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# USAID/UGANDA EDUCATION AND RESEARCH TO IMPROVE CLIMATE CHANGE ADAPTATION ACTIVITY FY 2016 QUARTERLY REPORT TWO JANUARY 1, 2016 – MARCH 31, 2016

First Submission Date: April 19, 2016

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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
API	Application Program Interface
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
DCC	Department of Climate Change
(D)RPS	Department of Religion and Peace Studies
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
IP	Internet Protocol
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
NCDC	National Curriculum Development Centre
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
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
SFECS	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 second quarterly report of FY16. The primary activities and accomplishments conducted during the reporting period from January 1, 2016 to March 31, 2016 are outlined in this report.

### *Summary Highlights*

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

- Preparations for MUCCRI led short courses underway
- Second Student Boot Camp
- Third round of Undergraduate Dissertation Scholarship students recruitment underway
- Dissemination template training with IITA/Harvest Plus and other scientists

### *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 information management hub 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 Two 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	The Activity worked with MUCCRI/CAES to respond to the first senate comments on CAES proposal to have MUCCRI approved as a MAK-wide Centre	Changes to the MUCCRI proposal in response to the senate comments have been made. CAES held an academic board meeting to approve the changes. The Activity was invited to participate. About 20% of the targeted progress on this action has been realized	One department in CAES has persistently indicated that by nature of their work, they should directly own and run MUCCRI. That position has been rejected by CAES on a legal basis	CAES' position on addressing senate comments agreed upon and comments incorporated into the MUCCRI proposal for re-submission to MAK senate
MUCCRI/Activity informational campaign	Distributed MUCCRI /Activity and climate change information	The Activity continued to provide information on the existence and role of MUCCRI/ Activity both informally and formally. Information was shared through meetings and other partnership engagements	The number of individuals and organizations interested in working with MUCCRI has increased. MAK Faculty and students are increasingly seeking technical support from MUCCRI/Activity		The importance of MUCCRI in and outside MAK is now well recognized
	MUCCRI developing short courses	MUCCRI faculty have begun the process of developing short courses that will be offered toward establishing MUCCRI's capability as a centre of excellence and a first step toward sustainability	Draft contents for two courses have been circulated to the Activity	The MUCCRI plan is to offer at least one of those short courses within the next two quarters	Offering at least one of the courses before year end.

Networking with partner organizations	Participated in partnership and network building actions in and outside MAK	Participated in networking/partnership meetings/actions with e.g. UNMA, ACCRA, CCD, KCCA, Mbarara University among others. All the engagements were focused on identifying visibility and collaboration opportunities for MUCCRI/Activity	Secured partnership action areas with KCCA for youth engagement and with EEA and GIZ for the CC information management hub		Growing visibility and recognition of MUCCRI
	Social Network Analysis (SNA)	A follow-up SNA survey to establish the patterns of growth and functioning of MUCCRI/Activity in building long term leadership for climate change was conducted. The first SNA was conducted in Year I of the Activity	A survey has been undertaken and now embarking on data analysis		Data have been prepared and ready for analysis

Set-up MUCCRI website with an information sharing platform	Developing a web-based information management hub	The information management hub is being developed in partnership with CCD. The hub is meant for e-learning, a digital repository, web based seminar service, and social media platform	The initial design prototype has been completed and uploading of content for testing initiated	There are an increasing number of partners interested in the hub, which is likely to necessitate changes in the overall design to meet different user views	Demonstrations on the functionalities of the hub are now possible
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	Hiring a web consultant to develop MUCCRI website	Through a participatory website designing process, MUCCRI/Activity engaged the hired consultant to design a MUCCRI website	CAES applied for an IP address from MAK/DICTS which has been granted. However, the current consultant has been unresponsive to calls to complete some of the necessary pieces needed to bring the contract to conclusion	A process to recruit a new consultant to complete the design and to support MUCCRI in maintaining the website is underway	A trial version of the MUCCRI website can now be accessed by the public
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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	A cross-college course entitled: <i>Atmospheric Processes, Weather and Climate</i> that was proposed by MUCCRI/Activity was approved by all departments in SFECS in Yr 2 and submitted to CAES for college level approval. The Activity continued to track the actions and progress at CAES level toward course approval	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 approval at college level will apparently take longer than earlier envisaged	

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	Based on consultations with CAES/MUCCRI, by end of the quarter, there was no feedback from MAK senate regarding the programme proposal consideration/ approval	The approval has mainly been delayed by the University-wide suspension on new programmes 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	Followed-up on a presentation and meeting last quarter with representatives from the Department of Religion and Peace Studies.	After the initial interaction of a presentation and preliminary review of the 1 <sup>st</sup> year program for the Department of Religion and Peace Studies, the department has been contacted for follow-up and further work together	Some of the department faculty have started to participate in the lecture series and we have an appointment for early next quarter to further review and start the process to help them to revise their course content and include climate change materials where appropriate		
	Met with a representative of a Public Health program from Mbarrara University of Science and Technology (MUST)	The Activity was contacted by a representative of Mbarara University of Science and Technology about adding climate change information into a Public Health program	A meeting was held to discuss his interest in climate change and the Activity personnel offered to work with him and his program. We are waiting on setting a follow-up date to begin the review and revision process		

Identify and access online course offerings	Identifying and reviewing online course options and related materials	The Activity is constantly identifying on-line courses, webinars and other related materials that would be useful for climate change education and information	Once the e-portal that is under development is ready for materials the identified products can be uploaded.		The climate related materials are becoming significant and are being collected from sources around the globe to enrich the learning environment
Plan and offer a monthly climate change seminar/lecture	Organised and held monthly climate change lecture series for students and the public	For this semester there are three planned lectures.	During this quarter, there was a lecture in March (the normal February seminar was on hold as the University semester did not get started until after the elections) offered and it was entitled: <i>Temperature Effects on Maize in Uganda</i> and the presenter was one of the MSc students - Jane Amumpaire – reporting on her research results to date		There are lectures scheduled for April and for May.
	Plan for Year Three Lecture series	The next semester's seminars will be planned during school break.			
Follow-up training and use of the aWhere Location Intelligence Platform (LIP) as an instructional and research tool	Follow-up training and use of aWhere for students and partners working with the Activity	Worked on developing a detailed action plan for training and use of aWhere for Yr 3.	Some of the training and aWhere use information packages have been delivered by aWhere. They include an updated data library, aWhere API documentation, and some case studies		A training has been scheduled for 18 <sup>th</sup> April 2015
<b>Activity</b>	<b>Specific Action</b>	<b>Description</b>	<b>Progress/</b>	<b>Remarks</b>	<b>Milestone(s)</b>

	Implemented		Achievements		
<b>Result 2b: Short term trainings</b>					
Design and develop short-term training efforts	Training for university students	There were two types of student trainings this quarter: 1. the 2nd Boot Camp for students to develop and work on activities for younger students in classrooms and clubs; 2. an introduction to climate change for final year undergraduate students who wished to be considered for dissertation research scholarship support	<p>Boot Camp 2 took place at the end of January for 3 days for 30 students. They worked with Peace Corps education volunteers, KCCA education department, and with a representative of the NCDC as well as the Activity staff to prepare activities for lower level classrooms;</p> <p>Potential undergraduate research scholarship applicants needed to learn about climate change as well as the scholarship opportunity so they could prepare appropriate applications</p>	The potential partnership with the KCCA for students to work with the KCCA teachers who teach climate change issues is exciting to both groups. The KCCA have been featuring the students for some time as a launching point for their Kampala Climate Action Plan and hoping the students could help KCCA get it off the ground.	<p>Students are still working on developing final activities for use in classrooms and ERICCA staff are working with KCCA to establish an activity to supply students to KCCA classes to teach Climate Change activities to support teachers and students.</p> <p>The students seemed interested and were discussing proposal ideas at the end of the Q &amp; A period.</p>
	Climate change awareness/trainings for MUCCRI/Activity stakeholders	There were two types of activities this quarter: 1. The start of the 2 <sup>nd</sup> round of Climate Champion trainings, and 2. two public lectures that describe climate change and its impacts on Uganda and specifically on Maternal, Infant and Child Nutrition	<p>The first of the 2<sup>nd</sup> round of Climate Champions meetings took place on March 31. The Champions were trained in how to prepare vulnerability assessments and they reported on their district activities.</p> <p>A presentation was given</p>		The Champions now can undertake vulnerability assessments and thus help to prepare their districts for choices around adaptation actions. They also reported out on many activities that they have undertaken so far or that are in the planning

