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HIGHER EDUCATION SOLUTIONS NETWORK – BI-ANNUAL REPORT (FY 2015)

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I. Executive Summary

The first two quarters of FY '15 built on achievements from FY '14, leading to progress in all three of RAN's objectives.

Regarding RAN's objective one, TU/DRLA in collaboration with RAN conducted quantitative survey workshops in all RAN RILabs to provide guidance and support on development of protocols for quantitative baseline data collection. Quantitative research dimensions, instruments and workplans were drafted, setting the stage for completion of their respective survey protocols. Two of 8 Africa based partners have completed their research protocols and submitted them to their respective Ethical Review Boards others are in the final stages. Another Deliberative Poll was successfully completed in Ghana, the third of its kind in Africa. Meetings to disseminate key policy findings from DP were held with two local governments and a team from the central government in Uganda.

Regarding objective 2, RAN's SA RLab finalized and rolled out the Resilience Innovation Challenge for Food Security and Improved Income Generation (RIC4FIG) on 1 December 2014. The total number of applications received under this call was 178, from which 20 promising ideas were selected by a team of experienced judges for the final selection process which will see 6 final projects selected to receive the awards. The participants were drawn from about 9 countries with most applications coming from Zimbabwe, Malawi, South Africa and Uganda. RAN, its RILabs and innovators from Uganda received training on the principles of 'Needfinding' and 'Managing Innovations'. Under these workshops, Stanford introduced a new concept for impact assessment known as 'impact potential', laying the ground for a rethinking of our M&E strategy. RAN on-boarded 6 innovation projects, including 5 from the 'Acceleration Program' and 1 from 'CRID approach' (The Ebola project). RAN also conducted 2 CRID workshops, setting the stage for the grant process for the HA and WA RILabs

RAN in collaboration with Stanford University's 'ChangeLabs' developed 13 new MKITs on different innovation related themes, some of them show-casing student projects. RAN also conducted a Design Thinking workshop for 30 students and Faculty members. An open MKITs competition was organized at the EA RILab, climaxing with selection of winners at the end of March 2015. The EA RILab also initiated a series of stakeholder outreach activities aimed at catalyzing the innovation environment. Editing of the first State of Sub-Saharan Africa Resilience report was completed, culminating in its launch in Washington DC. RAN has so far shared with USAID 8 of 19 qualitative datasets from the qualitative surveys, as a preliminary process in their eventual dissemination to the wider development community.

2. Major Milestones and Events Completed

Over the first 6 months of this financial year, RAN achieved the following:

- 3 RI Lab-level quantitative survey workshops were conducted to support RILabs in preparing protocols for collection of quantitative resilience data in 12 target communities from 8 countries
- 2 quantitative survey protocols from 2 of 8 target countries (Rwanda and Ethiopia) have been submitted to their respective IRBs seeking approval
- The Resilience Innovation Challenge for Food Security and Improved Income Generation (RIC4FIG) was opened to the general public, attracting 178 applications from which 20 finalists were selected for further vetting
- 1 deliberative poll was conducted in Ghana on the theme of rapid urbanization and food security
- 3 dissemination meetings on policy outcomes of Deliberative Polling were held in Uganda, two of them targeting the respective local governments and one at the central government level
- 6 projects were on-boarded into RAN's innovation pipeline including 5 from RAN's Acceleration Program and 1 from the CRID approach
- 2 RILab level CRID workshops were conducted setting the stage for the grant process for the HA and WA RILabs
- 2 innovation themed workshops (Needs Finding and Managing Innovations) were conducted, involving all 4 RILabs, RAN Secretariat staff and innovators from the EA RILab
- 13 new MKITs were developed
- 1 Design thinking workshop held, attended by 30 students and faculty
- The First State of African Resilience Report for Africa was published and officially launched in Washington DC
- 8 of 19 qualitative datasets from community consultations were shared with USAID, as a preliminary step in their wider sharing

3. Key Activities

Summary of activities

Activity	Description	Achievement
I.1	Conduct quantitative survey related activities	

I.1.1	Conduct EA & HoA RILabs resilience workshop	<p>TU DRLA worked with the RAN Secretariat and the RILabs to: 1) develop quantitative analysis presentation materials and workshop tools; 2) begin drafting research team country specific Protocols, which included: a. Context, goals, and objectives of Quantitative data collection; b. Sampling and coverage; c. Enumerator selection, training, field work, data entry; d Survey tool; e. Analysis plan and key indicators; f. Calendar; g. Budget; and 3) identify quantitative data collection support needs moving forward.</p> <p>A joint Quantitative Data Collection Planning Workshop was conducted for both EA and HoA RILab in Kampala, Uganda on 24-26 October, 2014. The meeting set an Agenda/Next steps for drafting the Terms of Reference (data collection Protocol), to be developed and deployed for collection of the benchmark resilience findings.</p> <p>The RILab Directors, program Coordinators, and research team members from both RILabs attended the workshop. The research teams presented their respective preliminary survey protocols, and thorough discussions were held, led by experts from DRLA and RAN Secretariat. Ultimately, useful ideas and information were obtained, and more consolidated and comprehensive survey protocols were developed and submitted to RAN Sec and DRLA for comments. Preparations for Resilience Survey are ongoing, focusing on protocol development (including tool), documenting the applications of faculty members and postgraduate students to take part in the survey, etc.</p>
I.1.2	Conduct SA & WA RILabs resilience workshop	<p>The SA and WA RILab Workshop was divided into two separate workshops – one in South Africa and the other in West Africa – as the WA RILab was unable to secure VISAs to South Africa.</p> <p>In the SA RILab the quantitative survey planning workshop was conducted from 5-7 December 2014. Sixteen participants attended from the Network plus Universities in Zimbabwe, Malawi, and Limpopo including the SA RILab team. The outcome of the workshop was that the team will prepare a protocol and share with RAN secretariat and TU DRLA by April 2015. A protocol was drafted for the quantitative survey to be conducted in all four sites in Malawi, Zimbabwe and South Africa. The protocol will be submitted to ethics at the end of April 2015 and data collection is expected to begin in July 2015.</p> <p>In WA RILab the workshop was conducted in January 2015 in Tamale, Ghana. The protocol for the quantitative study is in final stages and will be sent for IRB approval in next quarter.</p> <p>For each of these separate workshops, Tulane worked with the RAN Secretariat and the RILabs to: 1) develop quantitative analysis presentation materials and workshop tools; 2) begin drafting research team country specific Protocols, which included: a. Context, goals, and objectives of Quantitative data collection; b. Sampling and coverage; c. Enumerator selection, training, field work, data entry; d Survey tool; e. Analysis plan and key indicators; f. Calendar; g. Budget; and 3) identify quantitative data collection support needs moving forward.</p>

I.1.3	Support proposal development for quantitative surveys and their IRB Approvals	<p>TU/DRLA provided IRB support to the Ethiopia and Rwanda RILabs in quarters 1 and 2. Ethiopia has submitted their IRB application. Ghana and Rwanda are revising their tools and protocols for IRB submission in Q3. As additional RILabs move forward with their IRB applications in Q3, Tulane will continue to provide guidance and support as needed. Tulane also met with its IRB Board in Q2 to ensure it complies with all guidelines. The SA RILab developed guidelines of preparing the survey protocol. Participants discussed sampling issues and came up with draft survey tools, workplan and draft protocol.</p> <p>The protocol for the survey to be conducted in Ethiopia was shared with RAN Secretariat and TU DRLA, at the end of December, 2014. The Ethiopia survey proposal was revised, completed and submitted to IRB. The research team in Somalia was also working on their protocol. HoA RILab is closely following up and supporting the activities.</p> <p>The EA RILab contacted the Uganda Bureau of Statistics (UBOS) for quantitative survey tools. The RILab will examine these tools and select indicators that can be measured during the survey. Areas or topics where there is extensive and most recent information will be left out during the quantitative primary data collection and instead, secondary data will be analysed to determine these benchmark indicators.</p> <p>The EA RILab also signed a contract with a quantitative research expert to support quantitative data related activities under the EA RILab. The consultant will specifically analyze the study variables developed from the Uganda dimensions of resilience and develop a quantitative survey tool and protocol. The final protocol will be submitted to RAN Secretariat for approval before submitting it to the Makerere University School of Public Health Institutional Review Board (IRB) for ethical clearance and approval. This work has kicked off and ongoing.</p> <p>WA RILab is revising their tools and protocols for IRB submission in Q3.</p>
I.1.4	Conduct Round I Quantitative data collection	This activity is scheduled for Q3 Y3 in all RILabs. However, preparations are ongoing e.g. HoA RILab has received applications for survey data collection and they are well documented.
I.2	Develop protocols and conduct qualitative data collection for new communities	This activity was changed to "Continue Qualitative Data Technical Support." The following sub activities also were added: 1.2.1 "Provide RILabs with technical support to refine their qualitative analysis in light of quantitative data findings": To begin in Q3. 1.2.2 "Provide technical and editorial support to RILabs as they finalize their qualitative reports": Tulane provided technical and editorial support to Ethiopia, Somalia and Uganda on their full qualitative reports for publication and in-country and regional dissemination.
I.3	Conduct Secondary Data Analysis	<p>TU/DRLA will provide guidance to RILabs to conduct their secondary data analysis beginning in Q3 of Y3.</p> <p>No secondary data analysis was conducted this reporting period in the SA RILab. However, a draft paper is in progress based on the secondary data analysis of GHS data conducted in Y2. In HoA RILab, consolidation and updating of the comprehensive literature reviews in Ethiopia and Somalia are ongoing.</p>

I.4	Conduct Deliberative Polling activities	<p>Following the Deliberative Polling in Ghana, the Center for Deliberative Democracy (CDD) research team focused on producing a draft preliminary report for the first Deliberative Poll in Ghana. The report includes a summary of events leading up to the Deliberative Poll, including sampling and recruitment protocols, briefing materials preparations, and survey preparations. The draft report includes preliminary analyses of the event including analyses of the policy proposals before and after deliberation, knowledge changes, political efficacy questions, and event evaluation questions. The draft preliminary report will be shared with RAN in the early part of Q3 2015.</p> <p>During the second quarter of the Year 3 work year, the CDD research team is nearing completion of the academic paper for the two Uganda Deliberative Polls held in July 2014. For this academic paper, the research team delved into in-depth analyses with regression modeling and small group dynamics analyses, including whether polarization occurred after small group discussions, changes in variances for small groups for policy proposals, and presence of domination from more privileged participants. Further, substantial efforts for qualitative analyses were employed for the transcripts from the small group discussions. Analyses are on an ongoing basis and some aspects of the qualitative results will be presented in this first academic paper. The results of these analyses will be in the academic paper and/or available in subsequent reports submitted to RAN.</p>
I.4.1	Conduct one Deliberative Poll in Ghana (This activity is carried over from Year 2)	<p>In Q2 Y3, the CDD at Stanford University, in collaboration with the West Africa RILab, prepared for and executed one Deliberative Poll in Tamale, Ghana. The poll took place at the University for Development Studies (UDS) campus in Tamale, Ghana January 10-11, 2015. The preparation for these polls included, but was not limited to, briefing materials - written and video, survey (pre and post deliberation), training of moderators and personnel (January 7-8, 2015 in Tamale, Ghana), organization of logistics pre and post event, IRB process, Advisory Committee meetings, recruitment of participants and experts for the Deliberative Poll. The CDD further advised the WA RILab on data preparation, analyses, and preliminary reporting of the Deliberative Poll.</p>
I.4.2	Conduct post-DP policy briefs	<p>The CDD is working closely with the EA RILab to finalize policy briefs for release in Uganda following the Mt. Elgon region DP events in July 2014. Professor James Fishkin attended two meetings: one in Mbale, Uganda with the district officials and stakeholders of both Bududa and Butaleja to provide a detailed account of the results of the two DPs and their implications for policy.</p> <p>The second meeting was at the national level with government officials including representatives of the Prime Ministers Office and key members of the legislature about the Deliberative Polls in Bududa and Butaleja, Uganda. The meeting in Kampala was also attended by the district leaders from the two locales as well as key stakeholders from various organizations. This discussion, which was wide ranging, allowed for the further definition of policy briefs which are now in preparation and we expect to be released in May when the State of Africa Resilience Report is launched in Kampala, Uganda following the RAN Partners' Meeting in early May 2015.</p>

		The EA RILab has developed two policy briefs on 1) land management & resettlement and 2) Population pressure in the landslide and flood affected communities of the Elgon region, eastern Uganda. These will be disseminated at different target fora with the aim of informing policy. In the WA RILab plans to develop policy briefs are under development
1.5	Develop M&E plans for innovations under incubation	Tulane held online meetings with the RAN Secretariat and the EA RILab to provide M&E guidance and support for developing plans for innovations under development. They provided technical support to the Secretariat to help design tools for theories of change for innovations. Each of the five innovation projects in the EA RILab attended a one-day Theory of change (ToC) development workshop in January, 2015. Each team came up with a draft ToC for their project at the end of each meeting. The draft ToCs were sent to Stanford and TU DRLA for comments. The teams are being followed up to refine their ToCs and populate their M&E plan documents.
1.6	Facilitate Forums & Meetings	The HoA RILab held a couple of meetings with the research team at Jimma University; and the RILab core staff discussed as to how to best share work and develop the survey protocol, including the tool. Similar meetings were held at Benadir University in Somalia, spearheaded by our focal person.
1.6.1	Facilitate the 5th RAN Partners' Forum	TU/DRLA collaborated with the Secretariat and Stanford University to plan the agenda and take aways for the May Partner's Meeting. Each RILab has been in touch with secretariat in undertaking preparations for the 2015 RAN Partner's Forum. The RILabs will showcase their journey so far highlighting achievements so far, challenges faced and next steps to be taken in the 2nd half of RAN funding period.
1.6.2	Facilitate Steering Committee Meetings	RAN secretariat, partners and RILab directors participated in RAN's Steering Committee Meeting in Berkeley, California held on November 7, 2014. During the Meeting, they collaborated with USAID
1.6.3	Facilitate Stakeholder Forums including community feedback on resilience dimensions	The EA RILab on January 21, 2015 disseminated findings from deliberative polls conducted in the districts of Bududa and Butaleja in the Elgon region Eastern Uganda. This district level stakeholder forum was held at Mbale Resort hotel and attracted over 50 participants. Among the participants were the top district officials, RAN secretariat, EA RILab, and Prof. James Fishkin from Stanford University.
2.1	Set up and operationalize physical RILab spaces	
2.1.1	Operationalize physical HoA RILab space	Due to the slow pace of the procurement process, HoA RILab could not operationalize the Innovation Center in this reporting period. The RILab has procured additional essential items for the Innovation Center; the lab space has been furnished with most of the essential items; some organizational and installation works have been completed. Moreover, renovation of the physical RILab space has been completed. However, operationalizing the

		Innovation Center is pending.
2.1.2	Setting up and operationalize physical WA RILab space	This activity will be implemented in the next quarters
2.1.3	Setting up and operationalize physical SA RILab space	SA RILab will use University of Pretoria premises for all innovation activities.
2.2	Conduct RILab Intervention Strategy Workshops on additional thematic areas	
2.2.1	Conduct first WA RILab Intervention Strategy workshop	The WA RILab conducted the ISW on 23-25 March, 2015 and this brought together 37 participants. Three intervention pathways: Water, Sanitation, and Hygiene (WASH); Improved agricultural practices and markets; and Livelihood diversification and financial inclusion were identified.
2.2.2	Conduct second EA RILab Intervention Strategy workshop	This activity will be implemented in the next quarters
2.2.3	Conduct second HoA RILab Intervention Strategy workshop	This activity will be implemented in the next quarters
2.3	Prepare and manage Thematic Resilience Innovation Calls	
2.3.1	Manage Thematic Resilience Innovation Calls - Round 1 (EA RILab)	The EA RILab Resilience Innovation Challenge for Adverse Effects (RIC4ACE) was closed in Q1 Y3 with a total of 350 applications. The entries were evaluated and submitted to the RAN Secretariat who submitted the top 7 RIC4ACE teams to USAID. USAID reviewed them and provided queries which the RILab responded to. The queries involved environmental assessments where 2 teams underwent Initial Environmental Examination (IEE). The teams: Mushrooming Livelihoods!; and Better Farming Better Me! responded to IEE documents highlighting the scope of the projects and any environmental management measures related to the project activities. RAN received the updated documents and submitted these USAID. The RILab is awaiting response from USAID.
2.3.2	Release HoA RILab Innovation call	HoA RILab conducted the CRID workshop on 5-6 Feb, 2015 and came up with three platform projects. A meeting with external experts was conducted on at the secretariat in Q2 in order to come up with the innovative platforms to take forward. Another meeting will be conducted between the secretariat, the HoA RILab and other external experts to concretize the ideas and submit to USAID.
2.3.3	Manage Thematic Resilience Innovation Calls - Round 2 (HoA RILab)	This activity will be implemented in the next quarters.
2.3.4	Release SA RILab Innovation call	SA RILab successfully launched RIC4FIG on December 1, 2014 focusing on the sourcing, developing, and scaling of transformative technologies and approaches that will strengthen resilience to food insecurity and limited

		opportunities for income generation that are associated with climate variability and limited infrastructure overlay by high burden of HIV/AIDS. See Attached RAN Call document. The call was closed on 31 January 2015 and 178 applications were received.
2.3.5	Manage Thematic Resilience Innovation Calls - Round 3 (SA RILab)	SA RILab received 178 applications for the RIC4FIG call from 139 applicants. The evaluation process for the concept notes started on 12 February 2015 and was concluded on the 3rd of March 2014 and 46 Applications (39% female, 61% female) were shortlisted. 87% of all shortlisted applications were received from organizations, 11% from team of individuals and only 2% from a university based team. Challenge one and two had the most shortlisted applications (16 each). These were reviewed by 37 reviewers from multi-disciplinary backgrounds. 46 Applications were shortlisted to develop full applications. Review of full applications is in progress and will be concluded on 17 April 2015. Full report will be shared with RAN after the conclusion of the process.
2.3.6	Prepare innovation call Round 4 (WA RILab)	The Collaborative Resilience Innovation Design (CRID) workshop was conducted in Ghana on 26-27 March, 2015 immediately after the ISW workshop. The CRID workshop fleshed out the intervention pathways to come up with platforms that will address the intervention. Three platforms were identified: Waste management; Water for domestic and agricultural use; improved agriculture and markets. The CRID document outlining the platform and the challenges they will address is under development and will continue to be worked on in Q3.
2.3.7	Release round 4 WA RILab Innovation call	Meetings will be held in Q3 between RAN secretariat, WA RILab and external experts to concretize the platforms, populate the summary in the CRID document that will be shared with USAID.
2.3.8	Manage Thematic Resilience Innovation Calls - Round 4 (WA RILab)	This activity will be implemented in the next quarters
2.3.9	Prepare thematic Resilience Innovation Calls - Round 5 (focusing on conflict) (EA RILab)	This activity will be implemented in the next quarters
2.4	Incubate resilience innovation teams and provide innovator support	The EA RILab incubated five innovation teams in Q1 Y3 and these are being supported through various trainings to facilitate progress of their innovations. For the other RILabs, this activity will be implemented in the next quarters
2.4.1	Recruit Community Liaison Officer	The community Liaison officer was recruited at the secretariat in Q1 Y3 and is working closely with the innovators incubated in the EA RILab as they plan their NeedFinding activities in the communities. She will provide other RILabs with guiding documents and lessons learned that will be of help to their RILabs.
2.4.2	Induct innovation project teams and set up	EA RILab has had 5 under the Resilience Innovation Acceleration Program (RIAP) on-boarded and the EA RILab is working with the RAN secretariat to

	project support teams	offer technical support to the teams in the areas of M&E, preparation of final work plans, capacity building trainings including intellectual property awareness.
2.4.3	Conduct a workshop on 'Managing Innovation: Innovators and Spaces'	The Managing Innovation workshop was conducted on 29-30 January, 2015 in Kampala targeting RAN staff from all RILabs including RILab Directors, Innovation Officers and program coordinators. Each RILab is expected to train their innovation teams on the principles learned from the workshop. The Stanford team also proposed a framework for reconciling the innovation project management with the M&E framework that is based on capturing impact potential for each innovation. This idea is being refined and customized for each innovation team. The workshop was attended by 30 participants.
2.4.4	Conduct innovator capacity-building and motivation activities	The EA RILab through its outreach program conducted capacity building activities including Ignite workshops and peer to peer sessions. The objective of the "Ignite" workshops is to bring the RAN community up to speed with what it takes to create innovations in our local ecosystem. The "Ignite" workshop was conducted at RAN office premises on February 13, 2015 with an online attendance of 75 people via Eventbrite, an online event organizer that enables participant registrations accessed at www.eventbrite.com . A peer to peer session was conducted at the International Health Sciences University (IHSU) Kampala, Uganda on March 11, 2015 and was attended by over 50 students from the University. The objective was to objectively: i) find out innovations /innovators that are within the university community and how they can be successfully scaled. ii) conduct a NeedFinding activity to find out if the innovations presented match the needs presented. The EA RILab started RAN4Gals sessions where girls/women in Secondary schools and Universities are supported to participate in the National Technovation program organized by the college of Engineering, design, Art and Technology (CEDAT) at Makerere University under Science, Technology Engineering and Mathematics (STEM) Education team to enhance girls/women innovation skills. EA RILab conducted field visits and mentored Lira Town girls and students at Mbarara University for Science and Technology in March 2015 for the 2015 National Technovation challenge scheduled to take place on Friday 5 June 2015 at the RAN Office in Kampala.
2.4.5	Conduct targeted, team-specific capacity-building	Each of the five innovations incubated in the EA RILab was invited to the EA RILab for one-on-one meeting to develop their capacity in setting their work plans with clear indicators that will be measured by the teams. In January, 2015 the teams attended one-on-one meetings on Theory of Change development for their innovations and came up with draft ToCs by the end of the meeting. The EA RILab conducted a workshop on Intellectual Property (IP) facilitated by RAN lawyer on March 1, 2015. This was followed by one-on-one sessions between the lawyer and each of the 5 incubated innovations under EA RILab on March 2-3, 2015. This was meant to enhance the knowledge of the innovators on IP related issues and sort out any queries concerning Intellectual property for the individual projects.
2.5	Building social capital for RAN to support	The EA RILab brought on-board 2 experts to support its Outreach

	innovation activities	activities. Mr. Brian Ndyaguma will support for the period of February - September, 2015. M/s Victoria Mbabazi will support the RAN4Gals Technovation 2015 Challenge. These technocrats have brought on board expertise which has enriched the EA RILab's "Managing innovations portfolio."
2.6	Develop an impact and resource multiplication strategy	
2.6.1	Conduct an impact and resource multiplication strategy development workshop	As part of the Managing Innovations workshop, the Stanford team introduced scaling of innovations and the participants brainstormed on potential scaling partners that will be invited for the multiplication workshop scheduled in June 2015
2.6.2	Implement the impact and resource multiplication strategy	This activity will be implemented in the next quarters
2.7	Identify and implement platform projects	The RAN secretariat, Stanford University together with HoA RILab conducted at Collaborative Resilience Innovation Design (CRID) Workshop in Addis Ababa on 5- 6 February, 2015 and identified three platform projects: water for all, diversified livestock and livelihood; and Information capacity building. The projects are under review at RAN Secretariat level. WA RILab also conducted a CRID workshop on 26-27 March, 2015 in Tamale Ghana and a total of 32 participants attended the workshop. The collaboration with experts identified three intervention platforms: Waste management; Water for domestic and agricultural use; improved agriculture and markets
2.8	Conduct ethnography workshop in Kampala with all RILabs (concurrent with 2.4.3)	The Stanford University led by Banny Bernejee and Theo Gibbs in close collaboration with the secretariat conducted a NeedFinding workshop in Kampala on 27-28 January, 2015. The workshop targeted innovation teams and innovation officers from each RILab. The five teams incubated in the EA RILab and the top 7 RIC4ACE applicants were also involved. The aim was to prepare innovation teams in tailoring their innovations to the users' needs and also to build in scaling at an early stage. The teams were introduced to techniques of engaging the community to understand their needs in an effective way. This was incorporated with practical demonstrations where innovators interviewed 'users' on the bag they would need and they prototyped the different bags to suit the users' needs. The innovation officers from RILabs which did not have innovations incubated yet are expected to train their innovators once they are on-boarded. This workshop was attended by about 40 participants from the four RILabs, RAN secretariat and Stanford University. The SA RILab will conduct a NeedFinding workshop in June 2015 with the selected innovators from the RIC4FIG challenge.
2.9	Conduct workshop & strategy planning for Scaling with RILab	Preliminary stages of this activity were introduced in the managing innovations workshop (under activity 2.4.3) conducted on 29-30 January

	members	2015 in Kampala. The SA RILab team plans to engage a consultant to assist with drafting the RILab's Innovations management plan.
2.10.	Conduct meeting on working with communities as partners in innovation in EA RILab and focal community	The EA RILab on January 16, 2015 in Gulu - Northern Uganda conducted a one – day workshop with community members in Gulu to help identify resilience issues that the RootIO innovation project under the EA RILab could address and thereafter inform the development of theories of change for each issue. Six issues were identified and these include: Governance, Education, Health, sustainable livelihoods and youth unemployment. The ToCs were drafted to guide RootIO on which issue to take on. However, the RootIO team agreed to conduct radio programmes that will be used to capture community views on the issues they face rather than narrowing the broadcast to a particular issue.
3.1	Build capacity to develop, host and evaluate M-KITs	
3.1.1	Recruit an M-KITs Coordinator/ Multimedia Specialist	The secretariat recruited an MKITs coordinator in Q1 who will provide support to all RILabs in their MKITs development. In HoA RILab, the Innovations Officer has already taken the mandate to develop and upload relevant MKITs materials and he is closely supported by three faculty members from Jimma University.
3.1.2	Form strategic partnerships to set the stage for M-KIT development (Stakeholder meetings)	Except the WA RILab, which conducted its ISW at the close of the reporting period, all RILabs have already developed MKITs. EA RILab at the close of this reporting period conducted an MKITs competition which led to wide knowledge of the use of short videos/audio/photos to tell innovation stories. This competition was finalized by an official launch of the RAN MKITs to the general public. The HoA RILab has developed MKITs from the CRID Workshop held in February 2015 and these will be submitted to RAN Secretariat in Q3.
3.2	Conduct in-house Training Workshops on M-KITs in RILabs	This activity will be done in the next quarters
3.2.1	Conduct in-house Training Workshop on M-KIT development in EA RILab	This activity will be done in the next quarters
3.2.2	Conduct in-house Training Workshops on M-KIT development in SA RILab	This activity will be done in the next quarters
3.2.3	Conduct in-house Training Workshops on M-KIT development in HoA RILab	This activity will be done in the next quarters
3.2.4	Conduct in-house Training Workshops on M-KIT development in WA RILab	This activity will be done in the next quarters

