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USAID/UGANDA EDUCATION AND RESEARCH TO
IMPROVE CLIMATE CHANGE ADAPTATION ACTIVITY
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USAID/UGANDA EDUCATION AND RESEARCH TO IMPROVE CLIMATE CHANGE ADAPTATION

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DISCLAIMER

The contents and opinions expressed herein are the responsibility of the Activity and do not necessarily reflect the views of the United States Agency for International Development (USAID) or the United States Government.

Acronyms	
AOR	Agreement Officer's Representative
AR5	Assessment Report Number Five
CAADP	Comprehensive African Agriculture Development Plan
CAEC	Continuing Agriculture Education Center
CAES	College of Agricultural and Environmental Sciences
CCA	Climate Change Adaptation
CCD	Climate Change Department
CCU	Climate Change Unit
CHAI	Climate Change Adaptation & ICTs
CIMMYT	International Maize and Wheat Improvement Center
CLA	Collaboration, Learning, Adapting
CoCIS	Makerere University College of Computing and Information Sciences
COP	Chief of Party
DCC	Department of Climate Change
DGGCS	Department of Geography, Geo-informatics and Climatic Sciences
DSIP	Agricultural Sector Development Strategy & Investment Plan
EAC	East African Community
EEA	USAID/Uganda Feed the Future Enabling Environment for Agriculture Activity
ECOTRUST	Environmental Conservation Trust of Uganda
FTF	USAID/Uganda Feed the Future activities
GIS	Geographic Information System
GoU	Government of Uganda
ICPAC	International Climate Predictions and Application Center
ICRAF	World Agroforestry Centre
ICT	Information Communication Technology
IITA	International Institute for Tropical Agriculture
IPCC	Intergovernmental Panel on Climate Change
LIP	Location Intelligence Platform
LOA	Life of Activity
M & E	Monitoring and Evaluation
MAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MAK	Makerere University
MoFPED	Ministry of Finance Planning and Economic Development
MOOC	Massive, Open, Online Course
MOU	Memorandum of Understanding
MUCCRI	Makerere University Centre for Climate Change Research and Innovations
MUST	Mbarara University of Science and Technology
MWE	Ministry of Water and Environment
NAADS	National Agricultural Advisory Services
NAPA	National Adaptation Programmes of Action
NARO	National Agricultural Research Organization
NCAR	National Center for Atmospheric Research
NDP	National Development Plan
NEMA	National Environment Management Authority

NGO	Non-governmental Organization
NPA	National Planning Authority
OPM	Office of the Prime Minister
RDBM	Relational Database Management
REDD+	Reducing Emissions from Deforestation and Forest Degradation
RFP	Request for Proposals
SCALE	System-wide Collaborative Action for Livelihoods and the Environment
SFEGS	School of Forestry, Environmental and Geographical Sciences
SNA	Social Network Analysis
SOW	Scope of Work
STTA	Short term Technical Assistance
TOC	Theory of Change
ToT	Training-of-Trainers
UNAP	Uganda Nutrition Action Plan
UN	United Nations
UNDP	United Nations Development Programme
USAID	U.S. Agency for International Development
USG	U.S. Government
WSR	Whole-System-in-the-Room

I. INTRODUCTION

Through this document, FHI 360 formally presents to USAID/Uganda the first quarterly report of FY15. The primary activities and accomplishments conducted during the reporting period from October 1, 2014 to December 31, 2014 are outlined in this record.

A. Summary Highlights

Highlights of activities and achievements during the quarter include the following:

- Result 1: MUCCRI was introduced and represented at United Nations Framework Convention on Climate Change (UNFCCC), Conference of the Parties (COP) 20 conference in Lima, Peru and it generated a great deal of interest and potential partnerships for the Centre
- Result 2a: Supported and participated in curriculum review of 12 programmes within the School of Forestry, Environmental and Geographical Sciences to suggest inclusion of climate change issues in more courses
- Result 2b: Began in-depth planning for the student Climate Change Boot Camp
- Result 3: All the Activity funded MSc students are on board and working, one of the PhD students is on board and the other two should be soon. Also experimenting with a way to encourage and support multidisciplinary undergraduate research efforts
- Result 4: The “translation” (e.g. from science speak to implementable and understandable information) template for the climate change dissemination pathway effort is being pilot tested and will be revised accordingly

B. Activity Description

The overall goal of the *USAID/Uganda Education and Research to Improve Climate Change Adaptation Activity* (the Activity) is to help establish the Makerere University (MAK) Centre for Climate Change Research and Innovations (MUCCRI) as a recognized national and regional hub of academic, professional development and research excellence in climate science, climate adaptation, and related disciplines. The Activity will strategically deploy human, financial and technology resources with the target continually focused on building Ugandan capacity and proficiency to address climate adaptation and related issues. More specifically, the Activity will mobilize leading academics, scientists, and researchers to work side-by-side and in partnership with Ugandan colleagues to build upon the foundational efforts made by the College of Agricultural and Environmental Sciences (CAES) and others to date in developing and establishing MUCCRI. In so doing, MUCCRI will become a fully functional, operational, and sustainable center within MAK/CAES. The Centre will have the requisite staff, knowhow, capacity, and resources to be a sought-after location to focus and support climate and climate adaptation education and research for the benefit of the University and the Nation.

USAID/Uganda Education and Research to Improve Climate Change Adaptation Activity has the following results:

Result 1: Institutional structure of MUCCRI is established and supports MUCCRI objectives: The first step in this result area is to support the official establishment of MUCCRI at MAK. To support MUCCRI establishment, this Activity is undertaking a number of actions. It is coordinating each work plan with the CAES strategic plan. An informational campaign is being waged to increase knowledge and understanding about the science, potential impacts, and responses from/to climate change and climate adaptation through a variety of methods – some still to be implemented. The methods include: formal and informal presentations at college/school/departmental meetings, in classrooms, and in seminars. Postings on websites, announcements in campus media, and adding modules on climate change to established courses, and other options. The Activity will work to reach both the campus community and outside of the campus through traditional media outlets. An e-learning and networking hub (Adapt2CC) is being established that will act as a linkage between and among students, staff and other interested parties to share information on climate change adaptation work throughout the region. Once MUCCRI is approved the Activity will provide timely support for establishing and functioning of both the MUCCRI Steering and Science Committees. Official approval and these committees will become the backbone of the MUCCRI institutional structure that will allow future development and the building of a resilient and long lasting Centre.