			to the IBFAN conference that focuses on maternal, infant and child nutrition specifically on the potential that climate change has to impact the gains in that area.		stage. Their specific/district reports are included in an annex to this document.
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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	Through decisions made by the research management committee and as provided for in the partnership agreement, 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 fees and stipends	All five supported students received the required support from the Activity during the quarter. At the end of quarter two, the research partners held a progress review for all the students. Two students are in their MSc final stages. The rest of the students were considered to be generally progressing well.	The formalization of PhD students status including registration and research approval by MAK almost complete	The specific research focuses for the 2 PhD students have largely been defined through including the topics of the manuscripts to be prepared for publication
	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 partners to meet planned targets and participation in scheduled partnership engagements	All students' monthly research progress reports were received and assessed. The monthly progress assessment by the Activity served as a basis for the overall students' progress review by the research management committee at the end of the quarter		The roles and responsibilities for students and partners are being met as generally expected

	Recruitment of MSc students for Year Three of the Activity	The Activity and research partners decided to have two additional MSc students participate in ERRICA. One student was requested for by NARO on a capacity building basis. The second was to be identified by MUCCRI coordinator to work on climate change adaptation investment research	The NARO identified student is currently working on developing his research concept after which a decision to offer a scholarship contract will be made	A decision to identify students for recruitment through professors by head hunting was made and agreed upon by all the partners in a management meeting	About 80% of the targeted students for research funding has been realised
	Technical support to undergraduate multidisciplinary research effort	<p>The three undergraduates who received dissertation support for the first year of this effort have completed their disciplinary dissertations and submitted a draft of their synthesis paper.</p> <p>Year two research scholarship students (4) were identified, developed their research tool, have gone to the field and completed their data collection in January</p>	<p>The draft synthesis paper is being revised and revamped with the hope that it will be publishable. It is not entirely ready yet but it is making progress.</p> <p>There were 5 students selected for this scholarship opportunity. One student dropped out as there was too much work for her to be able to accomplish. The others are now working on their data and will begin writing soon</p>		The Activity has hired a part-time research coordinator who is working directly with the students to move their re-writing along.
	Identify and recruit undergraduate students for Year 3 research scholarships	Held an open session to introduce climate change concepts and the undergraduate research scholarship opportunity	The open session included a climate change overview presentation, the Y 2 scholarship recipient students who completed their research data collection in January		There were 11 proposals received at the end of March – both from individuals and from multidisciplinary teams. Activity staff are just beginning to review the

			participated in the session to explain the opportunity to other new students to encourage additional students to apply for this opportunity		proposals and identify those to be followed up with interviews to begin the process again
Support MUCCRI/MAK faculty research	Identify and undertake short term research projects	A survey to identify the specific focuses for short term research projects to be led by faculty has been initiated	A consultant to lead the effort was hired. A tool for data collection was developed. Interviews with climate change adaptation stakeholders are underway		A concept for guiding this effort has been developed
<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	“Translation” template is being implemented	Activity staff spent an afternoon training a number of the IITA/Harvest Plus and other co-located scientists in developing templates for sharing of their research results	The research result templates that were developed during the session should be available for the website as soon as the platform is ready. The training also included some of the management staff with the hope that they will encourage and pass on the experience to researchers who were not present at the time of the training.	One of the research staff wanted to know why he should participate in this research results sharing effort. He wanted to know how many people are actually looking at his work and somehow distributing it. We will be sure to collect the number of hits on each page and we plan to ask the	Even after a specific training and discussion there are no additional templates yet submitted for uploading on the website for sharing.

				users how they are using/sharing the information and if they know how or if it is being further implemented.	
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## II. ACTIVITY REPORT

### Result I: 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

Key to the consolidation of recognition of MUCCRI within Makerere University is to attain official approval of a university-wide centre by the MAK senate. The process for senate approval is ongoing, though slower than earlier anticipated. During the quarter, the Activity worked with CAES/MUCCRI to respond to the first comments from senate on the CAES proposal to have MUCCRI approved as a MAK-wide centre. The MUCCRI coordinator spearheaded the process of responding to the comments. All comments were addressed and submitted to CAES academic board for approval. A meeting to consider the changes on the proposal for approval at CAES level was held in February 2016. One Activity staff was invited by the CAES principal to attend the meeting on an observer status. The major issue raised by the senate was one that is internal to CAES but important to the process of official recognition of MUCCRI. That issue is the persistence of one of the CAES departments in wanting to own and run MUCCRI on behalf of the College. The position of CAES on the matter is, that according to the Universities and other Tertiary Institutions Act, that establishment and running of centres is entirely a direct responsibility at the college level and not by constituent departments. As such, the departmental position was considered insubordinate and was rejected by the CAES board. The next step is to resubmit the revised proposal to senate for reconsideration. According to the Activity's target progress on this effort, about 20% of the progress has been realized. During the meeting, the contribution to the institutionalization of MUCCRI by the Activity was acknowledged. The meeting also noted that even as MUCCRI gets established, there was need for CAES to progressively institute mechanisms to lay the foundation for sustainability of the Centre.

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

- Distributed MUCCRI /Activity and climate change information

The Activity continued to provide information that demonstrates the existence and importance of the role of MUCCRI/Activity both informally and formally. Such information was shared through meetings and other engagements with partners and other climate change stakeholders. During the quarter, climate change information was also shared with individuals who requested for specific information available e.g. climate change projections. Through the informational campaigns, the number of individuals and organizations in and outside MAK interested in working with MUCCRI has increased. MAK faculty and students are increasingly seeking technical engagements with MUCCRI/Activity including requests for guidance on climate change related research. The importance of MUCCRI, internally and externally, is now well recognized as evidenced by some of the feedback received. Below are some example emails received during the quarter that testify to that:

Dear Jacqueline,

I appreciate the role MUCCRI is playing in the education of climate change. I am a lawyer by profession and practice but I am also pursuing a masters degree in peace and conflict resolution. Interestingly my research thesis is on climate change and conflict, particularly Strengthening of conflict – sensitive adaptation approaches to reduce the security risks posed by climate change. I believe discussing this nexus of climate change and conflict in the MUCCRI forum would help to broaden the discourse. I would be interested in sharing with the participants this area (climate change and conflict) so please don't hesitate to contact me as and when you might be interested.

Thank you  
Wilberforce

Hello Lynne,

I hope you're well!

I'm currently in Kampala and would love to have a quick coffee meeting with you if you're available to discuss some of your work on the Climate Adaptation research, especially in the space of Agriculture.

Some quick background: I work as the Regional Director for East Africa for VOTO Mobile, a mobile engagement organization using Interactive Voice Response, SMS, USSD and ODK to bridge the gaps in communication across barriers of literacy, language, logistics etc. To date, we've work with over 500 partners to reach over 3 million underserved and underheard people with our behavior change and evidence gathering programs.

We have a farmer's climate resiliency project in Ghana focused on using simple mobile technology for information dissemination and evidence gathering, and are further expanding into Tanzania with some recent funding + our partnerships with Farm Radio International, with the intended addition of a mobile marketplace system.

I would love to pick your brains on what the mobile for Ag sector currently looks like in East Africa, and how to better tailor this upcoming project + potentially seek collaborative opportunities in the region.

Do let me know if you are available to meet in the coming week. Looking forward to connecting.

Neema Iyer  
Regional Director of Programs, East Africa

- MUCCRI faculty developing short courses

MUCCRI faculty have begun the process of developing short courses that will be offered and should contribute to establishing MUCCRI's capability as a centre of excellence and a first step toward sustainability. The faculty have shared drafts of two courses that they plan to offer soon. The courses will build Ugandan expertise as well as identify MUCCRI as an important place to come for new knowledge and training. USAID suggested in the approved plan to support these courses that MUCCRI might consider offering the subsidized courses to various USAID implementing partners. This suggestion and the list of COPs/IPs have been shared with MUCCRI for their review.