3.3	Support the design and development of innovation-project-based M-KITs in RILabs	This activity will be done in the next quarters
3.3.1	Support the design, development, hosting and evaluation of M-KITs in EA RILab	This activity will be done in the next quarters
3.3.2	Support the design, development, hosting and evaluation of M-KITs in SA RILab	This activity will be done in the next quarters
3.3.3	Support the design, development, hosting and evaluation of M-KITs in HoA RILab	This activity will be done in the next quarters
3.3.4	Support the design, development, hosting and evaluation of M-KITs in WA RILab	This activity will be done in the next quarters
3.4	Design and develop an effective transactional knowledge creation and sharing model	This activity will be done in the next quarters
3.5	Offer Project Level Documentation, Publication, M-KIT development and publicity support to resilience data and Innovations in RILabs	This activity will be done in the next quarters
3.5.1	Offer Project Level Documentation, Publication, M-KIT development and publicity support to resilience data and Innovations in EA RILab	In EA RILab, three of the five innovation under EA RILab i.e. Improved Push and Pull technology, Matibabu and Low cost solar irrigation pump have completed NeedFinding activities and footages/photos have been documented. These videos and photos are part and parcel of documenting project milestones under the EA RILab and will feed into the whole project specific journey at the end of the funding life time.
3.5.2	Offer Project Level Documentation, Publication, M-KIT development and publicity support to resilience data and Innovations in SA RILab	This activity will be done in the next quarters
3.5.3	Offer Project Level Documentation, Publication, M-KIT development and	The research team in Ethiopia has already prepared a manuscript for publication, shared the material with RAN Secretariat and DRLA at Tulane University for comments and suggestions. Moreover, two M-KITS materials have been prepared and pending to be uploaded on YouTube; these are:

	publicity support to resilience data and Innovations in HoA RILab	Intervention Pathway 1: Tackling Water Scarcity and Contamination; as well as the six intervention pathway canvas presentations. Besides, an MKIT prepared on the interview with HoA RILab Director awaits completion and approval from RAN Secretariat to be uploaded on the web.
3.5.4	Offer Project Level Documentation, Publication, M-KIT development and publicity support to resilience data and Innovations in WA RILab	This activity will be done in the next quarters
3.6	Conduct an M-KIT Competition/Challenge and Hackathon at EA RILab	The EA RILab piloted the first MKIT competition under RAN. This competition was opened in February and the deadline for submission was March 25, 2015. This RAN MKITs challenge was run under two challenge categories: 1) MKITs (short videos) and 2) Photo challenge. RAN believes in the notion that "A picture is worth a thousand words" and it was also a requirement for each submitted photo to have a caption. This competition was climaxed with a launch of the RAN-MKITs on April 1, 2015 at the RAN office premises and a brief of the launch is provided in the appendix. This was done through a call for submissions in two categories; photos and videos. Many submissions were received and the winners got prizes on the climax day (the launch). The challenge ran for a month (March 2015) and the launch held on the 1st of April 2015 attended by 77 participants.
3.7	Develop Resilience Courses	RAN EA RILab developed a certificate course as part of a grant received from UNDP to train their workers in resilience. The course has 23 students and is offered at the School of Public Health Makerere University.
3.8	Prepare and Publish Annual State of Sub-Saharan African Resilience reports	
3.8.1	Publish first Annual State of sub-Saharan African Resilience report	TU DRLA collaborated with USAID, the Secretariat, CSIS and RILabs to complete the final edits to the report, submit to a professional copy editor and finalize formatting. The report was launched report in Washington DC and mainstreamed online on 11 March, 2015. The report will also be launched in Uganda on 8 May, 2015. The report was disseminated widely throughout professional development networks and social media channels.
3.8.2	Prepare the Second Annual State of sub-Saharan African Resilience report	This activity will be done in the next quarters
3.8.3	Publish Second Annual State of sub-Saharan	This activity will be done in the next quarters

	African Resilience report	
3.9	Submit scholarly journal article/s for each of the RILab thematic areas of focus	<p>The SA RILab team members are drafting articles from the qualitative data. One paper from each Network Plus University team is expected to be published by the end of the Y3.</p> <p>TU/DRLA provided technical support to the HoA RILab in Ethiopia as it prepared its qualitative findings for journal submission. The HoA RILab together with other core staff, the research team in Ethiopia prepared a manuscript for publication, from the qualitative study conducted in Borana Zone of Southern Ethiopia, focusing on Recurrent Droughts. The manuscript was revised, edited and submitted for publication in peer-reviewed international journal.</p> <p>The EA RILab working with a research fellow under the UNDP – RAN partnership has drafted a manuscript that will examine resilience to floods and landslides in the districts of Bududa, Manafwa and Butaleja in the Elgon region, Eastern Uganda. Together with Stanford University’s Center for Deliberative Democracy and RAN secretariat, the EA RILab is also drafting manuscripts on deliberative polling.</p>
3.10	Develop, broadcast and maintain an online platform for RAN data	This activity will be done in the next quarters
3.10.1	Develop Online Platform	This activity will be done in the next quarters
3.10.2	Broadcast Online Platform	This activity will be done in the next quarters
3.10.3	Maintain Online Platform	This activity will be done in the next quarters

4. Engagement of Partners and Other Actors

4.1.1. Interdisciplinary Collaboration

RAN continued to engage multidisciplinary teams in the following ways

1. The SA RILab in QI engaged students from different universities and faculties to apply for support to attend TechCon to showcase their innovations. About 6 applications were received and three were shortlisted. One student from the School of Health Systems and Public Health was selected to attend TechCon. Interdisciplinary engagement was also done for RIC4FIG publicity and drafting of the call document. Various faculties at University of Pretoria as well as network plus Universities in Zimbabwe, Malawi and Limpopo were approached to submit applications for the RIC4FIG call. A total of 22 reviewers for the call proposals were drawn from various faculties and fields including Agriculture, Education, Social Science, Health and Engineering.
2. In addition to TU/DRLA RAN faculty members, the RAN Tulane University team also seeks expertise from other departments, such as the Tulane’s School of Architecture, A.B. Freeman

School of Business, School of Law, School of Public Health and Tropical Medicine the School of Social Work and the Department of Economics. DRLA also engaged faculty and staff in its network via the Strengthening Leadership in Disaster Resilience Program (SLDRP) to be active participants in RAN. The SLDRP is focused on building graduate programs in disaster resilience leadership. This strategic engagement will allow for easy cross-pollination of resilience lessons learned from RAN and SLDRP.

3. The HoA RILab has made concerted efforts to involve faculty members from various fields of study, such as public health, medical science, water resource engineering, mainly from Jimma University and Addis Ababa University. One practical example is the reorganization and refinement of two innovation projects for presentation at TechCon 2014 in USA in November, 2014; they include a) Locally Produced Phototherapy units for Treatment of Neonatal Jaundice by a postgraduate student from Addis Ababa University, and b) Manual Oxygen Backup Device, by an undergraduate student from Jimma University. One of our Interdisciplinary Faculty members, Dr Esayas Alemayehu from Jimma Institute of Technology, Jimma University, attended the TechCon 2014, along with our RILab Director, Prof Kifle Woldemichael. The other examples of interdisciplinary collaboration are the development of survey protocols as well as the write-up of manuscripts from literature reviews and qualitative studies conducted earlier in Ethiopia and Somalia. The HoA RILab also involved faculty members from various fields of study, such as public health, business and economics, water resource engineering, agricultural science and veterinary medicine, from Jimma University, Addis Ababa University, and University of Nairobi to participate in the CRID Workshop conducted from February 5 to 6, 2015. The other opportunity for interdisciplinary collaboration was created during several meetings of the research team members while revising and updating the qualitative study manuscript and the survey protocol. There was also a mini-forum organized for presentation of an innovation project on Rainwater Harvesting in which useful comments and suggestions were forwarded in order to refine and enrich the project.
4. In the WA RILab, a multi-disciplinary faculty team was engaged to help implement the activities of the RILab. The Innovations Advisory Board includes faculty and a student representative. This was to promote access to information and opportunities by the students through their representative. This is an indication that we are front-loading the resilience and innovations work at the university. The RILab also engaged a number of faculty members in the Deliberative polling (DP) event as experts in various policy areas. This led to a good number of faculty members to know the DP process and now having the right platform to replicate it in many other researches. Agencies involved in governance were also represented and are now of the view that the DP process is one of the best ways to go about policy formulations and also doing interventions for communities. Stakeholders who were also involved in the Intervention strategy and CRID workshops also saw so much light in the two processes and acknowledged how they have benefited from the processes.
5. RAN invited multidisciplinary teams of students and faculty to the Ebola Prototyping sessions for the Ebola Treatment Unit as elaborated in the student engagement section below.
6. The EA RILab invited multidisciplinary teams of students for the Design Thinking Workshop on 31st March 2015 as elaborated in the student engagement section below.
7. RAN invited a multidisciplinary team of faculty (from Engineering, Anthropology, IT) and medical practitioners to a Brainstorming Session to co-create and co-design innovative solutions for

“Saving Lives at Birth Grand Challenge” to prevent Infant & Maternal Deaths on 27th February 2015. Saving Lives at Birth - a Grand Challenge for Development partners issued their 5th groundbreaking call for sustainable innovations to save lives of mothers and newborns in the hardest to reach corners of the world. We hosted 23 experts, for ideation, brainstorming and rapid prototyping techniques based on design thinking principles formulated ideas. We introduced the participants to the challenge and developed possible interventions that can be submitted for the Grand Challenge using the Human Centered approach. RAN is using the Design Thinking co-creation method to brainstorm possible solutions and also empower faculty with skills that they can transfer to students in problem solving. The output of this one day session was innovative ideas that were refined into concepts for submission.

8. RAN invited a multi-disciplinary team of 4 experts to refine the Platform projects that emerged from the CRID workshop in Horn of Africa RILab on 19th March 2015. These included a Professor from Veterinary Medicine, a Water Engineer, and Agri- Business Expert and a Micro-Entrepreneur. The Experts deliberated on possible interventions on Water resource management, Livestock production and Entrepreneurial activities in the Horn of Africa. The main objective was to build a platform around surface water resource management in which we integrate improved livestock production and livelihoods diversification. We are targeting developing an innovative system where a stable water resource infrastructure attracts itinerant pastoralists to modernize their stock and in turn increase entrepreneurial activities in Horn of Africa

4.1.2. Partner Engagement

The following partnership engagements were realized in this reporting period:

1. Makerere University School of Public Health under the EA RILab signed a collaboration agreement with UNDP to co-implement a project on Integrated Climate and Disaster Risk Management in Uganda. Specifically, RAN is mandated to 1) develop and conduct a tailored post-graduate professional certificate course on Disaster and Climate Resilience; and 2) conduct four researches in the field of resilience and climate risk management. The research will be awarded to four research fellows through a competitive application process.
2. During TechCon, the EA RILab Director interacted with a team from MIT-CITE and discussed about the potential for partnership between the two universities. The MIT-CITE team was interested in recruiting Makerere University students for two of the projects that MIT-CITE was working on: 1) Post harvest storage, and 2) malaria rapid diagnostic tests. This partnership is ongoing and was executed in January 2015.
3. The EA RILab also engaged with Mr. James Muwonge of the Uganda Bureau of Statistics (UBOS), an agency of the Government of Uganda, during development of their survey sample design. Tulane provided support in this survey design.
4. Prof. Ky Luu presented RAN’s first annual State of African Resilience Report at meetings of the Global Alliance and the Intergovernmental Authority on Development (IGAD) Resilience Analysis Unit in Addis Ababa, Ethiopia. DRLA continues to engage with IGAD to disseminate the RAN report in Africa and on resilience related research in the region. Luu also works closely

with the USAID resilience leadership team as well as the Rockefeller Foundation to keep them up to date on RAN's progress on both the qualitative and quantitative processes.

5. RAN hosted a Post Techcon 2014 De-brief and actioning event on Friday, 12th December 2014. The event was organized for students and faculty including those that did not participate in TechCon 2014 in California. It was an opportunity to showcase the EA RILab Innovations that were exhibited at Techcon 2014. Makerere Student Innovator, David Tusubira passionately shared his experiences at TechCon and Graduate student David Lubega who was the 2nd runner up in the Innovation market place and Best HESN student participant shared insights on Conceptualizing and Developing a winning innovation a case of Hydroponic Fodder. We also had deliberations on RAN's approach to building an innovation ecosystem for strengthening resilience and RAN as a catalyst to innovations in the Region through multi- disciplinary teams as shared by Prof Bazeyo. The climax of the event were remarks from the Chancellor of Makerere University- Prof Mondo Kagonyera who inspired innovators.
6. RAN connected with ASME (The American Society for Mechanical engineers) and Engineering for Change (E4C) at the 2014 TechCon in California. E4C then hosted RAN on one of their monthly Webinar series which took place on 21st January 2015 with a very engaging topic of discussion on "Harnessing Technology to Strengthen Communities' Resilience to Adverse Climate Effects". ASME has established a focus on "engineering for global development" to create mechanisms to systematically bring the "engineering perspective" to global development efforts. Currently this includes a knowledge-exchange platform and global community of over 770,000 followers representing organizations and individuals dedicated to promoting sustainable and accessible technology-based solutions for underserved communities worldwide. E4C is a recognized non-profit corporation representing a coalition of engineering societies that includes the ASME, the Institute for Electrical and Electronics Engineers (IEEE), the American Society of Civil Engineers (ASCE), the World Federation of Engineering Organizations (WFEO), and many others. The Engineering for Change (E4C) Webinar Series promotes emerging ideas and is network of passionate community of engineers and development practitioners. During this Webinar, the focus was on the technology imperative and potential technological interventions for the RIC4FIG call for the Southern Africa RILab in abid to strengthen resilience to adverse climate effects. The Technology requirements relevant to an Engineering community discussed during the Webinar included potential irrigation projects, produce dryers, cheap storage for agricultural output, water harvesting and safe storage, early warning systems, low-cost, post-harvest processing solutions, land use maximization techniques, diagnostic solutions e.g. water purity, moisture content of produce, disease in remote and rural areas with limited or no electricity. Participants were introduced to RAN's work on strengthening the resilience of communities vulnerable to shocks and stresses in sub-Saharan Africa. The RIC4FIG challenge, including intervention pathways, focus communities, and the application process, insights on manifestations of adverse climate effects in Africa and the key challenges facing communities as a result. We also discussed potential collaboration opportunities under solution development, mentoring, capacity building and training in the RAN four RILabs. The Webinar was highly appreciated, feedback showed that it resonated with the attendees expectations.
7. RAN invited practitioners from Grameen Foundation and Thoughtworks - Kampala to co-facilitate a practical session in the Needfinding Workshop with the team from Stanford University. The workshop took place on 27- 28 January 2015. Emilia Klimuk Product

Development Lead at Grameen and Christine Ampaire a Business Analyst at Thoughtworks, discussed key aspects on how their organizations are using Needfinding to advance their work and why it is valuable in the product design and development process. They gave real life examples in which Needfinding provided them with various and deep insights that forced their initial concept to pivot and be reformulated into something new while taking that powerful human insight into account and how it impacted on the acceptability of the final product. They brought the whole discussion on Needfinding to life and had an interactive session with the Innovators who initially had little exposure to this technique through the question and answer session.

8. Samsom Jarso, a Professor at Johns Hopkins University and Founder/CEO of the Andromeda Institute for Innovation and Implementation Science visited RAN on 11th March 2015 and he also visited Makerere University School of Bio-medical Engineering with the RAN Team. Samson Jarso was seeking a joint collaboration with RAN on building capacity in Biomedical Engineering courses between RAN, the RAN partner Universities in Ethiopia, Rwanda, Kenya and the African Virtual University (AVU). We hope to submit a joint proposal in the coming months for funding to support Tutors in Bio- Medical Engineering courses in different Universities.
9. The HoA RILab continued engaging their partners, such as Jimma University Administration, RAN Secretariat, ChangeLabs of Stanford University, DRLA of Tulane University, and the four Network Plus Universities, which include Addis Ababa University, Bule Hora University, University of Nairobi and Benadir University. The RILab has been closely consulting the officials of Jimma University with regard to procurement of the remaining essential items for the Innovation Center, furnishing the RILab space, as well as strengthening their support for RAN-HoA RILab Project. The RILab has strengthened communication and engagement with RAN Secretariat through having a regular monthly Skype call every first week of the month. The RILab has communicated with its network plus Universities, and exchanged information and materials. Such communications include renewing MoU with Benadir University, and signing new MoU with Bule Hora University. The RILab also shared information and materials on funding opportunities with relevant faculty members from Jimma University as well as the network plus universities. Particularly, we interacted with our focal person at Bule Hora University who shared with us materials related to the socioeconomic profile of Borana Zone, on our geographical focus area and the two target districts; Moreover, we signed two MoUs with Addis Ababa University and University of Nairobi who are part of HoA RILab network plus Universities. The RILab also got close engagement with RAN Secretariat, getting guidance and support on financial and technical matters, such as resilience survey, publications, and innovation projects. We have also shared our outputs such as comprehensive report on qualitative studies in Ethiopia and Somalia, manuscript for publication that was developed from the qualitative study in Ethiopia, as well as a protocol on the survey to be conducted in Ethiopia.
10. The WA RILab engaged with their Network Plus Universities and signed MOUs with all the three.

4.2. Summary of Collaboration Across HESN

RAN had several HESN Engagements

- I. Eight RAN student Projects participated in TechCon 2014 in California 8-10 November 2014. The RAN Secretariat successfully completed an evaluation process of projects that were received from the four RILabs to be considered for TechCon 2014 Innovation Market Place. This included scanning through the submitted abstracts and virtual interaction with some Innovators from the RILabs via Skype and E-mail. We received a total of 20 projects from the RILabs: 4 from WA RILab, 3 from SA RILab, 3 from HoA RILab and 10 from EA RILab. Of the 20 submissions 7 projects were selected to participate in the TechCon Innovation Market Place which include;
 - i) Manual Oxygen Backup Device - Horn of Africa RILab
 - ii) Locally Produced Phototherapy Unit for Treatment of Neonatal Jaundice - Horn of Africa RILab
 - iii) The asthma severity staging and predicting device/instrument for patient self-care, management and participation in preventative and health behavioral change efforts. - Southern Africa RILab
 - iv) Unearthing the Potential of EarthWorms - Eastern Africa RILab
 - v) K-FREE - An early breast cancer detection Mobile App that uses an android phone and portable hand held device -Eastern Africa RILab
 - vi) Hydroponic fodder production for livestock: An innovation to mitigate shocks of drought and limited land resource faced by livestock keepers in sub-Saharan Africa - Eastern Africa RILab
 - vii) Grain amaranth– from humble vegetable to health solution innovators – Eastern Africa RILab
 - viii) Duka: A Location Specific Landslide Early Warning System - – Eastern Africa RILab
2. TechCon provided a unique opportunity to RAN Innovators to connect with other global Innovators. It was a great learning experience with passionate speakers who shared their visions, failures, successes through Dev talks, and pitched science and technology solutions for development. Students enjoyed the Ice Breaker networking session on the first day of TechCon where they interacted with students from other HESN Labs and made great academic friends. They truly loved meeting others from the HESN Labs, building with marshmallows and spaghetti, and talking about the ideas that energize them. Dr Ticora Jones encouraged attendees during her opening plenary to make new friends and emphasized that in order for us to multiply our impact, we must amplify our connections, expanding our networks to reach the furthest corners of the innovation ecosystem.
3. Big Ideas, an annual contest organized by University of California - Berkeley which is open to all HESN Universities was yet another competition that attracted participation from RAN students. We had 19 teams representing over 50 students from RAN (Makerere University) submit proposals in the pre-proposal round of the Big Ideas Contest. The contest categories included; Open Data for Development, Mobiles for Reading, Conflict & Development, Food System Innovations, and Global Health. Big ideas is aimed at providing funding, support, and encouragement to interdisciplinary teams of students who have innovative solutions to address important social challenges. The deadline for pre-proposals was on 13th November 2014. We also had some faculty from Makerere University participate as Judges of this competition from November - December 2014.

4. RAN students participated in the annual HESN Photo contest that was due on 1st Oct 2014. The photo contest was organized to showcase and celebrate great accomplishments and efforts of all HESN-affiliated students, staff, researchers and HESN-alumni like past researchers or participants of summits as they worked to solve some of development challenges. The HESN received over 300 photos from all the eight development Labs. A student Mugumya Ivan (RAN) who submitted Photos from a World Environmental Health Day event in Uganda received a high number of votes and was the second best following the overall winner Sydney Beasley, from MIT CITE's Lab, who won the 2014 HESN Photo Contest with a photograph of women in Ranoda, a village outside Ahmedabad - India, demonstrating how to use the Orlab water quality test kit. The RAN community had an interactive opportunity to vote for the best photo which ended on 20th Oct 2014.
5. RAN hosted MIT - IDIN students from the D-Lab who were in Uganda for 1 month pilot in Soroti - Eastern part of Uganda. The students visited our Innovation spaces and had an opportunity to interact with the RAN Chief of Party – Prof William Bazeyo, the RAN team and Student Innovators on 9th January 2015. MIT students pitched their projects that were intended to be piloted in Soroti and got positive feedback from RAN on how best to interact with the end users and maximize their community visit. Our students also presented their projects which they are currently working on and there was an opportunity to find where each of the Labs projects would intersect. MIT also shared some upcoming opportunities like IDIN Innovator Summits in India and Botswana. We had a close out and de-brief meeting on Tuesday 27th January 2015 when the students returned from Soroti. It was a very insightful interaction and hopefully we shall have some collaborative research projects emanating from the two HESN Labs.
6. The student researchers from MIT – CITE (Comprehensive Initiative on Technology Evaluation) jointly worked with a team of students from Makerere University to do a study on Post-harvest handling techniques. RAN identified four Makerere students to partner with the MIT team and a faculty from Makerere to serve as a mentor. The students did their study in Gulu and Jinja to analyze the social, economic and technical aspects of crop storage in Uganda by smallholder farmers. By creating a system-level model that is structured to allow changes in technology and policy assumptions, the models can be generalized to different locations, environments, crops, and customs.
7. We had an initial planning meeting at RAN on 14th January 2015 to welcome the students to Uganda and discussed details on how to approach the communities. The RAN Chief of Party in his remarks commended the value of multidisciplinary where engineering students work with agriculture students and the community to address community needs based on a new understanding of complex situations. The students from Makerere will continue the Research and data analysis once the MIT students return back to USA. We had a closeout meeting for the teams on Thursday 29th January 2015. MIT - CITE is one of the Labs under the HESN. This partnership is one of the many ways in which RAN is tapping from the HESN ingenuity.
8. Of the 19 teams from RAN (Makerere University) that submitted pre- proposals in the Big Ideas Contest, 2 teams from Makerere University – RAN were selected to advance to the next stage and to submit full proposals which were due on 10th March 2013. The students worked with their assigned mentors to submit full proposals. Big ideas is a student competition aimed at

providing funding, support, and encouragement to interdisciplinary teams of students who have innovative solutions to address important social challenges.

9. On 19th March 2015 RAN team led by Dr Roy Mayegs had a meeting with Ed Prince the Director of ConDev HESN Lab at Texas A&M University, and Jane Kisakye an M&E specialist at Tetra Tech ARD working on Environmental Management for the Oil Sector (EMOS) USAID funded project in Uganda. The aim of the meeting was to pave way for collaboration on conflict issues that might exist in the Albertine region in Uganda due to oil exploration. It was suggested to have a three - way collaboration between RAN, EMOS and ConDev where each partner will contribute \$50,000 towards addressing conflict issues in the Albertine region. The meeting adjourned with the promise to inform the RAN Chief of Party and RAN AOR about the collaboration before a conclusion can be reached.

4.2.1. Data

4.2.2. Solutions (Creation, Testing, Scaling)

4.2.3. Student Engagement

1. Ebola Prototyping Sessions
2. Five students from Architecture and Mechanical Engineering disciplines were involved in the Ebola prototyping session at RAN during the month of February and March. The students worked during the weekly meetings to design and prototype the proposed Ebola treatment Unit. Makerere University - RAN won an award to re- design the Ebola Treatment Unit due to the challenges that are being faced in fighting Ebola in sub-Saharan Africa . The United States Agency for International Development (USAID) launched Fighting Ebola: A Grand Challenge for Development in partnership with the White House Office of Science and Technology, the Centers for Disease Control and Prevention, and the Department of Defense to help health care workers provide better care and contain this devastating virus. The students were part of a bigger team at RAN that is working on the Treatment Unit which includes, Engineers, Social scientists, Epidemiologists and Medical doctors. The students found these sessions very enriching and exciting, they remarked that the sessions greatly helped them to improve on their design skills while working on their own school projects.
3. AidData – RAN GIS Project at Makerere University
4. 12 third year students from Makerere University - College of Engineering pursuing Land Survey and Geomatics worked on a Spatial Vulnerability assessment project in partnership with the AidData HESN lab. The students started working on the project from 26th Feb 2015 and are expected to complete by end of April 2015. The students are specifically looking at “ Maternal Health Mortality factors”; They carried out an Analysis of what makes mothers more vulnerable, existing Aid toward Maternal Health and a comparison of where the Aid is directed visa-viv the communities that are most vulnerable. They used existing shape files, UBOS data and Demographic Health Survey reports. The output will be GIS maps to help decision makers and funding bodies to quickly identify the vulnerability index, factors that caused the vulnerability and current status of where the Mortality Health aid is directed. This project will eventually

contribute 30% to the student's academic credits. The AidData team helped to give comparison data on existing Aid for Maternal Health, they gave online assistance to the tutors, conducted one Google hangout session with the tutors and all the students on 27th March and will do a partial evaluation of the projects. Students are scheduled to do final presentations on 4th May 2015

5. Student Design Thinking Workshop on 31st March
6. RAN hosted 30 multidisciplinary teams of students to a Design Thinking Workshop on 31st March – 1st April 2015. The primary objective was to build capacity of students in the Design Thinking process - one of the human-centered design methodologies - that RAN is using to ensure community involvement throughout the sourcing, design and testing stages during innovation solution development. We invited students from different disciplines which included; Social Sciences, Communication and Journalism, Veterinary Medicine, Business and Commerce, Bio- medical Engineering, Software engineering, Telecom Engineering. The students were taken through the Design thinking principles using Stanford ChangeLab tools and available MKITs on Design Thinking. The students enjoyed extensive group work with hands-on activities on needs finding, problem synthesis and framing, rapid prototyping, testing, iteration and story telling. The DT session was conducted in a train-the-trainer format with the objective of developing capacity of students to be able to cascade the skills in their different departments at the University. We now have student Champions who are well-placed to cascade DT skills across their innovator networks which will greatly influence the quality of projects they will be developing at the University and the projects they will submit for exhibitions, competitions and Innovation Challenges. The MKITs on DT are readily available on the RAN U-Tube channel for students to update their skills and to train fellow students in future.
7. Student Outreach to IHSU in Kampala, Uganda
8. The RAN team visited the International Health Sciences University (IHSU) in Kampala on 11th March 2015 as one of the outreach activities in the region aimed at building the capacity of students and faculty to innovate. The RAN team facilitated a 3 hour seminar that attracted approximately 40 Public Health students and faculty from this University. The seminar discussions were guided by the theme “Ideas in a Box “. One of the questions that was posed to the participants was “What ideas do you have that can be nurtured to address communities’ challenges?” “Such questions are a great way to start generating ideas” added Brian Ndyaguma, Innovation Lab and Outreach Consultant at the RAN Eastern Africa Resilience Innovation Lab.
9. Additionally, the students and faculty were introduced to RAN and the opportunities they can leverage from in the network and wider Higher Education Solutions Network (HESN). They were later taken through practical exercises on ideation using the Empathy Map and the Business Model Canvas to help them develop innovative projects.
10. The WA RILab engaged 30 students as moderators for the DP event. This led to students appreciating and understanding the DP Process. 3 students also were engaged in the ISW and CRID workshops in March. The students had an opportunity to interact with experts from the different disciplines and also engage in the fruitful discussions as they captured workshop deliberations. They had a good experience to work with the KUMU website to draw the relationships that came up on the system diagram about the resilience challenges in West Africa.

