in there because it takes so much time for giving feedback and publishing articles.

The contribution of Sida for strength my and our university is very high. Eg. Sida financially support to car-ried out high quality research and it is easily publish in open access journals. Sida contribute for publishing in open access journal by pay the publication fee. Especially in Ethiopia, as we could not transfer foreign currency to pay for publication fee and the Sida solved this publication fee problem. The university com-munity usually publish their work on journals that are not open accesses. But, now thanks for Sida, the university community and me has published our research work on open access journal.

Promoting Indexed Journals, research platforms and networks

I think we need to continue to collaborate because advanced research needs advanced equipment which no sigle institution can afford all the equipment needed for completing research. For example even if we wor-ked with researchers from SU but we still send our samples in Australia for determination of sediment age or to USA for Isotope technique. In order to make it easy is to continue to collaborate with different researchers in the world so that together we are complete and share equipment for science.

through training and funding

We need knowledge Allow open access be available to Universities to developing countries

Frankly said I am very grateful to SIDA and Swedish People to give me an opportunity for pursuing my PhD. Here is some suggestion for SID for OPEN Science. 1. Allowed poor country universities can access journal databases which ensure that searching for papers is not the main barrier anymore. 2. consider a policy that all NGOs or any organizations supporting by SIDA should publish the collected data to be available for public use.

By providing more funds for the new areas of research, The provision of funds should consider the timeline for the research to be done. Through creating room for more collaboration with Swedish universities for ex-posure and learning opportunities.

I think Sida can help the university with the subscription journal access guaranteeing that at least the student has enough tools to consult and publish their wor.

By improving the existing collaboration

Have open discussion with my university about the topic including some relevant contributors. Sida could create mechanisms to empower/strengthen the capacity of my institution to collaborate with other univer-sities to get more access to some journals. Have more debates about pros ans cons of using open access Journals. In particular should encourage the university to help the staff to publish more by funding or the research whenever.

Students:

In what ways can Sida/ASDI contribute to strengthen you and your university in the areas of Open Access and Open Science?
I am convinced that virtual seminars organized by ASDI, with the theme of open science, could change the vision of many researchers at my university, including myself. In the same way, being able to know the requirements and advantages with respect to normal journals can also be of great help, this also driven by cooperation.
would be great if we can have some amount of money to afford an open access journal
I think the first thing to do is to help Mozambique universities at least to have access to web of science, Scopus, and other web pages that help search for information, then help Mozambican researchers to know about Open Acces and their importance in society.
Support more capacity building programmes and perhaps increase funding in research and publications.
We appreciate SIDA for their continuous support of biomedical research and training in Ethiopia which has realy brought significant change in establishing and strengthening many regional universities in the country hope such support will continue. However, this support has to be revised and needs a sustainability strategy so that the regional universities to stand by themself.
Facilitation was good and SIDA purchased for me equipment and am now heading research laboratory
Need for collaborative training in Open access and Open science
Support more research infrastructure, human resource capacity building, publication incentive, and allocate budget for open access publication fee.
It has helped to build capacity in library and internet and other training with regard yo open access
More courses
Sida fund have provide opportunities to our researcher improve their capacity and knowledge through PhD program, and fund support research conducting in our country which also improve our research and publication quality as well.
Develop a team to create awareness on Open Science initiatives including its building blocks such as Open Access, Open Data, Open Peer review and the like to enhance transparency and validation of knowledge creation and sharing among researchers at the University and National at large. There should be a policies that mandates the university to adhere to funder's open access agreement on this aspect.
By continuing support University Library Services to diversify access to more journals and organizing workshops in easy access to resources and good reference management tools.
Support in lobbying with Uganda government to Lower the band width rates for accessing research platforms.
I think we need to continue to collaborate because advanced research needs advanced equipment which no sigle institution can afford all the equipment needed for completing research. For example even if we worked with researchers from SU but we still send our samples in Australia for determination of sediment age or to USA for Isotope technique. In order to make it easy is to continue to collaborate with different researchers in the world so that together we are complete and share equipment for science.
Raise awareness and create environmental
1.Building the capacity for establishing and running open access journals 2 Provide funds for publishing in credible open access journals 3.Support in establishment and maintenance of institutional repository
By making possible for me to study in a university in Sweden. I access to open access sources because I am a doctoral student at KTH. I do not think I could access to all the sources from my university in Mozambique. Even though I do not know whether there is a capacity building program at my university and funded by Sida/ASDI, I think that my university central library needs support in terms of Open Access.
To strengthen the areas of Open Access and Open Science in my university Sida/ASDI should contribute more fund and corporation to help my university in building up human resources as what I always expect that my country will be as prestige as Sweden too.
Ways of financing access to scientific literature that is not open access. Publishing fees for open access publishing in subscription journals with high prestige. Funding for research
Sida should state clearly state the importance of open access so that the University will consider revising its stand regarding the open access
Study aids in university in the areas of Open Access and Open Science and scholarships to study in Sweden.
This can be in form of supporting access to more scientific journals an supporting the enabling environment to access the materials.
Through the SIDA-UEM cooperation project.
In many ways. my institute gets support from Sida as core fund, it helps me to advance my research. In addition it also creates platforms for collaboration with Swedish researchers

