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USAID/UGANDA EDUCATION AND RESEARCH TO  
IMPROVE CLIMATE CHANGE ADAPTATION ACTIVITY  
FY 2016 QUARTERLY REPORT ONE  
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## **USAID/UGANDA EDUCATION AND RESEARCH TO IMPROVE CLIMATE CHANGE ADAPTATION**

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### **DISCLAIMER**

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<b>Acronyms</b>	
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
CAPSNAC	Regional Capacity Building for Sustainable Natural Resource Management and Agricultural Productivity under Climate Change
CCA	Climate Change Adaptation
CCD	Climate Change Department
CCU	Climate Change Unit
CEES	College of Education and External Studies, Makerere University
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
COP-21	Conference of Parties
DENIVA	Development Network of Indigenous Voluntary Associations
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
KCCA	Kampala Capital City Authority
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
NORAD	Norwegian Agency for Development Co-Operation
NPA	National Planning Authority
OPM	Office of the Prime Minister
PACCA	Policy Action on Climate Change Adaptation
PCV	Peace Corps Volunteer(s)
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
UNFCCC	United Nations Framework Convention on Climate Change
USAID	U.S. Agency for International Development
USG	U.S. Government
WSR	Whole-System-in-the-Room
WWF	World Wildlife Fund

## I. INTRODUCTION

Through this document, FHI 360 formally presents to USAID/Uganda the first quarterly report of FY16. The primary activities and accomplishments conducted during the reporting period from October 1, 2015 to December 31, 2015 are outlined in this report.

### *Summary Highlights*

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

- Presentation at COP-21 of MUCCRI/Activity
- Final Climate Champions Session
- Preparing undergraduates to go into the field to do multidisciplinary dissertation research
- Planning for the next Climate Change Boot Camp

### *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.

Year Three, Quarter One Activity Highlights Table

Actions	Specific Actions Implemented	Description	Progress/Achievements	Remarks	Milestone(s)
<b>RESULT 1: Institutional structure of MUCCRI is established and supports MUCCRI Objectives</b>					
Support official recognition of MUCCRI by the University	Follow-up with CAES/MUCCRI on approval process by MAK senate	As a replacement speaker for MUCCRI Coordinator, one Activity staff was called upon to make a presentation about MUCCRI to the CAES management board. Updates on the status of MUCCRI approval by senate were also presented at the meeting	MUCCRI and Activity received the 1 <sup>st</sup> response in writing from senate with comments for action by CAES. The comments were two parts: hold a stakeholder meeting - which the Activity supported last June (phase 1 – 88% complete) - and comments on the need for CAES to address intra-college MUCCRI ownership issues. Otherwise wide-ranging external stakeholder support for establishment of MUCCRI is evident. This effort is being measured in phases	In the past quarter, the intra-CAES differences over MUCCRI ownership are becoming more apparent and those differences can be interpreted as a recognition of the perceived value of MUCCRI and thus how both individuals and departments can and want to be associated with the institution of MUCCRI	Senate comments on MUCCRI proposal review were received by CAES. CAES is addressing the comments to re-submit the proposal (phase 2 – 21% complete)
MUCCRI/Activity informational campaign	Distributed MUCCRI /Activity and climate change information	Wrote a winning proposal that resulted in an invitation from the African Dev Bank to host a side-event at the COP-21 Africa Pavilion to introduce MUCCRI and the Activity to the international climate community. At COP-21 the Activity	Side-event held at the COP-21 meeting that was attended by individuals from within and outside Uganda	International recognition of MUCCRI can only help in its growth and sustainability efforts	

		distributed one-pagers about MUCCRI following the presentation			
Networking with partner organizations	Participated in partnership and network building actions in and outside MAK	Held a dozen partner meetings this quarter – some were to plan and coordinate activities together (type 1), others were to present climate information in support of some partner activity (type 2), others were to receive new information from reports and studies conducted by partners (type 3), and finally to share ERICCA activities in support of MUCCRI (type 4).	A few specific highlights: (type 1) Activity staff presented a climate change overview at a PACCA mtg in Luwero to open a new Knowledge Hub requested and led by the 3 Climate Champions from that district (type 2); Activity staff participated in the CDKN dissemination mtg for their Economics of Climate Change study (type 3); Activity staff presented and highlighted actions undertaken by ERICCA to support MUCCRI at a research reporting-out session (at request of Prof Bashaasha - type 4)		A wide range of projects, activities, and event planners are learning about CAES/MUCCRI/Activity and looking for the climate expertise that is there by inviting participation in many types of partner efforts. Thus building the reputation of MUCCRI.

Set-up MUCCRI website with an information sharing platform	Developing a web-based information management hub	Met with EEA, FAO, and CCD on how to cooperate on the information management effort in partnership with MUCCRI/CCD	FAO and EEA have shown interest and will be working on partnership arrangements in the next quarter. Some of the initial information to be shared through the hub has been identified and is being reviewed by EEA	The interest from climate change actors to partner on this effort is very high, but for the initial stages of implementation the plan is to start with few	Most of the hub platform/ functions have been designed and are ready for information management testing and use
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	Development of MUCCRI website	The consultant is in the final stages of website development testing/review consultations with MAK/MUCCRI and the Activity	About 85% of the design phase has been completed	partners The consultant has been significantly delayed because of the failure to meet with the MAK/MUCCRI people, partly because the consultation timing coincided with the MAK end of semester busy schedule	The current version of the website can be internally accessed and most of the links have been uploaded with useful sample materials. Activity estimates that we are just over 50% of the way to a functional website.
Activity	Specific Action Implemented	Description	Progress/Achievements	Remarks	Milestone(s)
<b>RESULT 2: MUCCRI provides cutting edge short and long term training to students, staff and external stakeholders</b>					
<b>Result 2a: Undergraduate and graduate coursework on climate change improved</b>					
Support for MUCCRI/CAES cross-college climate change course approval process	Follow-up on technical input for cross-college approval	The Activity continued to follow-up with CAES on the consideration of a cross-college course proposal entitled: <i>Atmospheric Processes, Weather and Climate</i> . The course was proposed by MUCCRI/ Activity and has been approved by departments in SFEGS. The intention is to have the course approved by CAES to be taught to all CAES students	There were no new developments on consideration of the course at college level from the previous reporting. Information from the MUCCRI coordinator indicates that most of the pending college curriculum review matters were not dealt with during the last quarter	The Activity will continue to engage CAES and highlight the need to have the course approved and available for all the students in the college	Following approval of the course by SFEGS college, one department in the School (DEM) has started teaching the course