### **Networking with partner organizations**

- Participated in partnership and network building actions

The Activity participated in multiple networking/partnership building meetings/actions. Some of the engagements were aimed at strengthening existing collaboration efforts while others targeted establishment of new partnerships. For instance, the Activity technical team participated in a technical meeting to downscale the seasonal forecast for March to May

2016 that was held on 3<sup>rd</sup> March 2016 at Imperial Royale hotel, Kampala. The meeting was organized by Uganda National Meteorological Authority (UNMA) in collaboration with Africa Climate Change Resilience Alliance (ACCRA) with whom MUCCRI/Activity have continued to partner in many ways. The meeting brought together technical representatives from key sectors that use climate information for planning and decision-making. The output of the meeting was an advisory document developed after the interpretation of the climate forecast and its implications on different socio-economic sectors were considered. The Activity is working with our climate change champions network to disseminate the forecasts in local languages. Effort was also devoted to nurturing new partnerships with KCCA and the National Curriculum Development Centre (NCDC) for climate change youth training in Kampala schools.

- Social Network Analysis (SNA)

To track the development of network and partnership building by MUCCRI/Activity, a follow-up SNA survey - to the one carried out at Activity start in February 2014 - sought to establish the patterns of growth and functioning of MUCCRI/Activity in establishing long term leadership for climate change. This effort is being carried out with technical support from FHI 360's TechLab team. A mapping exercise has been completed and we are now embarking on data analysis. Data have been prepared and ready for analysis. The SNA report is expected during the next quarter.

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

- Developing a web-based information management hub

The information management hub is being developed in partnership with CCD. The hub provides for functionalities such as e-learning, a digital repository, web based seminar services, and a social media platform. The initial design prototype has been completed and uploading of content for testing has started. There are an increasing number of partners interested in the hub, which is likely to necessitate changes in the overall design to meet different user views. Recent interest has been expressed by the USAID-funded EEA activity and the GIZ Global Carbon Markets programme in partnering with CCD/MUCCRI to support the development of the information/knowledge management system. The major objective of the GIZ-pledged support is to further the development of the information management system to a robust and integrated system for climate change knowledge building/creation through capture, storage, retrieval, re-use and other information sharing functionalities. The Activity initiated the process of developing the information hub and has continued to serve as the focal point for cooperation with CCD/MUCCRI on this site development effort.

- Hiring a web specialist consultant to develop MUCCRI website

Through a participatory website designing process, MUCCRI/Activity hired a consultant to design a MUCCRI website. The website has been internally accessible for comments for three months. In an effort to have the website accessible to the public, CAES applied for an IP address from MAK/DICTS, which has been granted. Starting in April the website will be accessible to the general public at <http://muccri.mak.ac.ug/>. The Activity is in the process of hiring a new consultant to complete the tasks required to bring the design phase to

completion and that person will also become a part-time consultant in Year Three to support MUCCRI in maintaining the website.

## **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

Through MUCCRI, a cross-college course entitled: *Atmospheric Processes, Weather and Climate* was developed and proposed for approval by the School of Forestry, Environmental and Geographical Sciences (SFEGS), one of the schools in CAES. The course was approved by all departments in SFEGS during Year Two of the Activity. This was a positive step. However, the goal is to have the course taught by all schools and departments in CAES. For the same reason, through SFEGS (which holds the CAES mandate for climate related teaching), the course was submitted to CAES management for approval consideration as a cross-college course. The Activity has continued to track the actions and progress through meetings (both formal and informal) on the consideration of the course for approval by the college. There were no new developments on consideration of the course by the college since the previous reporting. Information from the various sources, including college management and the MUCCRI coordinator, indicates that most of the pending college curriculum review matters were not dealt with during the last quarter. It is now apparent that the approval of the course at college level will take much longer than earlier envisaged.

#### ***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 activity is aimed at improving graduate students' coursework content on climate change. The Activity contributed to the development of the MSc in climate sciences programme proposal before it was submitted to the senate in 2014 for consideration and approval as one of the programmes taught in the SFEGS. Based on consultations with CAES/MUCCRI, by the end of the quarter, no feedback had been received from the MAK senate regarding the programme proposal consideration for approval. The approval delay has been attributed to the university-wide suspension on new programmes. Currently, there are no curriculum considerations at senate level especially for new programmes. The university plan is to have an overall university-wide curriculum review which will be handled by senate at some point in time that is currently not known to the Activity. This is one of the technical support targets that is not within the direct control domain of the Activity. The Activity team will remain ready for an opportunity to offer the planned technical support toward programme approval. There are apparently clientele eagerly waiting to take advantage of this new degree programme. Information about when the programme will be started is one of the most frequently asked questions (and for which we have no specific response) by the people who visit MUCCRI and during formal and informal meetings.

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

- Followed-up on a presentation and meeting last quarter with representatives from the Department of Religion and Peace Studies (RPS).

After the initial session that included an overview climate presentation and preliminary review of the 1<sup>st</sup> year program of courses for the Department of Religion and Peace Studies, the department has been contacted numerous times for follow-up and further work together. Some of the department faculty have started to participate in the lecture series and Activity staff have an appointment with RPS department representatives for early next quarter to further review additional courses and start the process to help departmental faculty to revise their course content and add climate change information where appropriate.

- Met with a representative of a Public Health program from Mbarara University of Science and Technology

A representative from Mbarara University of Science and Technology (MUST) contacted ERICCA about adding climate change information into the Public Health program at the university. He heard about the Activity and that we were working with programs to add climate change content where appropriate and reached out to us. A meeting was held to discuss his interest and the Activity personnel offered to work with him and his program to update their courses with climate information. We are awaiting the setting of a date for a follow-up meeting to begin the review and revision process with the department.

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

- Identifying and reviewing online course options and related materials

The Activity is constantly working to identify on-line courses, webinars and other related materials that would be useful for climate change education and information content additions for the Activity-supported website. Once the e-portal is ready for materials, the identified products can be uploaded along with the resources identified through the work of EEA. The climate related materials are becoming significant in number and are being collected from sources around the globe to enrich the learning environment here in Uganda.

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

- Organised and held monthly climate change lectures for students and the public:

For this semester there are three planned lectures. This quarter there was a lecture in March (the normal February seminar was on hold as the University semester did not get started until after the elections) that was entitled: *Temperature Effects on Maize in Uganda* and the presenter was one of the MSc students - Jane Amumpaire – reporting on her research results to date.

- Plan for Year Three (semester 2) Lecture Series

The seminar/lecture series speakers for the up-coming semester will be identified during the school break at the end of this semester – starting in late May.

### ***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

The Activity team continued to engage aWhere to develop need-targeted information for training and use by the Activity funded students and other stakeholders. During the second quarter of Year Three, specific targets for the information packages were identified. Discussions on follow-up training on the information packages and use of aWhere for students and other Activity partners are underway. The next step is to agree on the specific training and technical support action plans for Year Three aimed at helping to make more use of the available information packages and the aWhere platform in general. One of the efforts to that effect during the quarter was to agree on a meeting (with a students' training component) to generate more focuses on need-driven training and technical support by aWhere. The meeting/training in Kampala is scheduled for 18th April 2015. aWhere has already delivered some of the needed information packages. The packages lined up for Year Three include an updated data library, aWhere API documentation (with some case studies) among others. The data library provides a high level overview of data sets provisioned by aWhere to support the MUCCRI/Activity team and to create and develop a MUCCRI-focused data library. The library will continuously be updated to include an in-depth inventory of such datasets.

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

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

- Training for university students

There were two types of student trainings this quarter: 1. the Second Boot Camp for university students to develop and work on activities to share with younger students in classrooms and clubs; and 2. an introduction to climate change for final year undergraduate students who hoped to be considered for undergraduate dissertation scholarship support.