Result 2: MUCCRI provides cutting edge short and long term training to students, staff, and external stakeholders

Result 2a: Undergraduate and graduate coursework on climate change improved: The Activity supports the establishment of a suite of formal academic offerings for undergraduate through post-graduate students. Those offerings will include: a college-wide undergraduate climate change course; specialized graduate-level trainings based on the latest research findings and innovations gleaned from around the world but adapted to the Ugandan context; and a new Master of Science (MSc) program on climate change science. It will also include: collaborative teaching and learning arrangements with other parts of the university, notably with the School of Women and Gender Studies, Department of Journalism and Communication, School of Education, and School of Social Sciences. There will also be non-degree related activities such as: the establishment of an e-learning platform and networking hub with access to numerous identified online programs and an informal lecture series to introduce climate change issues to the broader university.

Result 2b: Short term training to external stakeholders provided: Over the life of this Activity (LOA), an array of short term training options and vehicles to increase climate change and adaptation knowledge for key stakeholder groups will be created. These groups are external to but linked to the university, and include select public sector institutions, civil society groups, and the private sector. Where appropriate and through agreements, trainings will be jointly designed and led by Activity staff and other partners in conjunction with academic staff and students from CAES and other MAK schools and departments as a way to create a “climate smart” institution. Training types will include: in-service training modules, webinars, policy briefs, informational packets, and presentations for various key stakeholders.

Result 3: MUCCRI is generating high quality climate change and climate change adaptation research: The Activity will strengthen the relationship between CAES, the International Institute for Tropical Agriculture (IITA), and the National Agricultural Research Organization (NARO) to conduct joint research and field trials that reflect actual demands and needs of Ugandan smallholder farmers. The students chosen to conduct the research and field trials will be jointly

managed and jointly financially supported. In addition, the Activity will introduce the aWhere *Location Intelligence Platform (LIP)*. This new platform enables integration of complex environmental, agricultural and public health data into local, actionable insight. aWhere will provide technical inputs, staff, and tailored support to the Activity and link joint MUCCRI-NARO research and field trials. The aWhere platform will also provide actionable information and weather data to support agricultural and climate research, as well as serve as an instructional and learning tool for students.

Result 4: MUCCRI is communicating with external stakeholders and disseminating climate change adaptation information: The Activity will play a facilitative role fostering collaboration with other institutions such as the National Agricultural Advisory Services (NAADS) and others to convert the student research findings to simple, understandable, cost-effective and accurate guidance. Guidance resulting from Activity supported research and other relevant information and research results will be disseminated through the most appropriate channels specifically to farmers. Dissemination efforts include: through the system of extension officers at the district and sub-county levels, relied upon/popular radio programs listened to by farmers, use, and application of information communication technology (ICT), and through community agents (trusted community individuals). Dissemination efforts will also include regular editorials and articles on adaptation, student research findings, and resilience issues in key Ugandan newspapers and other media outlets.

C. Year Two Quarter One Activity Highlights Table

Actions	Specific Actions Implemented	Description	Progress/Achievements	Remarks	Realized Output/Outcome
RESULT 1: Institutional structure of MUCCRI is established and supports MUCCRI Objectives					
Support official recognition of MUCCRI by the University	Follow-up with CAES/MUCCRI on approval process by MAK senate	Regular meetings and communications have been held with the MUCCRI coordinator to ensure that the Activity is updated with the progress on the approval process of MUCCRI proposal that was submitted to the university senate by CAES/MUCCRI	Updates on the process indicate that the MUCCRI proposal is with the MAK directorate of research and graduate studies for review and will provide to senate recommendations	The time period to conclude the approval process by senate is not known and is out of Activity control.	Through the approval process, awareness of the concept of MUCCRI within the university is growing
MUCCRI/Activity informational campaign	Distributed MUCCRI /USAID branded flash drives with climate change information and Activity 1-pager	The Activity team has continued to support recognition of the concept of MUCCRI through distributing the Activity description one-pagers, flash drives with climate change information to demonstrate MUCCRI as a source of CC information	The concept of MUCCRI has been publicized within and outside MAK e.g. at a side event at the recent Climate COP mtg in Peru, at a USAID mtg with partners, etc. and the publicity is attracting many potential partners for MUCCRI and the Activity e.g. GIZ on sharing CC educational materials; international universities to cooperate on proposal development, etc.	There is need to continue engaging and maintaining growing partnerships and this takes significant time for principles in the Activity.	Increasing visibility of MUCCRI within and outside MAK
	Completed the design of MUCCRI one-pager	The Activity, in consultation with MUCCRI interim coordinator and steering committee, developed a 1-pager containing information on the purpose and	Started distribution of the 1-pager within and outside MAK including at the Climate COP 20 mtg in Lima, Peru		Increasing visibility of MUCCRI and its potential roles within and outside MAK - generated much interest in international partnership opportunities

		planned engagements for MUCCRI			
Networking with partner organizations	Participated in partnership and network building meetings	Various partners and potential partners (on-campus and off) are linking with Activity Staff to support both Activity and partner actions	Activity staff participated in over 20 meetings involving over 60 organizations (some were represented in more than one meeting)	Experience sharing through partnership engagement is helping generate lessons for more effective collaboration by Activity/MUCCRI	Increased avenues for MUCCRI/Activity collaboration and networking
Review and update CAES strategic plan	Follow-up with CAES/MUCCRI on the needs and preparations to have MUCCRI integrated in CAES strategic plan	During Year One, MUCCRI/Activity agreed on shared basis for integrating MUCCRI in CAES Strategic Plan. Regular discussions on the implementation are held in preparation for the update of the strategic plan as soon as MUCCRI is approved by senate	Entry points and ideas for the integration of MUCCRI in CAES strategic plan are continuously growing	Implementing the review and integration of MUCCRI in CAES strategic plan will be after MUCCRI approval by senate	Inputs and entry points for the review and integration of MUCCRI in CAES strategic plan have been generated
Set-up MUCCRI website with an information sharing platform	Testing and advancing the platform prototype to be fully functional	The Activity, in partnership with CCD, is developing a platform for information sharing with support from FHI 360's TechLab. This stage of the website and platform development follows from a prototype that was proposed by students from CoCIS during Yr One of the Activity	Several presentations on the development process have been given and discussions held among the designing team, Activity, CCD and MUCCRI	Process has been a little bit slower than expected due to delays in decisions and implementation actions by CCD	A proposal to expand the platform with an atlas developed by World Bank has been agreed upon to enrich the platform's functionalities and information provided