5. USAID Engagement

5.1. USAID/Washington Interactions

The SA RILab team interacted with USAID Washington at the TechCon 2014. In particular was the meeting held with Madeline Williams from the Global Development Lab to discuss USAID signature efforts in Southern Africa. The SA RILab Director also had a meeting with the Global Development Lab representatives in Pretoria to discuss possible collaboration with the RESILIM project. Signature efforts are being led by Mission offices to work closely with local communities to invent, test and apply ground breaking ideas to help end extreme poverty, better, faster, cheaper and at greater scale. In South Africa this effort is focused on the water resources within the Limpopo River Basin. It was agreed that the SA RILab will share some of their data with the project and linkages will be made between the project and SA RILab Limpopo team where the RESILIM project is focusing on. The SA RILab also engaged Dr Cameroon Bess and Dr Karen Duca from USAID Washington to assist with reviewing RIC4FIG applications.

TU DRLA Executive Director Ky Luu held strategic discussions with USAID/OFDA throughout this period regarding the Ebola disaster response and utilization of RAN network partners in the region. Luu also met with the USAID/DCHA front office regarding resilience and USG humanitarian programming. Luu also provided USAID/HESN with updates on quantitative data collection and the status of the first Annual State of African Resilience report throughout the period.

The RAN team represented by the Chief of Party, the Co-chief of party at TU/DRLA, prof James Fishkin, two RILab directors and the communication manager were engaged in the facilitation of the launch of the first annual State of African Resilience report in Washington D.C on 11 March 2015 where several officials from USAID attended the launch including: David Ferguson, Director, Center for Development Innovation, U.S. Global Development Lab; Maggie Linak, Science and Technology Fellow HESN; Tara Hill, Senior Program Manager HESN, Ticora Jones, Division Chief HESN.

The EA RILab team interacted with the USAID mission at the 2014 TechCon hosted at UC Berkley, California. The RILab, Dr. Dorothy, was part of a Climate Change and Development panel at TechCon panel that discussed climate change. Issues discussed included: major climate related challenges being faced in our region, linkage of the EA RILab/RAN in addressing these challenges, the role of the community in addressing/mitigating/adapting to climate change, the role of science, technology, and innovation to address these challenges among other topics.

5.1.2. Other (Non-Lab) USAID/Washington Interactions

5.2. USAID Mission Interactions

The SA RILab held a meeting on the 8th of December to discuss the RESILIM project one of USAID Southern Africa Mission signature efforts. The meeting was attended by various stakeholders in the water field as well as Global Development lab representatives Mr Cameroon Bess and Madeline

Williams. The meeting with USAID Southern Africa mission was useful in SA RILab connecting with the leaders of the RESILIM Project aimed at supporting equitable access to water, reducing climate vulnerability through promoting science based adaptation strategies. In addition some USAID SA Mission office staff particularly from the Agriculture department will also take part in reviewing of the RIC4FIG applications. Two SA Mission staff - Dr Joan Matji and Mrs Patricia Masanganise assisted with reviewing the phase I RIC4FIG applications. Officials from the USAID mission office will also be requested to attend the pitching of innovations to be conducted in May.

TU DRLA Executive Director Ky Luu interacted with USAID Missions by providing technical support on resilience and identifying potential linkages between USAID, Rockefeller, and SIDA as partners within resilience.

The HoA RILab exchanged information on planned innovation projects and the role of Innovation Advisory Board (IAB) with one of our contact persons at USAID Mission in Ethiopia, Mr. Dubale Admasu. The main focus of the discussion was getting USAID Mission's approval of Mr. Dubale's membership in our IAB. However, this issue has not been decided upon yet. There is a need for further engagement and discussion in this regard.

6. Monitoring & Evaluation

6.1. M&E Updates

Monitoring and evaluation activities are on track. The M&E team, with support from TU DRLA, extended support to the grant awardees under the Resilience Innovation Acceleration Program to develop M&E plans for each innovation project.

Each of the innovator teams incubated in the EA RILab was engaged in a one-on-one day workshops in January 2015 to develop theory of change for their projects. At the end of each the meetings, a draft ToC was developed and these were shared with Stanford to advise on M&E for innovation management. The Stanford team provided comments and some innovation teams are refining their ToCs and they will start on developing their M&E documents. A similar process will be followed for other innovations that will come onboard in the other RILabs.

The Stanford team proposed incorporating impact potential measurement into RAN M&E framework for each innovation project. At each innovation stage parameters will be set that will capture the key issues leading to impact potential. These parameters will be customized for each innovation and monitored for progress. Once the idea is well refined it will be rolled out to the innovation teams.

The RAN M&E team worked with the IT person and developed an online reporting system. This system aimed to ease the task of compiling reports from partners and RILabs and also enable timely reporting. The templates used on the system reproduce the data required in the HESN DevResults reporting platform. All the RAN team used the new RAN online system to report for Midyear. We received the modifications made to the DevResults platform and these were incorporated into RAN online reporting platform.

The RAN team received comments from USAID on Y2 annual report, addressed them and submitted them back to USAID. We await a response from the USAID team.

The M&E team continued to engage in the HESN M&E monthly calls and the Data Working group calls.

6.2. Deviance from M&E Targets

7. Lessons Learned / Best Practices

- I. Managing open calls: Following the RIC4FIG call a number of lessons were learnt
 1. The staggered approach of submitting concept notes before requesting for full proposals, while time consuming, proves to be valuable in terms of giving insight and an opportunity to limit competition to pre-selected concepts that are closely linked to the outcomes we expect by context, challenge and pathway.
 2. Given the diverse background and expertise of reviewers, the aggregate scores obtained from the reviewers needed to be closely reviewed further for outliers especially in cases where detailed comments were made by each reviewer. It is important that reviewers put in detailed comments together with their scores. The availability of comments for each application is therefore an important output from the review platform.
 3. A systematic documentation of the process followed through the solicitation process is critical for a couple reasons. Firstly, it is in line with the requirements for full and open competition that the process be as transparent and fair as possible. Secondly, it helps protect the process from possible protests from applicants who may feel prejudiced by any occurrence during the process. Third, it helps understand the process of selecting innovations and how that links back to the identified dimensions and anticipated outcomes of the interventions.
 4. The team benefited a lot from stakeholder engagement for publicizing the call and also to ensure that all key members are appraised on the process. It is important to ensure that community gatekeepers and leaders are informed and involved in all processes to avoid miscommunication by community members.
2. Clear goal for quantitative data: During the first quarter of year 3, the TU/DRLA Team learned that defining goals and objectives for the consistent quantitative data collection and reporting policies has been a challenge. Firstly, this was due to the diverse and dynamic nature of collaborating with different universities. Secondly, the RAN team hoped that the quantitative survey would be used to capture baseline data to inform individual innovation projects. However, it was learned that the survey would not serve the data roles as required for each individual innovation project and it was agreed to conduct the two exercises separately. The Tulane Team also found that the quantitative data collection workshops owe their success in large part to the collaboration between the different country teams; a variety of technical capacities exist, so the network approach on the development of data collection tools and protocols has proven useful.

3. Data sharing: Some universities across the RAN expressed hesitancy towards sharing data before they have published their findings. However, after constant communications and highlighting USAID open data sharing policy, an understanding was reached and some Universities have started sharing the data. RAN is working towards avenues for enhanced data sharing and is fully intending to comply with all USAID open data policies.
4. Qualitative reports: During the second quarter of year 3, the TU/DRLA Team learned that editing can be a lengthy but important process. Although RILabs' qualitative reports were reviewed, commented on and revised extensively, there remain minor but important issues in language and presentation of findings. While the style and content are respected, the review process must consider cultural differences in presenting sensitive issues such as gender-based violence, subjective moral issues and perceptions/interpretations of attitudes. Additionally, choice of vocabulary (words like 'lazy' or 'ignorant') must be carefully considered to take into account the multiple cultural perspectives from which the reports will be viewed, conserving meaning while avoiding misinterpretation.
5. Collaborative approach: The RILabs learnt that involving relevant professionals in program activities contributes a lot to insuring the quality and reliability of programs. However, achieving high level of engagement and partnerships requires strong commitment, continuous follow-ups and hard work. There is a crucial need to keep the strong commitment of the focal persons at RAN network plus Universities, actively engaging them in the resilience program activities, and supplying them with the necessary supports. The involvement of faculty, staff, students, and relevant innovators is also crucial for the success of this project. The interactive sessions during the quantitative planning workshop were educative and the team members from the Network plus Universities were able to learn from each other.

By providing input to the quantitative protocols (including tools), there has been a lot of effort in balancing the provision of specific guidance (which risks over prescribe the data to be collected) and allowing the RILabs to create freely (which risks very unstandardized and non-harmony of data across the network.). The RILabs that completed draft quantitative data collection protocol and tools early (first) are then required to wait until other RILabs submit protocol so that there is a sufficient pool of ideas across the network to draw from and share to foster harmonization of tools, approaches and indicators where possible. This slows the overall process considerably, but it also strengthens the process by maximizing the benefits of working as a network.

During the Washington D.C. launch of the State of Sub Saharan African Resilience Report, the collaboration between the secretariat, RILabs, Tulane and CSIS worked extremely well. Despite the excellent reception of the launch, it was observed that the information presented could have better addressed the questions/interests of the attendees. As more presentation materials are developed across network, there will be greater sets of more standardized presentations to draw from, be in content, format or presentation flow.

Reflecting on this reporting period, attendance at 2014 TechCon was an eye opener for the team to learn about emerging ideas in the innovations sphere. In addition the team has realized the need for more engagement with the USAID Missions to understand other projects they are

supporting such as the RESILIM project in South Africa which the RILab found relevant to their work if resources are leveraged.

6. HoA RILab space: In terms of operationalizing the RILab space and launching innovation projects, the RILab has not achieved as much as was envisaged, due to some administrative and technical bottlenecks, for instance slow procurement process, and lack of competent suppliers of some equipment. The fact that our RILab is located far away from the capital has added further barrier to effective and quick launching of innovation projects that target addressing the resilience challenges of Borana pastoralists. Another area that requires quick improvement is the designing and launching of resilience knowledge sharing platforms. In order to remove the current barriers and move forward, the RILab needs close follow-ups and support from RAN Secretariat and its partners, sharing guidelines and practical experiences. Having completed the half of the third year, the RILab feels the urgency to move from resilience studies to resilience innovation projects that practically strengthen communities' resilience. Discussions to address these challenges have been held between RAN secretariat and the RILab and the following strategies were agreed upon. To solve administrative challenges, it was suggested that the RILab identifies a person to handle RAN administrative matters within Jimma University to reduce the bureaucracy. Also to easily reach the pastoralist community, the HoA RILab was advised to bring onboard NetworkPlus University that is located in Borana Pastoralist community and as a result Bule Hora University has been identified as another NetworkPlus University. RAN secretariat is also working towards refining the call for proposals to address the challenges generated from the HoA intervention strategy and CRID workshops and this is expected to be submitted to USAID by end of year 3.

8. Future Activities

The SA RILab will focus on the following activities in the next quarter

- Finalise preparations for the quantitative survey including protocol development and IRB approvals (April 2015)
- Planning for fieldwork and data collection for the quantitative survey (April -May2015)
- Manage the RIC4FIG call (January to September 2015)
- Complete RIC4FIG Phase one judging (May 2015)
- Conduct innovator capacity-building and motivation activities (May –September 2015)
- Plan for RIC4FIG phase one implementation and Evaluation (May 2015-September 2015)
- Finalise publications from the qualitative data (by September 2015)

In Quarter 3 of Year 3, the TU/DRLA Team looks forward to attending RAN's Partner's Meeting at Makerere University in Uganda as well as to launching RAN's State of African Resilience Report in Africa at Makerere University and at the Intergovernmental Authority on Development (IGAD)'s Resilience Analysis Unit (RAU) in Nairobi, Kenya. TU/DRLA also will collaborate with the Secretariat to provide guidance and support to RILabs as they launch their Round 1 quantitative data collection and secondary data analysis.

In addition, TU/DRLA will continue to collaborate with the Secretariat to provide RILabs with technical support to refine their qualitative analysis in light of quantitative data findings, while providing professional editorial and formatting support to RILabs as they finalize their qualitative reports for publication.

HoA RILab looks forward to accelerate our major program activities which include: completing the preparations and conducting resilience surveys; operationalizing the Innovation Center; sourcing and incubating some more innovation projects; incubating the project on Rainwater Harvesting; developing M&E plans for innovations under incubation; conducting induction sessions for innovation support teams in Ethiopia; conducting "managing innovation" workshop in Ethiopia; participation in the 2015 Partners' Forum; carry out innovation capacity building activities; implementing platform projects; engaging the IAB in Ethiopia; strengthening engagement with other relevant partners; activate and strengthen M-KITs Team; as well as completing the development of M-KITs material on CRID Workshop, and sharing it widely.

Stanford University will implement the following in the next quarters

- Analyses of Ghana DP transcripts and complete analyses of data in collaboration with WA RILab.
- Finalize the Uganda academic paper and policy reports.
- Release of DP results in Ghana. Write-up for publication of the Ghanaian results and collaboration on the Uganda results.
- Discussions with RAN are ongoing for the next DP location in Africa.
- Continue strategic support on MKIT development and future use, to both facilitate the Innovator teams' skill development, and to enable communication and learning between RAN and their end-user communities.
- Guide RAN on the development and implementation of their Community Engagement Strategy, to ensure cohesion with the larger goal of capacity building for innovation.
- Production of MKIT tip sheet on story telling via MIKITS.
- Analysis and write-up of the evaluations of Needfinding workshop.
- Provide continued consultative support to RAN on their communications strategy and increasing the visibility of their successes.
- Lay the groundwork for a RAN Scaling Summit to occur later in the year.

EA RILab will continue in Q3 to complete the quantitative survey protocols, submit to IRB and conduct the survey. The RILab looks forward to onboarding RIC4ACE innovators in Q3 and work closely with them to develop their innovations. Also the RILab plans to engage students in more outreach activities and also extend these activities to the network plus Universities in Rwanda and DRC.

9. Environmental Monitoring

Of the 7 top applicants from the RIC4ACE call that RAN submitted to USAID 2 required to undergo an Initial Environmental Examination (IEE). The two teams were contacted and they addressed the IEE and RAN submitted back the responses to USAID. Once the two teams start implementation of their

research grant projects they will be monitored to keep adhering to the USAID Environmental Impact Assessment policy.

10. Risks/Issues and Mitigation

Not Applicable

APPENDIX

Reporting- February 2015

<http://news.mak.ac.ug/2015/02/call-applications-postdoc-dil-explore-travel-grants>

Nevertheless, we can see, even at this early stage, that the project successfully brought

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CALL FOR APPLICATIONS-POSTDOC DIL EXPLORE TRAVEL GRANTS

Submitted by mwamai on 3 February 2015 - 4:40pm

Category: Research News

The Development Impact Lab (DIL), UC Berkeley is a USAID-funded research network fostering the design, rigorous testing, and scale-up of technological solutions for international development. The DIL team would like to share its Spring 2015 Travel Grant

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Nevertheless, we can see, even at this early stage, that the project successfully brought

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The Main Library as seen from the College of Business and Management Sciences (CoBAMS), Makerere University, Kampala Uganda Oct 2012

solutions for international development. The DIL team would like to share its Spring 2015 Travel Grant opportunity available to graduate and postdoctoral students at Makerere University.

Proposals (of not more than 500 words) must be endorsed by the Applicant's UC Berkeley PI (faculty mentor). Successful applications lay the foundations for projects that foster the design, rigorous testing, or scale-up of the technological solutions for international development. They also integrate science and engineering advances with targeted economic or social insights.

Deadline for submission of proposals is 12th March 2015.

Please note that this opportunity is only open to Makerere University students and faculty.

More information can be found at: bit.ly/dilexploresp15

E-mail questions to: dil-grants@berkeley.edu

Downloads and Essential Attachments:

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International Affairs

Research & Teach Travel Learn Cardinal Tips Whom Do I Call

Helping African Citizens Make Informed Choices

BY PUI SHIAU

February 2, 2015



The Office of International Affairs awards seed grant funding to faculty for the purposes of expanding the scope of international research at Stanford. Last year, OIA awarded James Fishkin, Janet M. Peck Chair and Professor of Communications in the School of Humanities and Social Sciences and Director of the Center for Deliberative Democracy (CDD), a seed grant to help him establish a collaboration with a new international partner to expand his work educating citizens around the world to make informed choices.


Q: How would you define Deliberative Polling*?

The basic idea is that most citizens, most of the time, are not effectively motivated to become informed about complex policy issues. They are "rationally ignorant" to use the term made famous by the political economist Anthony Downs in 1957. Having only one opinion in thousands or millions it is easy to conclude that their views will not make any difference so why spend a lot of time becoming informed? With the Deliberative Poll, the participants in the sample have one


voice in a few hundred and one voice in a dozen in each small group (the process divides a few hundred into small groups for moderated discussion). So each person can see that his or her voice matters and when people discuss and engage the issues, their views tend to change. About 70% of the policy questions asked in Deliberative Polls show statistically significant change from the opinions expressed before deliberation. Deliberative Polls attempt to show what people think when they are really thinking and become more informed.

Q: You recently reached a milestone with the announcement of the results of your most recent Deliberative Poll. May you tell me more?

Since 1994, CDD has conducted 70 Deliberative Polls in 21 countries and our work continues to grow wide and deep. However, last year marked a milestone for us as we conducted the first ever Deliberative Polls in Africa. Through collaboration with ResilientAfrica Network (RAN), a partnership of 20 African universities that is funded by the United States Agency for International Development (USAID), Deliberative Polls were conducted in the Mt. Elgon region in Uganda in July, 2014. The Makerere University School of Public Health ResilientAfrica Network conducted two Deliberative Polls in the Butalejja and Bududa districts to deliberate on how to deal with environmental disasters and population pressures that challenge life in vulnerable communities. The goal was not only to engage and consult with the community but to inform innovations and strengthen resilience. The Deliberative Polling **results** were made public to the community and district leaders in Mbale on January 21, 2015 and to policy makers in Kampala district on January 23, 2015.



oia.stanford.edu/news/helping-african-citizens-make-informed-choices



Q: Deliberative Polling was created not for any geographic region in particular, so there is an expectation that the method can be used internationally. Despite differences in cultures, each project has its own challenges. What were some of the challenges you faced in Uganda?

One of the challenges was developing the agenda and briefing materials for the issues to be deliberated on. Ultimately, these were built upon earlier research by the East Africa Resilience Innovation Lab, part of RAN. The preparatory phases to clarify relevant resilience issues involved focus groups and key informant interviews in the two communities. In light of this work and the areas' recurrent environmental disasters, the agenda focused on Resettlement Management, Land Management and Population Pressure. A stakeholder advisory committee of local and national officials, NGOs and academics worked hard to develop briefing materials on the issues that were balanced and accurate.

Due to recurrent floods and landslides in the region, the government had issued and implemented policy directives on land use in the region. But despite these directives, communities continued to encroach on high-risk zones (wet lands, river banks and mountains).

Q: Why was there an asymmetry between the government and community expectations regarding the risk mitigation policies rendering the policies unsuccessful?

The policy process is not adequately involving the community and often government is using a subjective assessment when crafting policy. The Deliberative Polling approach is a citizen-based data generation method that seeks to contribute to the process of developing interventions that respond to the felt needs of the community providing solutions through innovation. It is a unique approach of consulting communities through a representative sample deliberating on key policy issues.

Q: How did you present the materials to the participants?

Over 400 participants were randomly selected from the districts of Butaleja and Bududa to discuss three specific topics: Resettlement Management, Land Management and Population Pressure. They were joined by Makerere University faculty, district representatives, the office of the Prime Minister in Uganda, Stanford University Center for Deliberative Democracy (CDD) in the

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2/3/2015

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The same briefing materials were used for Bududa and Butaleja. Given the low literacy rate of the population, a fifteen-minute video version of the briefings was produced by a student team from the Department of Mass Communication at Makerere University. This **video** was shown on arrival and, at the request of the participants, it was shown again the second day. Participants were also provided with the written version of the briefing materials, which served as a guide to the issues for moderators.

The participants were questioned about thirty six policy options in interviewer administered questionnaires. Each interview lasted 35 minutes, both for interviews on first contact and after deliberations on site. A two-day schedule was developed and panels of competing experts and local officials were invited to participate in plenary sessions, answering questions developed in small group discussions on the three topics.

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Q: Did you have any problems recruiting participants?

By international standards, the sample recruitment was extraordinarily successful. Random sampling of households and random selection within the households produced 210 completed interviews in Bududa and 232 in Butaleja. In each district there were only 11 potential respondents who declined to complete the initial interviews. This is a response rate on the order of 95%. Of the 210 who completed the initial interview in Bududa, 201 showed up on the day for deliberation. All 201 returned the next day for the second day of deliberation and completed the final questionnaire. Of the 232 who completed the initial interview in Butaleja, 217 showed up for the deliberations and all of them returned the next day to finish the discussions and then complete the surveys. Here, this is a participation rate for the actual deliberations that is approximately 94%.

The numbers participating were higher than we had planned. As in other Deliberative Polls we anticipated a drop off rate of perhaps 25%. But the recruitment here was very successful with only very minimal drop-off. This is a tribute to the effectiveness of the mobilization effort for those chosen in the random samples.

Q: What were the results of the Deliberative Poll?



"It's so good because many girls are getting problems in giving birth because they get married when they are still young, now if you keep them in schools, your keeping them as their age increases and they grow."

In Butaleja, 11 of the 36 policy attitudes showed significant changes. While fewer in number some of these changes show interesting reversals with deliberation. Support for an early warning system using text messaging, went down from 60% to 42%. By contrast, support for the early warning system using sirens went up from 79% to 92%. We think that the unreliability of electric power for charging and the unreliability of the cell connections moved people to suggest sirens as a more reliable system than text messaging.

The top priority after deliberation in Butaleja was the government assisting in drilling for clean water (increasing from 95%-99%) and a close second (increasing from 97%-99%) is that "the community should encourage girls to go to school as well as boys."

Some excerpts from these sessions include the following comments for the government assisting with drilling for clean water:

Some excerpts from these sessions include the following comments for the government assisting with drilling for clean water:

"We gain because we may not be affected by diseases which come from the dirty water."

"I support the government to go on to drill more water for using, like that of boreholes. There are some places that do not have boreholes. Still let it just go ahead and adds more, so that we get good water. It will have helped us not to suffer from malaria."

Q: What are the next steps?

This is only a brief report with only four of the group interviews transcribed. We expect that when all the transcripts are available we will be able to code the small group discussions to get a greater sense of what motivated the changes in post deliberation views. When the results are properly shared and disseminated, we have hopes that some of the policy options will get implemented. Such effects will take time to mature and also to be analyzed. Policy impact will be the last part of the story and it is still to be written.

Nevertheless, we can see, even at this early stage, that the project successfully brought Deliberative Polling to Africa. Our collaborators were also equally satisfied with the outcomes. According to Professor Dorothy Okello of Makerere University and the Director of the East Africa Resilience Innovation Lab, "... we are very happy with the high degree of engagement exhibited by participants in the two districts that conducted the first DP events in Africa - from the top political leadership to the technical persons and the community representative sample. With such engagement, we believe that the process has yielded an important perspective for consideration in the planning and budgeting processes by key decision and policy makers responsible for service delivery."

The Deliberative Polls in Uganda have already been followed by a similar project in Ghana in the northern city of Tamale in January 2015. Results of that project, which seems to have been similarly successful, will be released soon.


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For more information about this research and the Center for Deliberative Democracy, visit <http://cdd.stanford.edu/>.

* Deliberative Polling® is a registered trademark of James S. Fishkin. The trademark is for quality control and benefits the Stanford Center for Deliberative Democracy.

Photos: Center for Deliberative Democracy



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TECHNOLOGY

RootIO: the COMMUNITY RADIO in A BUCKET

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John Mukundane demonstrates how the radio station in a bucket works to community leaders in Palongo Sub-county. COURTESY PHOTO

By Rachel Kayunga
 Posted: Wednesday, February 11, 2015 at 02:00

This Friday is World Radio Day. This day is about celebrating radio, why we love it and why we need it today more than ever. A day to remember the unique power of radio to touch lives and bring people together across the globe. Radio is a low-cost medium, specifically suited to reach remote communities and vulnerable people: the illiterate, the disabled, women, youth and the poor, while offering a platform to intervene in public debate, irrespective of people's educational levels.

In rural Uganda, radio is the most common way to access and disseminate information. That said, in case the people need to put out information and discuss issues concerning the community and their livelihood, they will need money to get airtime on the radio station.

With an android phone, a transmitter and a bucket, a project called RootIO is out to minimise these issues by empowering communities with a solution that will make it possible for communities to control and run their own information within the community.