I believe that I can know about that from you, I am a student but I don't know it clearly

To strengthern internal capacity at university level, ensure availability and reliability of internet supply, institutional collaboration and sharing of resources and experise not only during the project period - but beyond project duration as well

Awareness creation

Scientific retrieval

SIDA has strengthen me and my university to high level. I have obtained an opportunity to utilize the KTH laboratry, learn from KTH professors and really I don't have words to explain what education I have learned from KTH. Thank you SIDA for sponsoring me.

give training to lecturers. you need to train the trainee first then follow the ongoing training

Promote debates. Support policy definions. Support creation of open resources

- Making an agreement on how to have user access to Open Access and Open Science by my University with close directions and follow up from SIDA/A SDI. - Allowing the students for international conferences and experience sharing on scientific research-related issues. - Funding the researcher for realizable home base experiments/interventions that will improve individual wellbeing and economic growth. - Providing the students with an adequate research budget, which will bring a positive change for stakeholders. - Provision of training and guidance for the students on how to safely share and publish their research articles.

Access to data not seen before Great and valuable information sometimes ignored

Courses, seminars

Development human resources in Cambodia .

If they could sponsor publishing my articles in Open Access journals could be good. Hence, the Mozambican community would be able to get access.

We appreciate SIDA's financial support, for covering expenses regarding digital library infrastructures and improvement of open access data sharing at the university repository through training.

The truth is that most open access journals do charge publication fees, although the policy of fee waiver exists, getting the waiver can sometimes be tedious. Where Sida supports research at institutions, they could allow for publication fees to cater for cases where the journal may deny fee waiver.

Helping understanding about the importance of beeing competitive in the international sciences arena and become a better partner by investing on what is important

No more expectations from Sida.

It has shared research publications It has funded our university library for several years and given us opportunity t access Hinari resources online It has built capacity where our librarians have been trained. It has enhanced our research collaboration and also extended research networks across the globe

1. Skill acquisitions 2. Building reputation 3. Focused topics relevant to local researchers

Support research, publication fees and other complementary support particularly the already done support to junior staff. Provide support for postgraduate trainees to build capacity in their research career.

Financial supports

They want all publication they fund to be published open access, that increases the visibility of the scientific works

Through allowing us to access the digital library platforms.

Sida can collaborate with directorate of Library at our university how to improve access on international journals. Researchers at Universities should have meeting with Director of library in order to discuss how better to do it.

I think that is building. and I put myselft in order to.

Arranging training in Open data management access and publication

In providing training and in funding the subscription of top journals and international and regional databases that are under the custody of institutions.

By improving the existing collaboration

by giving seminars and training on how to access journals and publications by building a kind of database for the researchers to deposit their publication

- setting up a budget for enhancing internet connectivity and payment for e-resources for partner universities in Africa

I think incentives and funding are the important. As well facilitating links and networks play great role.

it helped me understand what a good, reliable and genuine researcher should be

It has contributed a lot in providing research support as well as research grants, enhance training faculty, clinicians and students in learning about publications and scientific writing as well as research.

collaborative research and some more training.

INCREASE ACCESS TO SCIENCE DATABASES.

Create awareness to university administrators so as to remove the phobia for Open Access.

Trainings and supports related to the laboratory setups for developing countries

Un the last years it was suggested to publish in open access journals fron the swedish counterpart. However, there is not aa policy anf an specific budget at UMSA for this.

Helps a lot, but we need more collaborations in this field.