Activity	Specific Action Implemented	Description	Progress/Achievements	Remarks	Realized Output/Outcome
RESULT 2: MUCCRI provides cutting edge short and long term training to students, staff and external stakeholders					
Result 2a: Undergraduate and graduate coursework on climate change improved					
Support for MUCRRI/CAES cross-college climate change course approval process	Follow-up discussions on technical input for cross-college approval discussions	A cross-cutting course entitled <i>Atmospheric processes, Weather and Climate</i> was developed and presented to the college to lay foundations for climate change content integration in CAES. The principal in liaison with MUCCRI/Activity submitted the course to the School of Forestry, Environmental and Geographical Sciences (SFEGS) for School ownership and departmental hosting	In a curriculum review retreat, SFEGS took ownership of the course and agreed to assign it a school code. It was also resolved that the course would be hosted by the Department of Geography, Geo-informatics and Climatic Sciences (DGGCS)	Once approved, all students in SFEGS will be required to take the course (an important mainstreaming step). The decisions on the course by SFEGS will be submitted to CAES for consideration at the College level	Cross-cutting course approved at School level
Support the approval process for the MSc in climate sciences	Follow-up with MUCCRI/CAES for technical support to respond to inputs from the Board of Graduate Studies and Senate	Activity/MUCCRI is following-up on technical/ content recommendations by senate and board of graduate studies for the program. Together with MUCCRI, the Activity will further prepare and respond to technical requests from senate through the program approval process	The University has suspended approval of any new programs as the University is undergoing an overall review of all MAK programs before any new programs will be approved	The Activity is following the developments on the MAK instituted university-wide review process and suspension on program approvals until review completed and assessed	The MSc programme approval process is at MAK senate level waiting to be able to move forward after university-wide review undertaken and assessed.

Activity	Specific Action Implemented	Description	Progress/Achievements	Remarks	Realized Output/Outcome
Support the development of climate change content for input into MAK courses	Provide two identified MAK departments with information on the importance of all members of society having understanding of climate change	The Activity is communicating with MAK School of Gender and Women Studies and Department of Journalism and Communication to develop interest and identify courses in their programs to be improved with CC content. The Activity staff have also already presented a discussion of climate issues to the Dept of Education	The School/Departments have already shown interest through a series of meetings and presentations that have been organized with the Activity. Areas of course content development could soon be identified and provided to respective departments. The Dept of Education expressed an interest in including climate issues in their program review. The Activity, however, has not been contacted for a program review date even though there is regular contact and expressions of interest	The ongoing MAK-wide curriculum review process has provided an opportunity for uptake of climate change content into non-science courses and programs. After discussion with the Women and Gender programme Dean we were informed they are already including climate informaiton in a number of their already offered courses. More discussions are still possible.	Awareness raised on the need to improve undergraduate and graduate coursework with climate change content even in non-science courses
	Support and conduct curriculum review with the SFECS	The Activity offered technical and financial support to SFECS to plan and hold a curriculum review for all programmes in the school. The Activity/MUCCRI focused on the integration of CC content aspects of the review process. The Activity/MUCCRI team	Twelve programs were reviewed and areas for inclusion of climate change content were identified. Decisions on compulsory and elective climate related courses were made including developing new ones	The lessons learned from the review process were insightful for future curriculum related actions	Specific areas of technical inputs from the Activity/MUCCRI to improve CC content in the school curriculum have been identified

		reviewed a number of programmes and courses which were presented and discussed during a retreat in which the Activity actively participated and cost-shared with the school			
Identify and access online course offerings	Identifying and reviewing online course options and related materials	Compiling climate change related online courses and training materials to supplement MAK formal and informal trainings	Listing of online climate change training and educational options. More courses are being identified for listing on the new website once it is available	Future discussions are planned with MAK Department of Distance Learning on whether it is possible and how to partner on offering the online courses for MAK credit and for MAK students	Potential online courses for uploading to the e-learning portal when it is ready have been identified
Plan and offer a monthly climate change seminar	Monthly schedule for seminars established and published	MUCCRI/Activity planned and established a schedule for a seminar series for Semester 2 of Year Two in which a wide range of climate change related topics will be presented to audiences within and outside MAK. Semester One series was offered and seemed well received.	Seminar series topics and presenters identified and confirmed. Three seminars were presented during this quarter	A presentation time change is under consideration so more people can attend the seminars	Increasing interest in the seminar series by students and people outside MAK
	Plan for Year Three Seminar series	Consultations are underway to identify the speakers for the various seminar slots for Year Three	List of speakers and topics developing	Considerations for online-based speakers being developed	
Follow-up training and use of the aWhere Location	Training feedback collected from in person training and	Follow-up discussions after the first trainings by aWhere focused on training feedback and next steps. Post-training review discussions were undertaken to	aWhere meetings with individual students have been held to establish how the aWhere platform will be applied in specific	Specific areas of application for students and faculty still developing	Report on training feedback and plan for follow-up