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	This is one of the efforts aimed at improving graduate students' coursework content on climate change. The Activity contributed to the development of the programme proposal before it was submitted to senate in 2014 for approval consideration	By end of the quarter, there was no feedback from MAK senate regarding the programme proposal consideration/approval	The approval was mainly delayed by the University-wide suspension on new programme approval	There is growing external demand for the programme. The programme host department is considering asking for a special senate consideration and approval
<b>Activity</b>	<b>Specific Action Implemented</b>	<b>Description</b>	<b>Progress/Achievements</b>	<b>Remarks</b>	<b>Milestone(s)</b>
Support the development of climate change content for input into MAK courses	Climate content newly included in a compulsory course on Development, Energy, and Environment offered in the The School of Liberal and Performing Arts	Introduction of Climate information into this course has prompted four more courses to add climate change information via the mentored faculty and three additional faculty for other courses have expressed interest in adding climate change information	Four more development studies courses now have climate change content and three more courses for revision are under consideration		
	Met with the Department of Religion and Peace Studies (RPS) faculty and acting chair	Activity personnel invited to present climate change information to Religion and Peace Studies faculty after two meetings with Department representatives. Staff also asked to review 1 <sup>st</sup> yr curriculum for recommendations on where to add climate information	First year courses were reviewed and about half of them could support climate information additions. Awareness presentation given by Activity staff to faculty, suggested courses for climate change additions discussed and Activity requested to assist RPS faculty in adding climate change to at least one course right away	RPS interest in adding climate change content will be followed-up during quarter 2	

Identify and access online course offerings	Identifying and reviewing online course options and related materials	Working with database compiled by EEA to be uploaded on the MUCCRI/CCD website	Activity shared hundreds of on-line climate resources with EEA in their work for CCD through FAO. Work still required for original EEA database listing of resources. All identified resources will be added to the database	Discussion and sharing is on-going between EEA work for CCD/FAO and the CCD/MUCCRI/Activity website being developed. Goal is to generate one really good website that can be maintained, updated, & operated sustainably	
Plan and offer a monthly climate change seminar/lecture	Organised and held monthly climate change seminars/lecture series for students and the public	There were two public seminars/lectures during this term: <i>Coffee Moving Uphill</i> and <i>Gender and Climate Change</i>			
	Plan for Year Three Lecture series	Next term series is being confirmed, will begin in February			
Follow-up training and use of the aWhere Location Intelligence Platform (LIP) as an instructional and research tool	Follow-up training for students supported by the Activity on the use of aWhere knowledge and skills in their studies/research	Engaged aWhere to develop and provide trainings and new information packages for the MUCCRI/Activity students and stakeholders e.g. the REDD+ projects at CAES	Additional ideas for near-future aWhere platform trainings and materials have been generated. aWhere has indicated to be working on the implementation of the new ideas including tools and models, new case studies, and videos for MUCCRI	Dates for training REDD+ project students and faculty are expected to be confirmed by aWhere during the next quarter	aWhere platform knowledge/skills training and material needs for the Activity focuses have generally been established

Activity	Specific Action Implemented	Description	Progress/Achievements	Remarks	Milestone(s)
<b>Result 2b: Short term trainings</b>					
Design and develop short term training efforts	Training for university students	Boot Camp 2 is in the planning stages and will take place at the end of January just before students return to class. The Camp will involve working with the dedicated students from 1 <sup>st</sup> Boot Camp to perfect their teaching and ability to fit climate information into curricula in various grades	Partners for this effort have been identified. They include Peace Corps (PCV) education volunteers who are professional educators and Kampala Capitol City Authority (KCCA) education team director	There have been planning meetings with the PCVs and KCCA with the lead students from the 1 <sup>st</sup> Boot Camp to move the training of the Boot Camp students up a notch	
	Climate change awareness/trainings for MUCCRI/Activity stakeholders	<p>There were four awareness trainings this quarter – three on climate for: Peace Corps, PACCA Learning Alliance, the Religion and Peace Studies Department faculty, and at the COP-21 side event where MUCCRI was the topic.</p> <p>There were also two Climate Champions sessions. They addressed: <i>Adapting to heavy rainfall</i> and <i>Funding opportunities for Mitigation and Adaptation</i> and <i>proposal writing workshop</i></p>	<p>These presentations along with other outreach activities are reaching more and more individuals and increasing their climate knowledge and their understanding about MUCCRI and what it can offer</p> <p>On the Champions specifically – while November was the last of the planned Champions training efforts the participants have asked for more trainings so the Activity and our partners: EEA, Ag Inputs and CPMA,</p>	The number of requests for presentations seems to be growing more than originally estimated. There is a desire to understand the climate issue and how to respond. The Champions are showing how empowered they feel by their activities. One team in Luwero has petitioned for a PACCA learning center to be located	