What it is

RootIO is an acronym for Grassroots Radio for Community Input and Output. It is the brainchild of Christopher Csikszentmihalyi and Jude Mukundane. Csikszentmihalyi heads European Research Area Chair and Scientific at the Madeira Interactive Technology Institute, while Jude was formerly head of VAS engineering and Technology Innovations at Uganda Telecom.

The pair says the RootIO project was born out of the realisation that people at the grassroots, especially in rural regions of developing nations, primarily depend on radio to access information.

"In some of these rural areas they have to get a person with a bicycle and a megaphone to make rounds around the community making announcements or pin up the announcement at local office noticeboards and hope that the people will get to see them," Mukundane says.

With radio, it is easy for the people to get information regardless of the place and literacy level.

"Radio is preferred for obvious reasons - it is free to access, it spans large geographical areas with relatively minimal infrastructure and it does not require literacy for anyone to access it," says Csikszentmihalyi.

Mukundane adds: "RootIO enables people who primarily rely on radio for their information needs to own radio stations by scaling down the economic dynamics (like buying heavy machinery and human resource) of radio to the point where communities can run them without suffering the financial and skill burdens that befall typical radio stations."

Pilot project

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John Mukundane demonstrates how the radio station in a bucket works to community leaders in Palongo Sub-county. COURTESY PHOTO

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Pilot project

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1:49 PM
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relatively minimal infrastructure and it does not require literacy for anyone to access it," says Cukwaumuhah.

Mukandane adds: "RootIO enables people who primarily rely on radio for their information needs to own radio stations by scaling down the economic dynamics (like buying heavy machinery and human resource) of radio to the point where communities can run them without suffering the financial and skill burdens that befall typical radio stations."

Pilot project

Uganda Communications Commission recently flagged off the project to run a pilot authorisation for six months. The broadcasting coverage will be able to cover a distance of up to 35km on flat terrain areas. Communities set to benefit from this pilot project include Patongo in Apago, Kitgum Town, Pabbo Sub-county in Amuru District, and Aber Sub-county in Oyam District.

This will commence after establishing partnership with community based organisations and local government leadership with the hope of scaling to many more communities soon.

The UCC will allocate a frequency for the community members to tune into the station.

Jane Margaret Adong, the Gvokke programme coordinator in Apago District says this project will reduce the burden of travelling to radio stations which are far and expensive for the people.

She adds, "With this project we will be able to combat land degradation by urging people to plant trees and also help in the prevention of diseases like HIV because mass sensitisation will be easy."

RootIO was made possible by a grant from John S. and James L. Knight Foundation and is supported for extended deployment in rural communities in Uganda by the Resilient Africa Network.

How it works

It is intended to cater for a small community that decides what they want to air on the radio. Instead of a big studio and large equipment, you need an android phone and an FM transmitter to run this radio. It is not for commercial purposes but rather it simplifies communication for the people in the community.

The people in the community man the radio. They can choose anyone to do it and if anyone has any communication, they call the phone and directly go on air.

The radio is strategically placed at community centres that are easily accessible for the people.

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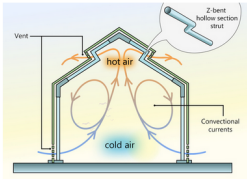
Fighting Ebola: A Grand Challenge Announces Additional Nominees for Awards

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Reimagined Ebola Treatment Units

RESILIENTAFRICA NETWORK AND MAKERERE UNIVERSITY SCHOOL OF PUBLIC HEALTH

These redesigned Ebola treatment tents aim to revolutionize working conditions for health care workers through its ergonomic design and porous walls, which allow for a significant increase in airflow and decrease in temperature. A team of students and faculty from the College of Engineering, Design and Art (CEDAT) and the School of Public Health, College of Health Sciences at Makerere University teamed up to design the next generation tent commonly used for humanitarian interventions, keeping the favorable features of current designs (simplicity, cheapness and structural safety) while reimagining mechanisms for heat and air exchange within. The change in ambient environment will improve patient management by reducing the challenges faced by healthcare workers wearing heavy PPE materials and allowing for the development of human-led service delivery, or "portable hospitals."



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UNITED STATES ANNOUNCES ADDITIONAL RESULTS IN GRAND CHALLENGE TO FIGHT EBOLA

Innovations support current Ebola response and future epidemic preparedness

For Immediate Release
 Wednesday, February 11, 2015
 USAID Press Office
 Telephone: +1 202 712 4320 | Email: USAIDPressOfficers@usaid.gov | Twitter: @USAIDPress

WASHINGTON, D.C. – The U.S. Agency for International Development (USAID) announced today additional nominees for awards in the *Fighting Ebola: a Grand Challenge for Development*. A collaborative expert review identified 12 innovations that can reinforce the response to current and future Ebola outbreaks.

"We are embracing a new model of development—one that harnesses the power of science and technology to bend the curve of development," said USAID Administrator Rajiv Shah. "Through the *Fighting Ebola Grand Challenge*, we will continue to source, test, and scale groundbreaking innovations that will not only save lives in the months to come, but lay the foundation for more resilient and vibrant communities across West Africa."

Led by USAID, the Challenge launched in early October sourced new, practical solutions in close collaboration with the White House Office of Science and Technology, the Centers for Disease Control and Prevention, the Department of Defense, and field experts. In just two months, the Challenge received over 1,500 ideas from around the world. U.S. Government experts and international partners evaluated and selected the most promising ideas.

Building off of the initial set of solutions for health care worker safety announced last December, this second wave of award nominees announces solutions for a broader range of gaps from improved health care worker tools, more rapidly-deployable care settings and fresh community education approaches critical for the final stages of the outbreak response, and cutting-edge health information technology solutions that enhance the current response and provide a bridge toward longer-term recovery. Together, these innovations will work to strengthen Ebola-affected communities and health care systems, establishing a foundation for resilience.

The following innovations will receive financial and/or other support and undergo intensive testing to ensure readiness for production and field deployment.

Cutting Edge Tools for Enhanced Patient Care

- **Wearable Patient Sensors – The Scripps Translational Science Institute in partnership with PhysIQ, Rhythm Diagnostic Systems and Sotera**

Wearable technologies - including a disposable, Bluetooth-enabled sensor that attaches like a band-aid and allows for

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- **Wearable Patient Sensors – The Scripps Translational Science Institute in partnership with PhysIQ, Rhythm Diagnostic Systems and Sotera**

Wearable technologies - including a disposable, Bluetooth-enabled sensor that attaches like a band-aid and allows for remote monitoring of Ebola patients' critical vital signs.

- **DripAssist – Shift Labs**

Low-cost, battery-powered infusion monitor that delivers fluids with precision to patients, eliminating the risk of fluid overload and enhancing survival.

Reimagining the Health Care Setting to Enhance Care, Increase Access and Improve Worker Safety

- **Emergency 'Smart' Pod (ESP) – Baylor College of Medicine**

Repurposed, easy-to-access shipping containers as scalable, rapidly deployable and potentially semi-permanent Ebola treatment units that include training and process pathways, as well as patient and supply tracking systems

- **Rapidly Deployable ETUs – Modula S Inc**

Modular and rapidly deployable treatment units that use ultra-efficient building envelope technology to moderate unit temperature and simplify decontamination efforts for safer, more comfortable conditions.

- **Reimagined Ebola Treatment Units – ResilientAfrica Network and Makerere University School of Public Health**

Redesigned Ebola treatment tents that improve working conditions by significantly increasing air flow and decreasing temperature through ergonomic design and porous walls.

Improving the Safety of Health Care Workers

- **Re-Engineered Health Care Worker Suit – International Personnel Protection in partnership with Cornell University and Kappler**

Protective suit for healthcare workers re-engineered to be more breathable while still providing leak-free barrier protection, improved hood design and easier doffing/removal.

- **Decontamination Chambers – TOMI Environmental Solutions**

State-of-the-art, easy-to-assemble chambers that decontaminate health care workers and equipment in less than three minutes without hazardous chemicals.

- **Highlight: Powdered Bleach Additive to Enhance Decontamination – Columbia University**

Powdered additive that colorizes standard bleach solution, providing a visualization of sprayed surfaces, which ensures increased coverage and proper decontamination.

Changing Behavior to Eliminate Ebola

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Changing Behavior to Eliminate Ebola

- Community Education Platform – IBM Research - Africa**
Partnership with IBM to launch an innovative community engagement platform that facilitates two-way communication between public health officials and citizens using basic mobile phones to generate real-time, on-the-ground information about public perceptions and community needs.
- Africa Stop Ebola Music and Media Campaign – 3D Family Productions / SOAS, University of London**
Song recorded in local languages by twelve of West Africa's most famous musical artists to promote communities' adoption of behaviors that prevent Ebola transmission.

Information Communication Technology Solutions

- CommCare – Dimagi**
An open source mobile platform that supports health data collection, decision support, client tracking, SMS communication, and map-based visuals to alleviate current communication burden and disconnect.
- mHero – IntraHealth International**
A dynamic, integrated health management system that tackles the core communication gaps present in Ebola-affected communities, including contact tracing and clinical case management tools.

Through a whole-of-government approach, USAID and our U.S. Government partners are contributing to mounting an aggressive international effort to fight the Ebola outbreak in West Africa. Our goal is to enable the most effective international response possible, using our government-wide capabilities to fight the epidemic on a regional basis.

For more information on this Grand Challenge, visit <http://ebolagranchallenge.net/>.

The U.S. Agency for International Development's Grand Challenge for Development initiative crowd-sources solutions to solve clearly-defined problem sets, engaging the world in a quest to discover, incubate, test, and accelerate innovative solutions that have the potential to solve the world's greatest development challenges.

For updates on the Fighting Ebola Grand Challenge and to follow new opportunities to participate, subscribe here: <http://www.usaid.gov/grandchallenges/ebola@mail>.

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MAK WINS SUB-SAHARAN AFRICA EBOLA GRAND CHALLENGE DESIGN AWARD

Submitted by Mark Wamai on 13 February 2015 - 5:26pm



Category: Research News

The ResilientAfrica Network (RAN) and School of Public Health, College of Health Sciences (CHS), Makerere University are set to design the next generation ergonomic tent to support humanitarian service delivery.

RAN's (www.ranlab.org) proposed solution is a redesigned Ebola treatment tent that aims to substantially change the working environment for health care workers through its ergonomic design which allows for a significant increase in airflow and decrease in ambient temperatures in hot climatic conditions.

Prof. William Bazeyo and Dr. Roy William Mayega from School of Public Health, College of Health Sciences (CHS), will lead a team of students and faculty teamed up with those from the College of Engineering, Design Art and Technology (CEDAT) to design the next generation tent to support humanitarian service delivery. The redesigned tent keeps the favorable features of current designs (simplicity, cheapness and structural safety) while re-imagining and re-engineering the mechanisms for heat and air exchange within, through integration of a convectional currents mechanism and porous walls. The change in ambient environment will have three major advantages over the current ones namely; improved patient management by reducing the heat stress faced by healthcare workers wearing heavy PPE materials, improved comfort for the patients and amenability to "plug-in" accessories to support human-led service delivery, or "portable hospitals."

Buletin

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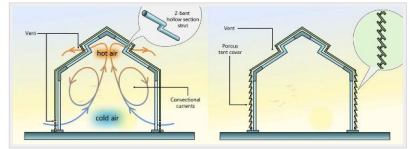
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conditions.

Prof. William Bazeyo and Dr. Roy William Mayega from School of Public Health, College of Health Sciences (CHS), will lead a team of students and faculty teamed up with those from the College of Engineering, Design Art and Technology (CEDAT) to design the next generation tent to support humanitarian service delivery. The redesigned tent keeps the favorable features of current designs (simplicity, cheapness and structural safety) while re-imagining and re-engineering the mechanisms for heat and air exchange within, through integration of a convectional currents mechanism and porous walls. The change in ambient environment will have three major advantages over the current ones namely, improved patient management by reducing the heat stress faced by healthcare workers wearing heavy PPE materials, improved comfort for the patients and amenability to "plug-in" accessories to support human-led service delivery, or "portable hospitals."



Structural view of the redesigned Ebola treatment tent by School of Public Health, CHS and CEDAT that aims to substantially change the working environment for health care workers, February 2015, Makerere University, Kampala Uganda

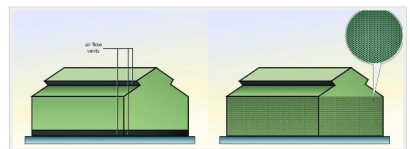
The United States Agency for International Development (USAID) launched Fighting Ebola: A Grand Challenge for Development in partnership with the White House Office of Science and Technology, the Centers for Disease Control and Prevention, and the Department of Defense to help health care workers provide better care and contain this devastating virus. In just two months, innovators from around the world submitted over 1,500 ideas focused on helping frontline health care workers to provide better, more timely care and to contain this devastating virus. Through a collaborative and rigorous expert review, the Fighting Ebola Grand Challenge Team has identified a dozen additional innovations that address existing gaps in the current Ebola response. In all a total of 15 innovations have been nominated for award to date.

These innovations can be employed rapidly to address the current Ebola response and better prepare for future outbreaks. The award nominees can be classified in several categories: 1) cutting edge tools for advanced patient care; 2) reimagining the health care setting to enhance care, increase access, and improve worker safety; 3) improving the safety of health care workers: suits and protective layers; 4) improving the safety of health care workers: decontaminates; 5) changing behaviour to eliminate Ebola; and 6) information communication technology solutions.

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External view of the redesigned Ebola treatment tent by School of Public Health, CHS and CEDAT that aims to substantially change the working environment for health care workers, February 2015, Makerere University, Kampala Uganda

The primary objective is to get improved solutions into the field as quickly as possible. To ensure that this happens, the Fighting Ebola Grand Challenge Team is working to put in place clear and rigorous pathways to rapidly test and deploy the best ideas.

Frontline healthcare workers involved in management of suspected and confirmed Ebola cases in humid sub-tropical, tropical, and equatorial climates work under very stressful conditions characterized by extreme heat and humidity predisposing them to heat stress and its associated complications. These extreme environmental conditions also affect quality of care for patients. Health care workers cannot spend more than a couple of hours dressed in the full-body Personal Protective Equipment (PPE) because of the extreme heat and discomfort. This lessens patient care contact time yet much of the treatment for Ebola should be supportive. The frequent but short-work-rest schedules put them at risk of infection. This is because they are more likely to make procedural errors as they move back and forth into contaminated and non-contaminated zones. Patients too have to endure the same conditions. The extremely hot environment in their isolation wards exacerbates their risk of electrolyte imbalances due to excessive perspiration, yet Ebola patients are already at a higher risk of physiological and bio-chemical imbalances. Countries affected by Ebola are located in sub-Saharan Africa along the Equator, with very hot and humid climates.

Please follow the links below for additional information:
<http://www.ebolagrandchallenge.net/reimagined-ebola-treatment-units>
<http://www.usaid.gov/news-information/press-releases/feb-11-2015-united-states-announces-additional-results-grand-challenge-fight-ebola>

"Solutions through Innovation"

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<http://news.mak.ac.ug/2015/02/ran-mkits-video-and-photo-challenge-preliminary-info>

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RAN MKITS VIDEO AND PHOTO CHALLENGE-PRELIMINARY INFO

Submitted by Mark Wamal on 20 February 2015 - 6:45pm



Category:
Campus Life

The ResilientAfrica Network (RAN), School of Public Health, College of Health Sciences (CHS), Makerere University is pleased to announce its Video (MKITs) and Photo Contest.

Innovators or individuals working to devise solutions to address community challenges are invited to showcase their documentation capabilities using multimedia graphics tools in teh RAN-MKITs challenge.

Challenge Categories
Category 1: Short Videos
Category 2: Photo Contest (Give all your photos short descriptions)

Deadline for Submission of entries is March 20, 2015

Please see [Downloads](#) for details

Downloads and Essential Attachments:

Makerere-CHS-SPH-RAN-MKITs-Video-Photo-Challenge-Flyer.Pdf

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Strengthening Partnership for Health and Sustainable Development

Details Published: 26 February 2015 [Print](#)

Makerere University School of Public Health ResilientAfrica Network (RAN) joined the other development partners including, the American University of Beirut Lebanon and Chatham University USA in a Steering Committee and Partners meeting for the joint establishment of a Global Master's program in Health and Sustainable Development.

The meeting hosted by Earth University, Costa Rica February 23rd -27th, 2015, focused on establishing joint efforts to globally achieve Health and Sustainable Development. Makerere University School of Public Health ResilientAfrica Network (RAN) as a partner will make available the learning communities that integrate environmental awareness and community outreach in the education syllabus as well as an entrepreneurial focus that combines production, processing and commercialization of agricultural products. Additionally, RAN will avail Global fellows with mentors and offer the fellows Design Thinking (DT) training during their field project design. With Earth University and the American University of Beirut Lebanon as lead partners, Makerere University is proud to co-facilitate this program. "Makerere University is committed to working with development partners to globally achieve Health and Sustainable Development among others. Moving forward, a little tweaks in the education curricula to break the silos are vital" Prof. William Bazeyo.



Jose A Zaglul, President Earth University opening the meeting



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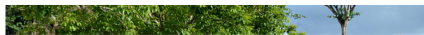
Jose A Zagul, President Earth University opening the meeting



Prof. William Bazeyo, Dean Makerere University School of Public Health and RAN Chief of Party/Lab Director making a presentation at the meeting



Esther L Barazzone, President of Chatham University Pittsburgh USA making remarks during the opening of the meeting



Esther L Barazzone, President of Chatham University Pittsburgh USA making remarks during the opening of the meeting



The team at the meeting that also included Deans of Schools of Health Sciences and Schools of Sustainable Development, Global Health and Sustainable Development Program Coordinators and Global Health Researchers took off time for a group photo after the deliberations

<http://news.mak.ac.ug/2015/02/mak-joins-global-efforts-strengthen-health-and-sustainable-development-partnerships>

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MAK JOINS GLOBAL EFFORTS TO STRENGTHEN HEALTH AND SUSTAINABLE DEVELOPMENT PARTNERSHIPS

Submitted by Mark Wamai on 26 February 2015 - 12:57pm

Category:
Health



MAKSHI RAN Team led by Prof. William Bazevo (4th L) attends the Global Health & Sustainable Development Meeting, 23-27 February, Earth University, Costa Rica

The ResilientAfrica Network (RAN), School of Public Health, College of Health Sciences (CHS), Makerere University has joined other development partners including the American University of Beirut Lebanon and Chatham University USA in a Steering Committee and Partners meeting for the joint establishment of a Global Master's program in Health and Sustainable Development. The meeting hosted by Earth University, Costa Rica February 23-27, 2015, is focused on establishing joint efforts to globally achieve Health and Sustainable Development.

Makerere University School of Public Health ResilientAfrica Network (RAN) as a partner will make available the learning communities that integrate environmental awareness and community outreach in the education syllabus as well as an entrepreneurial focus that combines production, processing and commercialization of agricultural products.



Additionally, RAN will avail Global fellows with mentors and offer

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Earth University, Costa Rica

Sustainable Development.

Makerere University School of Public Health ResilientAfrica Network (RAN) as a partner will make available the learning communities that integrate environmental awareness and community outreach in the education syllabus as well as an entrepreneurial focus that combines production, processing and commercialization of agricultural products.

Additionally, RAN will avail Global fellows with mentors and offer the fellows Design Thinking (DT) training during their field project design. With Earth University and the American University of Beirut Lebanon as lead partners, Makerere University is proud to co-facilitate this program. "Makerere University is committed to working with development partners to globally achieve Health and Sustainable Development among others. Moving forward, a few tweaks in the education curricula to break the silos are vital" said Prof. William Bazevo.

Article By Harriet Adong, ResilientAfrica Network



L-R: Jose A. Zaglul, President-Earth University, Prof. William Bazevo, Dean-MAKSHI RAN Chief of Party and a member of the RAN Team tour Earth University during the February 23-27 Costa Rica Meeting

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RAN VIDEO AND PHOTO CHALLENGE-MKITS

Submitted by Mark Wamali on 5 March 2015 - 4:53pm



Category:
Campus Life

The ResilientAfrica Network (RAN), School of Public Health, College of Health Sciences (CHS), Makerere University is pleased to announce the MKITs (Video and Photo) Challenge. RAN is calling for educational, inspiring Videos, artworks, graphics and photographs

Thematically, submissions can address any solutions that target community challenges which may include innovative approaches or technological innovations addressing effects of climate change and climate variability manifesting as floods, landslides, drought disease epidemics including HIV and AIDS, food insecurity, environmental protection, livelihood diversification, financial inclusion, entrepreneurial activities, sustainable development, rapid urbanization and the associated effects, water and sanitation among others and many more areas. Submissions could portray or illustrate innovation, economic potential, cultural wealth, and use of indigenous knowledge in a creative and non-stereotypical way. **"Documentation of every step of your innovation/idea is as important as the idea itself"**

The MKITs challenge has two categories, Individuals/Teams may submit as many photos and videos to either category. Winners will be highly profiled on RAN's portals including Partner bulletins. Please submit your video, photos and join an inspired community of innovators as they lively show case their documentation capabilities.



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RAN VIDEO AND PHOTO

The MKITs challenge has two categories, Individuals/Teams may submit as many photos and videos to either category. Winners will be highly profiled on RAN's portals including Partner bulletins. Please submit your video, photos and join an inspired community of innovators as they lively show case their documentation capabilities.

The overall winners will receive Prizes (**Prizes include – Laptop, Smartphones, Internship placement and so much more**) This is an excellent opportunity to get exposure for you and your idea, build support for your project, receive technical feedback, and to practice your documentation skills.

Register and submit your **video or Photo** through this link: <http://www.ranlab.org/video>

Deadline for submissions is 20th March 2015

For further inquiries about this challenge please email RAN at: info@ranlab.org and include "MKITs Challenge" in your subject line and or call on Tel (Office) +256 414 343 597.

Please see **Downloads** for more details

NOTE: The M-KIT challenge is open to international applicants and persons from all disciplines

Downloads and Essential Attachments:

- Makerere-CHS-SPH-RAN-MKITS-Challenge-Information-To-AplicantsMarch2015.Pdf
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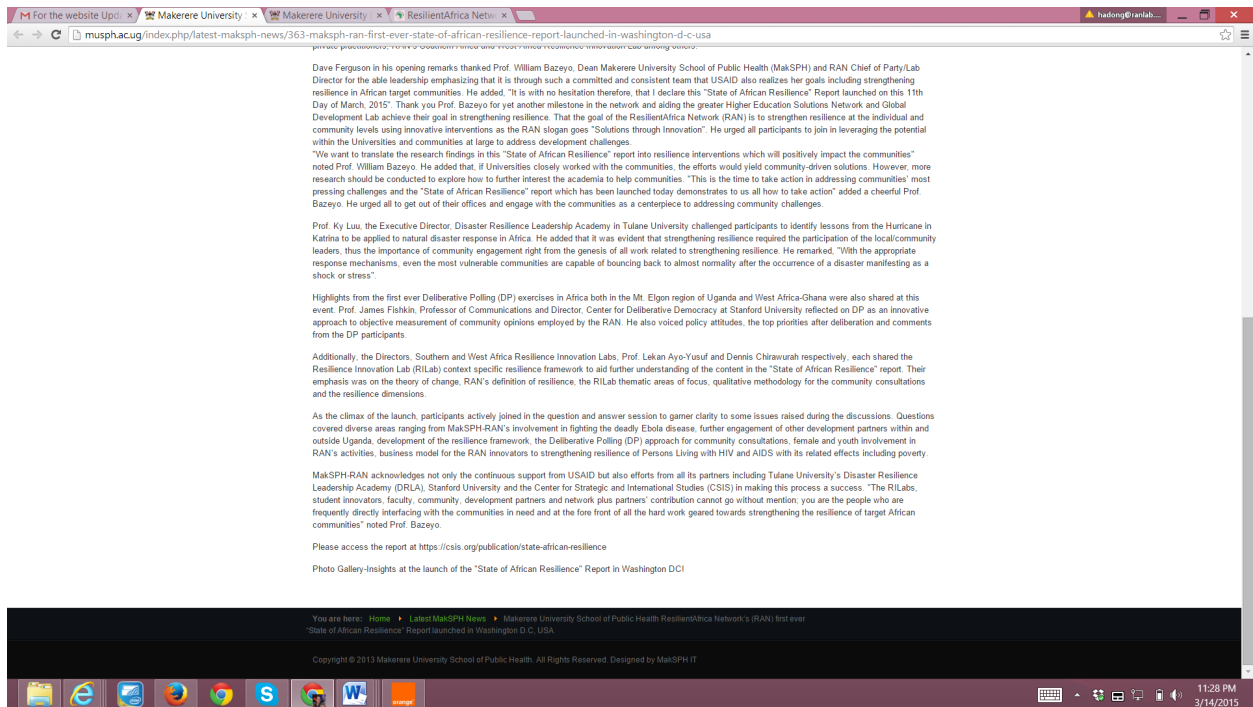
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The Launch of the first ever "State of African Resilience: Understanding Dimensions of Vulnerability and Adaptation" Report in Washington D.C, USA

Submitted by admin on Wed, 2015-03-11 15:58

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"Innovating for and with the communities"

Makerere University School of Public Health ResilientAfrica Network (RAN) funded by USAID's Higher Education Solutions Network under the Office of Science and Technology in the U.S Global Development Lab with its core partners: Tulane University's Disaster Resilience Leadership Academy (DRLA), Stanford University and the Center for Strategic and International Studies (CSIS) are proud to launch the first ever "State of African Resilience" Report. The event is scheduled Wednesday March 11, 2015, 2:00 to 4:00pm.

The report identifies major dimensions of resilience from the perspective of more than a dozen vulnerable communities across sub-Saharan Africa. It is based on the research and analysis of the ResilientAfrica Network (RAN), a partnership that includes fifteen African universities that are engaging with local communities to understand how best to prevent, mitigate, and overcome the recurrent shocks and stresses to which they are most vulnerable. The issues highlighted in this report range from: How communities in Uganda are contending with the effects of climate variability and post-conflict recovery? How communities in South Africa are addressing the link between HIV/AIDS and poverty? To How urban populations in Ghana are addressing the economic and public health challenges associated with rapid urbanization among others

Bringing together faculty, students, and community members, the RAN is developing interventions designed to strengthen resilience at the community level and, more broadly, making its data publicly available to allow for development practitioners in the future to more easily identify the vulnerabilities and existing capacities of communities. "It is important that we develop all these interventions to address communities' most pressing challenges in consultation with the target communities. The community voice is paramount in informing the solutions through innovation and thus the importance of the "State of African Resilience Report" as a reference document" Prof. William Bazeyo, Dean Makerere University School of Public Health and RAN Chief of Party/Lab Director.