Training/capacity-building to create awareness, and support our institutions financially

Support for journal subscription, local journals Support to establish regional and national academic journal publishers Training on data management, access to literature, predatory journals

Capacity building through training. To date, there are misconceptions about Open Access and Open Science. The debate is on the quality of the materials. Open Access and Open Science are important avenues to en- hance access to and use of research materials. They can serve money

SIDA as a long partner may continue its support by ☐   Capacity building about extensive utilization of ranges of open access resources ☐   Building and maintaining research plat- forms ☐   funding and participating in research activities on our common problems ☐   indicating peer-review journals ☐   Providing access and training current protocols and methods

By creating access to better resources at my home university institutional repository. Again, if SIDA provides research fund to the students (since it is not currently provided), the quality of the research (dis- sertation) will increase and students can do best works in this regard by even collecting primary data, con- duct experimental researches etc.

Sida / ASDI has been providing funds for us to publish our articles. However, the administration of the educational institution where I work has a lot of bureaucracy to access these funds, which makes it take a long time to access them

strengthening its ties with the sectors of the humanities. :)

Support publication costs

Support to subscription to important scientific databases that the university is currently not subscribed to

They encourage platforms to discuss more on research and publications, regionally and nationally.

In a great way, Sida and the program of institutional strengthening and training of doctors has placed UMSA in the international gaze with research, results and articles published in high-impact journals.

- Help to buy some instruments as well as providing experts to train because we lacking of some ins- truments to do research. - Provide fund for projects which can be published - Support conferences for jour- nal and poster campaign - Support to creating e-library for journals

Giving some training courses and scientific support in terms of manuscript review

Through specif training on Open Access as the university depends on funds. If there is no funds no way of purchasing books or subscribing journals.

For me in particular, attending class in KI and having access to different literature through web library is already a great

I think Sida is already doing it financially and by building an international network between researchers.

Through links with KTH projects and facilitating supplimentary support by our partner for student exchange programme with KTH

Continue enhancing Faculty to Faculty collaboration and networking

I don't know

Support the institution to subscribe to high ranking journals databases

SIDA contirbutes with funding for that.

Training for students Pay for journals Facilitate access to journals for students publications

Avail some funds for regular visits to Swedish universities and participation in collaborative research

Sida/ASDI contributed to strengthen the open access and open science mindset through the whole ex- perience to work with the different research groups.

Support the fee of publication in Open Access journals.

Training and empowering IMS in library services

TO help university to register to variety of journal as well as to help the university to build search engines and increase an expertize for how to search papers and articles

I dont know if SIDA works on these areas in my university

Funding for the relevant databases

To train the Researchers on use of Open Access and Open Science

Assist in subscription fee

Support our local journals

By strengthening public scientific conferences

We need knowledge Allow open access be available to Universities to developing countries

Not sure.

ECONOMIC SUPPORT FOR PAYING PUBLICATIONS

Concept need to be popularized

Creating mechanisms for outreach results regularly.

Maybe I can suggest that Sida can help the universities in Africa to subscribe to the journals where the students can publish their work. Currently, the students registered to the universities in Sweden or other countries in Europe can publish freely their articles.

Building system for identifying predatory journals of which open access articles should be rejected or identification of reputable journals of which open access articles should be accepted.

I need more training on open science and open Access Funding our local universities on open access and science change the mind set of the academicians in developing countries

Making the university authorities aware of the importance of having elements where the works can be published, socialize them and show their own intellectual production

More training and support in starting these journals / platforms.

I believe that Sida/ASDI can Open Science has a lot of advantages, and the more people you can contact, the better. Because science's power comes from its ability to be reproduced and validated by others, it should be as clear and accessible as feasible.

Sida offers a kind of grant for pubication that can cover the fee of the journal, that is very usefull.

following the root of the advisor(from Swedish side), where they publish and how they publish, helps me where to publish my article

Supporting open access publication costs. Most high quality open access publication platform charge costs that low income country Universities (like mine) might be able to sustain.

Design more sandwich programs, Directed training in scientific publishing, and other forms of academic productivity. Not to cut off some funding aspects such as student stipends.

Networks. Publicatione peer-reviewed. Human resoources. More equipment. New analytical techniques are implemented.

Supported Institutional repository and library systems Training on data management supported research work support scientific writing workshops Support ICT infrastructure improvement

Financial support for research and publication is well appreciated because researchers can focus on the quality of the study rather than economic issues.

1-Experience sharing in professional as well as technical aspects in my PhD career 2-Funding during publication fee which challenge for many Ethiopia students

Payment of subscription fees to Journals and assist in creation of the research database (online portal).

Supporting publication costs and sharing experiences from other countries to influence the university not discredit journals just because they receive money to publish papers.