Intelligence Platform (LIP) as an instructional and research tool	planning sessions conducted in Year One	assess application/refresher training needs for educators and researchers	research topics. Activity has had 3 follow-up skype meetings with aWhere to discuss detailed ways of using the platform for research dissemination and training		
	Identification and assessment of training needs with faculty and students	Documentation of user specific/customised training needs by the Activity and aWhere to develop materials for virtual training refreshers covering students, faculty and other stakeholders	Assessment report for the previous trainings has been done including the potential areas for follow-up trainings	Majority of the students are in the field most of the time which could delay the progress of group refresher training arrangements	A case study for research dissemination and instruction is being developed to showcase the importance of aWhere platform by Activity/MUCCRI to the faculty
	Follow-up with aWhere on weather discovery analysis virtual seminar – will focus on platform analytics	The Activity had preliminary discussions with aWhere on the planned weather discovery analysis. The planned training is aimed at enabling MUCCRI partners, students and faculty to optimally utilize aWhere platform by leveraging weather assets for climate and climate change work	aWhere still working on the training modalities	Not yet confirmed whether and how this will be implemented	Proposals on the seminar content, date and nature of training
	Planning for dissemination of modeling toolkit – to help students create their own models	The modelling toolkit is one of the deliverables to the Activity by aWhere. Discussions on the mechanisms of dissemination of the tool kit are on-going for agreeable packaging, training and delivery to students and faculty	Preliminary discussions are on-going	No clear decision on mechanisms for the toolkit dissemination	General proposals by aWhere on the toolkit dissemination modalities

Activity	Specific Action Implemented	Description	Progress/Achievements	Remarks	Realized Output/Outcome
Result 2b: Short term training to external stakeholders					
Design and develop short term training efforts	Develop training for University students	Indepth planning for a training boot camp for MAK and other university students	Program and materials for the training are being developed	The training is being proposed for an annual youth event	Long-term partnerships for youth engagement in CC related efforts are emerging
	Develop and offer trainings for various levels of Government	Planning for a central government climate change training program with EEA	In person meetings previously resulted in a general approach, however, progress has been slow	Planning has taken longer than was earlier estimated for a number of reasons	Importance of offering climate training to central government players is well appreciated by partners
	Identify potential dissemination pathway implementation partners' interest in training opportunities	In consultation with partners involved in outreach and dissemination to/ with farmers, the Activity offers trainings for those groups who need and want to be better able to share climate information. This stage is assessing potential interest and audiences for such training programs	Training opportunities were offered - now need to follow-up and see what groups are interested		A broad range of training partnerships could emerge
Activities	Specific Actions Implemented	Description	Progress/Achievements	Remarks	Realized Output/Outcome
RESULT 3: MUCCRI is generating high quality climate change and climate change adaptation research					
Support student research in cooperation with IITA/NARO	Technical and financial support to students	Working with research partners and MAK faculty, students who were selected for research funding are being helped to develop research concepts/proposals and other research related engagements.	One PhD student has been officially admitted by MAK. Concept notes for the other two PhD students completed and submitted to MAK for approval and admission. Tuition fees for		Financial and technical lessons and experiences for research support have been gained

		The Activity has also been involved in financial documentation for stipend and tuition fees payments	2 MSc students have been paid		
	Coordination of the research efforts with partners	The Activity continued to coordinate research efforts with partners and students involving communication and documentation of the research progress	Progress reports on a monthly basis for each student are being written, documented, and shared with research partners	Progress on the research partnership to be evaluated in a partner meeting in the next quarter	MUCCRI/Activity demonstrating interest and ability to coordinate climate change research partnerships
	Identify and recruit undergraduate students for research scholarships	Undergraduate students from 3 departments of MAK have been identified to participate in a very experimental multidisciplinary research effort	A team of about 4 faculty has been assembled to support 3 students' in this undergraduate research trial effort	Teaming students from different disciplines to coordinate on research is a very exploratory effort.	Lessons for institutionalizing undergraduate multidisciplinary climate change research efforts
	Multidisciplinary support of undergraduate research efforts	Several planning meetings for faculty and students have been held to develop the research approach and support students to design research proposals and data collection tools	Draft proposals and data collection tools being developed. A draft agreement of participation has also been developed	Developing a multi-disciplinary working culture is challenging especially on coordination	Opportunities for integrating climate change research in non-environmental programs
Activity	Specific Actions Implemented	Description	Progress/Achievements	Remarks	Realized Output/Outcome
RESULT 4: MUCCRI is communicating with external stakeholders and disseminating climate change adaptation information					
Disseminating research results – developing a dissemination	Pilot “translation” template is being tested	There are at least 3 parts to a dissemination pathway: information generators, boots-on-the-ground to reach the	The Activity has identified the pathway: new information is generated; it is translated into useable	Developing user-friendly information is a key to successful information	Development of a sustainable and useful dissemination pathway for new climate-related information.

pathway		intended audiences, and a middle group to translate science into useable information.	information; the information is delivered by the boots-on-the-ground to the users. A pilot template for translating new information into useable information has been developed and initially tested. The “translation” template is now being reviewed by the StraightTalk Foundation and the Grameen Foundation for user-group feedback and revision	dissemination and <i>what</i> as well as <i>how</i> the information is available is a critical part of the successful pathway	
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II. ACTIVITY REPORT

A. Result 1: Institutional Structure of MUCCRI is Established and Supports MUCCRI Objectives

Description of activities to support Result #1 for Quarter One, Year Two:

Support official recognition of MUCCRI by the University

- Follow-up with CAES/MUCCRI on approval process by MAK senate

The Activity continued to have meetings and discussions with the MUCCRI coordinator for updates on the progress of the approval process of MUCCRI proposal that was submitted to senate by CAES/MUCCRI. Updates indicate that the MUCCRI proposal is with the MAK directorate of research and graduate studies for review and technical guidance/recommendations that will be presented to the university senate for approval considerations.