The launch will feature none other than:

David Ferguson
Director, Center for Development Innovation, U.S. Global Development Lab, USAID

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Thomas Staal
Acting Assistant Administrator, Bureau of Democracy, Conflict and Humanitarian Assistance, USAID

William Bazeyo
Dean, Makerere University School of Public Health and Chief of Party RAN/Lab Director

Ky Lau
Executive Director, Disaster Resilience Leadership Academy, Tulane University and Co-Chief of Party, RAN

Lekan Ayo-Yusuf
Dean, University of Limpopo's Medical University of Southern Africa
Director, Southern Africa Resilience Innovation Lab

Dennis Chirawurah
Lecturer, University for Development Studies' School of Medicine
Director, West Africa Resilience Innovation Lab

James Fishkin
Professor of Communication, Stanford University
Director, Center for Deliberative Democracy, Stanford University

Please register for or follow the event live at <https://icis.org/event/state-african-resilience>, "Solutions through Innovation"

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Redesign Of Ebola Treatment Units Draws 1500 Innovations, Including Locally

16/03/2015 BY HILARY MUHEEBWA FOR INTELLECTUAL PROPERTY WATCH — LEAVE A COMMENT

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KAMPALA, UGANDA - In light of the persistence of the Ebola outbreak and the demands it has placed on global infection containment resources and processes, the United States government disaster response community recognised an opportunity to use open innovation to make significant strides in advancing the ability to combat Ebola. The results include a local success story.

"The United States Agency for International Development (USAID), in partnership with the White House Office of Science and Technology Policy, the Centers for Disease Control and Prevention, and the Department of Defense, created a Grand Challenge for Development to target Ebola because we faced the largest epidemic of this disease in history," said Caroline Pepek, spokeswoman, USAID US Global Development Laboratory.

In just two months, "innovators from around the world submitted over 1,500 ideas focused on

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In just two months, "innovators from around the world submitted over 1,500 ideas focused on redefining Ebola Treatment Units (ETU)," Pepek told *Intellectual Property Watch*. "These ideas were for helping frontline healthcare workers to provide better, more timely care and, developing care setting interventions that would provide a safer environment for treatment, and building community interventions to support the containment of this devastating virus."

The Challenge chose three of ETU-focused applicants to fund. One of the chosen ideas is the next generation ergonomic tent design submitted by ResilientAfrica Network (RAN) and Makerere University, in Kampala, Uganda.

The ResilientAfrica Network, a development laboratory under the Higher Education Solutions Network in the Office of Science and Technology, USAID, is a partnership of 20 African universities in 16 countries aiming to strengthen the resilience of communities by nurturing and scaling innovations from the different universities. Its head office is in Kampala.

According to Pepek, "the tent was chosen by the Grand Challenge team because it confronts issues with the current ETU designs in a unique way; with its focus on easy portability at a low cost and greater air flow capacity through an ergonomic design, which will provide greater patient and health care worker comfort."

The RAN and Makerere team will receive funding to support their research and development, prototyping and user testing of the tent. This will allow the team to make necessary adaptations before reaching the commercial market.

A deployable prototype is expected to be in the field in the next five months.

The team is led by two people; Prof. William Bazeyo, dean of the Makerere University School

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The team is led by two people: Prof. William Bazeyo, dean of the Makerere University School of Public Health and RAN chief of party, and Dr. Roy William Mayega, the RAN deputy chief of party.

In a joint response from the team leaders, they said, "The proposed next generation ergonomic tent is a modification of the traditional tent and maintains the current tent design in simplicity, affordability and structural stability. The new design offers a revolutionised mechanism for heat and air exchange in two ways: Creating a system for convectional currents using ambient air and creating porous walls that allow air exchange to cool the tent interior."

Local Idea, Local IP Rights

The team is now at the application stage for securing the intellectual property rights on the ergonomic tent design. Once the design IP right is granted, the contents and intellectual merit of the design will be the property of Makerere University School Public Health in Kampala.

The leaders explained that if there are any accrual from the intellectual property of the design, Makerere University School of Public Health (MakSPH) claims majority rights to the IP. The College of Engineering, Design and Art (CEDAT) of Makerere University and USAID will also co-share the benefits of the IP for this innovation, negotiated based on their level of claim to the IP.

"MakSPH will grant USAID a non-exclusive, royalty-free, perpetual license to use any resultant or derived intellectual property including product, service, or technology that will be developed using this grant, for humanitarian development work targeting low income countries," they said.

According to Prof. Mukadasi Buyinza, "the university has the Intellectual Property Management Policy in place to galvanise innovation and creativity among both staff and students for the public good, and when commercialised, generate income for the innovator and the university."

Buyinza is the director, Directorate of Research and Graduate Training, at Makerere University.

"We believe that the new tent design will revolutionise working conditions for humanitarian workers and first responders working in camps in hot climates where the use of temporary structures is vital," said Bazeyo and Mayega.

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"We believe that the new tent design will revolutionise working conditions for humanitarian workers and first responders working in camps in hot climates where the use of temporary structures is vital," said Bazeyo and Mayega.

"The tent is the super-structure that houses most of the operations of the Ebola Treatment Units (ETUs)," they said, "in the heat stressed environments of ETUs in tropical Africa, improved air-circulation in the tent structure will reduce average temperatures in the patient management and administration spaces, thereby positively impacting on the comfort of health workers."

It is hypothesised that these designs will singly or in combination reduce the ambient temperatures within the tent cavity by between 5 to 10 °C in situations of extreme heat.

The new design will contribute to reduction of the discomfort from wearing the heavy personal protective equipment materials by making the ambient environment more humane.

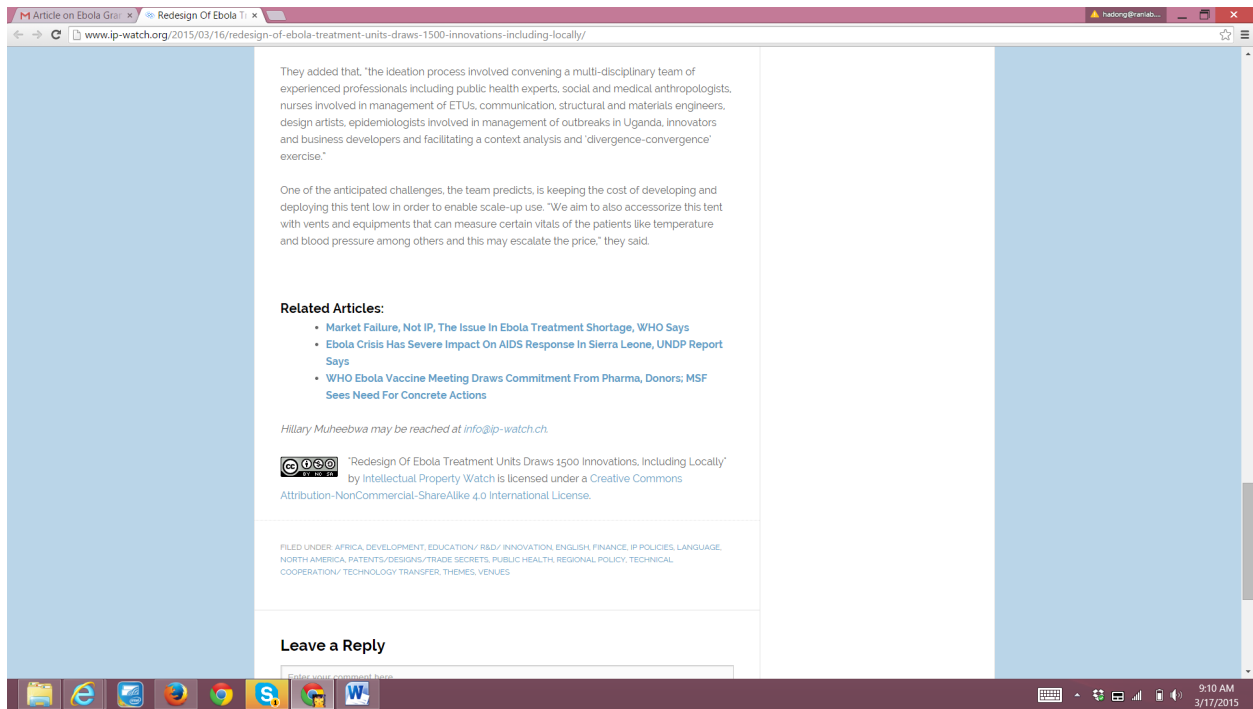
Tents that were primarily designed for humanitarian warehousing will now be re-customized and recalibrated to more humanoid applications. It will then be more possible to establish rapidly deployable hospitals and other forms of emergency service delivery points.

This tent has been designed to be deployed in the Ebola affected areas of West Africa. However, the team envisages the tent will transcend its use in the ETUs and can be deployed under different humanitarian works particularly in areas with very hot and humid climates.

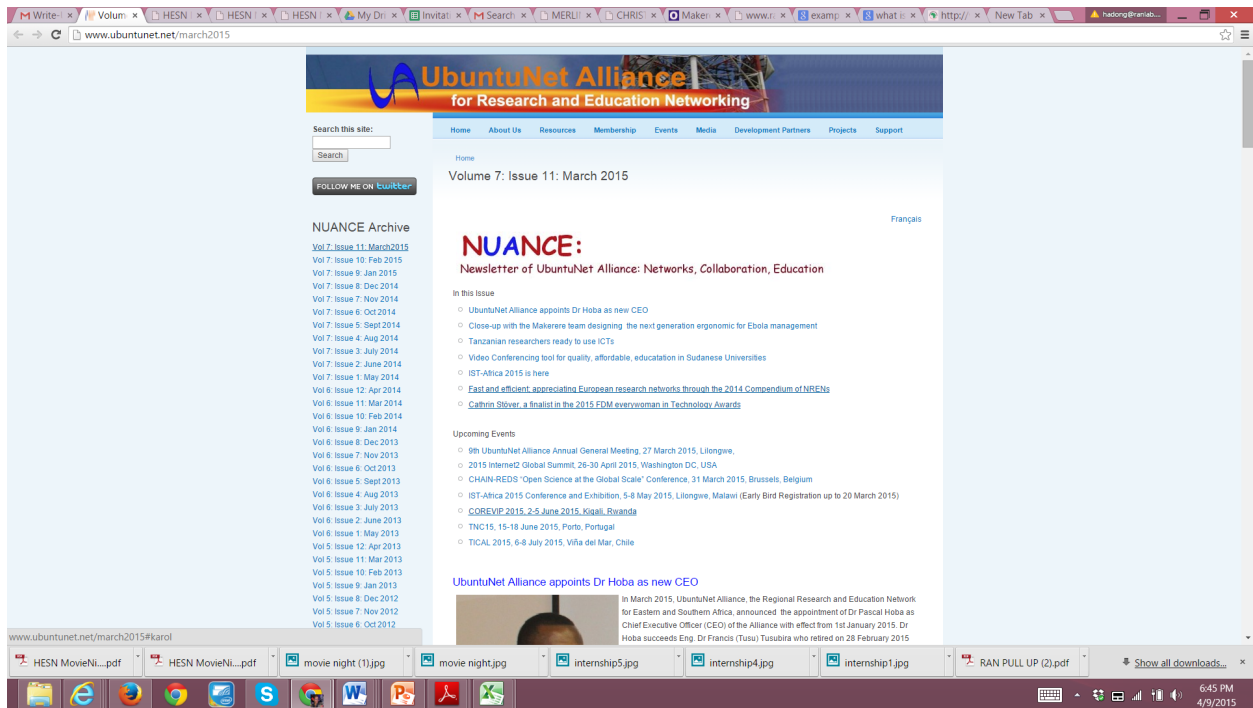
According to the team leaders, "a multi-disciplinary team of students and staff from MakSPH and CEDAT at Makerere University, Uganda were involved in the development of this innovation. It involved convening a series of facilitated ideation meetings in which the development challenge was problematized and possible solutions proposed, using human-centered design approaches."

They added that, "the ideation process involved convening a multi-disciplinary team of experienced professionals including public health experts, social and medical anthropologists, nurses involved in management of ETUs, communication, structural and materials engineers, design artists, epidemiologists involved in management of outbreaks in Uganda, innovators and business developers and facilitating a context analysis and 'divergence-convergence'".

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UbuntuNet Alliance appoints Dr Hoba as new CEO



In March 2015, UbuntuNet Alliance, the Regional Research and Education Network for Eastern and Southern Africa, announced the appointment of Dr Pascal Hobha as Chief Executive Officer (CEO) of the Alliance with effect from 1st January 2015. Dr Hobha succeeds Eng. Dr Francis (Tutu) Tushira who retired on 28 February 2015 after successfully leading the Alliance since 2007.

Dr Hobha is coming from the Association of African Universities (AAU) in Accra, Ghana where he has been Director of Knowledge Management Information and Communications since 2005. In his role at the AAU, Dr Hobha was also Coordinator of the Europe-Africa quality Connect project and the Database of African Theses and Dissertations (DATAD) programme. He is credited for initiating the Open Access process with the DATAD programme as a regional repository center.

‘Becoming CEO of UbuntuNet Alliance presents a privilege to serve the NREN community which I personally contributed to as first Project Coordinator at the AAU in charge of the RENU (Research Education Networking Unit). Under this responsibility I organised for AAU, the parallel event at WISIS summit in November 2005 which officially launched UbuntuNet Alliance,’ says Dr Hobha.

‘It is also a huge responsibility for me. Indeed, there is a positive legacy left by the former CEO and it is my responsibility now to take the Alliance to next level which means consolidating the achievements, bring new services and resources and building a strong regional organisation that supports the NREs and all organisations that promote education and research networking. With humility, innovation, determination and, of course, hard work, and with the collaboration of the community, I am sure we shall surely write another story of the UbuntuNet Alliance,’ says Dr Hobha.

With over 15 years experience in Higher Education, Dr Hobha has served on a number of Africa-wide initiatives and boards such as the ICT Advisory Committee of the Pan African/Indian e-Network Project at the African Union Commission in Addis Ababa, and the Executive Committee of the Pan-African Leadership Institute for Library Management based in Alexandria in Egypt. What better person to take the Alliance to the next level of being the hub of innovation in ICT and research for propelling Africa to the realisation of its development goals.

He has authored several scientific papers on strategic information and edited a number of books including: ‘The Contribution of Higher Education to National Educational Systems: Current Challenges for Africa’ published in 2007, ‘Agents in Development, African Higher Education Networks and Policy Entrepreneurship’.

The new UbuntuNet Alliance CEO graduated in business law from Law school of Aix en Provence, France he also holds a Masters Degree and PhD in Scientific and Technical Information from the University of Marseille in France where he also worked as Lecturer in Information Communication from between 1999 and 2005. His long successful career in communications has also seen him to international development agency ADEA/IFUNESCO as Programme Officer in Paris, France. Dr Hobha presents the dawn of a new era in service provision and efficiency in UbuntuNet Alliance.

Close-up with the Makerere team designing the next generation ergonomic for Ebola management



It is undeniable that medics at the frontline of the Ebola fight work in an extremely hot and stressful environment as the full-body Personal Protective Equipment (PPE) which is necessary to protect them just does not go well with the humid sub-tropical, which is necessary to protect them just does not go well with the humid sub-tropical, which is necessary to protect them just does not go well with the humid sub-tropical.

Now, ResilientAfrica Network (RAN) and Makerere University College of Health Sciences School of Public Health are currently working to design the next generation ergonomic tent for the management of Ebola patients. The tent being designed is expected to not only stand the hot African climate but provide a versatile and comfortable environment for both medical personnel and patients at as little cost as possible. The design of the ergonomic tent is being facilitated by The United States Agency for International Development (USAID) through the Fighting Ebola: A Grand Challenge for Development.

Patricia Mungira, UbuntuNet Alliance Communications Officer and Harriet Adong, RAN Communications Manager, talked to Prof. William Mageya the Dean Makerere University School of Public Health, an Associate Professor of Occupational Medicine who will together with Dr. Roy William Mageya, a Lecturer at the School of Public Health and Deputy Chief of Party at RAN, lead a multi-disciplinary team of students and faculty from the College of Health Sciences School of Public Health, and the College of Engineering, Design and Art (CEDAT) at Makerere University, Uganda to realize this task.

Q1. A new design for the Ebola treatment tent, what is lacking in the current environment in the Ebola treatment tent?

The current tents are quite poor at heat and air exchange when fully enclosed. The materials used in manufacturing the tent have poor air and temperature exchange, trapping hot air underneath, and creating a temperature build-up. PVC linings are continuous, without aeration pores. The shape of the tent and the un-interrupted walls also promote a constant build-up of heat within the tent cavity, exacerbated by the poor air exchange.

Because of the heat build-up, healthcare workers involved in management of suspected and confirmed Ebola cases in humid sub-tropical, tropical, and equatorial climates work under very stressful conditions characterized by extreme heat and humidity predisposing them to heat stress and its associated complications. In addition, Patients too have to endure the same conditions.

Q2. Tell us about your team and the general feel knowing that you could provide Africa's next big innovation in the Ebola fight and save thousands.

We are a multi-disciplinary team of students and faculty from the School of Public Health College of Health Sciences and the College of Engineering, Design and Art (CEDAT) at Makerere University, Uganda.

As a team we feel excited and extremely privileged to have the opportunity to save thousands of lives through developing and prototyping the ‘next generation ergonomic tent’ that will transcend the current tents that were not designed for human habitation in hot climates.

Q3. In your view, does Africa, Uganda have what it takes to provide these next big solution in the Ebola fight?


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Q3. In your view, does Africa, Uganda have what it takes to provide these next big solution in the Ebola fight?

6:46 PM
4/9/2015

Q.3. In your view, does Africa, Uganda have what it takes to provide these next big solution in the Ebola fight? Yes, Africa and in particular Uganda, has what it takes to develop the next big solutions not only in the Ebola fight but solutions that are responsive to the humanitarian work as a whole. We have leading teaching institutions that implement trans-disciplinary curriculums designed to develop global health solutions that cut across several pertinent disciplines.

For example, Makerere University School of Public Health has been at the center of training, research and community service in control of outbreaks of major epidemic-prone diseases, supporting the Ministry of Health by providing the requisite technical expertise. We have been involved in mass training activities to increase surge capacity for emerging pandemic threats and in response to commonly occurring disasters in the region. The school implements several Master's Degree programs built on the Public Health Schools without Walls model.

Q. 4. Any other thoughts on innovation from Africa for the fight against Ebola? Africa has the potential to harness the knowledge and creativity that exists across the different African institutions to develop, prototype and bring to scale transformative innovations in the fight against Ebola.

Several innovations are in the pipeline for instance IBM Research- Africa located at the Catholic University of Eastern Africa in Nairobi has launched an innovative community education platform that facilitates two way communications between Public Health Officials and citizens using basic mobile phones to generate real-time, on-the-ground information about public health perception and community needs.

Prof Bazayo is also the Lab Director/Chief of party for the U.S Global Development Lab's Higher Education Solutions Network (HESN). He has over 20 years teaching experience at Makerere University, is a Medical Doctor from Makerere University and holds an M.Med in Occupational Health obtained from University of Singapore in Singapore. For more on research and education networking in Uganda you may also see Research and Education Network for Uganda (RENU).

Tanzanian researchers ready to use ICTs

A new study indicates that most Tanzanian researchers have access to online journals, which indicates a positive trend in easing research. Tanzania Education and Research Network (TERNET)'s e-readiness survey of academic and research institutions conducted between November and December 2014 with funding from International Network for the Availability of Scientific Publications (INASP) indicates that higher education and research institutions in Tanzania are ready to use ICT for teaching, learning, and research with 8 in 10 researchers in most of institutions already accessing online journals.

The study which sampled 70 research and education institutions listed lack of defined procedures for handling ICT issues due to the absence of ICT policies as a challenge in enabling access to desired online resources.

"It is noted that, all institutions visited had an ICT academic unit/section/department. Most institutions had researchers who need various ICT platforms but most institutions had no such platforms or systems to facilitate research. The responses indicated that 84% of institutions have researchers and 81% have access to journals and online publications," reads the report.

The report recommends development of ICT Policies and significantly strengthening of human resource including hiring of more network engineers, systems administrators and helpdesk staff as key solutions to integrating ICTs in teaching and learning.

The study analysed responses for each of the four categories of e-readiness indicators for each institution. 63% and 94% of respondents indicated they are aware of the Consortium of Tanzania University and Research Libraries (COTUL) and TERNET



Innovators asked to strengthen resilience building strategies **DONE**

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Innovators asked to strengthen resilience building strategies
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Dungu (NR), March 24, GNA - Professor Gabriel Ayum Teye, Pro Vice Chancellor of the University for Development Studies (UDS), has expressed concern about the manner in which agricultural lands in Tamale are being used for residential buildings, to the neglect of food and animal production.

He said, "Talking about rapid urbanization in this country, the least said about it the better, towns are springing up, our agricultural lands are being taken for housing, and finally I don't know where we will be growing our food crops".

Professor Teye expressed the concern in Tamale when he addressed participants at the opening of a three-day Innovation Strategy Workshop organized by the West Africa Resilience Innovation Lab (WARILab).

WARILab is part of the Resilience Africa Network (RAN), a partnership of sub-Saharan African and American Universities, led by the Makerere University in Uganda, which aims at strengthening the resilience of people and systems in Africa by leveraging the knowledge, scholarship and creativity that exist in partner universities.

The Innovations Strategy Workshop (ISW) is meant to clarify the processes for identifying, selecting and testing innovations that respond to the challenges identified during a qualitative study conducted earlier, and also to tap into collective expertise of the WARILab network of stakeholders, to collaboratively explore the complex challenges of rapid urbanization and food insecurity.

Professor Teye said due to rapid urbanization, places that were used for farming and grazing fields for animals, especial in Tamale, had been used for housing and the construction of filling stations, which would not augur well for planned nation building.

He tasked the WARILab network of stakeholders, to find innovative ways of strengthening the resilience building strategies in the affected communities, to ensure that the effects of rapid urbanization did not run their future.

Mr Naaqia Santuah, Programme Coordinator who deputized for Mr Dennis Charawurah, Director of WARILab, said the ever-increasing population in urban centres had outstripped residential and social amenities, natural resources and the capacity of sanitation and hygiene infrastructure, which called for collaborative efforts to address some of the problems.

He said in many parts of the cities in Ghana, huge amounts of waste were generated every day, and that much of the waste stayed for weeks without collecting and properly disposing of, a situation he said, that needed an urgent attention.

Mr Santuah who is also the Deputy Director of WARILab, said the situation had led to an overall deterioration in the quality of the urban environment and the livelihoods of the people saying, "The sheer numbers concentrated in a small area compounds the abuse of available water, sanitation and hygiene (WASH) facilities, weak law enforcement means achieving a long-term sustainability in WASH remains a challenge".

The workshop brought together participants from Ghana, Uganda and Senegal, who also deliberated on rapid urbanization and other important issues on urbanization and its effects, and how stakeholders could analyze the situation.

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Experts develop pathways to focus efforts and resources **DONE**

<http://www.ghananewsagency.org/science/experts-develop-pathways-to-focus-efforts-and-resources-87562>

The screenshot shows the Ghana News Agency website. The main article is titled "Experts develop pathways to focus efforts and resources" and is dated Thursday 26th March, 2015. The article text includes: "Dunyo (NR), March 26, GNA – Participants at the end of Innovations Strategy Workshop (ISW) in Tamale, have identified WASH, Agriculture, and Financial inclusion, as areas of focusing efforts and resources to intensify education and community engagement to build resilience of affected persons. The three-day WARILab Innovations Strategy Workshop (ISW), attended by experts in Water, Sanitation and Hygiene (WASH), agriculture, NGOs and other climate-related fields, deliberated and clarified the processes for identifying, selecting and testing innovations that responded to the challenges identified during a qualitative study conducted earlier. They also tapped into the collective expertise of WARILab network of stakeholders and collaboratively explored the complex challenges of rapid urbanization and food insecurity, which culminated into the development of the priority issues on which to focus efforts and resources. WARILab is part of the Resilience Africa Network (RAN), a partnership of sub-Saharan African and American Universities, led by Makerere University in Uganda, which aimed at strengthening the resilience of people and systems in Africa, by leveraging the knowledge, scholarship and creativity that existed in partner universities, and funded by the USAID's office of Science and Technology. The University for Development Studies (UDS) has a sub-contract with Makerere University to host the WARILab, that included Mali and Senegal, with preliminary data collection activities including literature review, had helped identify rapid urbanization, climate change and food insecurity as priority thematic issues for the MADDI ab to address."

Below the article, there is a "Ken Professional Tours" advertisement. The right sidebar contains a "NEWSMAKERS" section with headlines like "Ghana to host Millennium Marathon" and "Female students identified pre-marital sex as threat to their future".

This screenshot shows the same article but with a different layout. The article text is partially visible, including: "and funded by the USAID's office of Science and Technology. The University for Development Studies (UDS) has a sub-contract with Makerere University to host the WARILab, that included Mali and Senegal, with preliminary data collection activities including literature review, had helped identify rapid urbanization, climate change and food insecurity as priority thematic issues for the WARILab to address. Mr Nagia Santuah, deputy director of WARILab, addressing participants at the end of the workshop, appealed to participants to renew their commitments in helping build resilience to better the lives of people affected by rapid urbanization, especially in the Tamale Metropolis, Ashaiman in the Greater-Accra Region, and the Kassaena-Nankana Municipality, where qualitative data had been conducted by the lab. He said Water, Sanitation and Hygiene (WASH), Agriculture and Markets, as well as Financial Inclusion and Livelihood Diversification that the workshop developed, were areas of priority, which needed urgent attention to focus efforts and resources on, to improve the situation. He said when collaborative ideas come together, positive results are bound to be achieved, and commended participants for their dedication to the workshop, which resulted in coming out with the final pathways that will now be developed into proposals to help address the problems. Mr Santuah also commended the Ugandan and Senegalese facilitators for their hard work and levels of commitment, which arrived at the final pathways. Dr Dorothy Okello, the Acting Director of Innovations of RAN from the Makerere University, expressed satisfaction for arriving at the final pathways, and expressed the hope that with dedication, fortitude and effective collaboration, the network could make a lot of impact in building resilience in communities affected by rapid urbanization. The successful developing and design of the final pathways at the ISW, has paved way for the commencement of a Collaborative Resilience Innovation Design (CRID) Workshop, which started on Thursday. CRID is a tool that provides technical details about the design of innovations, and a fast track process using the design thinking approach to facilitate a team of experts to co-create innovative projects. GNA"

The right sidebar features a "MOST SHARED" section with headlines like "Africa's growth set to fall in 2015" and "Banker picks nomination to contest parliamentary primary". Below that is a "MOST READ" section with headlines like "CDH Asset Management launches Balanced Fund" and "Micro-finance, viable option to mop up unmet financial needs". At the bottom of the sidebar is an advertisement for "KAKUM NATIONAL PARK" with the text "NEW PARK FEES Effective Sunday, 1st February 2015".