			are just beginning to discuss how to develop and support perhaps one training session each for the next 3 quarters – the remainder of this year	there and it was initiated this quarter. There are many stories to be told about the actions being undertaken by all of the Champions	
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Activities	Specific Actions Implemented	Description	Progress/Achievements	Remarks	Milestone(s)
<b>RESULT 3: MUCCRI is generating high quality climate change and climate change adaptation research</b>					
Support student research in cooperation with IITA/NARO	Technical and financial support to students	Together with partners, through decisions made by the research management committee, the Activity continued to offer technical and financial support to scholarship holding students. The support included reviewing proposals and academic reports and ensuring payments of tuition and stipend costs	Four meetings for students' progress review presentations were organized and attended. Two MSc students are in the final stages of their studies. Their original funding contract had ended, but they were offered an extension of four months to complete their dissertations and produce journal articles. All students' required payments for the quarter were made		Respective departments have accepted all PhD students' research proposals. One student is now fully admitted by MAK as a PhD candidate. The other student is in the final transition stages from provisional to full admission by the University
	Coordination of the research efforts with partners	The Activity technical team continued to invest time in ensuring that the research partnership roles are implemented in a coordinated way. This involved follow-up with	The Activity organised one research management meeting for deciding on the new students recruitments and progress review of funded students	All partners expressed a desire to have more engagements with the faculty to encourage faster	All partners are clearly aware of and implementing their responsibilities as stipulated in the partnership agreement

		partners to meet planned targets and participation in scheduled partnership engagements		progress of the supported students	
Recruitment of MSc students for Year Three of the Activity	Following advertisement for two MSc. scholarship positions in the previous quarter, decisions on the new scholarship offer were made by the reserach partnership management committee	One student was offered a scholarship and is already receiving both financial and technical support from the partners	Still need and are seeking one new MSc. student as the previous advisement did not attract strong candidates. The research partnership management committee resolved to solicit candidates through faculty teaching in the target programmes and through all partners	The one new MSc. student is in the final stages of proposal writing and will soon begin data collection. A potential second student candidate has been identified with assistance from NARO	
Technical support to undergraduate multidisciplinary research effort	Several training and presentation meetings were held with the first cohort of undergraduate scholarship students to help them complete and submit their dissertations to their respective departments	The first group of three multi-disciplinary research students completed and submitted their dissertations	Still working with the students to come-up with a multi-disciplinary synthesis report to be disseminated by MUCCRI/Activity	The quarter ended when the students were ready for graduation in January	
Identify and recruit undergraduate students for Year 3 research scholarships	The second round of five undergraduate students to be supported for a multidisciplinary research effort have been identified and have begun working on their research concepts/proposals. They have	The students are being prepared for data collection to begin in late January just prior to the start of the next semester. The students are from four disciplines – Education,		Interest from the identified students' faculty has been generated	

		met many times with Activity staff, among themselves, and with their supporting faculty to develop their data collection tools and how they will work together for a synthesis product and also have individual dissertations as outcomes	Forestry, Agriculture, and Development Studies. The students will conduct research around drought adaptive capacity of small holder farmers including eco-system based climate adaptations		
<b>Activity</b>	<b>Specific Actions Implemented</b>	<b>Description</b>	<b>Progress/Achievements</b>	<b>Remarks</b>	<b>Realized Output/Outcome</b>
<b>RESULT 4: MUCCRI is communicating with external stakeholders and disseminating climate change adaptation information</b>					
Disseminating research results – developing a dissemination pathway	Completed “translation” templates are being uploaded to the website for review and assessment by users	With assistance from a new graduate, the template has been filled-in for nine research papers and those complete templates have been put on the website as tests. Specific user groups will be requested to access the website and review the content for usefulness in the next quarter	The templates are uploaded to the website but the website is not yet available to external audiences	The website is still under development and testing and will go through more testing in the 2nd quarter FY 2016	

## II. ACTIVITY REPORT

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

#### ***Support official recognition of MUCCRI by the University***

○ Following up on the CAES/MUCCRI approval process by MAK senate during November, the MUCCRI interim coordinator was expected to update the CAES management board, of which he is a member, on the activities at MUCCRI, including the status of the MUCCRI proposal that was submitted to the MAK senate. The board is mainly comprised of deans, heads of departments, and units in the college. At the time of the board meeting the coordinator was not available. As a replacement speaker, one Activity staff was called upon by the college principal to make that presentation. The Activity staff presented the comments from the senate, which were two fold with one focus on the need for a stakeholder meeting (which the Activity supported in June 2015– phase 1 – 88% complete) and the second focused on the need for CAES to address intra-college MUCCRI ownership differences (part of phase 2-21% complete) issues. The intra-CAES differences over MUCCRI ownership are becoming more apparent and those differences can be interpreted as recognition of the perceived value of MUCCRI and thus how both individuals and departments can and want to be associated with the institution of MUCCRI. MUCCRI's value is similarly reflected in the increasing demand by external audiences for the goods and services that MUCCRI is/will provide.

#### ***MUCCRI/Activity informational campaign***

○ Distributed MUCCRI /Activity and climate change information  
Following on participation in the CBA-9 (Community Based Adaptation) meeting in Nairobi in April 2015, the Activity staff were alerted to an opportunity to compete for an invitation for a side-event in the African Pavilion at the United Nations Framework Convention on Climate Change (UNFCCC) – Conference of Parties (COP-21) in Paris in December 2015. Activity staff followed-up on this opportunity and submitted a proposal to discuss MUCCRI as an important player/asset for Uganda in moving the country toward a more climate-knowledgeable development approach and perspective. The submitted proposal won an invitation from the African Development Bank (AfDB) to host a side-event at the COP-21 Africa Pavilion to introduce MUCCRI and the Activity to the international climate community. In addition to a presentation that featured Activity staff and the current MUCCRI Coordinator, 1-pagers were distributed about MUCCRI. A few specific follow-up contacts from this opportunity will be pursued for further potential funding opportunities as well as new information and connections that could support both teaching and research opportunities. This event also provided an opportunity for the conveners of the Community-based Adaptation (CBA) conferences to meet the MUCCRI and GoU personnel who will likely be the local responsible parties for the effort to bring the CBA-11 meeting to Kampala in April of 2017. The discussion among them helped to answer many questions about the conference and how the conference could highlight the importance of a country focus on climate actions and sharing of Uganda accomplishments with the world.