MUCCRI/Activity informational campaign

- Distributed MUCCRI/USAID branded flash drives with climate change information and Activity 1-pager

During this first quarter, the Activity team, together with MUCCRI interim management team, continued to support recognition of the concept of MUCCRI and the Activity through informational campaigns. The Activity description one-pagers, flash drives with climate change information, were distributed to various individuals and stakeholders both in and outside MAK. This climate change information is aimed at demonstrating and highlighting MUCCRI as a source of information to support climate change positive actions. The Activity partially supported the interim coordinator of MUCCRI to attend the UNFCCC COP 20 meeting and side events in Lima, Peru during which informational materials were distributed with intentions to publicize the establishment of MUCCRI and its intended roles. The Activity also continued to be proactive in participating in meetings and discussions with deliberate intentions to describe the concept of MUCCRI to a variety of MAK departmental faculty and staff as well as with members from outside the University community. The information campaigns have raised the visibility of MUCCRI and the Activity. This is already attracting many potential partners for MUCCRI and the Activity, e.g. GIZ on sharing CC educational materials; international universities to cooperate on proposal development, World Bank to cooperate on climate change information dissemination, training awareness raising etc. The feedback from the information campaigns indicates that there is need to have a very active website as soon as possible for easy and dynamic information access.

Networking with partner organizations

- Participated in partnership and network building meetings

During this quarter, the Activity team was involved in several networking and information sharing efforts with partners, particularly in meetings involving identification of potential areas of cooperation. Experience sharing through partnership building engagement meetings is helping in generating lessons for more effective collaboration by MUCCRI/Activity. Examples of the meetings during the quarter included the following, among others:

- Meetings with Straight talk Foundation and Grameen Foundation to identify partnership areas for climate change information dissemination
- USAID Implementing Partners Meeting. The meeting was attended by a wide range of partners involved in the agriculture sector who will potentially provide climate change awareness raising linkages with rural communities to MUCCRI/Activity
- Partnership meetings with World Bank and CCD during which new partnership opportunities for developing Adapt2CC platform emerged. From the meetings and follow-up engagements, it has been agreed that the World Bank will contribute to the development of the platform by providing a digital Uganda Climate Atlas.

Review and update CAES strategic plan

- Follow-up with CAES/MUCCRI on the needs and preparations to have MUCCRI integrated into CAES strategic plan

Meetings with the MUCCRI coordinator are regularly held. A major topic is how best to integrate MUCCRI into the CAES strategic plan and therefore in the strategic direction of the college. Some of the discussions during this quarter involved developing strategies for ensuring that the college management is regularly reminded of the significance of having a strategic plan that clearly reflects how the college is prepared and purposefully positioned to address climate change through education, research and outreach mandates of the University. One of the strategic opportunities that unfolded during the quarter was the appointment of the interim coordinator as a member of the CAES management board. This will help influence how MUCCRI is valued at college level and ultimately at the university level. More entry points and ideas for such integration of MUCCRI are continuously being identified but cannot be acted upon until MUCCRI is an official Centre at the University.

Set-up MUCCRI website with an information sharing platform

- Testing and advancing the platform prototype to be fully functional

The Activity, in partnership with the Climate Change Department (CCD) at the Ministry of Water and Environment, is developing the Adapt2CC platform that will enable MUCCRI to share climate change information with partners. The website will also serve as an e-learning hub for both formal and informal trainings. The platform is being developed with technical support from a local consultant and FHI 360's TechLab. The current stage of the website and platform development follows from a prototype that was proposed by students from CoCIS

during Year One of the Activity. Several presentations on the development process have occurred and discussions held among the designing team, Activity, CCD and MUCCRI. Through partnership engagement, a proposal to expand the platform with a Uganda Climate Atlas developed by World Bank has been agreed upon to enrich the platform's functionalities and information provided.

B. Result 2: MUCCRI Provides Cutting Edge Short and Long term Training to Students, Staff and External Stakeholders

Result 2a): Undergraduate and Graduate course work on climate change improved

Description of activities to support Result 2a for Quarter One, Year Two:

Support MUCCRI/CAES cross-college climate change course approval process

- Follow up discussions on technical input for cross-college course approval

During the quarter the Activity team followed-up with MUCCRI interim coordinator and Principal of CAES on the process of mainstreaming the proposed cross-college course on climate change which was developed with inputs from the Activity. Through a curriculum review process in the School of Forestry, Environmental and Geographical Sciences (SFECS), which the Activity participated, climate was considered cross-cutting for all programs and a resolution was made that each of the undergraduate programs should offer an introductory course on climate during which climate change aspects would be introduced. The name of the course is: *Atmospheric Processes, Weather and Climate*. The course will be hosted by the Department of Geography, Geo-informatics and Climatic Sciences (DGGCS). All students in SFECS will be required to take the course. The decisions on the course by SFECS will be submitted to CAES for consideration at the College level.

Support the approval process for the MSc in climate sciences

- Follow-up with MUCCRI/CAES for technical support to respond to inputs from the Board of Graduate Studies and Senate

While the University has suspended approval of any new programs as it conducts a review of what is presently being offered, the Activity is following-up on technical/content recommendations from the senate and Board of Graduate Studies for the proposed new MSc in climate sciences. This will allow the Activity to be prepared when the university is again ready to consider establishment of any new programmes. Until that time, the Activity is preparing and actively waiting.

Support the development of climate change content for input into MAK courses

- Provide two identified MAK departments with information on the importance of all members of society having understanding of climate change

The Activity is communicating with the departments of Journalism and Communications and Women and Gender Studies to encourage them to include, where appropriate, more climate change content in their course offerings. Each has demonstrated some level of interest. The Gender Studies program already includes climate in a number of their courses but are willing to discuss other additions as possible options. A third department, Education, has allowed an introductory presentation at a faculty meeting and verbally invited the Activity staff to participate in their programme review. However, after numerous follow-up contacts no date for that review effort has been decided. At the present, the Activity is not certain when or how climate change input into education courses will actually be achieved. This will be an ongoing effort to interest non-CAES departments and help them develop content for non-science departments in the university.