Strengthening resilience building strategies in West Africa **DONE**

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Strengthening resilience building strategies in West Africa.

The Intervention Strategy Workshop (ISW) held March 23-25, 2015 in the West Africa Resilience Innovation Lab hosted by University for Development Studies (UDS), Tamale Ghana attracted 23 participants drawn

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The Intervention Strategy Workshop (ISW) held March 23-25, 2015 in the West Africa Resilience Innovation Lab hosted by University for Development Studies (UDS), Tamale Ghana attracted 23 participants drawn from the central region of Ghana, government, private sector, the academia and the ResilientAfrica Network (RAN) West Africa Resilience Innovation Lab (WA RILab) participating communities including Senegal. Discussions at the ISW focused on the thematic area of the RILab, rapid urbanization as a resilience challenge. This ISW was aimed at reaching a common understanding in relation to the intervention pathways appropriate for addressing issues related to the RILab's resilience challenge. Professor Gabriel Ayum Teye, Pro Vice Chancellor of the University for Development Studies (UDS), Tamale Ghana opened the ISW. In his opening remarks, he warmly welcomed all to the University and expressed concern about the manner in which agricultural lands in Tamale were being used for residential buildings, to the neglect of food and animal production. He said, "Talking about rapid urbanization in this country, the least said about it the better, towns are springing up, our agricultural lands are being taken for housing, and finally I don't know where we will all be growing our food crops". Professor Teye said due to rapid urbanization, places that were used for farming and as grazing fields for animals, especially in Tamale, had been used for housing and construction of fueling stations, which would not augur well for planned nation building. He tasked the WA RILab and wider RAN stakeholders, to find innovative ways of strengthening the resilience building strategies in the affected communities, to ensure that the effects of rapid urbanization do not ruin these communities. "The problem of rapid urbanization in Tamale, Ghana is made worse by the ever-increasing population in the urban centers. This has outstripped residential and social amenities, natural resources and the capacity of sanitation and hygiene infrastructure, calling for collaborative efforts towards addressing even the related problems" noted Niagia Santuah, Programme Coordinator in the WA RILab. He added that in many parts of the cities in Ghana, huge amounts of waste were generated every day, and that much of the waste stayed for weeks without being collected and properly disposed, a situation he said, needed urgent attention. This situation had led to an overall deterioration in the quality of the urban environment and the livelihoods of the people. He added that, "The sheer numbers concentrated in a small area compounds the abuse of available water, sanitation and hygiene (WASH) facilities. This, coupled with a weak law enforcement body challenges the achievement of a long-term and sustainable WASH project". The possible intervention Pathways identified from the ISW were further developed during the Collaborative Resilience Innovation Design (CRID) workshop held March 26, 2015.

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RAN VIDEO AND PHOTO CHALLENGE-MKITS

Submitted by Mark Wamali on 5 March 2015 - 4:53pm

Category: Campus Life

The ResilientAfrica Network (RAN), School of Public Health, College of Health Sciences (CHS), Makerere University is pleased to announce the MKITs (Video and Photo) Challenge. RAN is calling for educational, inspiring Videos, artworks, graphics and photographs

Thematically, submissions can address any solutions that target community challenges which may include innovative approaches or technological innovations addressing effects of climate change and climate variability manifesting as floods, landslides, drought disease epidemics including HIV and AIDS, food insecurity, environmental protection, livelihood diversification, financial inclusion, entrepreneurial activities, sustainable development, rapid urbanization and the associated effects, water and sanitation among others and many more areas. Submissions could portray or illustrate innovation, economic potential, cultural wealth, and use of indigenous knowledge in a creative and non-stereotypical way. **"Documentation of every step of your innovation/idea is as important as the idea itself"**

The MKITs challenge has two categories, Individuals/Teams may submit as many photos and videos to either category. Winners will be highly profiled on RAN's portals including Partner bulletins. Please submit your video, photos and join an inspired community of innovators as they lively show case their documentation capabilities.

Prizes (Prizes include - Laptop, Smartphones, Internship placement and so much more)

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The MKITs challenge has two categories, Individuals/Teams may submit as many photos and videos to either category. Winners will be highly profiled on RAN's portals including Partner bulletins. Please submit your video, photos and join an inspired community of innovators as they lively show case their documentation capabilities.

The overall winners will receive Prizes (**Prizes include - Laptop, Smartphones, Internship placement and so much more**) This is an excellent opportunity to get exposure for you and your idea, build support for your project, receive technical feedback, and to practice your documentation skills.

Register and submit your **video or Photo** through this link: <http://www.ranlab.org/video>

Deadline for submissions is 20th March 2015

For further inquiries about this challenge please email RAN at: info@ranlab.org and include "MKITs Challenge" in your subject line and or call on Tel (Office): +256 414 343 597.

Please see **Downloads** for more details

NOTE: The M-KIT challenge is open to international applicants and persons from all disciplines

Downloads and Essential Attachments:

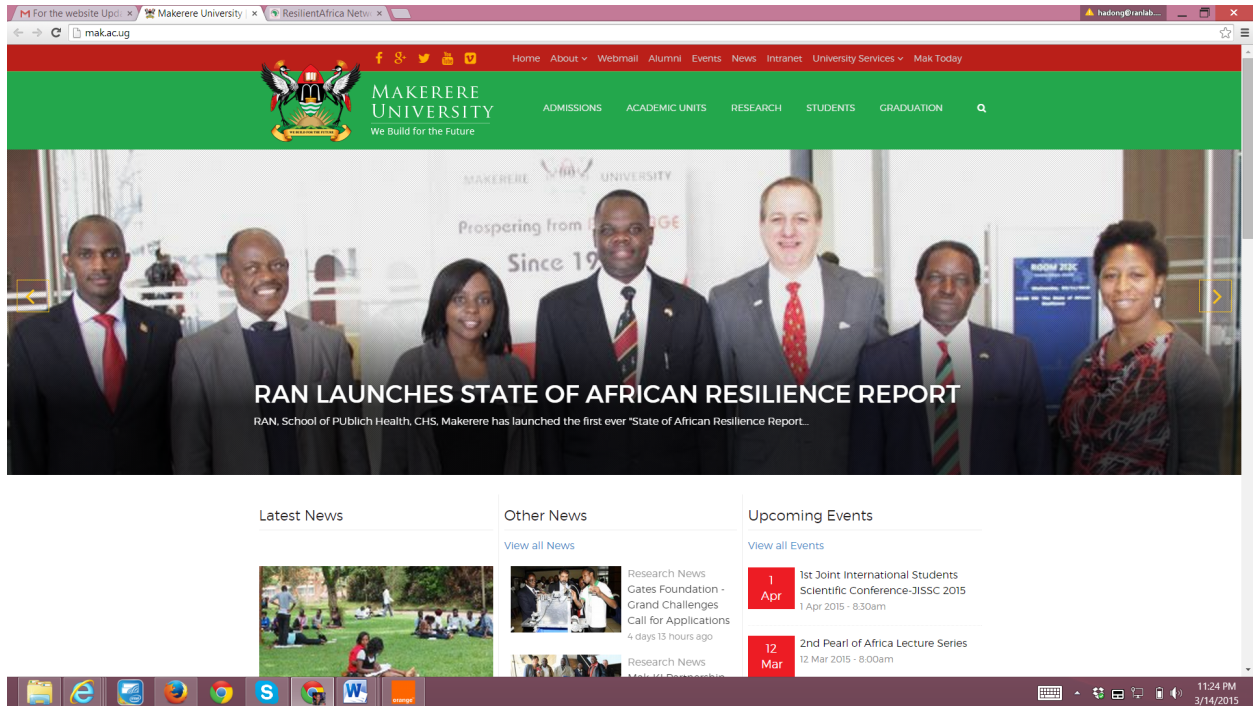
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Makerere University School of Public Health ResilientAfrica Network's (RAN) first ever "State of African Resilience" Report launched in Washington D.C, USA

Details Published: 13 March 2015 Print



The bright afternoon of Wednesday March 11, 2015 in Washington D.C saw David Ferguson, Director, Center for Development Innovation, U.S Global Development Lab, United States Agency for International Development (USAID) officially launch RAN's first ever "State of African Resilience" Report. The report identifies major dimensions of resilience from the perspective of more than a dozen vulnerable communities across sub-Saharan Africa. The highlights in this report range from: How communities in Uganda are contending with the effects of climate variability and post-conflict recovery? How communities in South Africa are addressing the link between HIV/AIDS and poverty? To How urban populations in Ghana are addressing the economic and public health challenges associated with rapid urbanization among others. The event attracted over 150 participants including dignitaries from the Embassy of the Republic of Uganda in Washington D.C, USAID top management, representatives from the Management Sciences for Health, Makerere University top management, Tulane University's Disaster Resilience Leadership Academy, management, Center for Strategic and International Studies (CSIS), multi-disciplinary students, faculty, the business community operating in the USA, private practitioners, RAN's Southern Africa and West Africa Resilience Innovation Lab among others.

Dave Ferguson in his opening remarks thanked Prof. William Bazeyo, Dean Makerere University School of Public Health (MakSPH) and RAN Chief of Party/Lab Director for the able leadership emphasizing that it is through such a committed and consistent team that USAID also realizes her goals including strengthening resilience in African target communities. He added, "It is with no hesitation therefore, that I declare this "State of African Resilience" Report launched on this 11th Day of March, 2015". Thank you Prof. Bazeyo for yet another milestone in the network and aiding the greater Higher Education Solutions Network and Global Development Lab achieve their goal in strengthening resilience. That the goal of the ResilientAfrica Network (RAN) is to strengthen resilience at the individual and community levels using innovative interventions as the RAN slogan goes "Solutions through Innovation". He urged all participants to join in leveraging the potential within the Universities and communities at large to address development challenges.

"We want to translate the research findings in this "State of African Resilience" report into resilience interventions which will positively impact the communities" noted Prof. William Bazeyo. He added that, if Universities closely worked with the communities, the efforts would yield community-driven solutions. However, more research should be conducted to explore how to further interest the academia to help communities. "This is the time to take action in addressing communities' most pressing challenges and the "State of African Resilience" report which has been launched today demonstrates to us all how to take action" added a cheerful Prof. Bazeyo. He urged all to get out of their offices and engage with the communities as a centerpiece to addressing community challenges.

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Prof. Ky Luu, the Executive Director, Disaster Resilience Leadership Academy in Tulane University challenged participants to identify lessons from the Hurricane Katrina to be applied to natural disaster response in Africa. He added that it was evident that strengthening resilience required the participation of the local/community leaders, thus the importance of community engagement right from the genesis of all work related to strengthening resilience. He remarked, "With the appropriate response mechanisms, even the most vulnerable communities are capable of bouncing back to almost normality after the occurrence of a disaster manifesting as a shock or stress".

Highlights from the first ever Deliberative Polling (DP) exercises in Africa both in the Mt. Elgon region of Uganda and West Africa-Ghana were also shared at this event. Prof. James Fralkin, Professor of Communications and Director, Center for Deliberative Democracy at Stanford University reflected on DP as an innovative approach to objective measurement of community opinions employed by the RAN. He also voiced policy attitudes, the top priorities after deliberation and comments from the DP participants.

Additionally, the Directors, Southern and West Africa Resilience Innovation Labs, Prof. Lekan Ayo-Yusuf and Dennis Chiravurah respectively, each shared the Resilience Innovation Lab (RILab) context specific resilience framework to aid further understanding of the content in the "State of African Resilience" report. Their emphasis was on the theory of change, RAN's definition of resilience, the RILab thematic areas of focus, qualitative methodology for the community consultations and the resilience dimensions.

As the climax of the launch, participants actively joined in the question and answer session to garner clarity to some issues raised during the discussions. Questions covered diverse areas ranging from MakSPH-RAN's involvement in fighting the deadly Ebola disease, further engagement of other development partners within and outside Uganda, development of the resilience framework, the Deliberative Polling (DP) approach for community consultations, female and youth involvement in RAN's activities, business model for the RAN innovators to strengthening resilience of Persons Living with HIV and AIDS with its related effects including poverty.

MakSPH-RAN acknowledges not only the continuous support from USAID but also efforts from all its partners including Tulane University's Disaster Resilience Leadership Academy (DRLA), Stanford University and the Center for Strategic and International Studies (CSIS) in making this process a success. "The RILabs, student innovators, faculty, community, development partners and network plus partners' contribution cannot go without mention, you are the people who are frequently directly interfacing with the communities in need and at the fore front of all the hard work geared towards strengthening the resilience of target African communities" noted Prof. Bazeyo.

Please access the report at <https://csis.org/publication/state-african-resilience>

Photo Gallery-Insights at the launch of the "State of African Resilience" Report in Washington DC!

You are here: Home > Latest MakSPH News > Makerere University School of Public Health ResilientAfrica Network's (RAN) first ever "State of African Resilience" Report launched in Washington D.C, USA

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The Launch of the first ever "State of African Resilience: Understanding Dimensions of Vulnerability and Adaptation" Report in Washington D.C, USA

Submitted by admin on Wed, 2015-05-11 10:59

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"Innovating for and with the communities"

Makerere University School of Public Health ResilientAfrica Network (RAN) funded by USAID's Higher Education Solutions Network under the Office of Science and Technology in the U.S Global Development Lab with its core partners; Tulane University's Disaster Resilience Leadership Academy (DRLA), Stanford University and the Center for Strategic and International Studies (CSIS) are proud to launch the first ever "State of African Resilience" Report. The event is scheduled Wednesday March 11, 2015, 2:00 to 4:00pm.

The report identifies major dimensions of resilience from the perspective of more than a dozen vulnerable communities across sub-Saharan Africa. It is based on the research and analysis of the ResilientAfrica Network (RAN), a partnership that includes fifteen African universities that are engaging with local communities to understand how best to prevent, mitigate, and overcome the recurrent shocks and stresses to which they are most vulnerable. The issues highlighted in this report range from: How communities in Uganda are contending with the effects of climate variability and post-conflict recovery? How communities in South Africa are addressing the link between HIV/AIDS and poverty? to How urban populations in Ghana are addressing the economic and public health challenges associated with rapid urbanization among others.

Bringing together faculty, students, and community members, the RAN is developing interventions designed to strengthen resilience at the community level and, more broadly, making its data publicly available to allow for development practitioners in the future to more easily identify the vulnerabilities and existing capacities of communities. **"It is important that we develop all these interventions to address communities' most pressing challenges in consultation with the target communities. The community voice is paramount in informing the solutions through innovation and thus the importance of the "State of African Resilience Report" as a reference document"** Prof. William Bazzyo, Dean Makerere University School of Public Health and RAN Chief of Party/Lab Director.

The launch will feature none other than:

David Ferguson
Director, Center for Development Innovation, U.S. Global Development Lab, USAID

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chs.mak.ac.ug/content/launch-first-ever-state-african-resilience-understanding-dimensions-vulnerability-and-adapt

Thomas Staal
Acting Assistant Administrator, Bureau for Democracy, Conflict and Humanitarian Assistance, USAID

William Bazzyo
Dean, Makerere University School of Public Health and Chief of Party RAN/Lab Director

Ky Luu
Executive Director, Disaster Resilience Leadership Academy, Tulane University and Co-Chief of Party, RAN

Lekan Ayo-Yusuf
Dean, University of Limpopo's Medical University of Southern Africa
Director, Southern Africa Resilience Innovation Lab

Dennis Chirawurah
Lecturer, University for Development Studies' School of Medicine
Director, West Africa Resilience Innovation Lab

James Fishkin
Professor of Communication, Stanford University
Director, Center for Deliberative Democracy, Stanford University

Please register for or follow the event live at <https://cxis.org/event/state-african-resilience>, "Solutions through Innovation"

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Launch of the first ever State of African Resilience Report write-up.docx 827.33 KB

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- The Launch of the first ever "State of African Resilience: Understanding Dimensions of Vulnerability and Adaptation" Report in Washington D.C, USA »
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<http://www.ip-watch.org/2015/03/16/redesign-of-ebola-treatment-units-draws-1500-innovations-including-locally/>

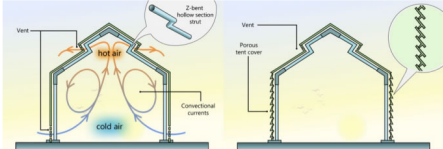
The screenshot shows a web browser window with the URL www.ip-watch.org/2015/03/16/redesign-of-ebola-treatment-units-draws-1500-innovations-including-locally/. The page features a navigation menu with links for HOME, ABOUT US, CONTACT, ADVERTISE, LINKS, RATES, FAQ, VIDEOS, SUBSCRIBE, and LOGIN. Below the menu is a banner for 'Intellectual Property Watch Celebrates 10 Years!' and another for 'Geneva Summer Schools 2015 INTERNET @ LAW' from June 15-26, 2015. A secondary navigation menu includes COPYRIGHT, PATENTS, TRADEMARKS, IP LAW, HEALTH, TK, OTHER THEMES, and VENUES, along with a search bar. The main article is titled 'Redesign Of Ebola Treatment Units Draws 1500 Innovations, Including Locally', dated 16/03/2015, by Hillary Muheebwa. It includes social media sharing icons and a 'Print This Post' link. The article text discusses the Ebola outbreak in Uganda and the US government's response. A sidebar on the right contains promotional banners for '2nd Due Diligence Summit For Life Sciences' (June 9-10, 2015) and 'IN-HOUSE COUNSEL SUMMIT ON PATENTS FOR FINANCIAL SERVICES' (July 22-23, 2015). The Windows taskbar at the bottom shows the time as 9:07 AM on 3/17/2015.

Article on Ebola Gra... x Redesign Of Ebola T... x
 www.ip-watch.org/2015/03/16/redesign-of-ebola-treatment-units-draws-1500-innovations-including-locally/

In just two months, "innovators from around the world submitted over 1,500 ideas focused on redefining Ebola Treatment Units (ETU)," Peppek told *Intellectual Property Watch*. "These ideas were for helping frontline healthcare workers to provide better, more timely care and, developing care setting interventions that would provide a safer environment for treatment, and building community interventions to support the containment of this devastating virus."

The Challenge chose three of ETU-focused applicants to fund. One of the chosen ideas is the next generation ergonomic tent design submitted by ResilientAfrica Network (RAN) and Makerere University, in Kampala, Uganda.

The ResilientAfrica Network, a development laboratory under the Higher Education Solutions Network in the Office of Science and Technology, USAID, is a partnership of 20 African universities in 16 countries aiming to strengthen the resilience of communities by nurturing and scaling innovations from the different universities. Its head office is in Kampala.



According to Peppek, "the tent was chosen by the Grand Challenge team because it confronts issues with the current ETU designs in a unique way; with its focus on easy portability at a low cost and greater air flow capacity through an ergonomic design, which will provide greater patient and health care worker comfort."

The RAN and Makerere team will receive funding to support their research and development, prototyping and user testing of the tent. This will allow the team to make necessary adaptations before reaching the commercial market.

A deployable prototype is expected to be in the field in the next five months.

The team is led by two people: Prof. William Bazeyo, dean of the Makerere University School

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Article on Ebola Gra... x Redesign Of Ebola T... x
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The team is led by two people: Prof. William Bazeyo, dean of the Makerere University School of Public Health and RAN chief of party, and Dr. Roy William Mayega, the RAN deputy chief of party.

In a joint response from the team leaders, they said, "The proposed next generation ergonomic tent is a modification of the traditional tent and maintains the current tent design in simplicity, affordability and structural stability. The new design offers a revolutionised mechanism for heat and air exchange in two ways: Creating a system for convectional currents using ambient air and creating porous walls that allow air exchange to cool the tent interior."

Local Idea, Local IP Rights

The team is now at the application stage for securing the intellectual property rights on the ergonomic tent design. Once the design IP right is granted, the contents and intellectual merit of the design will be the property of Makerere University School Public Health in Kampala.

The leaders explained that if there are any accrual from the intellectual property of the design, Makerere University School of Public Health (MakSPH) claims majority rights to the IP. The College of Engineering, Design and Art (CEDAT) of Makerere University and USAID will also co-share the benefits of the IP for this innovation, negotiated based on their level of claim to the IP.

"MakSPH will grant USAID a non-exclusive, royalty-free, perpetual license to use any resultant or derived intellectual property including product, service, or technology that will be developed using this grant, for humanitarian development work targeting low income countries," they said.

According to Prof. Mukadasi Buyinza, "the university has the Intellectual Property Management Policy in place to galvanise innovation and creativity among both staff and students for the public good, and when commercialised, generate income for the innovator and the university."

Buyinza is the director, Directorate of Research and Graduate Training, at Makerere University.

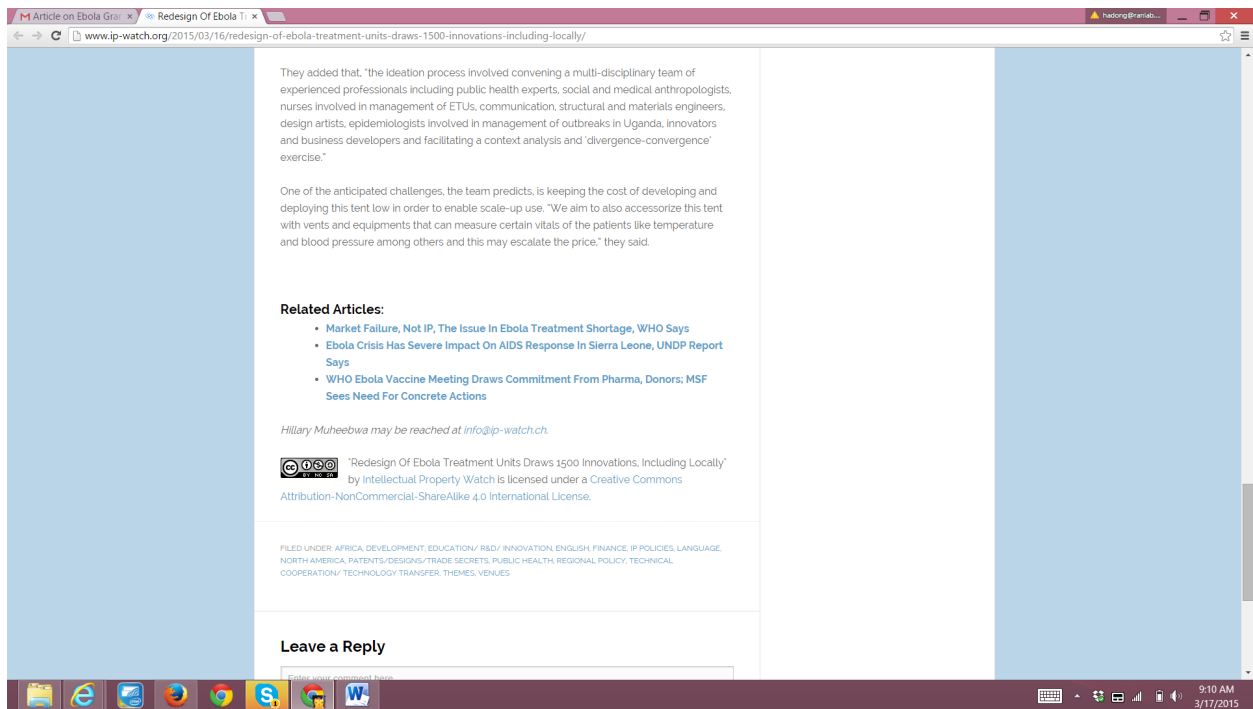
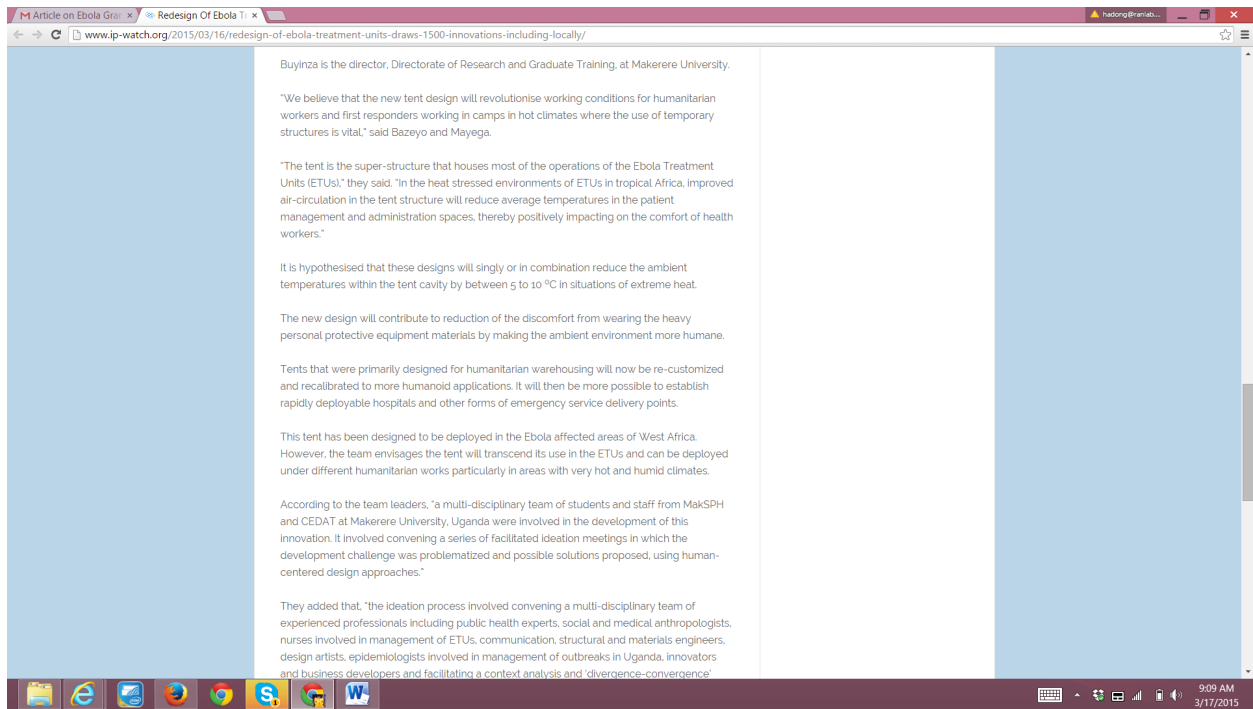
"We believe that the new tent design will revolutionise working conditions for humanitarian workers and first responders working in camps in hot climates where the use of temporary structures is still a major barrier and obstacle."