*Climate Change Boot Camp 2:* The Second Climate Change Boot Camp took place at the end of January over the course of 3 days with 30 students participating. The 30 students self-identified as those most interested in climate change issues, which was exhibited by their continued work over the course of the last year since the original Boot Camp took place. Activity staff brought representatives of Kampala Capital City Authority (KCCA), National Curriculum Development Centre (NCDC) as well as Peace Corps education Volunteers (PCVs) to work with the students to better guide their education activities and plans and help the students to understand how these activities can support new and developing curricula in lower level schools. The 30 Boot Camp students, along with the Activity staff, worked with a number of trained educators who are also PCV education volunteers who assisted the students by instructing them in how to prepare their activities in ways that teachers understand and includes focuses on both audience and objectives. The Boot Camp participants also worked on developing scripts that can be used to teach the activities, and on timing the activities so they can fit into one period of a school day.

Working with the KCCA education department staff, the students learned how to work with younger students as one of the KCCA participants had been a teacher for many years and another had worked with the students before as featured actors in the role-out of the Kampala Climate Change Action Plan. A representative of the NCDC explained the work that the organization has been doing to weave climate change knowledge into the basic environmental curricula so the student activities would fit well into the new curricula and be easy for teachers to understand how these activities could assist to solidify the new learning for their young students. Activity staff are continuing to work with Boot Camp participants to review the information/lessons /activities for accuracy, correctness, and understandability.

The emerging partnership with KCCA holds great promise for the students, for MUCCRI, and for KCCA – both the organization and the teachers who work in KCCA sponsored schools in Kampala. The Activity has been talking with KCCA to identify a method of supporting some type of internship for some of the students to be able to go into classrooms and after-school clubs and work with students on climate change activities. There are still a few steps that need to be accomplished . . . the Activity is looking to hire a short-term educator who can finish the work the PCVs started in January and there needs to be a means to support the students who take the time to go into classrooms and specifically a way to cover their transportation costs to and from the classrooms. A number of ideas are being considered with the hope that one of them will play out.

Of the 30 students who participated for the three days, for a number of them going into classrooms is probably not going to work – so a natural selection process will likely take place and a list of possible students with availability will emerge. The KCCA and the Activity have discussed the possibility of holding a training day for the head teachers of all the 100+ schools in Kampala. The training would introduce the idea of climate change with a short training by Activity staff and allow the teachers to review the student activities and the potential demonstrators (university students) so they feel comfortable with inviting the university students into their schools. These are a few of the still many steps that need to be taken to make this idea of college students going into classrooms a reality but the Activity staff and some of the students are determined to do our best to try to make this all happen.

*Undergraduate research scholarships:* This is the third time that the Activity has offered to support undergraduate students to undertake the necessary research and prepare their required dissertations for their final year of schoolwork with support – financial and mentoring – from the Activity. Before many of the potential students were ready to submit applications they needed to learn about climate change and understand the differences between adaptation and mitigation – so they could prepare their concept papers/proposals correctly. To support building more capable undergraduates, the Activity staff held a special session for interested undergraduates that included: an overview/introduction to climate change; a presentation by the four students - those who were funded this year as undergraduates to do a multidisciplinary research effort around adaptive capacity - who described their research efforts, how much work it was, what they learned, and whatever else they thought might interest other students to apply for the scholarship opportunities, and a significant period of questions and answers. Eleven concepts/proposals were received at the end of March – some were for individuals and some were for multidisciplinary teams. The students who submitted proposals and are of the appropriate educational grade will be interviewed at the beginning of the next quarter with the hope of identifying up to 4 new students to support this year.

- Climate change awareness/trainings for MUCCRI/Activity stakeholders

There were two types of activities this quarter for MUCCRI/Activity stakeholders: 1. The start of the 2<sup>nd</sup> round of Climate Champion trainings, and 2. two public lectures that discussed climate change. One lecture focused on the impact of climate change on maize in Uganda and the other specifically focused on Maternal, Infants and Child Nutrition for the IBFAN conference.

*Climate Champions 2<sup>nd</sup> round of trainings:* The first of the 2<sup>nd</sup> round of Climate Champions meetings took place on March 31. The day focused on a report-out by the champions on their district activities as well as providing training in how to prepare vulnerability assessments.

The Champions were delighted to again be back together to share their activities, successes, challenges, and their plans for the near term. From the districts (plus NARO reports) who presented their work, there were radio programs and other work with the media, there were trainings offered to district community members of efficient cook stoves and making briquettes from waste materials, there were tree planting efforts, and on and on. Attached are the lists they presented of their activities at the end of this document in the annex so as to capture the terrific work that the champions are doing in their own descriptive words.

In addition to reporting on their district-level work they also were challenged to learn a complex new skill – how to conduct a vulnerability assessment. The information from a vulnerability assessment process can be used to identify local priorities for planning, to support proposals, to be incorporated into local development plans and a number of other such uses. The Champions did a terrific job of learning and practicing the application of each of the four tools in the participatory capacity and vulnerability assessment process in order to arrive at an understanding of what makes and what goes into a vulnerability assessment.

For this specific training, two facilitators were engaged who were recommended by Tracy Kajumba, the National Programme Coordinator for the Africa Climate Change Resilience Alliance (ACCRA). The two individuals were among a group that has undergone specific training as described below:

*The ACCRA consortium (World Vision, CARE, OXFAM and Save the Children) invested in a selection and training of national trainers on climate change vulnerability assessment and M&E for climate change, to create a resource pool of skills to support such trainings in the country. This was after realising that there was limited capacity in the country to facilitate these processes. The team is competent and flagged off for handling these trainings.*

For the next Champions training, planned for the third quarter, each of the district teams have been asked to come to the session with the vulnerability assessment tools completed for at least one village in their districts. That information will be used in the follow-up training of how to incorporate such vulnerability information into planning efforts. For this training, another two facilitators who are skilled in teaching the IISD CRiSTAL (Community-based Risk Screening Tool) process will lead the effort to enhance the capacity of the Champions to integrate climate change vulnerability and adaptation considerations into project design and management. With these additional and critical skills, we can expect even more from our Champions.

It is already looking like the Champions effort is beginning to show fruit with competent individuals working together around the country to help prepare Uganda to become more resilient under a changing climate. Please see the list of activities for many of the participating Climate Champions in Annex B.

*Two public lectures:* One was the lecture series presentation mentioned above. The other public lecture specifically focused on maternal, infants and child nutrition for the IBFAN conference held in Uganda this year. The main note of the presentation, in addition to a climate overview, was that a number of specific studies on climate change and maternal, infant, and child nutrition projected that changes in climate and the resulting impacts on food and nutrition have the ability to undermine and undo all of the gains that have been made in this specific focus of nutrition concerns.

### **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

Through decisions made by the research partnership management committee, and as provided for in the partnership agreement, the Activity continued to offer technical and financial support to scholarship-holding students. The support included reviewing students' proposals and academic reports and ensuring payments of tuition fees and stipends as scheduled. All the five supported students received the required support from the Activity during the quarter as was planned. At the end of quarter two, a progress review meeting for all the students was held by all the research partners. The first two MSc students are in their final stages of programme completion. The expected outputs from each student are a dissertation and a manuscript for publication. The rest of the students were considered to be overall progressing well. During the meeting it was agreed that there was need to have regular student presentation workshops attended by the partners, the Activity and academic supervisors from MAK to ensure harmonized technical reviews and inputs into the students' work. The workshops were also agreed as useful means of joint monitoring of student progress. The formalization of PhD students' status, including registration and research approval by MAK, is in the very last stages.

- 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, which is one of the Activity's responsibilities stipulated in the agreement. This involved follow-up with partners to meet planned targets and participation in scheduled partnership engagements. All students' monthly research progress reports were received and assessed against targets. The monthly progress assessment by the Activity served as a basis for the overall student review by the research management committee at the end of the quarter.