- Support and conduct curriculum review with the School of Forestry, Environmental and Geographical Sciences (SFEGS)

The Activity jointly planned the SFEGS curriculum review retreat. During the planning process and retreat, the Activity team provided technical support to integrate climate change in the school curriculum. During this review effort, twelve entire programs were reviewed. At the retreat, courses which required climate change content integration were identified for both graduate and undergraduate programs. This could ultimately amount to double-digit courses now including climate information where it was not included before. While suggestions were made for additions to many courses and they were well received, it is still a long process to update/change a curriculum and it could take longer than this Activity duration to see the total number of courses that actually input the climate change information as recommended. It was observed that there is need for experts to help in integrating the needed content in the identified courses. The Activity and MUCRRI have been asked to provide further technical support to: integrate climate change content in the identified courses and programs; participate in developing of the new course on proofing and retro-proofing climate change for the postgraduate diploma in environmental impact assessment; contribute to the development of the course on REDD+ in the context of climate change. The Activity team will continue to assemble some of the required technical inputs as requested by the school.

Identify and access online course offerings

- Identifying and reviewing online course options and related materials

The Activity continues to compile climate change related online courses and training materials. These materials will be made available on the MUCRRI website and are meant to supplement MAK formal and informal climate change educational opportunities. For future, we plan to explore with the Distance Learning Department if and how any of these materials may be officially utilized by MAK students and allowable as courses.

Plan and offer a monthly climate change seminar

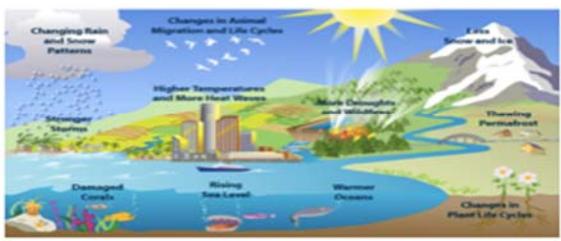
- Monthly schedule for seminars established and published

A monthly climate change-focused seminar series began in September 2014. The September 18 session was entitled: *THE AWHERE PLATFORM: A New Tool For Displaying and Understanding Complex Spatial and Geographic Data*; the October 16 presentation was: *Responding to a Changing Climate: Mitigation and Adaptation*; and the topic of the November 20 seminar was; *Climate Change in the Cattle Corridor of Uganda*. To increase the recognition of the series, the seminars are held on the same day of the month and always in the same location. The schedule for the next semester speakers is set and was announced at the last seminar for the 2014/2015 academic year in November. Fliers will be posted for each seminar as a reminder as each date approaches.

MUCCRI CLIMATE CHANGE LECTURE SERIES - 2015



**MAKERERE UNIVERSITY CENTRE FOR CLIMATE CHANGE
RESEARCH AND INNOVATIONS**



Signs of a Warming World

TOPIC: Climate Change and Forestry
SPEAKER: Dr. Michael Mbogga
DATE: February 19, 2015
TIME/PLACE: 3:00 pm / Forestry conference rm

TOPIC: International Aspects: Science and Policy
SPEAKER: Dr. Revocatus Twinomuhangi
DATE: March 19, 2015
TIME/PLACE: 3:00 pm / Forestry conference rm

TOPIC: Climate Change related Agriculture Research
SPEAKER: Dr. Everline Komutunga
DATE: April 16, 2015
TIME/PLACE: 3:00 pm / Forestry conference rm

TOPIC: Resilient Cities
SPEAKER: Dr. Shuib Lwasa
DATE: May 21, 2015
TIME/PLACE: 3:00 pm / Forestry conference rm




- Plan for Year Three Seminar Series

The planning for the Year Three round of seminars is already beginning with consultations among climate-interested faculty and staff and suggestions of speakers. There are still many climate-related local speakers and interesting work to highlight but it is also possible and under consideration to have some speakers present online rather than in person. The biggest drawback there is the reliability of the internet connection. If it is decided to go that route all systems will be thoroughly tested.

Follow-up training and use of the aWhere Location Intelligence Platform (LIP) as an instructional and research tool

- Training feedback collected from in person training and planning sessions conducted in Year One

In the last quarter of Year One, aWhere Inc. conducted a training mainly to help students and faculty to understand the functionalities of the aWhere platform. Follow-up discussions with trainees after the training by aWhere focused on feedback and next steps. The Activity team is working closely with aWhere through skype meetings to develop further plans for training students and other users linked to MUCCRI. Discussions to establish detailed ways of using the platform for research dissemination and training are also underway.

- Identification and assessment of training needs with faculty and students

Awareness raising on the importance and functionalities of the aWhere platform has taken place with students, faculty and partners through a number of presentations and hands on training. Together with the aWhere team, the Activity is documenting emerging user specific/customised training and research interests and needs arising from the awareness raising engagement with aWhere. This action is aimed at broadening the scope of opportunities to make use of the aWhere platform for research and teaching at MAK and other MUCCRI partners. The Activity, together with aWhere, will be assessing identified needs for additional trainings and collaborating to establish an implementation schedule. Based on assessed training options, materials for virtual training and in person refresher trainings will be developed and implemented. It is anticipated that by the end of the second quarter of Year Two, all categories of aWhere related training needs will have been identified, documented and ready for implementation.

- Follow-up with aWhere on weather discovery analysis virtual seminar – will focus on platform analytics

The Activity had preliminary discussions with aWhere on the planned training and use of *weather discovery* analysis available with the platform. The planned training is aimed at enabling MUCCRI partners, students and faculty to optimally utilize aWhere platform by leveraging weather assets for climate change work. The Activity will continue to follow-up on this planned action with aWhere to confirm whether and how it will be implemented.

- Planning for dissemination of modeling toolkit – to help students create their own models

One of the packages suggested by aWhere for research efforts of the Activity is a modelling toolkit. Discussions on the mechanisms for training, dissemination and adoption of the tool are on-going including agreeable packaging, training plans and delivery to students and faculty.