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GENEVA REPORTS

- IP Delegates in Geneva
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Ebola Challenge Win <http://www.ubuntu.net/march2015>


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for Research and Education Networking

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NUANCE:

Newsletter of UbuntuNet Alliance: Networks, Collaboration, Education

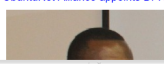
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- Video Conferencing tool for quality, affordable, education in Sudanese Universities
- IST-Africa 2015 is here
- [Fast and efficient: appreciating European research networks through the 2014 Compendium of NRENs](#)
- [Cathrin Silver, a finalist in the 2015 EDM everwoman in Technology Awards](#)

Upcoming Events

- 9th UbuntuNet Alliance Annual General Meeting, 27 March 2015, Lilongwe.
- 2015 Internet2 Global Summit, 26-30 April 2015, Washington DC, USA
- CHAN-REDS 'Open Science at the Global Scale' Conference, 31 March 2015, Brussels, Belgium
- IST-Africa 2015 Conference and Exhibition, 5-8 May 2015, Lilongwe, Malawi (Early Bird Registration up to 20 March 2015)
- [COREVIP 2015, 2-5 June 2015, Kigali, Rwanda](#)
- TNC 15, 15-18 June 2015, Porto, Portugal
- TICAL 2015, 6-8 July 2015, Viña del Mar, Chile

UbuntuNet Alliance appoints Dr Hobba as new CEO




In March 2015, UbuntuNet Alliance, the Regional Research and Education Network for Eastern and Southern Africa, announced the appointment of Dr Pascal Hobba as Chief Executive Officer (CEO) of the Alliance with effect from 1st January 2015. Dr Hobba succeeds Eng. Dr Francis (Tusu) Tusubira who retired on 28 February 2015.

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Dr Hobba is coming from the Association of African Universities (AAU) in Accra, Ghana where he has been Director of Knowledge Management Information and Communications since 2005. In his role at the AAU, Dr Hobba was also Coordinator of the Europe-Africa quality Connect project and the Database of African Theses and Dissertations (DATAD) programme. He is credited for initiating the Open Access process with the DATAD programme as a regional repository center.

"Becoming CEO of UbuntuNet Alliance presents a privilege to serve the NREN community which I personally contributed to as first Project Coordinator at the AAU in charge of the RENU (Research Education Networking Unit). Under this responsibility I organised for AAU, the parallel event at WISIS summit in November 2005 which officially launched UbuntuNet Alliance," says Dr Hobba.

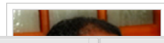
"It is also a huge responsibility for me. Indeed, there is a positive legacy left by the former CEO and it is my responsibility now to take the Alliance to next level which means consolidating the achievements, bring new services and resources and building a strong regional organisation that supports the NRENs and all organisations that promote education and research networking. With humility, innovation, determination and, of course, hard work, and with the collaboration of the community, I am sure we shall surely write another story of the UbuntuNet Alliance," says Dr Hobba.

With over 15 years experience in Higher Education, Dr Hobba has served on a number of Africa-wide initiatives and boards such as the ICT Advisory Committee of the Pan African/Indian e-Network Project at the African Union Commission in Addis Ababa, and the Executive Committee of the Pan-African Leadership Institute for Library Management based in Alexandria in Egypt. What better person to take the Alliance to the next level of being the hub of innovation in ICT and research for propelling Africa to the realisation of its development goals.

He has authored several scientific papers on strategic information and edited a number of books including 'The Contribution of Higher Education to National Educational Systems: Current Challenges for Africa' published in 2007, 'Agents in Development, African Higher Education Networks and Policy Entrepreneurship'.

The new UbuntuNet Alliance CEO graduated in business law from Law school of Aix-en-Provence, France he also holds a Masters Degree and PhD in Scientific and Technical Information from the University of Marseille in France where he also worked as Lecturer in Information Communication from between 1999 and 2005. His long successful career in communications has also seen him to international development agency ADEA/IEF/UNESCO as Programme Officer in Paris, France. Dr Hobba presents the dawn of a new era in service provision and efficiency in UbuntuNet Alliance.


Close-up with the Makerere team designing the next generation ergonomic for Ebola management



It is understandable that medical staff at the frontline of the Ebola fight work in an extremely hot and stressful environment as the full-body Personal Protective Equipment (PPE) which is necessary to protect them just does not do so well with the humid sub-tropical.

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Close-up with the Makerere team designing the next generation ergonomic for Ebola management



It is undeniable that medics at the frontline of the Ebola fight work in an extremely hot and stressful environment as the full-body Personal Protective Equipment (PPE) which is necessary to protect them just does not go well with the humid sub-tropical, tropical, and equatorial climates. The medics are at risk of dehydration and cannot spend more than a couple of hours treating patients. Frequent breaks to rehydrate increase the chances of missing the guidelines on PPE. The heat and stress also compromises the quality of the service. Patients too are not spared from the stress and sweating caused by the heat which further increases their risk of dehydration and other bio-chemical as well as physiological imbalances.

Now, ResilientAfrica Network (RAN) and Makerere University College of Health Sciences School of Public Health are currently working to design the next generation ergonomic tent for the management of Ebola patients. The tent being designed is expected to not only stand the hot African climate but provide a versatile and comfortable environment for both medical personnel and patients at as little cost as possible. The design of the ergonomic tent is being facilitated by The United States Agency for International Development (USAID) through the Fighting Ebola: A Grand Challenge for Development.

Patricia Mtungila UbuntuNet Alliance Communications Officer and Harriet Adong, RAN Communications Manager, talked to Prof. William Bazeyo the Dean Makerere University School of Public Health, an Associate Professor of Occupational Medicine who will together with Dr. Roy William Mageya, a Lecturer at the School of Public Health and Deputy Chief of Party at RAN, lead a multi-disciplinary team of students and faculty from the College of Health Sciences School of Public Health, and the College of Engineering, Design and Art (CEDAT) at Makerere University, Uganda to realize this task.

Q.1. A new design for the Ebola treatment tent, what is lacking in the current environment in the Ebola treatment tent?

The current tents are quite poor at heat and air exchange when fully enclosed. The materials used in manufacturing the tent have poor air and temperature exchange, trapping hot air underneath, and creating a temperature build-up. PVC linings are continuous, without aeration pores. The shape of the tent and the un-interrupted walls also promote a constant build-up of heat within the tent cavity, exacerbated by the poor air exchange.

Because of the heat build-up, healthcare workers involved in management of suspected and confirmed Ebola cases in humid sub-tropical, tropical, and equatorial climates work under very stressful conditions characterized by extreme heat and humidity predisposing them to heat stress and its associated complications. In addition, Patients too have to endure the same conditions.

Q.2. Tell us about your team and the general feel knowing that you could provide Africa's next big innovation in the Ebola fight and save thousands.

We are a multi-disciplinary team of students and faculty from the School of Public Health College of Health Sciences and the College of Engineering, Design and Art (CEDAT) at Makerere University, Uganda.

As a team we feel excited and extremely privileged to have the opportunity to save thousands of lives through developing and prototyping the "next generation ergonomic tent" that will transcend the current tents that were not designed for human habitation in hot climates.

Q.3. In your view, does Africa, Uganda have what it takes to provide these next big solution in the Ebola fight?

Q.3. In your view, does Africa, Uganda have what it takes to provide these next big solution in the Ebola fight?

Yes, Africa and in particular Uganda, has what it takes to develop the next big solutions not only in the Ebola fight but solutions that are responsive to the humanitarian work as a whole. We have leading teaching institutions that implement trans-disciplinary curriculums designed to develop global health solutions that cut across several pertinent disciplines.

For example, Makerere University School of Public Health has been at the center of training, research and community service in control of outbreaks of major epidemic-prone diseases, supporting the Ministry of Health by providing the requisite technical expertise. We have been involved in mass training activities to increase surge capacity for emerging pandemic threats and in response to commonly occurring disasters in the region. The school implements several Master's Degree programs built on the Public Health Schools without Walls model.


Q.4. Any other thoughts on innovation from Africa for the fight against Ebola?

Africa has the potential to harness the knowledge and creativity that exists across the different African institutions to develop, prototype and bring to scale transformative innovations in the fight against Ebola.

Several innovations are in the pipeline for instance IBM Research - Africa located at the Catholic University of Eastern Africa in Nairobi has launched an innovative community education platform that facilitates two way communications between Public Health Officers and citizens using basic mobile phones to generate real-time, on-the-ground information about public health perception and community needs.

Prof Bazeyo is also the Lab Director/Chief of party for the US Global Development Lab's Higher Education Solutions Network (HESN). ResilientAfrica Network (RAN). He has over 20 years teaching experience at Makerere University, is a Medical Doctor from Makerere University and holds an M.Med in Occupational Health obtained from University of Singapore in Singapore. For more on research and education networking in Uganda you may also see Research and Education Network for Uganda (RENU).

Tanzanian researchers ready to use ICTs



A new study indicates that most Tanzanian researchers have access to online journals, which indicates a positive trend in easing research. Tanzania Education and Research Network (TERNET)'s e-readiness survey of academic and research institutions conducted between November and December 2014 with funding from International Network for the Availability of Scientific Publications (INASP) indicates that higher education and research institutions in Tanzania are ready to use ICT for teaching, learning, and research with 8 in 10 researchers in most of institutions already accessing online journals.

The Study which sampled 70 research and education institutions listed lack of defined procedures for handling ICT issues due to the absence of ICT policies as a challenge in enabling access to desired online resources.

"It is noticed that, all institutions visited had an ICT academic unit/section/department. Most institutions had researchers who need various ICT platforms but most institutions had no such platforms or systems to facilitate research. The responses indicated that 84% of institutions have researchers and 81% have access to journals and online publications," reads the report.

The report recommends development of ICT Policies and significantly strengthening of human resource including hiring of more network engineers, systems administrators and helpdesk staff as key solutions to integrating ICTs in teaching and learning.

The study analysed responses for each of the four categories of e-readiness indicators for each institution. 63% and 94% of respondents indicated they are awareness of The Consortium of Tanzania University and Research Libraries (COTUL) and TERNET

Innovators asked to strengthen resilience building strategies

<http://www.ghananewsagency.org/science/innovators-asked-to-strengthen-resilience-building-strategies-87456>

The screenshot shows the Ghana News Agency website. The main article is titled "Innovators asked to strengthen resilience building strategies" and is dated Tuesday 24th March, 2015. The article features a sub-headline "Sakura Sale in SBT Japan" and a sub-headline "Offering Sakura Sale in April Starting Price as low as \$90." The article text discusses Professor Gabriel Ayum Teye, Pro Vice Chancellor of the University for Development Studies (UDS), who expressed concern about the manner in which agricultural lands in Tamale are being used for residential buildings. The article also mentions the Resilience Africa Network (RAN) and the WARI Lab network of stakeholders.

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Footer: "testing innovations that respond to the challenges identified during a qualitative study conducted earlier, and also to tap into collective expertise of the WARI Lab network of stakeholders, to collaboratively explore the complex challenges of rapid urbanization and food insecurity."

The screenshot shows the continuation of the article. The text discusses Professor Teye's concerns about rapid urbanization and the impact on agricultural lands. It mentions that he tasked the WARI Lab network of stakeholders to find innovative ways of strengthening the resilience building strategies in the affected communities. The article also mentions Mr Niasia Santuah, Programme Coordinator who deputized for Mr Dennis Chirawurah, Director of WARI Lab, and Mr Santuah who is also the Deputy Director of WARI Lab.

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Experts develop pathways to focus efforts and resources

<http://www.ghananewsagency.org/science/experts-develop-pathways-to-focus-efforts-and-resources-87562>

The screenshot shows the Ghana News Agency website. The main article is titled "Experts develop pathways to focus efforts and resources" and is dated Thursday 26th March, 2015. The article text includes: "Dungu (NR), March 26, GNA – Participants at the end of Innovations Strategy Workshop (ISW) in Tamale, have identified WASH, Agriculture, and Financial inclusion, as areas of focusing efforts and resources to intensify education and community engagement to build resilience of affected persons. The three-day WARILab Innovations Strategy Workshop (ISW), attended by experts in Water, Sanitation and Hygiene (WASH), agriculture, NGOs and other climate-related fields, deliberated and clarified the processes for identifying, selecting and testing innovations that responded to the challenges identified during a qualitative study conducted earlier. They also tapped into the collective expertise of WARILab network of stakeholders and collaboratively explored the complex challenges of rapid urbanization and food insecurity, which culminated into the development of the priority issues on which to focus efforts and resources. WARILab is part of the Resilience Africa Network (RAN), a partnership of sub-Saharan African and American Universities, led by Makerere University in Uganda, which aimed at strengthening the resilience of people and systems in Africa, by leveraging the knowledge, scholarship and creativity that existed in partner universities, and funded by the USAID's office of Science and Technology. The University for Development Studies (UDS) has a sub-contract with Makerere University to host the WARILab, that included Mali and Senegal, with preliminary data collection activities including literature review, had helped identify rapid urbanization, climate change and food insecurity as priority thematic issues for the WIADII sh, tr, address". The article also features a "Watch Full Episodes" section with a "Turn Your Computer into a TV: Watch Full TV Episodes w Free App" and social media sharing options. The right sidebar contains "NEWSMAKERS" and "MOST SHARED" sections with various news items.

This screenshot shows the continuation of the article from the previous image. The text continues: "and funded by the USAID's office of Science and Technology. The University for Development Studies (UDS) has a sub-contract with Makerere University to host the WARILab, that included Mali and Senegal, with preliminary data collection activities including literature review, had helped identify rapid urbanization, climate change and food insecurity as priority thematic issues for the WARILab to address. Mr Nagia Santuah, deputy director of WARILab, addressing participants at the end of the workshop, appealed to participants to renew their commitments in helping build resilience to better the lives of people affected by rapid urbanization, especially in the Tamale Metropolis, Ashaiman in the Greater-Accra Region, and the Kassen-Nankana Municipality, where qualitative data had been conducted by the lab. He said Water, Sanitation and Hygiene (WASH), Agriculture and Markets, as well as Financial Inclusion and Livelihood Diversification that the workshop developed, were areas of priority, which needed urgent attention to focus efforts and resources on, to improve the situation. He said when collaborative ideas come together, positive results are bound to be achieved, and commended participants for their dedication to the workshop, which resulted in coming out with the final pathways that will now be developed into proposals to help address the problems. Mr Santuah also commended the Ugandan and Senegalese facilitators for their hard work and levels of commitment, which arrived at the final pathways. Dr Dorothy Okello, the Acting Director of Innovations of RAN from the Makerere University, expressed satisfaction for arriving at the final pathways, and expressed the hope that with dedication, fortitude and effective collaboration, the network could make a lot of impact in building resilience in communities affected by rapid urbanization. The successful developing and design of the final pathways at the ISW, has paved way for the commencement of a Collaborative Resilience Innovation Design (CRID) Workshop, which started on Thursday. CRID is a tool that provides technical details about the design of innovations, and a fast track process using the design thinking approach to facilitate a team of experts to co-create innovative projects. GNA". Below the article text is a "Kenes Professional Tours" advertisement. The right sidebar contains "MOST READ" and "KAKUM NATIONAL PARK" advertisement sections.

Strengthening resilience building strategies in West Africa

<http://www.ranlab.org/strengthening-resilience-building-strategies-in-west-africa-ghana>

The screenshot shows the homepage of the ResilientAfrica Network (RAN). At the top, there are logos for U.S. GLOBAL DEVELOPMENT LAB (Powered by USAID), RESILIENTAFRICA NETWORK (Innovations through Innovation), and MAKERERE UNIVERSITY. Below the logos is a green navigation menu with links: Home, About Us, RILabs, Resilience, Innovations, Opportunities, Resources, News & Info, and Contact Us. A search bar is located on the right side of the menu. The main content area features a large photo of a group of people in a workshop. Below the photo is the title "Strengthening resilience building strategies in West Africa." and a short description: "The Intervention Strategy Workshop (ISW) held March 23-25, 2015 in the West Africa Resilience Innovation Lab hosted by University for Development Studies (UDS), Tamale Ghana attracted 23 participants drawn from the central region of Ghana, government, private sector, the academia and the ResilientAfrica Network (RAN) West Africa Resilience Innovation Lab (WA RILab) participating communities including Senegal." To the right of the photo is a "Subscribe to the RAN Newsletter" button. Below the photo is a "Our Partners" section with logos for Tulane University, Higher Education Solutions Network, CSIS (Center for Strategic & International Studies), and DRLA.

The screenshot shows a detailed article on the RAN website. The article title is "Strengthening resilience building strategies in West Africa." The text describes the Intervention Strategy Workshop (ISW) held from March 23-25, 2015, in the West Africa Resilience Innovation Lab (WA RILab) at the University for Development Studies (UDS) in Tamale, Ghana. It mentions that 23 participants from the central region of Ghana, government, private sector, academia, and the RAN West Africa Resilience Innovation Lab (WA RILab) participated. The article discusses the workshop's focus on rapid urbanization as a resilience challenge and the role of the RILab in addressing it. It quotes Professor Gabriel Ayum Teye, Pro Vice Chancellor of UDS, who expressed concern about the neglect of agricultural lands in Tamale and the impact of rapid urbanization on the environment and livelihoods. The article also mentions the identification of intervention pathways during the workshop. On the right side of the article is a "Subscribe to the RAN Newsletter" form with a text input field containing "testing@mail.org" and two buttons: "UNSUBSCRIBE" and "I AGREE, SUBSCRIBE ME".

State of African Resilience Report Video <http://csis.org/event/state-african-resilience>

The report can be accessed at <https://csis.org/publication/state-african-resilience>

Jan - 2015

Mak News

M a g a z i n e

**Not
For
Sale**

Mak Financial Renewal

President Museveni Charms Staff, Students

Mak-Sida

Collaboration Keeps Thriving



Honorary Doctorate Award

Mak Honours Ruth Morris Keesling



MAKERERE UNIVERSITY

MAKERERE UNIVERSITY

INTERNATIONAL RESEARCH & INNOVATIONS DISSEMINATION CONFERENCE

APRIL 20-21, 2015 HOTEL AFRICANA, KAMPALA



Call for Papers



Abstracts of papers and posters are invited from Researchers and PhD Students in Uganda and collaborators in Swedish Institutions. Preference shall be given to research that has the potential to or has contributed to policy, benefitted society/improved livelihoods and the environment.

Theme:

Community Transformation through Research, Innovations and Knowledge Translation

Conference Sub-themes:

- Health and Health Systems
- Natural Resource Utilisation, Conservation and Environmental Sustainability
- Food Security, Safety and Value Addition
- Culture, Socio-economic Development, Social Justice, Governance, Conflict and Disaster Management
- Advances in Education, Science and Technology

Please indicate whether the submission is for an oral paper or a poster presentation and the corresponding sub-theme. Abstracts need not be more than 300 words.

Over 500 participants from Uganda and International collaborating institutions are expected to attend.

Detailed submission guidelines may be viewed at the conference webpage below

Deadline for Submission of Abstracts is January 30, 2015

Conference Secretariat

Directorate of Research and Graduate Training,
Makerere University

E-mail: conference@rgt.mak.ac.ug

Web: www.rgt.mak.ac.ug/sida2015

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- Mak Convocation (MUC)
- Mak Centre for Language and Communication Services
- Dr. Ireeta Tumps Winston, Mak Department of Physics

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Cover Photo

President Museveni spars with a student during his visit to Mak on 12th September 2014

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Message from the Vice Chancellor

It is once again that time of the year when we proudly send off our students to join the industry after acquiring

top qualifications in their various disciplines. It indeed gives me great pleasure to see all our graduates smart in their gowns and ready to go into the world to make a difference. Congratulations! I am particularly pleased that Makerere University has done her part in sharpening each and every one of you. I am optimistic that the knowledge you have acquired from Makerere University will not only be of great value in your future professional and social engagements but also for the transformation of our nation.

In a special way, I thank the parents, guardians and sponsors who have tirelessly supported the students and ensured that they successfully complete their studies. I sincerely thank the Staff of Makerere University for diligently doing their part, which has led us to this day.

Makerere University has consistently maintained a track record of high quality output of both research and human resource; and in so doing earned herself distinctive accolades at both the national and international levels. I am happy to note that in the past year alone, we attracted partnerships with a number of international Universities in China, Iran and South Korea. All these efforts go a long way in extending our internationalisation agenda and impact.

Makerere University has also continued to enjoy generous support from Development Partners ranging from Private Corporations to National Governments. We thank them for their continued support. I take this opportunity to thank the Government of Uganda for the continued budgetary and project-specific support to operational as well as research activities at Makerere University. We are sincerely grateful for the support received through the Presidential Initiative for Science and Technology aimed at boosting research and innovation in the Science-based Colleges at Makerere University. We have registered an incredible number of groundbreaking innovations as a result of this support, many of which were geared towards benefitting our community. Through the Food Technology and Business Incubation Centre (FTBIC), we were also able to nurture and support a number of innovations right from the conceptual stage to fully-fledged companies with products on the shelf.

We are also grateful for the Government's support through the African Development Bank (ADB) towards the rehabilitation and refurbishment of laboratories; construction and equipping a multi-purpose laboratory building; construction of three buildings for centralized lecture theatres with one at Kabanyolo; supporting distance and electronic learning; enabling capacity building for petroleum and mining and embarking on staff development in the University.

The year 2014 has seen Makerere University reap admirable harvests and make calculated inroads. We have laid further strategies towards becoming a financially stable university with the establishment of a Makerere University Endowment Fund (MakEF) and a Makerere University Holdings Company. The Endowment Fund reaches out to all Alumni, Staff and well wishers of Makerere University to support development at this great institution and truly take it to its number one slot on the continent. The MakEF Board of Trustees is headed by Dr. Martin Aliko – a distinguished statesman and entrepreneur in his own right. We encourage you all to lend your support to this fund by getting in touch with the Planning and Development Department, Makerere University. Alternatively, you can make your contribution directly to our account in Stanbic Bank - Makerere University Endowment Fund – Account Number 9030010177889.

We have also witnessed a number of local and international companies express interest in developing the vast land resources of Makerere University as guided by our Holdings Company led by Mr. Charles Mbiire, a illustrious business man. We look forward to a new Makerere University skyline with more teaching and learning facilities as supported by these companies.

We are grateful that our efforts towards guaranteeing a financially stable university will be further bolstered by Government especially in light of the recent promise by His Excellency Yoweri Kaguta Museveni that Government will take over the entire wage bill of all Public Universities as well as enhance the monthly salary of a University Professor to UGX 15 million. We thank His Excellency for this consideration and look forward to its fruition next financial year. I also take this opportunity to thank government for the student loan scheme from which some students are already benefitting. I urge this category of students to respect the terms and conditions of the loan, for its sustainability and consequent benefit by future generations.

In an effort to improve the information flow in the university, especially information between Management and students, we have introduced a Mak Bulletin circulated free of charge to all. Content for the magazine is sourced from the entire University community including Management, Staff and Students.

You will indeed agree with me that we have reason to be thankful to God for the past year. We ask God to make this year even more fruitful as *We Build for the Future*.

I thank you.

Prof. John Ddumba-Ssentamu
Vice Chancellor



Message from the Chancellor

Dear Graduates,

I congratulate you all upon reaching this coveted milestone in

your academic journey. You are graduating in various disciplines that you have chosen as the vehicles towards a better future. In the process, your families, your country and even the world, benefit from your knowledge. Let me add my voice to the many in thanking your parents and sponsors for staying committed to educating you up to this level.

Attitude

Whereas this academic excellence is commendable for all our youth, the attitude that comes with it has meant that most of them who are unable to get employed by their preferred employer shun other opportunities. A 2010 report by Population Action International revealed that the rate of unemployment is even higher for Graduates who live in the urban areas because they do not have the vocational skills demanded by employers with jobs to offer. This could partly be a result of 'white collar' graduates shunning 'blue collar' jobs. I urge you from this day forward to have an all-encompassing approach towards work, guided by a desire to make the much needed difference in our community. You will be amazed at how many opportunities will come your way if you have a positive attitude towards work and life in general.

Innovation

At the 61st Graduation Ceremony of Makerere University in January 2011, I introduced a young lady Ms. Rusia Orikiriza to the staff, graduands and parents who were gathered.

Ms. Orikiriza was not only graduating with the Degree of Bachelor of Library and Information Science but was also a young entrepreneur who had won the 2009 Rising Star Award from the International Labour Organization (ILO). This recognition had come as a result of her innovative use of agricultural and paper waste to make branded paper bags under the company Oribags Innovations (U) Ltd. For Ms. Orikiriza, all this recognition was simply the icing on a cake. The praise and admiration she received that day was the result of an idea she nurtured while in her S.6 vacation. Ms. Orikiriza's story is just one of the many examples of successfully self-employed young men and women.

Nevertheless I wish to emphasize that an idea that is not written down and shared will simply remain a dream. I therefore urge all the graduates and the youth to write down all those great ideas, however big and unattainable they may seem. In so doing, you will not only be able to better conceptualise your idea but also be able to continuously improve it, especially as you interact with your peers and mentors. I also urge you to take advantage of all the net-

working platforms at your disposal to share your brilliant ideas but in the same breath, I urge you to be wise and discerning when sharing them. I say this because the era we live in, unfortunately, has as many idea thieves as there are innovators.

Employment Opportunities

You all know that unemployment is the greatest challenge to the youth. While you have attained academic qualifications, only a certain percentage will readily get employment. Even those with professional qualifications are not guaranteed jobs. Therefore, you must go into the world with an open mind. You must not be selective about opportunities that may occur.

I know of a gentleman whose first job was selling newspapers. You cannot believe what he is today.

Very often we are told that our graduands do not have the requisite skills. It is high time the private sector and Government joined us in imparting relevant skills to our graduands. However, the main point I wish to emphasise is discipline. No hard skills are a substitute for soft skills. The latter are comparable to oil, which helps machine parts to work smoothly. You know what lack of oil can do to an engine. It knocks!

Thirdly, while it is important for you to engage in self actualisation, it is imperative that you are responsible members of society. One of the scourges affecting our society is corruption. Abject selfishness and lack of ethical values are the root causes of this evil. Do not just blame Government for not fighting corruption. You have a part to play. A society that is intolerant of corruption will minimise it to very low levels. After all, the corrupt in positions of responsibility are just citizens like you and I. Fighting corruption is not mere hostility to the Government of the day. On the contrary, it is more effective to work with and not against the Government if we are to effectively fight corruption in the Government and society at large.