Sida/ASDI should continue to support and strengthen the University in the areas of Open Access and Open Science due to the fact capacity building in conducting collaborative research and publishing is still on-going. In general, publishing is expensive, it requires enormous financial and technical support.

Sida contributed a lot through our university library which built a capacity on accessing and identifying materials from open access and open science with related quality (not predatory) The University managed to develop the Scholarly Publication and Dissemination Policy and Guidelines to ensure that UDSM researchers produce scholarly publications that are coordinated and recognized for promotion. The policy is outcome of Sida programme at the university.

To encourage publication on open access journals by providing fund for researchers to publish in open access journals. To support paying application fee where applicable since few open access journals are free, most of them they you need to pay for publishing in open access.

In my Institusion ''Yirgalem Medical College'' we are planninig to improve the activities of the research and publication office of the college. So, if possible for SIDA to provide training for us on how to search for scientific articles on open access journals and training how to prepare conferences and proceeding in the college

To strengthen the creation of a database repository

Enhance capacity building of staff, as well as staff collaboration of Ugandan and Swedish scholars and universities to enhance publication in open access, and data sharing.

NA

1. By availing information: Can be through web or flyer or ... 2. By providing trainings on how to access them and use them 3. By providing financial support whenever needed. This is because, if payments are required, then whether they are small or big amount we can't do any payment as we don't have credit cards or access to foreign currency and hence online payment is totally impossible.

Train more PhDs and support research projects at the university

If they could support me in funding my research work and also helping me to be added to research groups from Sweden in my area of specialization Mathematical statistics. Secondly, they can also maintain my main supervisor, Dr. Olha Bodnar, in the system whenever the opportunity arises for her involvement in supervision

Sida has supported research in our university and therefore more academic staff have been able to produce more publications

I think the collaboration is very important in resource sharing (knowledge, library resources, funding) to train staffs in identifying different types of publishers (predator, open access, subscription based) since distinguishing between them is difficult for us. Moreover, the collaboration may help in guiding researchers and students from developing countries like Ethiopia on how to use as well as contribute for open access journals. I feel funding is also important for researchers from developing countries who want to publish but couldn't afford to pay the publication fees; some face challenge even after getting acceptance for their paper - for one thing it is not easy to pay and the other problem is we cannot make payment from ethiopia i.e. online payment system works for domestic use only. There is no e-payment method.

Facilitating publication in these journals by making funds available to researchers whose articles are accepted in Open Access and Open Science journals.

Training.

1. I strongly recommend SIDA collaboration to facilitate subscription to highly reputable journals such AER, QJE...etc 2. If possible to secure intranet connection while we proceed with our work on dissertation.

Through information dissemination. May be promoting some training as well.

Strengthening regional and local journals, and making it mandatory for funded students to use these platform, it will strengthen the open access science

funding

By providing more funds for the new areas of research, The provision of funds should consider the timeline for the research to be done. Through creating room for more collaboration with Swedish universities for exposure and learning opportunities.

I think SIDA does a lot already! It is a matter of good organization here. But I think it would be good to have seminars informing the importance and drawbacks of open access journals

Training, partnering in hosting such repositories (provision of backup services that may be accessed when the main servers are down for previously explained reasons)

For my home university in Bolivia it would be good to create agreements with editorials, so, publications can be free of charge. Also it would be good to have free access to research in the most relevant platforms but the most important thing would be to encourage researchers to publish their work.

through training and funding

I know the support from Sida has been instrumental throughout the history of this institution. As i described it earlier the biggest problem here is Funding and there is no system put in place for an online purchasing. Therefore, Sida can help us by providing fund but not sending to us, instead facilitate ways on how we can use the money for paying for publishing in open access journals.

Sida contributes enormously by generously providing financial support to collaborative Ph.D. programs, where we have access to renowned professors from Swedish Universities as supervisors and course instructors. This project will have huge spillover effects in the long run in terms of human capital formation in our home country.

it provides funds for researches and capacity building

The need to interphase with established publishers. We could be better through skills acquisition form well published people as well to improve our writing.

Well, maybe give us a hand to get some kind of agreement with certain publishers to waive the fees for publications.

Based on the findings from this survey, SIDA/ASDI can request institutions they support to implement best practices and recommendations regarding Open access and Open Science.

By sponsoring researchers by giving them small grants on condition that they publish the findings in open access journals

Promote more debates and trainings about the importance of publishing in Open Access nowadays.