Result 2b): Short term training to external stakeholders provided

Description of activities to support Result 2b for Quarter One, Year Two:

Design and develop short term training effort(s)

- Develop training for university students

Planning for a student-focused and requested 3-day Climate Change Boot Camp began in earnest this quarter. The Activity staff are supporting the planning, offering and implementation of a concentrated training program focused on teaching university students about climate change and how to respond. The effort will include a teaching day, a field trip to see some climate change response options being implemented, and time to develop teaching materials for use with younger students. The university students will be drawn from Uganda colleges and universities and the session will be held at MAK in Kampala in the last week of January before the next semester begins. A wide range of partner organizations and departments (see bottom of flier) have graciously supported the effort through active participation in the overall program planning for the training, assisting in developing training materials, and supporting the effort in many other ways (including financial commitments along with the Activity). There were 150 fliers distributed as well as using sms texts and emails to alert students from MAK as well as other universities of the opportunity to participate. There are regular planning meetings and “homework” assignments that all the partners are assisting to complete.

**1st ANNUAL
CLIMATE CHANGE
BOOT CAMP**

ACTIVITIES:

- Climate Change Training
- Field Trip
- Related Movies and Discussions
- Developing Materials
- Planning Outreaches

DATE: 28th to 30th January 2015
VENUE: Makerere University, Kampala Campus

COST: 25,000 UGX
(includes activities, meals, t-shirt, certificate, & accommodation where necessary)

TO REGISTER:
Call: 0700 871 499 // 0789 090 443
Email: entale@caes.mak.ac.ug
Visit: MUCCRI office, CAES, RM 34 (Makerere)

Deadline for Registration: 13th January

Hosted by: MUGGA
Sponsored by: USAID, MUCCRI, fhi360, Norad
Supported by: UNITED, United Nations Framework Convention on Climate Change, Tree Talk, AYCCC

- Develop and offer trainings for various levels of Government

Planning for a central government climate change training program with EEA was conceived and the planning was begun in middle/late Year One. In person meetings resulted in the identification of a general approach and division of labor to move forward, however, progress has been slow. Both organizations have been focused on “other” work with specific deadlines and identifying appropriate level government cooperators for this concept. The importance of offering climate training to central government players is well appreciated by both partners, and will be ultimately accomplished.

- Identify potential dissemination pathway implementation partners’ interest in training opportunities.

As a step in developing a sustainable dissemination pathway, the Activity has offered to any of the potential pathway partners a climate change training opportunity so the partners and their boots-on-the-ground folks can better deliver climate-related information that will be available through the MUCCRI website. The Activity has begun this through participation in providing a climate change training to the USAID Commodity Production and Marketing Activity staff via EEA. The Commodity Production and Marketing Activity is likely to partner in the dissemination pathway.

Result 3: MUCCRI is Generating High Quality Climate Change and Climate Adaptation Research

Description of activities to support Result #3 for Quarter One, Year Two:

Support student research in cooperation with IITA/NARO

- Technical and financial support to students

Through the first quarter of Year Two, the Activity invested time and resources to work with research partners, MAK faculty, and students who were selected for research funding. Students were helped to develop research concepts/proposals and other research related engagements. Together with the MUCCRI coordinator, the Activity team worked with various MAK administrative levels to secure official admissions to programmes for PhD students. One PhD student has been officially admitted by MAK. The admission requirements, including concept notes for the other two PhD candidates, have been worked on and submitted to the school of graduate studies for admission consideration. Activity time was also devoted to working on the required financial documentation for student stipend and tuition fees payments. Annual Tuition fees for 2 MSc students have been paid and the students have started receiving their monthly stipends. Payment of tuition fees for the admitted PhD student is expected to be accomplished by the end of the next quarter.

- Coordination of the research efforts with partners

The Activity continued to coordinate research efforts with partners and students including communication and documentation of the progress for individual students. Coordination also involved regular communications and discussions with the various partners to the Activity research effort. Progress at various levels has been documented for review discussions that will be concretized in a partners meeting scheduled for the next quarter.

- Identify and recruit undergraduate students for research scholarships

During the quarter, undergraduate students from 3 departments of MAK were identified to participate in a trial multidisciplinary research effort. A Forestry student's proposed undergraduate project to assess Farmer Field schools seemed like a good idea to also encourage looking at the Farmer Field schools from both gender and communications perspectives. The Farmer Field school research idea was discussed with the Dean of Gender and Women's Studies and a faculty in Journalism and Communication to assess if there might be interest in trying a new approach – a multidisciplinary look at a question - for the undergraduate research projects that most students participate in for their final year. There was interest with the faculty and they helped to identify potential students in their departments who were qualified and would be willing to be a part of a pilot program to try to support undergraduate multidisciplinary research projects. If faculty, however, are not willing to support this activity then the students cannot undertake such an effort. The faculty had an interest, but the timing was tight so many things needed to work in concert to make this happen quickly enough for the students to get their work done and their papers written in time for graduation.

- Multidisciplinary support of undergraduate research efforts

The Activity organized and facilitated several planning meetings for faculty and students to develop the research approach and support students to design research proposals and data collection tools for the pilot undergraduate multidisciplinary research effort. There are still many proposal revisions and much survey tool development to undertake in each of the disciplines. It is also critical to establish that the students are activity cooperating with each other as well as coordinating their survey tools. Whether we will accomplish this pilot effort this first time around or need to have more time, we will know in the next quarter. Either way, we will have learned better how to promote and carry out cooperative, multidisciplinary research efforts with undergraduates.

Result 4: MUCCRI is Communicating with External Stakeholders and Disseminating Climate Change Adaptation Information

Description of activities to support Result #4 for Year Two:

Disseminating research results-developing a dissemination pathway

- Pilot “translation” template is being tested

The Activity has identified the steps in the information dissemination pathway: new information is generated; it is “translated” into useable information; the information is delivered by the boots-on-the-ground to the users. There are a number of information generators who are interested in being part of the dissemination pathway. Further, there are a number of organizations with boots-on-the-ground who have expressed an interest or willingness to participate in the dissemination network. That leaves the translation capacity to be set-up. Keys to successful information dissemination include *what* as well as *how* the information is available – which could mean via what means (e.g. a website) or it could mean in an understandable language (e.g. not “science speak”) thus requiring something that could be called “translation”. In order for such a translation capacity to be sustainable, it needs to be undertaken by those in the information generation groups so they can be knowledgeable enough to identify the critical/usable pieces of information from potentially difficult to understand documents. To have that level of capacity on any specific staff would be astronomical in cost hence it must be undertaken by the information generators themselves.