- Recruitment of MSc students for Year Three of the Activity

The Activity, together with the research partners, decided to support two additional MSc students. Recruitment of one student, who works with NARO, was requested by the organization on a capacity building basis. The NARO request was approved by all the partners on the grounds that the partners had an institutional capacity building interest for sustainability of climate change research efforts. It was also noted that this particular student had applied for scholarship funding last year but he was not yet enrolled for a master's program, which is a requirement. The student is now enrolled so he can qualify for support. The NARO identified student is currently working on his research concept upon which a decision to offer him a scholarship contract will be made. All the partners agreed that MUCCRI would identify the second student whose work would focus on climate change adaptation investment research aspects. A decision to identify students for recruitment through professors by head hunting was made and agreed upon by all the partners. Lessons learned from the previous students recruitment processes have shown that the best way to obtain good students is to go through professors who teach them and subject the identified students to checks for interest and ability to undertake desired research themes—learning and adapting. By the end of the quarter, we had reached about 80% of the targeted number of students that we wanted to reach for funding by Year Three.

- Financial and technical support to undergraduate multidisciplinary research effort

The three undergraduates who received dissertation support for the first year of this Activity graduated in January after completing their disciplinary dissertations and submitted a draft of their synthesis paper as was agreed upon when they were offered the funding support. The draft synthesis paper is being revised and revamped by the Activity technical team with the hope that it will be publishable. It is not entirely ready yet, but progress is being realised. The Activity will soon share the manuscript with the faculty who supervised the students for inputs and comments before submitting the paper for peer review. Four (4) Year Two undergraduate research scholarship students were identified, developed their research data collection tool, have gone to the field and completed their data collection in January. The students are now working on their data entry and will soon begin data analysis and later dissertation writing. There were five students selected for this scholarship opportunity, however, one student dropped out as there was too much work for her to be able to accomplish. The Activity has hired a part-time research coordinator who is working directly with the students offering technical support including training to move their research engagements along.

- Identify and recruit undergraduate students for Year 3 research scholarships

The introductory session on climate change and the description of the experience of the year-two undergraduates mentioned above ended with an invitation to interested students to take some time to develop and submit proposal ideas. The undergraduates were given four weeks to develop their concept papers that described what they wanted to research and if possible identified multidisciplinary teams with whom they could work. The proposals were due at the end of March. Eleven proposals were received – some from individuals and some from multidisciplinary teams. Activity staff are just starting to review the scholarship applications. The plan is to interview the qualified undergraduates and chose a number of good ideas to build upon and support.

### **Support MUCCRI/MAK faculty research**

- Identify and undertake short term research projects

One of the planned research engagements during Year Three of the Activity is to offer technical and financial support (for research and publication costs only) to MAK faculty to undertake short-term research efforts of up to about six months in duration. The focus is on field research/surveys to collect information that would form the “state-of-the-science” in what is actually happening on-the-ground in Uganda for any number of climate-related issues. To that end, a survey to identify the present gaps in knowledge that could be filled through short-term research projects that could be led by the faculty has been initiated. The survey is aimed at identifying the particular focuses of climate adaptation information needed in specific areas. The survey involves gathering information from a wide range of climate change adaptation actors including researchers, farmers, government, extension and community workers among others. From findings of the survey research priorities will be identified to ensure that the research to be undertaken is responsive to critical adaptation information needs.

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

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

- “Translation” template is being implemented

Activity staff trained a number of the IITA/Harvest Plus and other co-located research scientists, approximately 15 individuals, in developing templates for sharing their research. The research results discussed during the training with the scientists need to be re-configured – made simpler - to match the templates for sharing on the website as soon as the e-learning platform is ready to be launched. The training also included some of the management staff with the hope that they will encourage and pass on the experience to researchers who were not present at the time of the training so they understand how to use the template for sharing their research results. Even with such training and discussion, two weeks after the event no additional templates from the participants were ready for uploading on the website for sharing. One of the research staff who participated in the training wanted to know why he should participate in this research results sharing effort. He wanted to know how many people are actually looking or will look at his work and somehow distributing it. We noted this concern and indicated that the Activity will be sure to collect data on the number of hits on each page and we plan to ask the users how they are using/sharing the information. Further, through an on-line survey form we will seek to determine if users know how or if the research is being used in the implementation of programs or for additional research activities and if so could they describe how the information is being utilized. Ultimately, the only way this research results/information sharing effort can be sustainable is if the researchers themselves see enough value in the dissemination of their work to take the time to write and submit their summaries in the simple template that has been developed. The Activity will encourage, suggest, and remind the researchers how important sharing their findings can be for furthering the state of knowledge on climate change and the reputation of the partnering organization as well as Makerere University, and the individual researcher.

### III. ENVIRONMENTAL COMPLIANCE

The following description for this section includes quotes and segments from pg 39 of the Officially Approved Cooperative Agreement No: AID-617-A-14-00001 for USAID/Uganda Education and Research to Improve Climate Change Education

*The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID's activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs...*

*An Initial Environmental Examination (IEE) file name: Uganda\_FY08\_EG\_S07\_Blanket\_IEE\_091808.doc has been approved for the Program funding this cooperative agreement. The IEE covers activities expected to be implemented under this cooperative agreement. USAID has determined that a **Negative Determination with Conditions**, indicating that if the proposed activities are implemented subject to the specific conditions, they are expected to have no significant effect on the environment.. . .*

All efforts that are being undertaken by this Activity are included in the scope of the pre-approved cooperative agreement and thus determined to have **no significant effect** on the environment.

### IV. 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 is completed. From the various collaborating actions there are specific lessons and a growing understanding that support the long-term perspective and the short-term undertakings. The original ideas and plans 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):* Through working with CCD and MAK, it is apparent that the rate at which things are accomplished is much slower than usually planned. As a result of lessons from experiences, such as delayed approval of MUCCRI proposal by senate and delayed procurements of computer servers for the information management hub by CCD, the Activity has learned to develop no-regret contingency measures including undertaking actions that in a way contribute to the targeted end results. For example, the early belief was that the Activity could develop a website integrated with an elaborate information management system in one-go for purposes of promoting visibility and information sharing. Later it was realized that a stand-alone website could still be developed and serve the visibility raising purpose and at the same time meet information sharing objectives. The website is now ready for use and MUCCRI is now more motivated to pursue more information sharing actions.

For the institutionalization of MUCCRI, the adapting thoughts are now on how we can focus on institutionalizing the Centre at the CAES (college) level where it is legitimately approved recognizing that there are some internal concerns on ownership and control that should be addressed before senate can approve the Centre at the university-wide level.

*Result Area 2 (education and training):* While the Boot Camp students have been asked to sometimes be “showcased” by organizations such as KCCA to begin the implementation of their Kampala Climate Change Action program, the students are seeing that they need much more knowledge and information. During the Boot Camp, many of them expressed their delight in being taught by professional teachers and helped along by other professionals in specifics that they didn’t realize they needed to know. This is an important part of their education – to realize what they do not know and what they cannot do. It is also critical to the Activity to understand their needs and provide the additional trainings that are required for the undergraduates to actually be able to help anyone else to understand about climate issues and how to respond. Helping the students to be ready to go into classrooms is a much longer process than we projected but the product of all this effort will be a well-trained cadre of young people in Uganda who can learn, share, and help the country to move forward in addressing climate change. It is also critical to recognize that not everyone who has what they think is a real interest in the subject matter has the stamina/time/level of interest to put into the learning process and they will self-identify by either doing the work necessary or not doing it and leaving. If someone chooses to leave, it is not a reflection on the Activity in a direct sense, it is more a reflection of what is truly important to the individual.

*Result Area 3 (supporting student research):* Because the Activity learned last year that many students have no true concept of climate change, we have modified the information session to meet this need. The technical team now first presents an overview of climate change issues so the students have a better background to consider concepts that they may want to investigate. It will be interesting to see how the proposals fare compared to those from last year where many students didn’t know the difference between adaptation and mitigation actions.

*Result Area 4 (disseminating information/results):* As was noted last quarter— *scientists, while they desire their research results to be shared, believe it will occur with minimal intervention from their end.* We will now be sure to have data on number of hits to the research templates that are shared so the scientists can report on how often their work is being read and, ideally, how it is being implemented. We are learning that information on dissemination of research is becoming an important criterion for funders of research and by gathering data on such counts and seeking feedback from users, we hope the information will be of enough value to scientists and will thus encourage them to participate with the Activity in this research results simplification process and dissemination effort.