Training and Budget support

The project we have now with Sida/ ASDI resources has included a component that will design and Open Science and Open Access strategy through a platform named the Water and Soil Network Observatory and would be very useful to have the advise and support from experts that have already worked in a similar idea. To have some exchanges with researchers and other professionals working with this approach would be very valuable as well. All the information, resources (bibliography, toolboxes, etc.) would also be very appreciated.

Sida could help us providing some fonds to publish in open access journals. This budget should not be difficult to access. often the university of Bolivia makes the process very slow and one need to do a lot of paper work.

Funding for research and fees for open access publishing. Training and awareness on importance of open access in visibility of our papers

In funding

Trainings and strong agreements on where to publish

Offer more training on writing for publication, submitting manuscript to a journal especially preparation of graphics.

Please provide the aid to the real researchers who need that to publish their useful result. Thank you.

Build the infrastructure

Yes, SIDA can support us in doing the open access and open science issues.

The limitless access to current literature has empowered our researchers to strengthen their skills, widen the collaboration and start-ups of innovations centers in our institutions.

Collaboration on research work is the most helpful

In all aspects.. facilities and capacity buildings

Having an informative seminar about the processes of publication in such Open Access and Open Science may help a lot, I think.

By supporting the University especially my Institute in the area of modern ICT tools

Heavily supported our university library to subscribe to some very high quality open access journals

Not sure.

high extent

The contribution of SIDA is quite significant in strengthening me and my university. There is an incredible support from researchers and also it helped me much in accessing highly rated publications. Capacitating university staff is also important to strengthen the host university. Hence, it is important.

Improve research

After completing the course work, Ph.D. students need some skill-based training on how to access open access journals and identify the quality of each journal.

I didn't see the Sida/ASDI build up OA platform in my University

SIDA can strengthen our university by selecting open access journals and pay them the publication fee when authors from our university submitted articles. So, journals could have an option to show us as SIDA covers the publication fee.

Building advance electronic journal libraries, giving training to staff and graduate students, capacity building program for trainers on data management plan, making subscribed journal accessible to developing countries and opening graduate program in library science and etc.

Foster and put emphasis on such regional and national platforms for publications Versus the international ones Offer subscriptions and open access affordability Have policies in proposals that allows researchers publish open access and let universities align with that

Through offering more training such as POST DOCTORATE for researchers

if possible it would be nice if it cover publication fee and upgrade funding for research especially for those biomedical research at the PhD level, where securing fund for PhD project is challenging.

Pay publication to researchers

I think Sida could cooperate and strengthen the other universities through training on these matters.

Grant the researchers

In spite of the negative views, because there are yet better quality open access publications, I feel that SIDA helps in paying to the least submissions charges if not article preparation costs.

- First I want to acknowledge that Sida has contributed a lot in building the research capacity of the University of Rwanda and is still doing a lot. Therefore, sustaining the support could contribute a lot in areas of open access and open science.

First of all, when I was in Sweden I was very surprise to see professors very sure about the open acces and its benefits. I think that it is important to teach the philosopies behind the open access to new researchers. It is important to share freely the knowledge to help others.

meeting the required payments to conveniently access the services

training

1. Human Capital Development-Training on data archiving/management/work ethics/publishing ethics/regulation setting 2.Iinfrastructure building on electronical documentation/archiving, database/server

Funding for sure.

no comment

- Sometimes my University discourages publishing in open access journals, so denying promotion based on papers published in open journals. Sida/ASDI may help in making the administrators understand the importance of publishing articles in open access journals as long they are reputable.

Research Development and Innovation in Cambodia rural university is crucial for the capacity building and knowledge advancing in Cambodia and as well as the region. In this case, we would like to honestly ask for further funding support to rural university e.g. Chea Sim University of Kamchaymear and collaborate with universities in the City e.g. RUPP, and Institute of Technology of Cambodia (ITC)

1. Formulation of research Data and findings repositories. 2. Co-authoring of publications by Swedish and Tanzania Researchers. 3. Seminars on publications

SIDA can assist us in subscription

Financial support, laboratory support, training support, course fee support, publication fee support

Support training of researchers, linking researchers to Swedish Universities for Joint publications, support early researchers to publish in quality journals. Research methodologies for quality data

Helping my Institution in improving the local Scientific Journal. Many researchers get frustrated in publishing in there because it takes so much time for giving feedback and publishing articles.

funding and giving training

Frankly said I am very grateful to SIDA and Swedish People to give me an opportunity for pursuing my PhD. Here is some suggestion for SID for OPEN Science. 1. Allowed poor country universities can access journal databases which ensure that searching for papers is not the main barrier anymore. 2. consider a policy that all NGOs or any organizations supporting by SIDA should publish the collected data to be available for public use.