## **Networking with partner organizations**

- Participated in partnership and network building actions

Activity staff participated in at least a dozen partnership events and efforts this quarter. Some were to plan and coordinate activities together (type 1), others were to present climate information in support of some partner activity (type 2), others were to receive new information from reports and studies conducted by partners (type 3), and finally to share ERICCA activities in support of MUCCRI (type 4).

A few specific examples of partnership activities are highlighted here by type: (type 1) Activity staff presented a climate change overview at a Policy Action on Climate Change Adaptation (PACCA) meeting in Luwero at a session to open a new Knowledge Hub requested and led by the three Climate Champions from that district (type 2); Activity staff participated in the CDKN dissemination meeting for their *Economics of Climate Change* study (type 3); Activity staff presented and highlighted actions undertaken by ERICCA to support MUCCRI at a research reporting-out session (at the request of Prof. Bashaasha, the principal of CAES - type 4).

## **Set-up MUCCRI website with an information sharing hub**

- Developing a web-based information management hub

The Activity continued to spearhead the partnership effort with CCD to set-up an information management hub. During the quarter, effort was focused on reaching out to potential new partners to work with in the implementation of the information management hub whose design is in the final stages. The Activity team held meetings with EEA, FAO, and CCD on how to extend cooperation in the implementation of the climate change information management initiative. FAO and EEA have shown interest and will be working with the Activity to come-up with specific information management partnership arrangements in the next quarter. Some of the initial information to be shared through the information hub has been identified and is being reviewed. The interest from climate change actors to partner on this effort is very high, however for the initial stages of implementation the plan is to start with few partners for effective coordination purposes. Most of the hub platform/ functions have been designed and are ready for information management testing and use.

- Development of MUCCRI website

The consultant is in the final stages of website development. The current development level of the website is undergoing testing and reviewing by CAES and MUCCRI staff with coordination support from the Activity. About 85% of the design phase has been completed and just over 50% of the overall website development target has been reached. The consultant has been significantly delayed due to challenges meeting MAK/MUCCRI faculty as some of the consultation timing coincided with the end of the University semester, which is quite busy. The current version of the website can be accessed online only internally and for testing purposes. Most of the links have been uploaded with useful sample information materials. The design process is expected to end with the next quarter.

## **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**

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

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

The Activity continued to follow-up with CAES on the expected consideration of a cross-college course proposal entitled: *Atmospheric Processes, Weather and Climate*. Activity/MUCCRI proposed the course. The course has been approved by the School of Forestry, Environmental, and Geographical Sciences (SFEGS) and all its departments. The intention by MUCCRI/Activity is to have the course approved by CAES for teaching to all students in the college. During the last quarter, there were no new developments on consideration of the course at college level from the previous reporting period. Information from the MUCCRI coordinator indicates that most of the pending college curriculum review matters were not dealt with during the last quarter. The Activity will continue to engage CAES and highlight the need to have the course approved and available for all the students in the college. Following approval of the course by SFEGS, the Department of Environment Management (DEM) has started teaching the course.

#### **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

This is one of the efforts aimed at improving graduate students' coursework content on climate change. The Activity contributed to the development of the programme proposal before it was submitted to senate in 2014 for approval consideration. By end of the quarter, no feedback had been received from the MAK senate regarding the programme proposal consideration/approval. The approval was mainly delayed by the University-wide suspension on new programmes. It is hoped that, with the increasing external demand from both new graduates and external stakeholder institutions, such as the CCD, for the programme, the need for the new degree programme would be more evident and would be considered and approved by senate. The programme host department is considering asking for a special senate consideration and approval in response to the high demand to have the programme offered.

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

- Climate content newly included in a compulsory course on *Development, Energy, and Environment* offered in the Development Studies Department in the School of Liberal and Performing Arts

As a result of the the initial mentoring of a department faculty member and the addition of climate information into this course, four more courses have added climate change information via the mentored faculty. This faculty has become the climate "go-to" academic in this department and is educating and working with other faculty to include climate information where appropriate in other courses. There are three other faculty members – teaching other development studies courses - who have also expressed interest in adding climate change information to their courses. The mentored faculty member will work with these other faculty and will contact the Activity if she needs assistance in this effort. This is sustainability in process.

- Meeting with College of Education and External Studies (CEES) Principal and staff. While CEES seemed interested and invited a presentation on climate issues to their incoming students last semester, Activity staff have not been able to generate specific actions as follow-up with CEES.

- Department of Religion and Peace Studies  
Activity personnel have met with two representatives of the Department of Religion and Peace Studies (RPS) through their representative's initiative. After discussions, the Activity staff were invited to make a presentation on climate change information to the RPS faculty and to their acting chairperson. Activity staff were also asked to review the departmental 1<sup>st</sup> yr curriculum for recommendations on where to add climate information. After review of the first-year courses it was recommended that about half of them could support climate information additions. The awareness presentation given by Activity staff to the RPS faculty generated a great deal of interest and especially the discussion around suggested courses for climate change additions. The faculty embraced the idea of adding climate information and the Activity staff were requested to assist RPS faculty in adding climate change to at least one course right away (after the break). RPS faculty also expressed interest in adding climate change content to additional courses and all interests will be followed-up during the 2<sup>nd</sup> quarter.