## **V. MONITORING AND EVALUATION INDICATORS**

One of the Annexes to this document is the M&E table for Year 3. Any activities that are assessed will be indicated there as to progress achieved at each measurement time (not always quarters, sometimes semi-annual or annual) towards the annual targets. The method and timing of monitoring and reporting has undergone a revision as many of the actions undertaken by this Activity are not those that show progress necessarily on a quarterly basis nor always as one might have originally expected. In implementing this Activity, the team has recognized the many steps that are often required to complete some of the actions that this Activity is measuring. Accordingly, we are now implementing an M&E process of stepwise recognition of progress – sometimes noted as a percent of the target reached for the year. It is also important to recognize that for many of the targets that are included in goals for this Activity, the technical team may have little to no direct or complete control over how

they proceed or where they end up. For example, the approval of MUCCRI as a University-wide centre, or approval of the new MSc climate change program are not Activity approval processes but rather University approval processes that need to be undertaken and guided by MAK and on a course through established University procedures. For such objectives, the Activity is recording progress rather than undertaking specific Activity-controlled steps. As a result, many of the efforts of this Activity are more appropriately reported as steps in a process toward a goal and perhaps less frequently noted since they do not progress always on a quarterly basis. We are delighted that the M&E plan is now revised to better reflect the process nature of this Activity where each increment of movement toward the target reflects progress. Please see the progress noted for this quarter in the M&E matrix attached.

### **M & E Summary: January – March 2016**

The Activity progress is measured through 11 performance indicators. Data for four of these indicators are reported once per year while seven indicators are measured on a quarterly or semi-annual basis. In this quarter, three qualitative indicators are being reported on for the first time:

- # 1 - *Level of MUCCRI approval by university authorities*
- # 2 - *Establishment of MUCCRI Steering and Science committees and*
- # 3 - *Capacity of MUCCRI Steering and Science committees*

While data demonstrate the Activity efforts related to *Level of MUCCRI approval by university authorities*, the following two indicators have not yet achieved progress: *Establishment of MUCCRI Steering and Science committees* and *Capacity of MUCCRI Steering and Science committees*; because the implementation of related activities has not started. Establishment of committees can only commence after MUCCRI approval by Makerere University senate and council.

During this quarter, progress was registered with regard to Indicator # 4 - *Functional MUCCRI website*, (63% - 66%) – as the Activity completed the development of both the back and front end of the website. For Indicator # 5 - *Number of courses reviewed for possible inclusion of climate change information*, there is no report as it is an annual indicator while progress of three short courses delivered has been reported under Indicator # 6 - *Number of short courses on climate change delivered under the auspices of MUCCRI*. The courses included: an overview of climate change to help undergraduate students to develop appropriate multidisciplinary student research proposals, an overview of climate change basics and how conserving energy in an office contributes to reducing climate change, and an overview of climate change basics and its effects on mother, infant, and child nutrition.

Five-hundred and seven individuals were reached this quarter under Indicator #7 *Number of beneficiaries reached as a result of USG assistance* compared to 175 reached during last quarter. During the quarter, the ERICCA Activity, on the invitation of the International Baby Food Action Network, IBFAN, gave a presentation at the IBFAN conference where 300 people are estimated to have attended. The status for # 11 - *Level of developing a reliable dissemination pathway for reaching Activity stakeholders with research results* remained at 31%. For all the indicators, including those not highlighted here, details are contained in the M & E table in Annex A.

## VI. UPCOMING EVENTS

- Lecture series: Lectures scheduled for April 5 and May 2, at 3:00 pm, Forestry conference room on the Makerere Campus
- aWhere meeting with the Activity team and students on 18th April 2016
- Climate Champions CRiSTAL training effort tentatively scheduled for May 27
- The technical team will be in Bangladesh for a CBA-10 conference from 20<sup>th</sup> to 29<sup>th</sup> April 2016
- Final work day for present COP in Uganda is June 10 completion of transition June 17

## VII. ADDITIONAL OBSERVATIONS/ISSUES

### Transition plan for COP

From the outset, this Activity has been a capacity-building effort in many ways. We assist the faculty to increase the integration of climate change information in their coursework and build their capacity to teach about climate change in relation to their specific focus. We are building the capacity of specific students to understand, research, and teach about climate issues. We are building the capacity of local organizations, e.g. KCCA and others, to recognize the importance of climate information being included in their planning efforts, among other ways. Even within the ERICCA team, the plan has been to provide training and mentoring to the first Climate Adaptation Specialist to transition to the role of COP of this Activity and build the expertise into Uganda nationals to run their own programs with USAID. Accordingly, in the spirit of building the capacity of the Climate Change Adaptation Specialist on this Activity, we are ready to transition the COP position from the original COP, Dr. Lynne M Carter, to the soon new COP, Dr. David Mfitumukiza.

Programmatically the plan is: the last day in the Uganda office for the present COP is likely to be June 10<sup>th</sup>. There will be a final brief transition period from June 1-10 where Dr. Carter turns over the role of COP to Dr. Mfitumukiza but remains in place as a Senior Advisor for two weeks. There are two new staff scheduled to come on board and both the Activity staff and USAID want as much overlap with the present COP and the new folks as possible. The ERICCA staff have already advertised and interviewed and identified one of the two people that the Activity is interested in hiring. One position is a Climate Change Technical Associate. That position will support the new COP and the new Adaptation Specialist and the individual will be on board soon. For the new Adaptation Specialist, since that is a key personnel position that requires approval from USAID, once identified h/she will formally be presented for approval. The transition plan includes the possibility that the present COP may be able to undertake the next Climate Champions training meeting before departing Uganda. Some of the time in June will also be used to plan what and how the new team and the outgoing COP will work together or what is wanted from the outgoing COP as she will transition into a consultancy position for the rest of this year and some of the final year of the Activity.

## VIII. CONCLUSION

While sustainability is an important goal of any activity, the ERICCA staff will have no influence once the Activity is completed. However, our method of mentoring and training

faculty and changing coursework will live on long after ERICCA is a completed endeavor. Trained students, informed populations, a network of Uganda Climate Champions are all actions that have a very good chance of living long after ERICCA. They also have a good chance of continuing to influence the approach and trajectory of Uganda around climate and its impacts and the country's responses. Change takes a long time. Educating individuals, building their expertise, as well as their confidence also takes time. This quarter we were delighted to see some of the effects of such efforts through reports from the Climate Champions of what they have so far been able to undertake in their districts because of the training from the ERICCA Activity. We are already starting to leave a legacy of informed individuals and progressive work and planning to put Uganda on a more sustainable footing even under changing climate conditions.

## **IX. ANNEX**

### ***A. Monitoring and Evaluation (M&E) Matrix***

### ***B. Climate Champions work reports***

## Annex A: Monitoring and Evaluation (M&E) Matrix

#	Indicator	Unit of Measure	Reporting Frequency	Milestones	Data Sources	Year 3 Target	Y3 Qtr 1 Actual	Y3 Qtr 2 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> <li>• Collaboration with other research institutions/efforts</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>	<p>Phase one: 88%</p> <p>Phase Two: 60%</p> <p>Phase Three: 20%</p>	Data are reported on a semi-annual basis	<p>88%</p> <p>25%</p> <p>13%</p>	<p>The proposal has been submitted to the senate and some consultations have been made</p> <p>Some comments have been received from senate and responses made</p> <p>MUCCRI though not formally approved as a university-wide centre is CAES approved and is collaborating with NARO and IITA on several research issues</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</li> </ol>	70%	Data are reported on a semi-annual basis	0%	Establishment of committees can only commence after MUCCRI approval by Makerere University senate and council.