Training and support including strengthening of the university library

To conduct a project proposal to implement on this Open Access.

Training on research management and research budgets collaboration with a component of publication fees.

Make it a requirement

Promoting these free access libraries, conducting training if there is a need

The main problem we are having is payment of publication and conference registration fees. Being in developing country, it also difficult to effect membership payments for professional societies like IEEE where there is abundant resource in the electrical Engineering field. No foreign currency, no credit card.

Paving the way for accessing reputable journals, enshrining a culture of research and publication, how to link research with professional incentivization, and above all building academic environment with scientific research orientation.

I didn't have this experience yet

In relation to UMSS, instead of focusing only on training about the use of databases, it should focus on developing institutional strategies to generate IPR regulations, institutional indexed journals (Open Access), to articulate the existing ones within UMSS, in the region, and national wide, but also with a Latin American network.

If possible, we need the collaboration for research with universities.

By promoting institutional capacity building and staff training

through collaboration and partnership, Sida/SDI can provide capacity building to our university/institution to increase the quality of evidence released from our research

Facilitating capacity-building programs other than Ph.D. and postdoc programs.

Through continued collaboration Technical and probably financial support in the establishment of data sharing management systems

I know SIDA is supporting us a lot. we, specially in developing countries, need some research funds for related costs. Therefore, I highly recommend if there are additional grants for our PhD research publications.

Ensure subscription to good journals and training in paper publications.

since most researchers in my university me inclusive are not keen about Open Access, more awareness on the benefits of Open Access is needed.

More sensitization on the subjects I think is needed. Probably there is more that I don't know. Through seminars, conferences, etc

Have open discussion with my university about the topic including some relevant contributors. Sida could create mechanisms to empower/strengthen the capacity of my institution to collaborate with other universities to get more access to some journals. Have more debates about pros ans cons of using open access Journals. In particular should encourage the university to help the staff to publish more by funding or the research whenever.

I think Sida can help the university with the subscription journal access guaranteeing that at least the student has enough tools to consult and publish their wor.

Sida contributed to the financing of the training and also to the field work.

To promote the publication of research explicitly as Open Access. In previous years there was a confusion. Some researches did not want to publish with Sida funding because the texts should not be sold. They should promote courses for the editors of our publications on Open Access. Sida has already committed to supporting the data platform that is associated with our local PhD project.

Definitely, SIDa contributes a lot to academia and researchers to develop their academic careers and research experiences. In my case, SIDA strengthens me by contributing funds for my research activities in my Ph.D. journey. In addition, interactive supervision by both the Sweden universities and the home university in Ethiopia is important to gain experience across the country. Furthermore, the studentship exchange from Ethiopia to Sweden creates a good chance to collaborate a lot with many researchers.

create more awareness campaigns

The contribution of Sida for strength my and our university is very high. Eg. Sida financially support to carried out high quality research and it is easily publish in open access journals. Sida contribute for publishing in open access journal by pay the publication fee. Especially in Ethiopia, as we could not transfer foreign currency to pay for publication fee and the Sida solved this publication fee problem. The university community usually publish their work on journals that are not open accesses. But, now thanks for Sida, the university community and me has published our research work on open access journal.

SIDA should support the University and staff through capacity building of staff to undertake research, support research, support University to strengthen the existing journals.

-Training and transfer knowledge on accessing the online literature/sources -Link to other countries that can support us in this field

Promoting Indexed Journals, research platforms and networks

I think you can help us first by creating awareness on the area. In addition helping us to have a strong national platform will be helpful while increasing an access to the international open access journals will do a wonderful job. Thank you very much for touching this very essential area in our scientific community in the developing world. I hope you will do more. Thanks again. Kind regards,

Support open access publication

Help us with funds for the open access journals

Provide support to access to the Open Access journals

Support the university to have good ICT infrastructure and supporting improving internet speed and quality

BRINGING THE AWARENESS ABOUT OPEN ACCESS CAN INCREASE THE USE OF THESE RESOURCES

SIDA can support my university to increase its online resources (journals, data, softwares, etc)

Assist in the establishment of an institutional repository as well as offer collaborative platforms that can facilitate joint publishing in open access journals.