### ***Identify and access online course offerings***

- Identifying and reviewing online course options and related materials  
The Activity is constantly adding new e-resources to the data/information resource for the website. Some may be courses but other e-resources are also being collected and regularly updated: webinars, reports, research papers, and findings, etc. Additionally, during this quarter, ERICCA has been meeting with EEA to coordinate all the e-resources that EEA has identified in their search for climate-related teaching/training/awareness building resources for an effort EEA is working on with FAO/CCD. At the beginning of their compilation of resources, the Activity shared our, already numbered in the hundreds, e-resources with the data collector/searchers for the EEA project. Now we are working again with EEA to develop those additional resources into data/information that can be located and sourced on the MUCCRI website rather than having EEA create a separate resource. EEA is working with CCD, as is MUCCRI, and by combining the work we are all looking toward a very robust database of climate change resources that can be maintained and updated, as opposed to two separately developed and maintained databases.

### **Plan and offer a monthly climate change lecture series**

- The MUCCRI Lecture Series

During the quarter, two of the MUCCRI monthly climate change seminars were presented to students and the public. The topics were: *Climate Change: Moving Coffee Uphill*: research results presented by Dr. Laurence Jassogne, IITA and an overview presentation of issues around *Climate Change and Gender* presented by Tracy Kajumba, ACCRA.

- Plan for Year Three Seminar Series

The seminar/lecture series speakers for the up-coming semester have been identified and during the planning process have undergone a few changes. The series speakers will be confirmed prior to the start of the lecture series in February.

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

- Follow-up training for students supported by the Activity on the use of aWhere knowledge and skills in their studies/research

During the quarter, the Activity engaged aWhere in a series of e-meetings and discussions aimed at identifying options for developing and providing trainings and new information packages for the MUCCRI/Activity students and stakeholders. One of the decisions made was to organise a training and information to support the research efforts of the REDD+ project at CAES. Ideas for near-future aWhere platform trainings and materials have been generated. aWhere has indicated that the organization is in the process of working on the implementation of the new ideas including tools and models, new case studies, and videos for MUCCRI. Dates for training REDD+ project students and faculty are expected to be confirmed by aWhere during the next quarter. aWhere platform knowledge/skills training and material needs for the Activity focuses have generally been established. Changes in the technical personnel at aWhere has impacted delivery of some of the trainings and effected progress from both Activity and aWhere. We believe these issues have been resolved and look forward to advancing progress during the next quarter.

### **Result 2b): Short term trainings**

#### **Design and develop short term training effort(s)**

- Training for university students: Climate Change Boot Camp Follow-on Activities

Activity staff and two MUCCA (Makerere University Climate Change Association) lead students are cooperating to plan the next University Student Climate Change Boot Camp. The Second Annual Climate Change Boot Camp for college students will be held Jan 27-30, 2016. The purpose of this 2nd boot camp is different from the first. The first Boot Camp was designed to increase general awareness and knowledge around climate change issues and was open to nearly any college student who wanted to participate. The 2nd Boot Camp is aimed at transitioning that awareness and knowledge, for those college students who have demonstrated their serious desires to be able to share this information to younger students through the development and practicing of classroom-type activities and lessons. This will entail identifying appropriate climate change lessons and activities that can be used in a Ugandan setting or be *Ugandanized*. It would also need to include assessing college student knowledge and understanding of the various aspects of the climate issue, and being certain the college students can impart the information through using activities and lessons correctly and

understandably to various levels of younger students. The 2<sup>nd</sup> Boot Camp will include: refreshing students on the climate information, identifying, and working on at least ten activities/lessons which are education level and location appropriate, and having the college students develop the hands-on lessons/activities and practice them with feedback both scientific and educational. To accomplish these goals, the Activity has recruited the Peace Corps education and science volunteers and the director of the KCCA education program to help train the students in teaching approaches and skills and assess their activities for levels of appropriate usage. It is also hoped that these individuals, who see how well the students are now prepared, will invite them into their related classrooms to develop and implement an opportunity for the college students as well as for the classroom teachers and the students in primary and secondary educational institutions.

- Climate change awareness/trainings for MUCCRI/Activity stakeholders

There were eight presentations this quarter for a variety of stakeholders numbering over 225 participants (not all new). There were two public lectures in the MUCCRI seminar series, two training sessions for the Climate Champions, and there were three informational/awareness raising presentations: the opening of the new PACCA learning alliance at Luwero, a presentation to the Peace Corps Volunteers and their partners, and a presentation to the faculty and graduate students of the Department of Religion and Peace Studies.

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

#### ***Support student research in cooperation with IITA/NARO***

- Technical and financial support to students

Together with partners, through decisions made by the research management committee, the Activity continued to offer research technical and financial support to scholarship holding students. The support included reviewing proposals and academic reports for academic progress requirements and ensuring payments of tuition and stipend costs. The Activity team participated in four meetings for students' progress review presentations. Some of the meetings were organized by MAK and others were organized by the Activity and partners. During the quarter, two MSc students were evaluated to be in the final stages of their research in particular and other MSc degree requirements. Their original funding grant had ended, but following their application for an extension, they were offered an additional four months to complete their dissertations and produce journal articles. All students' required payments for the quarter were made in the expected time. All PhD students' research proposals have been accepted by their respective departments. One student is now fully admitted by MAK as a PhD candidate. The other student is in the final transition stages from provisional to full admission by the University.

- Coordination of the research efforts with partners

The Activity technical team continued to invest time in ensuring that the research partnership roles are implemented in a coordinated manner. This involved the Activity team following-up and working with partners to meet planned targets and participation in scheduled partnership research engagements, e.g., students' proposal presentations to different MAK academic units. The coordination efforts have continued to help the research partnership funded students to

receive the needed contribution from the research partners at CAES, IITA, NARO, MUCCRI, and FHI360 in time according to the respective commitments. During the quarter, the Activity organised one research management face-to-face meeting for deciding on the new students recruitments and progress review of funded students. During the meeting, partners' performance in view of agreement commitments was also evaluated. All partners expressed the need to have more engagements with the faculty to encourage faster progress of the supported students in delivering the outputs and outcomes expected of them from the USAID funding. It was generally clear that all partners are aware of and are implementing their responsibilities as stipulated in the partnership agreement. With continued coordination efforts, realisation of the partnership objectives is very likely to be achieved.