To assist in developing this critical step in making available user-friendly information, a pilot template has been drafted made-up of a very limited number of questions asked of the information generator about the specifically useable output from their work. The template also asks that the short form of the information (that was just generated by answering the questions) also be delivered in “lay” language that should be as understandable as what would be found in a newspaper. The template for translating new information into useable information has been initially/pilot tested. The “translation” template is now being reviewed by the StraightTalk Foundation and the Grameen Foundation. Both of these groups have many boots-on-the-ground that can potentially distribute and encourage the use of the new knowledge. Revisions to the template will be undertaken once input from the potential users is received.

C. Collaborating, Learning, and Adapting

A perfect example of Activity efforts to collaborate, learn, and adapt is in the development of dissemination pathways. Many partners will need to be engaged for this dissemination pathway to be successful. By interacting with various partners who will be either information generators or disseminators we are developing ways to generate and share useful and useable information. The Activity has developed a pilot template that is being reviewed and will be revised so the outputs of the effort better match the needs of the users. This is all being undertaken through consultations and discussions, individually as well as in group meetings with partners and stakeholders, with the goal to achieve the best possible product.

Another example of the Activity CLA efforts revolve around the Adapt2CC networking hub and e-learning platform development process. In the initial phases of Adapt2CC design, most of the focus was on its use for learning and collaboration with less emphasis on data/information dissemination. Through collaborative engagements with CCD, which is the government lead climate change agency, intended to broaden the context of the platform development and use of the platform, it was realized that there was a need to include provisions for a digital library in the system design. The system design was modified to include an electronic repository that would host an e-library. When the proposed changes in the system were adopted, CCD showed even more interest in the system for further development and implementation as a shared platform with pledges to cost-share the design and

implementation. This collaboration and learning engagement has broadened the scope of functionalities and avenues for a broader range of users. This broadened scope is of particular interest because CCD is mandated with coordination of all climate change efforts in Uganda. In the same collaboration effort we learned from experiences of FHI 360's Techlab that uses Drupal technology in the system design to create digital libraries and would provide a more robust platform as well as excellent searching and filtering capabilities compared to Wordpress, which was earlier suggested for the design. The lesson has been well received by the design team and will be incorporated in the development process.

D. Monitoring and Evaluation Indicators

The Annex to this document is the M&E table for Year 2. Any activities that are assessed will be indicated there as to progress achieved each quarter towards the annual targets.

III. ADDITIONAL OBSERVATIONS/ISSUES

It is delightful to report that the Activity staff are finding numerous groups and individuals who are interested in the issues surrounding climate change and thus are willing to discuss and entertain partnering ideas. There are a few faculty members from a variety of disciplines whose interests also align with the work of the Activity and are cooperating to both of our advantages. It is really nice to have folks begin to see many advantages that support their cooperative work with this Activity. Hopefully, many of these relationships that are beginning will be able to support the MUCCRI Centre in its development and sustainability beyond the Activity's lifetime.

IV. CONCLUSION

Year Two is starting off in an entirely different way than Year One did. There are relationships that have been built, and supportive "others" have been identified and the progress toward this Activity's goals and result areas are already moving along and will only increase in speed and number. Many of the university students and faculty are recognizing the potential role that MUCCRI will be able to play and in fact are anxious for the website to be up and running as a way of broadcasting MUCCRI's capabilities and possibilities. The possibilities alone are already calling to new partners for cooperative efforts within and outside of Uganda. We look forward to a productive Year Two.

ANNEX: MONITORING AND EVALUATION INDICATOR TABLE FOR YEAR TWO

Indicator Name & Number	Target YR 2	Quarter One	Quarter Two	Quarter Three	Quarter Four	Year 2 Total	Notes
<i>Result 1: Institutional structure of MUCCRI is established and supports MUCCRI objectives.</i>							
Support Recognition of MUCCRI w/in and outside University MUCCRI approved and established by University Senate	Phase 2: MUCCRI Approved and Instituted	Decision still with University Senate					
(2) MUCCRI Steering and Science committees (cmts) established (estbl'd) and functioning	Phase 1: <input type="checkbox"/> 2 committees estbl'd <input type="checkbox"/> one mtg held Baseline functionality estb'd	Cannot happen until MUCCRI is officially instituted					
(3) Website: planned, established, usage (hits per month)	Phase 2: Website online and active	Collaborative development work still on going					
Indicator Name & Number	Target	Quarter	Quarter	Quarter	Quarter	Year 2	

	YR 2	One	Two	Three	Four	Total	Notes
Result 2: MUCCRI provides cutting edge short and long term training to students, staff, and external stakeholders							
<i>Result 2a: Undergraduate and graduate coursework on climate change improved</i>							
(4) Number of courses that newly include climate change information because of MUCCRI/Activity assistance /interactions	4	Reviewed and commented on 12 programs No decisions yet released					
<i>Result 2b: Short term training to external stakeholders provided</i>							
(5) Number of short-courses in climate change and/or adaptation developed by or with Activity support and delivered under the auspices of MUCCRI	4	1					
(6) Number of individuals with increased capacity to adapt to the impacts of climate change as a result of USG assistance.	% of respondents with increased capacity to adapt	No activity yet					
Indicator Name & Number	Target YR 2	Quarter One	Quarter Two	Quarter Three	Quarter Four	Year 2 Total	Notes
Result 3: MUCCRI is generating high quality climate change and climate adaptation research							
(7) Number of graduate and undergraduate student research efforts on climate change and climate	11	5					

change adaptation supported yearly by the Activity							
(8) Number of publications in peer-reviewed journals from Activity supported student research efforts (peer review/accepted indicates quality)	0	0					
Result 4: MUCCRI is communicating with external stakeholders and disseminating climate change adaptation information							
(9) Number of farmers reached with research results and new climate information by dissemination pathway participants	Phase 2: Pilot test the pathway and note numbers of farmers reached	Starting Phase 2: Pilot testing the "translation" template					