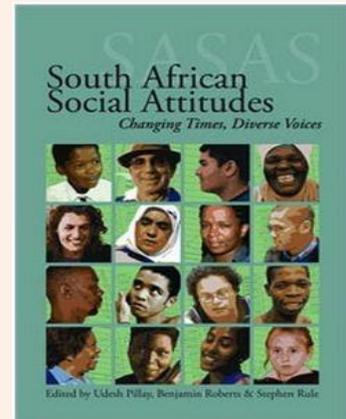


South African's attitudes towards science

The annual [South African Social Attitudes Survey](#) (SASAS) reviews the attitudes of citizens of the country to various issues. A recent [report](#) by the Human Sciences Research Council examined the South African public's attitudes towards science, astronomy and the Square Kilometre Array Telescope, as well as their knowledge and awareness of these topics, based on the 2013 SASAS data. There is a growing interest by policy-makers in the relationship between the South African public and science. This is based on the assumption that a positive relationship between the public and science can support economic and social development, assist in consolidating democracy and citizenship, and improve the quality of life for individuals.



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[The Conversation's article](#) written by Samuel Oti highlights how the lack of civil registration and vital statistics contributes to health inequities in Africa. Evidence shows that African countries record less than 75% of their births and deaths. As a result, African governments are unable to respond to health needs or monitor the millennium development goals without these vital statistics.

The [GSMA](#) features a [blog](#) written by Jennifer Frydrych which reveals a groundbreaking case study that demonstrates the benefits of payment digitisation in Cote d'Ivoire through the use of mobile money transactions. It is recorded that 99% of the country's secondary school students successfully paid their annual school fees digitally.

The [African Evaluation Journal](#) has published a special edition focusing on health evaluations in Africa. It features a nine-paper series which includes six English articles, two French articles and one review. The papers showcase African-led evaluation work around key issues currently facing many countries, such as the Ebola epidemic and HIV/AIDS treatment.

The [South African Department of Planning, Monitoring and Evaluation](#) released the 2014 Development Indicators which track progress made in implementing key government interventions in South Africa. Some of the key performing areas are: life expectancy, infant mortality, HIV/AIDS, Early Childhood Development facilities, number of households and tourism.

Evidence events

[26-27 October: Impact Investing-building the field measuring success workshop](#)

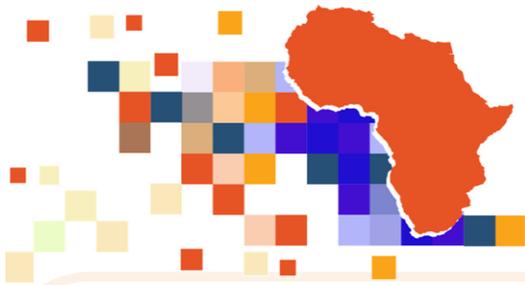
[02-06 November: Building gender-responsive national evaluation capacity training](#)

[23-27 November: 2016-2020 Global Evaluation Agenda](#)

Announcements

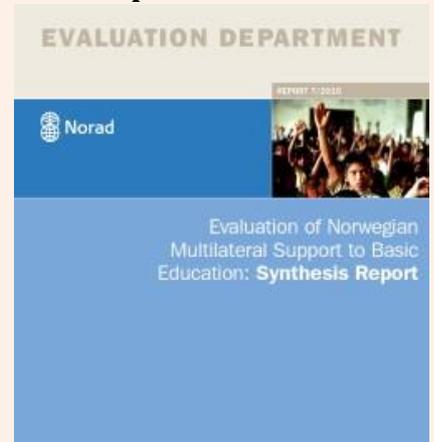
- Applications for the 2016 Mandela Washington Fellowship are [open](#).

The latest [AEN blog](#) features a guest blog by Dr Collins Mitambo from the Ministry of Health in Malawi and Nissily Mushani from AFIDEP. The blog shares the work of the Ministry of Health in Malawi in promoting the uptake of research evidence in policy-making. AEN blog submissions are welcome on our [website](#).



Evaluation of Norwegian multilateral support to basic education: Synthesis report

The [Norwegian Agency for Development Cooperation \(Norad\)](#) has published an evaluation [report](#) which assesses the Norwegian multilateral support to basic education through UNICEF and the Global Partnership for Education during the period 2009 to 2013. The report focuses on programme effectiveness, aid management and financing of education in 10 countries: Afghanistan, Burkina Faso, Ethiopia, Haiti, Madagascar, Malawi, Mali, Mozambique, Nepal and Zambia. The results show that there is progress at early school level in terms of gender equality goals. However, there is less progress with regards to equity for linguistic minorities, disabled children and poor children. The challenge is that the results are weakest in terms of learner achievement, for which only one of the 10 countries could demonstrate fully meeting its targets.



INTERNATIONAL EVIDENCE

Micheal Trucano's new [blog](#) featured on the [World Bank's Edu Tech blog](#) discusses progress made in the use of technology in education on the African continent. A list of reports published by organisations such as the [UNESCO Institute for Statistics \(UIS\)](#) provides a general overview of the availability and use of educational technologies. The blog highlights some of the challenges in measuring ICT in Sub-Saharan Africa due to lack of data collections.

Professor Judy Sebba's [article](#) featured on [the LSE Impact blog](#) explores the idea that think tanks and other research mediators are more influential in policy-making than most academic researchers. This comes from the studies of policy-making which reveal that senior officials and politicians rank think tanks highly, whereas academic research is perceived as lengthy technical papers which are difficult to access.

An [article](#) published by the [World Bank's Governance for Development blog](#) introduces a new concept called citizen monitoring that is implemented in the infrastructure sector in India. India's 2011 Census revealed that 68.84% of the population still lives in villages. It highlights the importance of rural road connectivity for better access to economic and social services. The government in 2000 announced a massive Rural Roads Program called Pradhan Mantri Gram Sadak Yojana. Community members got involved in the project by conducting monitoring to ensure quality.

Evidence from academia

[Jones et al](#): 'Translating knowledge in rehabilitation: Systematic review'

[Langer et al](#): 'Walking the last mile on the long road to evidence-informed development: Building capacity to use research evidence'

[Pan et al](#): 'Income and Malaria: Evidence from an agricultural intervention in Uganda'

[Tomkys et al](#): 'Going digital: Using digital technology to conduct Oxfam's effectiveness reviews'

[3ie](#) provides useful "[How-to-videos](#)" which explain theoretical concepts using a simple step-by-step approach. These "[How-to-videos](#)" cover topics on impact evaluation which demonstrate how to apply technical concepts. Topics included relate to designing, implementing and using impact evaluations. A short quiz is taken at the end of each lecture as a form of assessment of the subject covered in the video. Howard White (former Executive Director of 3ie) is one of the lecturers. [Click here](#) to watch these videos.