- Recruitment of MSc students for Year Two of the Activity

Following advertisement for two MSc. scholarship positions in the previous quarter and receiving applications, decisions on the new scholarship offer were made by the research partnership management committee. Due to lower quality of applicants that were received, only one student was offered a scholarship. During the quarter, recruitment documentation required by the Activity was undertaken and completed. The recruited student is accordingly receiving the required financial and technical support from the Activity and partners. The student is in the final stages of proposal writing and will soon begin data collection. There is need for an additional MSc. student. The research partnership management committee resolved to directly solicit for the needed students through faculty teaching in the target programmes and through the Activity. Agreement to the changed approach was based on the general observation from previous students recruitment exercises which showed that quality of applicants was not as strong as desired. One potential second required MSc student for recruitment has been identified through the help of NARO.

- Financial and technical support to undergraduate multidisciplinary research effort

After reviewing the work and expenses of the pilot undergraduate study team, it was determined that the Activity could field three to five more students this year. The search was undertaken and as reported in the annual report from last year, many students applied and five were selected.

- Undergraduate students preparing for Year 3 research scholarships

There was a great deal of effort by Activity staff focused on the new cohort of undergraduates chosen for support in Year two of the multi-disciplinary research effort. Five students were chosen for funding and represented four different departments: one was from agriculture, one from development studies, one from education, and two from forestry. The students were supported technically by Activity staff to develop their individual proposals but with a general focus to support a multidisciplinary study to assess smallholder farmers' adaptive capacity to drought including aspects of the role of ecosystem-based adaptations. Individually, they were also supported by faculty in their disciplines and have faculty approval to do their individual research work and to develop a synthesis document following completion of their individual dissertations. This quarter the students worked on their individual proposals as well as on their collective survey instrument. In the next quarter, before school starts, they will each survey 50 farmers from three districts (two in the same district but a different 50 farmers) and compare the results when synthesizing their report for the Activity. This undergraduate multidisciplinary effort takes a great deal of time and focus from the Activity staff. Accordingly, the Activity decided to hire part-time, short-term assistance to move this process and the oversight of the other student efforts along. We expect the undergraduate research effort to be implemented next quarter.

## **Result 4: MUCCRI is communicating with External Stakeholders and Disseminating Climate Change Adaptation Information**

### ***Disseminating research results-developing a dissemination pathway***

- Completed “translation” templates are being uploaded to the website for review and assessment by users

With assistance from a new MAK graduate, the dissemination template has been filled-in for nine research papers and those complete templates have been put on the website as tests to be sure the information is useful to the users. The website is just being up-loaded with content. Once that is complete enough to assess then the website can be opened and specifically tested by outside users. It will go through more testing in the 2<sup>nd</sup> quarter when more content is available. The Activity will provide specific user groups with access to the website so that it can be reviewed both from a content perspective as well as its usefulness. There is still difficulty in getting the scientists themselves to voluntarily complete the template with lay language. We need to identify more effective “carrots” and “sticks” that we can use to increase the response rate and make more research results available to potential users.

### **III. COLLABORATING, LEARNING, AND ADAPTING**

The Activity is constantly collaborating, learning, and adapting and at the same time thinking about sustainability of MUCCRI once the Activity’s period of performance ends. From the various collaborating actions, there are specific lessons and a growing understanding that supports the long-term perspective and the short-term undertakings. The original ideas and events are being adapted and are considered for both short- and long-term success if appropriate. The following are some of the lessons that have been learned and the changes to the plans that have been undertaken this quarter. Examples of CLA include:

Result Area 1 (supporting MUCCRI): While the Activity has hired a website developer to move along its development, there remains a sticking point that is holding up its actual testing by potential users outside of the university. We have unable, to date, to get the MUCCRI faculty to devote the needed time to provide the appropriate content to the website. This is one of those activities that are important but not seemingly urgent – as correcting finals would be - for folks – so it gets put on the back burner. One of the options that we have implemented is to work with EEA on getting the database of materials ready to upload so that the database would have much of the climate information ready for sharing even if the individual website content (e.g. faculty profiles) are not yet available for uploading. Exploring this possibility has brought to light that there is still a great deal of specific information that needs to be identified for the database resources to be uploaded. EEA, ERICCA, FAO, and CCD are meeting on how to move this process forward.

Result Area 2 (education and training): Many of the students who were involved in the Climate Change Boot Camp have participated in a number of outreach efforts supporting such as the KCCA and other groups in festivals thus adding a climate perspective. It is obvious, however, that without further technical training – that is specific to developing educational activities and practice in engaging youth in climate knowledge efforts – even with the enthusiasm that the students bring they are not clear yet on how best to share what they have learned about climate issues. Accordingly, the second Student Boot Camp will focus on helping the students to learn how to engage younger students and develop and practice appropriate activities to

achieve those engagement and education goals. The Activity has started planning the next Boot Camp for early 2<sup>nd</sup> quarter FY 16 with both Peace Corps and KCCA education professionals to build the college student capacity to actually develop, learn, and deliver appropriate level lessons, including materials, and to have them available through Activity support.

Result Area 3 (supporting student research): In addition to undergraduate students who apply for scholarships not knowing much about climate change they also seem to require a great deal of time in research preparation. To support this preparation effort and to reduce pressures on the DCOP as he is beginning to transition to the COP position, the Activity has hired a part time Ph.D. Science Associate to take on some of the students – especially undergraduate student - research preparation, review, and oversight. This will reduce the exceptional amount of time required in student preparation and oversight by the full-time technical staff supporting this activity.