Support and collaboration

On building regional/national scientific platforms and journals for publishing

Making indexed scientific journals more accessible in relevant areas for our country, and thereby producing border knowledge and solving these problems.

Provide money for publications in the high ranking open access journal.

skills and knowledge on hoe to access

It seems to me that we are now entering the stage of training local PhD, I believe this activity will help in the consolidation of the scientific community

Finding for studies. Research opportunities

by giving opportunities to publish articles and share information in various scientific forums like conferences

Maybe organizing online webinars to train us once we are back in our countries. To improve our skills in these areas, with the available resources we have in our universities. Thanks!!

Not limiting publication in Open access is a valuable contribution.

The need raising awareness at all levels from political to academic

Through funding of improving the quality of Bolivian journals that are already open access to be incorporated internationally. Providing a competition for funding the best Scientific works so they can be published in high impact journals and its impact well deserved.

Payment of annual subscriptions

I think short-term training can make me more informed about open-access publications, and in a way I will be better able to research, write, and publish. our universities also need people trained for this purpose. however, sida can help in the implementation and transmission of information on the requirements and procedures to be followed for the success of Open Access and Open Science in the university.

Related to financial issues and providing scholarship that encouraged the researchers. Besides, I would like to remind you to focus or include the study of medical history. Because it is very significant from various point of views. sorry for my rush and not well organized answer. it is emanated from lack of time.

our challenges are most of the Open Access and Open Science have publication fees because of this we are not able to publish in these journals. so we need support from your side.

maintaining cooperation and financial aid for the development of new projects that would allow obtaining and dissemination of beneficial results.

Very useful

Giving trainings and directions as well as collaborative works

More Human Resource and capacity building through more collaborations

in funding and giving chance to be advised by good advisors

Facilitating Hands-on training, grants, etc.

I don't know

Supporting publication charges by making the university subscribe to some journals will allow faculties and students to freely publish in the subscribed journals.

There is of course an aspect of support to improving the whole policy framework regarding research and what is given value. Sida could also support the library capacity to access open science but also some no-open science (in the short term)

Sida/ASDI is a backbone to AAU Postgraduate studies. Without this organization, AAU is non-existent.

Develop the capacity of members of the Team that Vets the publications submitted by the University staff. Let them trained on Open Access, Web of Science, etc issues in scientific publications. There is a lot to be desired from the vetting committee.

In addition to supporting the a specific program through funding, Sida should closely work with the institutions with regards to creating a certain library platform and if possible sharing the Swedish universities' resources.

By providing small grants that can cover quick ideas and these findings being published in open access journals.

Providing grants for research, pay for the publication of articles

by giving access to libraries in Swedish universities and providing trainings on about how to publish research articles.

Provide network, training support, guideline and suppervision.

By arranging short term trainings either face to face or by using online

Everithing

Since the problem of PhD students on publication is linked with their supervisors it is good if training given senior staffs on how to supervise PhD student

Current journal or book that can be accessible. Lab infrastructure and accessory. Funding and incentive for researcher team.

Provide more opportunities and grants for researcher to perform their work

Promoting debates about the relevance in the areas of Open Access and Open Science

Creating awareness and institutional policy change

Supporting universities to set up and/or improve digital libraries/ depositories

Continue supporting open access publishing

N
Access to journals 1.Paying subscription fees 2.Developing a database and access platform 3.Strengthening internet connectivity
Payment of subscription fees, Short trainings about choosing the channel of publication, publishing, Establishment of repository,
SIDA has already funded our University library to allow us access both open access and subscription journals. Further support in paying for APC for open access journals would be good to strengthen publications into open access journals.
Waiving the publication fees.
Training course would be good to me.
Sida provide the allowance to the students to strengthen the study
We have been co supervising pur PhD Students and through that our students were able to submit papers in some open access journals
SIDA/ASDI is doing a lot. Most important is continuing with support.
Funding, partnerships, and experience sharing.
giving access to libraries online would help a lot
I think SIDA should help RUPP to get database and support faculty to host journals, SIDA can give funds for RUPP to register at ISNN and DIO for journals hosting.
By developing a more user friendly interface for their current repositories and promote them among the lecturers, students, researchers.
Provision of training on how to publish on open access and open science, and also provision of fund which is the publication fee.
Knowledge exchange on open access publishing, subscription to open access journals and on criteria to consider when accessing predatory and non-predatory journals
By promoting the formation of scientific platforms for creating more national/regional open access journals

Librarians:

In what ways can Sida/ASDI contribute to strengthen you and your university in the areas of Open Access and Open Science?
Training and hardware support.
The supporte from ASDI was very important to the Central Library and for my self, because all activities that we are doing regarding the implementation of institutional repository of UEM, and the link I have with partners from LIBENSE and other countries working on open research initiatives were possible because of the oppotunities I had to participate in open access/science conferences outside mozambique including the opportunity that we had to organize a open access/science seminiary in UEM, inviting spcialists from Sweden, Portugal and Brazil, to share with us their experiences and help us on bulding skills on implemention of infraestruture to support open resopisitories.
To find mechanism of information on the new arrivals so that we display to our researchers for more access.
Support publishing Support staff skilling advocating waivers on access scientific journals can do great to our universities
Support infrastructure development and capacity development of different critical groups n advancing open science movement
providing wider access to scientific publications
Working to influence the university management to understand and appreciate the movement.
providing trainings in this fields.
The current support provided by SIDA is of a great start on this. I am sure there will be more research publications produced by our researchers at the university. Furthermore, I wish to see support and attention given on the library and librarians so that we can be seen/become a vital supporting to the researchers and university. We need strong and robust ICT tools and infrastructure, more e-resources available and accessible through the library information gateway. The most important one is the support on the professional development for librarians and libraries either upskilling or upgrading to ensure the that library has enough qualified librarians to cater the rapidly changing needs of our users.
fund training on open access and open data fund some studied on data science fund publication in open access enhance internet connections refurnish the library ICT infrastructure to support literature search and trainings
Through trainings Negotiation with publishers etc.
Increase access to research funding and support to conduct original research from the field and publish results in open access platforms
APC waivers/Funding, Training(equipping Librarians would help them provide services for staff and students)

TO SUPPORT FURTHER TRAINING

1. Capacity Building of Library Staff(Shor term training and providing scholarship on PhD in Librarianship) 2. Poviding Journal (Open or subscribed) via Eifl or INASP with interruption 3. Training for Researcher on Scholarly Publication, Research Data Management, Data Science...etc

By providing training opportunities in order to build capacity of librarians (ToT) on these topical issues and other related research areas such as systematic review.

provide more skills on the benefits

Funds and technical assistance

Provide Librarians with knowledge or Skills in OA publishing, peer reviewing If possible provide author publication funds for authors to publish in OA Journals.

COSTECH Sida Communication Sub- Programme

We would be very delighted if Sida/ASDI could help us fund the develop and implement a national research repository

Promoting open access and open science initiatives, supporting in building national open science platforms, awareness creation campaigns, capacity building

NIL

Training and advocacy

Make it mandatory for open access publishing (Green, Gold, Hybrid, Parallel, etc options), enforce open access budgeting and require open access policies for partnering universities

Financial support Training and workshops Scholarship to library staff for studying there And many more..

To offer training for librarians and researchers how to subscribe different publications offered by institution

¿De qué manera puede Asdi contribuirlo a fortalecerlo a usted y a su universidad en las áreas de Acceso Abierto y Ciencia Abierta?

En nuestra institución se requiere mucho apoyo en temas de información, me refiere a los siguiente: 1. Establecer una política institucional para la publicación en un repositorio 2. Digitalizar el material bibliográfico, para lo cual se requiere equipamiento para las bibliotecas (scanner y pc) 3. Conocer otras experiencias de cómo trabajan otras instituciones para implementar un repositorio institucional. 4. Implementar el repositorio como Dspace 5. Se requiere infraestructura tecnológica para implementar y personal capacitado

Primeramente se necesita Equipamiento tecnológico actualizado. Capacitación del personal de Bibliotecas para mejorar nuestros servicios y a la vez poder capacitar a nuestros usuarios. Participación en la toma de decisiones respecto a los temas que incumban a las Bibliotecas, porque muchas autoridades no conocen del manejo Bibliotecario que es motivo para que no nos den la importancia necesaria. La creación de un Repositorio ÚNICO institucional. (hasta ahora se tiene de forma descentralizada, es decir en cada Facultad). Los Bibliotecarios ya habíamos planteado este proyecto hace años)(

crear motivacion y espectativas en los investigadores

En todo aspecto el más relevante el fomento a la investigación científica y a la publicación de las mismas.

Por medio de capacitación a nuevas plataformas virtuales para el acceso a ellas, como tambien la implementación de nuevos equipos para un mejor servicio a los usuarios.

Con fondos para capacitación de manejo del repositorio institucional, asi como también para capacitación de uso de Plataformas de acceso abierto