## Annex A: Monitoring and Evaluation (M&E) Matrix

#	Indicator	Unit of Measure	Reporting Frequency	Milestones	Data Sources	Year 3 Target	Y3 Qtr 1 Actual	Y3 Qtr 2 Actual	Comments
					reports				
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> <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> </ol>	<ol style="list-style-type: none"> <li>1. Work plans</li> <li>2. Meeting notes and or attendance sheets</li> <li>3. Committee reports</li> </ol>	35%	Data are reported on a semi-annual basis	0%	The committees have not been established - waiting on MUCCRI university-wide approval
4.	Functional MUCCRI website	Score	Quarterly	<ol 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 the knowledge management system of Climate Change Department</li> </ol>	<ol 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> </ol>	70%	63%	66%	Developing the back-end and an acceptable front end has been completed this quarter

## Annex A: Monitoring and Evaluation (M&E) Matrix

#	Indicator	Unit of Measure	Reporting Frequency	Milestones	Data Sources	Year 3 Target	Y3 Qtr 1 Actual	Y3 Qtr 2 Actual	Comments
5.	Number of courses reviewed for possible inclusion of climate change information	Number	Annually	Offer technical support to assist in the development of the actual climate change information that could be added to the courses	1. Courses identified 2. Recommended climate change information	15	Data are reported on an annual basis	Data are reported once per year	
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	1. Invitations and/or presentations 2. Training reports 3. Attendance sheets 4. Thank you notes	15	8	3	The courses included preparing for developing undergraduate research proposals, climate basics and conserving energy in an office environment, and basics on climate in relation to maternal, infant and child nutrition.
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	1000	175	507	Beneficiaries included: FHI 360 staff, MAK students, Climate Change Champions, and advocates for climate change under their umbrella, The International Baby Food Action Network (IBFAN)
8.	Number of	Number	Annually in	1. Organize or supervise	1. Pre/ post training	600	USAID	USAID	The project is

## Annex A: Monitoring and Evaluation (M&E) Matrix

#	Indicator	Unit of Measure	Reporting Frequency	Milestones	Data Sources	Year 3 Target	Y3 Qtr 1 Actual	Y3 Qtr 2 Actual	Comments
	stakeholders with increased capacity to adapt to the impacts of climate change as a result of USG assistance.		Y2  Note: ERICCA to have a system for tracking quarterly updates	participate in capacity building efforts 2. Conduct a follow-up survey	assessment forms 2. Training reports 3. Survey report 4. Test scores 5. Course homework assignments and grades 6. Other feedback – e.g. survey		required indicator and data are reported once a year	required indicator and data are reported once a year	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	15	Data are reported once a year	Data are reported once a year	There are 2 PhD, at present 3 MSc students and 4 undergraduate students funded by the Activity.
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	5	No data	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

### Annex A: Monitoring and Evaluation (M&E) Matrix

#	Indicator	Unit of Measure	Reporting Frequency	Milestones	Data Sources	Year 3 Target	Y3 Qtr 1 Actual	Y3 Qtr 2 Actual	Comments
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	<ol style="list-style-type: none"> <li>1. Consolidate research results generated through Rockefeller supported project</li> <li>2. Identify researchers - step 1</li> <li>3. Develop and test a reporting template</li> <li>4. Generate and collect filled templates for sharing</li> <li>5. Mobilize disseminators</li> <li>6. Update the website with filled templates</li> <li>7. Develop a communication mechanism with users</li> <li>8. Receive and consolidate reports from disseminators</li> </ol>	<ol style="list-style-type: none"> <li>1. Research materials</li> <li>2. List of disseminators</li> <li>3. Reports from disseminators</li> </ol>	60%	31%	31%	Same status as previous quarter.

## *Annex B: Listing of Climate Champions Self-reported Activities*

### **ACTIVITY REPORTS FROM CLIMATE CHAMPIONS AS OF MARCH 31, 2016**

#### **IGANGA DISTRICT**

##### **Activities**

- Awareness: 4 sessions - 1 with farmer group, 3 with listeners' group.
- Media: a monthly one-hour radio program – total of 3.
- Adaptation: Training farmers to adapt to climate smart farming and use of improved stoves.
- Planning: partner with operation wealth creation and NFA to provide seedlings.
- Mitigation: Tree planting at least 1000 planted Mawagala.

##### **Challenges**

- High field costs to carry out sensitizations.
- Farmers have negative attitude towards contributing to other projects.
- Poverty among farmers to access climate smart seed varieties.
- During sensitization meetings people expect transport refund.

#### **MASAKA DISTRICT**

By Tamale John Mark and Nakyejwe Rose

##### **Activity I: Establishment of a farmers' climate smart training center.**

- In the last 3 months we have managed to acquire one acre of land from Masaka District Local Government where we are going to set up the site.
- After the acquisition of the land, we also managed to clear it up.
- In the same period we also managed to connect water and power to the site.
- The land is now set for demarcation of demo plots.

- In due course of clearing the land we managed to plant some tomatoes to support other activities to take place and now they have started flowering, we expect to start harvesting them by the beginning of May.
- The next step on the land in this coming month is to demarcate the demo plots.

### **Activity 2: Climate change mainstreaming into the District Year Development Plan.**

- Training and awareness meeting to alien climate change impacts in schools.
- In these trainings we have identified adaptation strategies and mitigation.
- We also started to construct institutional fuel saving stoves in different group in Masaka have been taught how to construct Lorene stoves.
- Tree planting is ongoing in the District due to our continuous effort to encourage the farmer.
- Soil and water conservation structures demos have been done, so far 500 meters have been constructed.
- Working together with wealthy creation program farmers have been provided with early maturing seeds to adapt to climate change.

### **Challenges / Constraints**

- We are constrained financially in order do all the mentioned activities, especially the setting up of a training center.
- Inadequate technical support in some of the activities.
- Out 100 schools planed in Masaka district only few ones have been reached.
- Due to inadequate financial support, many groups have been left out in construction of fuel saving stoves and yet it has proved good up to 65% of wood usage.
- We are still having high demand of tree planting.

### **Recommendations**

- We recommend that the project should give assistance to some activities financially and technically.
- We also recommend that the practical trainings should be put in place which calls for alternations in different districts and regions.

## **LUWERO DISTRICT**

By Namubiru Sarah, Gateese Teopista, Lutaaya Dauda and Kavuma Adadai

### **Activities**

- Participatory work plan for LA contributed climate change issues in the Luwero DLG 5 year Development Plan for all partners.
- Participated in gender /climate change workshop organized by IITA and EMLI
- Monitoring climate change adaptation options implementation by FAO, HRNS, CARITAS
- Water for Production/irrigation demonstration, Valley tanks FAO, MWE, MAAIF, LG
- Community awareness on environmental issues, water and soil conservation in local government
- Partner sharing work plans towards sensitizing communities on Climate Change i.e. IITA, FAO, HRNS, SAVE, LUDIFA, LDLG
- Sharing of resources to realize climate change adaptation

### **Challenges**

- Small area coverage
- Resources are limiting
- Adaptive capacity of farmers is low

### **ACTIVITIES BY ADVOCACY COALITION FOR SUSTAINABLE AGRICULTURE (ACSA) IN LUWERO AND BUIKWE DISTRICTS**

Advocacy Coalition for Sustainable Agriculture (ACSA) is a national network of 24 Civil Society Organizations working together to empower small holder farmers for improved livelihoods. It promotes sustainable agriculture, Agricultural market development, and Research and Agrarian Policy advocacy. It aims at increasing farmers` understanding of policy issues affecting them. ACSA is currently implementing a three-year project ending in May 2016.

### **Activities**

- Organised a national farmers` forum on 27<sup>th</sup> Nov 2015, based on the theme “Fostering Climate Resilient Agriculture for Food Security”.