Result Area 4 (disseminating information/results): Even with the plan described in the last CLA of asking for help from the research directors to remind their scientists to fill in the simple overview templates, there is still a great need to remind, prod, and cajole the scientists to develop their brief, understandable research output summaries. More deliberate asking for research summaries will need to be built into the Activity staff duties. Another issue here is also the need to prod the MUCCRI community to deliver content for the website so that it can begin to be externally reviewed – including the research summaries – by the appropriate user communities.

### ***Monitoring and Evaluation Indicators***

As we cross the half-way mark for this Activity it has become clear that many of the indicators that were originally developed for this Activity are not simple yes/no or done/not done assessments processes. By using the simple yes/no indicators the complexity and the progress of many of the efforts in this Activity's result areas are being under estimated and under reported. Accordingly, this quarter will now see the result of a reassessment and a re-drafting of many of the indicators previously reported on. There is also an additional two indicators so particular aspects of the Activity can be more specifically assessed. The below table reflects the USAID-approved adjustments to the M&E plan for this Activity as well as highlights the changes and the progress reporting of the new/changed indicators.

A couple of examples of the changes in the indicators and the reasoning for them includes: The approval of MUCCRI as a University-wide centre is not an Activity approval process but rather a University approval process that needs to be undertaken and guided by MAK and its established procedures. Thus, the assistance of the Activity in this effort should more appropriately be reported as steps in a process toward a goal and since progress is intermittent depending on such as University committee meeting schedules, reporting is more appropriate on an annual basis rather than as previously on a quarterly basis.

Another issue for example could be around the timing of expectations for peer-reviewed papers from Activity-supported student research efforts. No research findings can be written up and submitted for peer-review until many steps have been accomplished such as: completion of research, writing up of results, and approval by faculty to name a few. Each of those steps is progress and movement toward the goals but in fact cannot be expected until long after the start of the process and under a schedule for which the Activity may have little or no direct control. Such a process and identified steps over which the Activity has very little control could not result in even a submission of a paper before the completion of Year 3 at

the earliest and many such publications may not come out until after the Activity is completed. Accordingly, that indicator has also been changed to better reflect the actions that the Activity staff are undertaking and over which they have some level of control.

The M&E plan has been revised to better reflect the process nature of this Activity rather than a specific timed series of targets. The new indicators allow recognition at each step and reflect progress and movement toward the ultimate targets.

#### **IV. UPCOMING EVENTS**

January 28-30: 2<sup>nd</sup> Climate Change Boot Camp at the Esella Country Hotel  
February - April: Monthly Lecture Series presentations – topics: TBD  
Climate Champions – date and location TBD

#### **V. ADDITIONAL OBSERVATIONS/ISSUES**

One of the really important accomplishments of this quarter was the fact that the Activity technical staff and the MUCCRI Interim Coordinator were invited to present a side-event about MUCCRI and the contributions of this Activity to future development in Uganda at the UNFCCC COP-21 in Paris. Winning the invitation to host this side-event is a tribute to the efforts of MUCCRI and this Activity. This invitation from the African Development Bank for the Africa Pavilion presentation tells the international climate science community that MUCCRI is a serious climate-focused centre and one that could make a good partner for future work. There are about 50 side-events going on at any one time at the COP so often the crowds in any specific venue are somewhat small. However, just being there, the institution can claim some international credit and that could be an important step in building future connections that will lead to sustainability for MUCCRI in the long run.

#### **VI. CONCLUSION**

We are halfway point of the original period of performance for the Activity and have achieved a number of milestones – particularly related to training and teaching about climate issues. There are now 40+ climate champions around Uganda who are working with their related communities and businesses to help them be better prepared for climate change impacts. There are students who are well on their way toward making a contribution to their country's future development agenda through learning about climate change in coursework and others who want to educate through informal activities who are learning what they need to know through participation in the boot camps and the follow on activities. We are excited to see how much progress we have made to just the half-way point and look forward to far more progress before this Activity is completed.

#### **VII. ANNEX**

A. New Monitoring and Evaluation Indicator Matrix for Year Three

**New Monitoring and Evaluation Indicator Matrix for Year Three**

#	Indicator	Unit of Measure	Reporting Frequency	Milestones	Data Sources	Year 2 Actual	Year 3 Target	Y3 Qtr 1 Actual	Comments
1.	Level of MUCCRI approval by university authorities	Score	Bi-annual	<ol style="list-style-type: none"> <li>1. Phase One: <ul style="list-style-type: none"> <li>• Conduct stakeholder consultations</li> <li>• Submit proposal to senate</li> </ul> </li> <li>2. Phase Two <ul style="list-style-type: none"> <li>• Respond to senate comments</li> <li>• Obtain senate approval</li> <li>• Obtain university council approval</li> </ul> </li> <li>3. Phase Three <ul style="list-style-type: none"> <li>• Support deployment of staff</li> <li>• Orient/train members</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Reports of consultation meetings</li> <li>2. Comments on the draft proposal/action requests</li> <li>3. Reports of responses to comments and requests</li> <li>4. Approved proposal</li> <li>5. Approval documents</li> </ol>	Phase one: 88%	Phase one:88%	Data are reported on a semi-annual basis	<p>The proposal has been submitted to the senate and consultations have been made</p> <p>Some comments have been received from senate and responses made</p> <p>No progress at all with phase three of the approval process</p>
2.	Establishment of MUCCRI Steering and Science committees	Score	Bi-annual	<ol style="list-style-type: none"> <li>1. Identify candidates for committee positions</li> <li>2. Constitute the committees</li> <li>3. Obtain formal approval and recognition from CAES</li> <li>4. Develop and clarify roles and responsibilities for members</li> <li>5. Orient committee members</li> <li>6. Help committee with start-up activities such as organizing meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. List of nominees</li> <li>2. List of actual committee members</li> <li>3. Approvals from CAES</li> <li>4. Roles and responsibilities for members</li> <li>5. Orientation/training reports</li> <li>6. Committee reports</li> </ol>	0%	70%	Data are reported on a semi-annual basis	Establishment of committees can only commence after MUCCRI approval
3.	Capacity of MUCCRI Steering and Science committees	Score	Bi-annual	<ol style="list-style-type: none"> <li>1. Develop committee work plans</li> <li>2. Coordination with other university organs</li> </ol>	<ol style="list-style-type: none"> <li>1. Work plans</li> <li>2. Meeting notes and or attendance sheets</li> </ol>	0%	35%	Data are reported on a semi-	The committees have not been established

#	Indicator	Unit of Measure	Reporting Frequency	Milestones	Data Sources	Year 2 Actual	Year 3 Target	Y3 Qtr 1 Actual	Comments
				<ul style="list-style-type: none"> <li>3. Incorporation of gender &amp; youth perspectives in committee work</li> <li>4. Develop research agenda</li> <li>5. Develop financing options</li> <li>6. Share information with the public</li> </ul>	<ul style="list-style-type: none"> <li>3. Committee reports</li> </ul>			annual basis	
4.	Functional MUCCRI website	Score	Quarterly	<ul style="list-style-type: none"> <li>1. Submit justification to develop website</li> <li>2. Procure consultant and system requirements</li> <li>3. Develop different proto types, review and select preferred proto type</li> <li>4. Develop back and front end</li> <li>5. Test website capabilities</li> <li>6. Maintenance</li> <li>7. Integrate MUCCRI website with knowledge management system of CCD Department</li> </ul>	<ul style="list-style-type: none"> <li>1. Website prototypes</li> <li>2. Web materials</li> <li>3. Test report(s)</li> <li>4. Usage report(s)</li> </ul>	56%	70%	63%	The University IT staff are currently reviewing the website capabilities and some information has been uploaded
5.	Number of courses reviewed for possible inclusion of climate change information	Number	Bi-annually  Note: We need a total at the end of the fiscal year	Offer technical support to assist in the development of the actual climate change information that could be added to the courses	<ul style="list-style-type: none"> <li>1. Courses identified</li> <li>2. Recommended climate change information</li> </ul>	60	15	Data are reported on a semi-annual basis	60 courses were reviewed in year 2 and we know of 6 specific courses that accepted the suggestions and changed how they are taught
6.	Number of short courses on climate change delivered under the auspices of MUCCRI	Number	Quarterly  Note: We need a total at the end of the Fiscal year	Develop tailored courses that respond to requests from stakeholders	<ul style="list-style-type: none"> <li>1. Invitations and/or presentations</li> <li>2. Training reports</li> <li>3. Attendance sheets</li> <li>4. Thank you notes</li> </ul>	22	15	8	The courses included training of Climate Change Champions and presentations to university staff and students. The audience also included district personnel in

#	Indicator	Unit of Measure	Reporting Frequency	Milestones	Data Sources	Year 2 Actual	Year 3 Target	Y3 Qtr 1 Actual	Comments
									support of the Champions and a presentation at the COP-21 about MUCCRI and the role of education in changing the face of future development.
7.	Number of beneficiaries reached as a result of USG assistance (custom)  <i>New Indicator</i>	Number	Quarterly for Y3 & 4  Need a total at the end of the fiscal year	Organize/attend events	1. Event notes 2. Event reports 3. Event presentations 4. Attendance sheets 5. Estimated attendance 6. Course participation lists	1501	1000	175	Beneficiaries include Climate Change Champions, local government officials, university staff, students and policy makers during the concluded global conference in Paris
8.	Number of stakeholders with increased capacity to adapt to the impacts of climate change as a result of USG assistance.	Number	Annually in Y2  Note: ERICCA to have a system for tracking quarterly updates	1. Organize or supervise participate in capacity building efforts 2. Conduct a follow-up survey	1. Pre/post training assessment forms 2. Training reports 3. Survey report 4. Test scores 5. Course homework assignments and grades 6. Other feedback	558	600	USAID required indicator and data are reported once a year	The project is tracking data for related activities and the data will be reported at the end of the fiscal year per USAID guidelines
9.	Number of students conducting climate change related research with assistance from the Activity	Number	Annually		1. Student list 2. Copy of financial reports 3. Students' research reports	13	15	No data	There are 2 PhD, at present 3 MSc students, and 4 undergrad students funded by the Activity. More undergrads will be added this year and 2 MSc students will

#	Indicator	Unit of Measure	Reporting Frequency	Milestones	Data Sources	Year 2 Actual	Year 3 Target	Y3 Qtr 1 Actual	Comments
									graduate and at least one of them will be replaced.
10.	Number of publications submitted for peer reviewed journals from Activity supported research efforts; <i>End of Activity – number accepted so far</i>	Number	Annually		1. Submission reports 2. Citations	0	5	No data	Publications will result from student research and other supported research activities but cannot be expected until the research has been conducted and results have been approved
11.	Level of developing a reliable dissemination pathway for reaching Activity stakeholders with research results	Score	Quarterly  Once started, then quarterly  Note: A total number of stakeholders reached may be envisaged later	1. Consolidate research results generated through Rockefeller supported project 2. Identify researchers - step 1 3. Develop and test a reporting template 4. Generate and collect filled templates for sharing 5. Mobilize disseminators 6. Update the website with filled templates 7. Develop a communication mechanism with users 8. Receive and consolidate reports from disseminators	1. Research materials 2. List of disseminators 3. Reports from disseminators	28%	60%	31%	3 groups willing to share their research results have been identified. The reporting template has been reviewed and revised and 9 filed templates have been uploaded on the website to date. They are ready and waiting to be reviewed by users.