- Over 50 stakeholders participated in Farmers forum 2015 from ACSA membership, farmers, and representatives from private sectors, local government officials and local leaders at sub county level.
- Conduct weekly ½ hour radio programmes aimed at public awareness creation on climatic changes in relation to policies and resilient practices on Kaboozi
- An interactive SMS Platform initiated and operational in partnership with HAMWE by for public use and responds to climatic change related issues - by typing the word ACSA leave a space and send to 6565
- Training of trainees workshop in briquette making for communities in Wakivule, Kikyuusa sub county's
- 30 TOTs were trained to training other members from different sub counties of Luwero District.
- Integration of environmental education to schools such as Kikube Primary School in Najjembe Sub County, Buikwe District.
- 275 pupils at different levels benefitted from the training
- Formation of environmental club comprising of 50 members
- Policy review process including the validation workshop for climate change guiding principles, organised by MAAIF and MWE in partnership with USAID EEA and IITA
- Pre and post COP 21 workshops organised by EMLI in partnership with MWE where the progress report for the implementation of the National Adaptation Programmes of Action (NAPA) for Uganda was launched and disseminated.
- Conducts weekly talk shows on Tropical FM Mubende totalling to 15 talk shows
- Agroforestry and multipurpose tress are being promoted in Mubende and Mpigi districts
- Climate smart agriculture is being promoted among farmers at all levels by ACSA member organizations.
- Initiated climate change related collaborations with; Heifer international on their domestic energy program where two farmers in Mpigi district (bio gas for cooking, lighting as well as biosillary)

## **Challenges**

- Lack of identity as climate change champions
- High expectations among the community members
- Limited funding to upscale the activities

## **Future Plans**

- Taking lead in developing the agriculture sector climate change related popular version
- Documenting pictorial versions of climate change agriculture sector specific and published
- Developing pocket policy briefs and disseminate them
- Periodic radio programs
- National partners` forum 2016
- Regional capacity building towards climate change adaptation and mitigation mechanisms
- Training ACSA community climatic change agents at member organization's level
- Resource mobilization in climate change areas

## **KASESE DISTRICT**

### **Activities**

- Awareness meetings: 4 Meetings with political leaders.24 attended (10 Female, 14 Male)
- Media: 3 radio talk shows for 2 hours every Sunday that people can all in.
- Adaptation: Planting early maturing crops (maize and beans), application of micro irrigation using overhead pump demo sites with 15 farmers on 1.5 acre piece of land.
- Mitigation: Planting 5000 bamboo trees alongside riverbanks, 5000 musizi trees on community farms and 5 acres of trees on bare hills in the peri-urban area.

### **Challenges**

- Limited financial resources by community members to procure technologies.
- High costs of field travels to mobilize stake holders
- Bush fires – destroying trees planted

### **Future Plans**

- 2 meetings with municipality technical team
- Create Partnership with development Partners
- Create Livelihood Projects to enable communities raise income
- Establishing 2 Green Villages for impact
- Organize Groups to save Money to buy water pumps

**ACTIVITIES BY NARO RWEBITABA ZARDI  
IN WESTERN HIGHLANDS - KASESE DISTRICT**

By Mwesigwa Boaz

- Sustainable land management profiling with district natural resource department and production departments.
- Conducted land use diagnostic survey for agroforestry development
- Trained 10 tree nursery operators in climate change
- Conducted tree nursery trade survey in peri-urban and urban areas
- Established 1 improved fallow trial for soil fertility improvement
- Developed tree seed handling and propagation user manual for rural farmers in Uganda
- Developed 2 research proposals with titles
  - Fruit tree Germplasm production system for western Highlands Agro ecological zone
  - Restoration of Mobuku river water catchment area
- Submitted 1 proposal for funding to Congo Basin Grant Program

**ACTIVITIES BY NARO BULAMBULI  
ZARDI**

- Awareness building: 2 staff meetings (5 scientists, 6 technicians)
- Adaptation: Identified technologies that are drought tolerant
- Influence: Other scientists/project Leaders to integrate CC studies in their work plan
- Mitigation: Promotion of agro-forestry especially fruit trees & biochar

**Future Plan**

- Include climate change activities in 2016/17 annual work plan

**Challenge**

- Source for resources

## **LIRA DISTRICT**

By Pabious Otiike

### **Activities**

- Held 9 radio talk shows on climate change topics (Drought and Water management) on three radio stations.
- Drafted the radio program on climate change for the FY 2016/17 to be presented on three radio stations (Radio Wa, QFM, and Rhino FM).
- In partnership with Uganda Cleaner Production Center, we trained staff from 4 factories (Gurunanak oil U Ltd, Mt. Meru (U) Ltd, A.K Oil and Fats and Kamtech Logistics on cleaner production.
- Completed updating the DSOER 2016 with climate change issues prominently embedded
- Received and guided technical staff from GOSS and development partners on learning visits to the district on climate change adaptation and mitigation projects and programs.
- Inspected 34 tree nurseries to provide technical support in raising planting materials for the next planting season.
- Integrated climate change activities in the budget and annual work plans for 2016/17 (both for the district and sub-counties)
- Attended a Public Service Commission Interview for the position of Principal Climate Change Officer

### **Challenges**

- Limited capacity and understanding of climate change for enhancing synergies
- Limited budget for implementing climate change

### **Future Plans**

- Update the District Contingency Plan
- Continue raising awareness about climate change to all stakeholders in the district
- Lobby for financial support both within and outside government for supporting climate change activities.

## **BUSHENYI DISTRICT**

By Rhitah Byoruganda

In October, November and December 2015, YOFACO Climate Change Manager and a champion-Rhitah Byoruganda; with support from KEGRA went to 12 sub counties within greater Bushenyi district namely; Central division, Ishaka division, Ruhumuro, Ibaare, Kiyanga, Kyamuhunga, Kyeizooba, Kyabugimbi, Nyabubare, Rurehe. Several young farmers and elders across the targeted sub-counties discussed issues affecting them in climate change and means to resolve these challenges were also devised. The meetings were facilitated by KEGRA and sub county officials as detailed below; the MD KEGRA, CBOS, C/M LC 1s, LC 2s, Councilor LC 3s, Chairmen farmers' forum, KEGRA staff, climate change representative. The meetings were for one day in every sub county from 8:00am-6:00pm.

### **Activities**

- We managed to have a farmers' forum where 632 farmers turned up and trained in climate change.
- We managed to have a farmers clinic and 200 farmers attended in partnership with MTK ltd
- We are opening up an irrigation kit
- We were able to form 50 groups though they aren't registered

### **Expectations from farmers**

- Advisory services
- Trainings on farms
- Tree seedlings
- Physical Assistance
- Vegetable seedlings i.e cabbages, carrots
- Providing market to them
- Education through training and workshops

After getting the farmers expectations, in January, February and March 2016,

- I managed to distribute 20,000 tree seedlings in 6 schools in partnership with Red Cross
- A forestation
- Soil and water conservation

- Managed to train 320 people in 6 sub countries
- Many people were not aware about climate change and its effects

### **Challenges**

- Lack of agro inputs
- Lack of market
- Lack of trainings
- Lack of technical advice
- Poor roads and transport
- Lack of capital
- Limited land
- Fake agro chemicals
- Pests and diseases
- Poor weather conditions

### **Recommendations**

- There is a need for demand driven trainings; Young farmers need more skills on how to maintain their farm, forest, such as technical advice
- We should provide market to young farmers
- We should develop effective communication channels; we need to do disseminations in hard to reach areas
- We should cooperate with other organizations to access more funds.

### **Conclusion**

- All sub counties were so promising, in that they wanted our services as early as possible. ie trainings, more tree seedlings and technical advice. We hope by next Quarter, we shall answer all their answers.

## **INSIGIRO DISTRICT**

### **Activities**

- Sensitization of farmers on the importance of environmental conservation; 3 session were conducted for youth while 6 had mixed categories of people and 3 sessions for the women

- Fruit growing
  - 50 farmers have started growing fruits
  - 1 Nursery bed established
  - Acquisition of nursery bed land from Isingiro District farmers association.
- Mitigation
  - Brought on board UNFFE for capacity building on; environmental policy, food security, seed sector policy, climate smart agriculture, post-harvest handling and value addition.
  - Calliandra as source of animal feeds, fuel, manure.
  - To promote and develop afforestation and reforestation programs in non-forested areas *Land Use and Land-Use Change*

### **Future Plan**

- Tree planting incorporated in the district work plan.
- Farmer field schools
- Farmers will access 10000 seedlings in the next rainy season including from the established fruit nursery bed
- Farmer Field school (FFS) Ruhimbo group and champions, group leaders, women, youth, church leaders and media