The Alma Mater

You will sing the Makerere Anthem on graduation day. Think about the lyrics. How much of what is said means anything to you? I ask you to reflect on these words and begin to act on some of them. Makerere has contributed greatly to human resource development in the country and the region. Makerere has helped you build a rock foundation on which your future can be built. It is time for you to give back.

I wish you the very best in your endeavours now and always.

Prof. George Mondo Kagonyera
Chancellor, Makerere University



Mak's Year of Financial Renewal

By: Ritah Namisango

This year, H.E President Yoweri K. Museveni is set to deliver the **perfect gift** to Makerere University and the higher education sector in general. Indeed, here at Makerere University, the staff and students have ushered in the New Year with a lot of hope and optimism.

At the institutional level, 2015 has been dedicated to increasing Mak's revenue. Guided by the Mak Strategic Plan, the University Council and Management have developed an aggressive resource mobilization strategy. The Mak Council and Management have acquired a **Master Key** to make the most of Mak's untapped vast resources.

There are signs that the Government, the Makerere University Council, the Senate, the Management, Staff, alumni, students, development partners and well-wishers are all committed to the cause of "**A well-funded Mak.**" The benefits are enormous.

A well-funded and prosperous Mak will continue to produce high quality and relevant graduates for the nation and beyond; attract and retain

highly qualified and innovative staff; develop think tanks to inform national policy; undertake research to inform the national development agenda and Vision 2040; continue to come up with cutting-edge research and innovations for a better world; improve staff and student welfare as well as service delivery.

President Museveni championing Mak financial prosperity

Emphasizing higher education and research as key pillars in the transformation of countries, H.E President Museveni is championing the gallant efforts aimed at increasing funding to Makerere University. Meeting a delegation from Makerere University at State House on 21st August 2014, President Museveni pledged to increase funding to Mak, increase the remuneration of staff in public universities and take over the entire wage bill of Makerere University with effect from FY 2015/2016. President Museveni reiterated that commitment while addressing thousands of staff and students in the Freedom Square on 12th September 2014. The Mak Council and Management have

followed up this matter with the Office of the President, Ministry of Education and Sports, and the Ministry of Finance, Planning and Economic Development. Following the high level consultations, the Mak staff and students are looking forward to the reading of the national budget in June 2015, which will concretize the President's historic pledge to Makerere University.

The visibly thrilled Vice Chancellor Prof. John Ddumba-Ssentamu welcomed the President's pledge saying it would be a great relief to the university. "Mak contributes 42% per month towards the wage bill, which draws resources from other university activities, staff and student welfare. Once the Government takes over the entire wage bill, pressure on tuition will be reduced. Fees paid by students would cater for other needs of the University," he said.

President Museveni prioritizes the Prof. Omaswa Taskforce Report for a better Mak

Additionally, H.E President Museveni has taken keen interest in the recommendations contained in the Prof.



Francis Omaswa Taskforce Report on Job Evaluation, Re-Organization of the Staff Structure and Funding of Makerere University. Subsequently, His Excellency, President Museveni and also Visitor of Makerere University has held numerous high-level meetings with the Office of the Prime Minister, Ministry of Education and Sports, Ministry of Finance, Planning and Economic Development, and the Ministry of Public Service. We expect good news from State House/Cabinet on this matter in the course of New Year.

Mak Council and Management unveil resource mobilization strategy

In the same spirit, the Mak Council and Management have acquired **a Master Key** to tap into Mak's wealth potential.

The historic Mak Resource Mobilization Strategy comprises medium and long-term approaches aimed at addressing the financial challenges of the university, and increasing revenue for Makerere, the country's oldest and most important university.

With Mak being a public funded institution, the Mak Resource Mobilisation Strategy brings on board H.E President Museveni as the Chief Mobiliser and prioritizes Mak-Government relations, and alignment to the national development agenda and Vision 2040. It focuses on the involvement and mobilization of alumni, public and private sector in the development of the University. It values current and prospective development partners and community engagements; strategic partnerships at the national and international levels; and seeks to harness her research outputs and innovations for the transformation of communities and the world at large.



Chancellor Kagonyera congratulates Chairman Mbire upon appointment

Makerere University Endowment Fund set to mobilize resources

In line with the resource mobilization strategy, the Makerere University Council has established the Mak Endowment Fund to mobilize and involve alumni, benefactors and well-wishers in the development of Makerere University.

The Board of Trustees for the Mak Endowment Fund was inaugurated on 17th July 2014. Chaired by our distinguished alumnus, Dr. Martin Alier, the Mak Endowment Fund has prioritized the establishment of H.E Mwai Kibaki Presidential Library that will also house H.E Mwai Kibaki endowed Chair of Economics at Mak.

The Mak Endowment Fund will also champion the resource mobilization plan for the Mak Students' Centre Complex.

Makerere University Holdings Company Ltd for increased revenue

Through the newly-created **Makerere University Holdings Company Ltd**, the University is partnering with the public and private sector to develop Makerere University land, properties and other entities. The Chancellor, Prof. George Mondo Kagonyera inaugurated the Board of Directors of the Mak Holdings Company Ltd on 22nd August 2014. Following the Public-Private partnership model, the Board of Directors chaired by Mr. Charles Mbiire, will use their expertise and wealth of experience in running businesses and managing enterprises to ensure that Mak generates revenue from her vast assets. For the Year 2015, the Mak Holdings Company Ltd has prioritized two projects - building a Hotel and Convention Centre at Makerere University Guest House, and a 5-Star Hotel and Upper Market Apartments at Kololo.



Board of Trustees of the Makerere University Endowment Fund

Mak- Tottori Collaboration Deepens



Dr. Okello Ogwang

- Following an MoU signed between Makerere University and Tottori University in 2012, a delegation from Makerere University visited Tottori University from 29th October to 3rd November 2014. During this visit, both institutions identified areas of further collaboration:
- The Special program for foreign students in Arid Land Agricultural Sciences Collaborative research in mushrooms.
- Possible areas of research on the effect of dust on livestock and insects found in arid land farming areas in East Africa; dust on human health; dust from smoke in factories/industries.
- Mechanical engineering students to do practical training/ internship at the Innovations Centre.
- Introduction of Japanese language studies.

On behalf of Makerere University, the Deputy Vice Chancellor (Academic Affairs), Dr. Okello Ogwang said:

“A university worth its salt should look for collaborations all over the globe. It is a key component in the internationalization agenda of Makerere University.”

Dr. Okello Ogwang also delivered a summit lecture on the Education Systems in Africa – A Case of Uganda to both undergraduate and graduate students.

The President of Tottori University, Prof. Ryota Teshima presented a certificate to Makerere University in recognition of her contribution towards the internationalisation of Tottori University.

See more at: <http://news.mak.ac.ug/2014/11/mak-and-tottori-university-strengthen-collaboration-new-areas-research-and-collaboration>

Makerere wins big at TechCon 2014



Prof. Barnabas Nawangwe

The Higher Education Solutions Network (HESN) second annual technical convening, **TechCon 2014** held on November 8-10, at the University of California Berkeley, USA, showcased over 40 innovations from USAID's HESN Development Labs (www.usaid.gov/hesn) and partners.

The Makerere University team was led by Prof. Barnabas Nawangwe, the Deputy Vice Chancellor in charge of Finance and Administration and ResilientAfrica Network (RAN) Patron.

“Innovation is the way to go and Makerere University has been committed to supporting and nurturing innovations since 1922, the ball is in your courts to make use of available opportunities to develop solutions for the most pressing challenges,” he said as he challenged student innovators drawn from across the ResilientAfrica Network (RAN).

The climax of TechCon 2014 was an Innovation Marketplace that showcased innovations from University students and start-ups addressing Global Development challenges.

Eight teams of innovators from Makerere University-RAN (www.ranlab.org) with projects in the domains of Agriculture, Health and Engineering participated in the Innovation Marketplace, competing with thirty seven other projects from the US.

One of the projects from Makerere University College of Veterinary Medicine, Animal Resources and Bio-Security titled; **Hydroponic Fodder Production for Livestock** emerged amongst the top three winners and the best project from the HESN Universities, evidence of the global potential and competitiveness of the locally developed solutions.



Eng. Dr. Charles Wana-Etyem

On his re-appointment

By Moses Talemwa

Congratulations on your re-appointment as the Chairperson of the Makerere University Council.

Thank you.

How did you manage to obtain trust in the stakeholders to earn a second term as Chairperson?

Well! Well! Well! You may recall that I was baptised into this position with fire because hardly nine months into my first term, there was a strike by staff on welfare, among other issues, which culminated in the closure of the University. Soon thereafter there was another strike which of course tested my management and administration skills to a greater extent. And in fact, we were able to pull off those two and somehow managed to work on the modalities for some stability and I think that gave my Council the indication that perhaps I am able to champion the interest of Council, the stakeholders

and hence when it came to re-electing or appointing a Chairperson for the new Council, once again, I was unanimously appointed. I suppose it is an expression of confidence from those on the previous Council and those who joined the new Council in the sense that they trust I can still steer the Council for the next four years.

Reflecting on the four years of Council, what are some of the highlights?

As I said, initially the first year was a bit difficult because you will recall that improving staff welfare has been at the forefront in the challenges faced by Makerere Council. So, getting the staff on board has not been very easy but at the end of the day with the support of Government, the University Council, in November 2011, was able to put in place the Prof. Omaswa Taskforce for Job Evaluation, Re-Organisation of the Staff

Structure and Financing of Makerere University. The Taskforce completed its report in 2013, albeit with some delays. So, that to us was an achievement which Council should be proud of.

The totalities of the Omaswa Taskforce outputs have not been fully operationalised. As we talk now, Government is preparing a white paper that will inform Government on recommendations that need to be brought on board so as to address the affairs of public universities.

Two, you recall that when the previous Council came on board, we had one College, that is, the College of Health Sciences that provided some insights to understand the college system. In the last four years the college system was rolled out. Makerere is now a collegiate university. As we did say at the beginning, we would like, after five years to undertake an evaluation of the college system.

In summary, I can say the college system is working, the challenges are there but we are learning. Through that process, we will refine our approach to the college system.

The University has had a long running problem with lack of money. The Council must budget within the MTEF; a Medium Term Expenditure Frame work which limits the subvention from Government. The fees that we charge are not economic, that is, fees are below unit costs. We have been constrained to strike a balance between affordability and locking out Ugandans. And because of that, Makerere must

Cont. to pg 8-9

Council Business with

struggle to find money elsewhere. We have now seen that the best way to go is to try and use our assets to generate revenue for the university.

The main assets that we have got are land and the intellectual property that professors and our students generate. We have set up the Makerere University Holdings Company Ltd to help the University through public-private partnership on the lands that are lying idle which are being threatened by encroachers to see how Makerere can use these fixed assets to support the activities of the university. We have also established the Endowment Fund that is supposed to source for alumni, benefactors of the university, friends of Makerere and to see how the investments that come in can also be used either to sponsor chairs in various disciplines or to invest in stocks so that the wealth that grows is used to support the development of the university.

Now, to service provision, you know Makerere had a serious problem of providing food for students, pay electricity utility and also for water. Some of these have hidden costs because staff is there to pay whether they are working or not and people are misusing some of these facilities for private affairs. So, Council has ensured that the university streamlines its operations to the extent that towards the end of our tenure, we had outsourced feeding of students that has saved a lot of money and students are happy. The quality of food has gone up, food is being supplied on time and it is reducing on domestic arrears that the university used to incur. The University has gone ahead with the support of Umeme to install metres in the residential quarters so that people pay for their power. That had not been there before. The issue of water is being streamlined. The University is planning to install water metres and rationalising the water supply and sewage system so that people pay for what they use and generate. We are therefore cutting down excess expenditure or abuse of



these facilities that used to come simply because no person was personally accountable.

Do you think that from how you have handled Council business, you have met the target or more could have been done?

To appreciate the way Council works you need to appreciate the constituencies that bring in representatives. And so, one has to be careful when talking about how Council operates. Over 50 per cent of the Council are members of staff of the university. Sometimes business of Council is slowed down partly because of vested interests within the university. We think it could have been better but in my view, I think Council has done a very good job.

Let us get to the specifics. With regard to the college system, there was a fight towards the last term of the Council with some members trying to pull out of the college system. Do you think it is generally accepted as the way to go as the college system or there is still an experiment in the process?

I think it is too early to say either way. It will be a big mistake not to allow the college system to mature four-five years and as I said, it is part of our programme to evaluate the college system after

five years. The evaluation of the collegiate system will come to Council. It is going to be done transparently. We would like to make sure we eliminate those personally driven agenda. We would like to address the causes of the problems, if any, like how does the college system promote the teaching and learning, research and dissemination of knowledge to the general public. So, we still have the opportunity; we are going to keep in mind the divergent views on the collegiate system when we come to evaluation and then see how we move on.

Related to that is the issue of staff welfare. Ideally, the university should be able to manage its finances in such a way that you take care of the welfare of the retiring staff and those in service. This has not been the case. The President of Uganda has come in, and pledged to take over the remuneration of staff. Given that he is a major shake holder, how do you intend as a Council Chairperson to push this to completion?

We are already in dialogue with Government. This is the budget period in Government and the Ministry of Education and Sports, which is our mother ministry is addressing that. The President did pledge that Government

Chairperson Wana-Etyem

will take over the entire wage bill of the university. If that was to be the case, then it would be a tremendous boost to the university. The money which Makerere was spending on staff salaries would then be used to address other priority areas. Secondly, the President pledged that at some point Professors would probably be moving to the tune of about Shs 15m per month and pro rata. Now, that is something that we look forward to and we do hope that Government would keep us informed on the feasibility because all these would be dependent on the envelope that Government has. The on-going discussions between Makerere University, Ministry of Education and also Ministry of Finance, Planning and Economic Development will give us an indication of what is possible in the immediate and long term.

In addressing staff welfare, Council will endeavour to put in place computerized monitoring and evaluation framework for staff and students. Currently, it is very difficult to compare outputs from various categories of staff or for that matter match them to remuneration. Many students also take advantage of the archaic data management system to avoid paying fees on time thereby inhibiting the quality of education that is offered. The ICT system must be integrated in all operations of the University in the next four years.

Will that not affect the Government subvention perhaps to the university in this case?

What that means basically is that Government is increasing subvention.

As we look towards 2018, what is the Council promising to the general public at Makerere?

We are looking forward to a few things happening. So, one of the things that I have already mentioned is to do an assessment of the college system. On the basis of that, we shall be able to possibly

re-structure and re-organise. You may recall that when the students threatened to go on strike for the increment of graduation fees, the President stepped in and promised to pay but the President also used that occasion to challenge Makerere and other public institutions to try and review the programmes they offer with a view to rationalising them and making the offering of those programmes cost effective. Makerere is going to be doing that.

However, you may wish to know that the reviewing of the programme at the university is enshrined into the University and Other Tertiary Institutions Act (UOTIA), whereby every five years, the universities are supposed to review their programmes. Makerere got a blanket approval in 2009, which meant that in 2014 was the fifth year and so we are entering a phase where we are going to be reviewing most of the programmes that are due. This is going to be done concurrently with assessment of the college system. So, we hope that this can be done.

The Omaswa Taskforce made some serious observations; some of which are local to Makerere while others are external. We are hoping that we shall be able to address the concerns raised so that the local issues within our mandate can be addressed. The other relevant organs of Government would also be expected to address some of the challenges that come because of the way a public university is structured.

Council will also endeavour to institute an advisory committee/body to Top Management. This we are going to do by putting a small group of council members who have the experience and the stature to be able to advise top management to enhance the running of the university.

Professors at Makerere are doing a lot of research but the sharing of the benefits that accrue from their efforts has caused some friction. Council intends to streamline the sharing of intellectual property that is generated by

our members of staff with the university, the researchers and possibly government.

Are you happy with the progress of research coming out of the university in relation to the monies that were promised to the university to enhance research mostly to Food Technology, Nutrition and Bioengineering?

We are happy with the research going on at Makerere. You may recall that recently Makerere was declared the second best university in research output in Africa. We are also grateful to the President of Uganda for supporting research and innovations through the Presidential Initiative on Science and Technology.

The *Kiira EV* is one very good example when resources are put to good use. We hope that once the modalities for commercializing the vehicle have been put in place, Makerere as an institution will also benefit from the fact that revenue will come to Makerere and also provide an avenue for training students and members of staff. With regard to research and innovations in Food Science and Technology, we are very happy.

We look forward to the completion of the building that is supposed to house the state of the art facility Incubation Centre. We do hope in this year the facility will be fully operational since they will have additional space at home to incubate things that can be rolled out for full food commercialisation.

Good luck in your second term – perhaps a third term?

Thank you. By law, this is my second and last term. I have served my time and wish to hand over the baton when my term ends.



Minister Alupo Visits Ugandan Students in Israel

By Agaba Issa Mugabo

The Minister of Education and Sports Hon. Maj (RTD) Jessica Alupo, listened intently as Ugandan students on one-year agricultural apprenticeship in Israel talked about the profound experiences they've had on the Israel farms.

Minister Alupo visited the Ugandan students who are on agricultural apprenticeship in December 2014

In her address to the assembled students at Ruppin campus, Alupo said, "If I was a student again studying agriculture and agriculture related courses, I would be delighted to be part of this international apprenticeship programme. I congratulate Agrostudies in particular and Israel Government in general on this obviously life changing apprenticeship programme."

Alupo is the first Government official to visit the students since Uganda started participating in the intern-

ship programme in 2013. "It is great to meet these young Ambassadors of Uganda to Israel and hear their experiences. Using students in building bridges between Israel and Uganda is vital if we want to transform agriculture in Uganda, she said."

Agrostudies Coordinator for East, Central and Southern Africa based in Makerere University, Agaba Issa Mugabo, who accompanied the Minister said the internship programme will help the students and Uganda as it focuses on developing advanced and sustainable agriculture.

Agaba Mugabo told the students that the main objective of this internship programme is to create leaders and entrepreneurs in agriculture so that they can transform and modernize Uganda's agriculture sector. He reminded the students that the future success of the agriculture sector in Uganda falls entirely on their shoulders.

The Minister advised the stu-

dents to work hard to achieve their aspirations and hopes. She also encouraged them to take advantage of the expertise and skills, which the programme provides during their study to create a positive impact on Uganda and the world.

Welcoming the Minister, Agrostudies Chief Executive Officer (CEO) Mr. Yaron Tamir said, "The visit by Hon Minister has been a long time in coming but the wait has been worthwhile because it has given further recognition to the quality internship being offered by our Centre."

Mr. Tamir added, "The fact that the Minister has found time even though she has a tightly packed schedule speaks volumes and gives us the courage to go on and shows that the Government of Uganda appreciates and recognizes the skill and attitude change the students are getting from our programme."

H.E. Ambassador Gil Haskel who is now the Head of MASHAV- Israel's

agency for International Development Cooperation, said the main reason why Israel started this internship programme is to promote food security by empowering students from developing countries through a creative, dynamic, multicultural program that involves both academic studies and learning by doing, gaining real hands on experience in the field.

Ambassador Gil assured the Minister that any technology that was developed in Israel is at the disposal of the African countries, especially Uganda. He pledged Israel's support to the returning students in sharing the gained knowledge and practical skills with the students and farmers who did not get the opportunity of coming to Israel as well as setting up their own farms.

"Hon, Minister, my experience in Israel has changed my professional life completely", said Kereb Kangume, one of the students from Makerere University attached to Givat Haim Dairy Farm. "Madam Minister, this internship has given me the opportunity to gain the practical knowledge and experience I need to become a more successful farmer. The training that I have already received has been so much more than I expected.

Am now confident that my future goals and dreams of opening my



own diary farm will become a reality. Thanks to Agrostudies, I now have a brighter future", said Kangume.

Another student, Kibulabuza Charles told the Minister, "This internship allows us to work directly with farmers while applying skills we learned in the classroom. Everything we have done or been involved with has made a huge impact on our life.

"All fieldwork we do is valuable because they each equip us with valuable decision-making skills that empower us to make decisions aligning with our personal values and skills. Personally I believe that internships are the best way for students to decide what to do in life", Kibulabuza added.

The Minister said she was happy to receive positive reports from the students on their progress and

achievements.

There are currently 198 Ugandan students, up from 41 in the 2013/2014 intake participating in the Agrostudies agriculture internship. This is the second year Uganda is participated in this internship programme.

The students come from Makerere University, Kyambogo University, Bishop Stuart University Mbarara, Busoga University and Bukalasa Agricultural College.

The students study advanced agricultural techniques and technologies, combining hands on experience with theoretical studies. This allows them to gain valuable experience in large-scale modern farming which they are expected to bring back and implement at home.

This international apprenticeship programme exposes students from countries in South East Asia, Africa and South America to Israel and to the most advanced commercial farming techniques on handpicked farms throughout Israel. Over 1,400 students from 19 countries are currently participating in this year's programme. Out these, 500 students are from ten African countries with Uganda having the highest number.

The Minister was also accompanied by Mr. Charles Okuo, Head Skilling Uganda in the Ministry of Education and Mr. Wamani Godfrey, the Minister's Personal Assistant.



Mak Continues to Nurture

By Mark Wamai

As the oldest and premier publicly-owned Higher Education Institution in the region, Makerere University is home to a large number of highly trained Academicians and Administrators who have over their dedicated years of service contributed to the institution's sustained growth. We are filled with joy to share that people groomed and mentored here at Makerere are now Vice Chancellors and Deputy Vice Chancellors in other universities. And whereas to an observer it may seem like the institution is losing out on highly trained staff, this phenomenon is in essence a fulfillment of Makerere's responsibility as the eldest sibling to help her younger siblings to not only grow, but thrive in their own endeavours.



Prof. Eli Katunguka Rwakishaya

Following the successful completion of his term as Director of Research and Graduate Training in 2013, Prof. Eli Katunguka Rwakishaya applied for and was successfully appointed Deputy Vice Chancellor in Charge of Academic Affairs at Kyambogo University. On 11th February 2014, Prof. Katunguka

received instruments of power as Acting Vice Chancellor of Kyambogo University. Now in charge of Uganda's second largest public university, this Professor of Veterinary Parasitology has set his sights on transforming Kyambogo into an international university with a strong research and vocational education fields.



Prof. John Robert Ikoja Odongo

On Thursday, 20th September 2012, Prof. John Robert Ikoja Odongo was officially inaugurated the Chairperson of the Taskforce and Vice Chancellor of Soroti University of Science and Technology (SUST). Formerly the Principal, College of Computing and Information Sciences

(CoCIS), this Professor of Library and Information Science will play a leading role in the establishment of Soroti University, whose mission is to change the world through top quality research, pioneering education and continuous renewal.



Prof. Eriabu Lugujo

In July 2012, Prof. Eriabu Lugujo; one of Makerere's longest serving Academics who joined University service as a Teaching Assistant in 1969 was appointed Vice Chancellor, Ndejje University. The erstwhile longest serving Head of Electrical Engineering, College of Engineering, Design, Art and Technology (CEDAT) is no stranger to policy

formulation for Higher Education. He has been associated with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) since 1983. Prof. Lugujo will seek to use Ndejje's laboratory facilities to strengthen industrial research through interactions with both public and private establishments.



Prof. Christine Dranzoa

The year 2012 witnessed the appointment of Prof. Christine Dranzoa as the founding Vice Chancellor of Muni University; Uganda's sixth public university, located in Arua District. Formerly the Deputy Director of the then School of Graduate Studies, this Wildlife Ecologist,

Conservationist and Administrator has nurtured Muni University right from its formative stages to the first admission of 200 students in August 2014.

Higher Education Leaders



Assoc. Prof. Maud Kamatenesi-Mugisha

On 2nd May 2014, Assoc. Prof. Maud Kamatenesi-Mugisha was appointed Vice Chancellor of Bishop Stuart University, a Church-based private University founded by the Ankole Diocese in Mbarara District. The former Dean, School of Biosciences in the College of Natural Sciences (CoNAS) and Doctor of

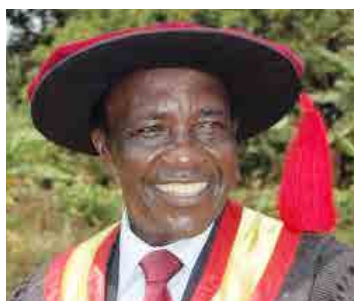
Medical Ethnobotany and Ethnopharmacology, is now in charge of ensuring that the University attains its vision of Recreating the African Society with Academic Excellence, Human Values and Entrepreneurship.



Prof. Celestino Obua

The former Deputy Principal at the College of Health Sciences (CHS) Prof. Celestino Obua on Friday 24th October 2014 became the latest former Member of Makerere Staff to assume the position of Vice Chancellor in another Ugandan University. Appointed Vice Chancellor of Mbarara University of Science and Technology (MUST), Prof. Obua becomes the second Vice Chan-

cellor to lead MUST, after Prof. Kayanja, who was the founding Vice Chancellor in 1989 until his retirement in 2014. The Professor of Pharmacology will use his extensive experience as academic and administrator at CHS to harness MUST's strong practice of community based health service to leapfrog its training programmes.



Prof. Hannington Sengendo

In June 2013, Assoc. Prof. Hannington Sengendo became the third successive former Member of Makerere Staff to head Nkumba University. Prior to his appointment as Vice Chancellor, Prof. Sengendo was the Deputy Vice Chancellor in charge of Academic Affairs at the same institution and before that, as Dean in the Former faculty of Arts,

Makerere University. This Associate Professor of Urban Planning is currently serving his second year as Vice Chancellor of one of Uganda's first Private Universities founded in 1994.



Dr. George Openjuru

In November 2014, Dr. George Openjuru was appointed the Deputy Vice Chancellor in charge of Academic Affairs at Gulu University. Formerly the Dean, School of Distance and Lifelong Learning, College of Education and External Studies (CEES), Dr. Openjuru

brings to his new appointment 18 years experience as Member of Senate as well as extensive research and publishing prowess in the field of outcome based higher education.



Prof Ddumba-Ssentamu: Taking Mak forward

On 1st September 2012, Prof. John Ddumba Ssentamu started his five year term as the substantive Vice Chancellor of Makerere University. Together with the Management Team the Vice Chancellor has made several advancements in fulfilling his mandate for the time spent in office so far. Below, the Makerere University Public Relations Office brings you some of his responses to key areas in the University as captured by **Marion Alina**.

Governance

An efficient and effective organisational and management environment is key to achieving successful governance. The positions of the two Deputies have now been substantively filled. The First Deputy Vice Chancellor in Charge of Academic Affairs, Dr. Ernest Okello Ogwang and the Deputy Vice Chancellor in charge of Finance and Administration, Prof. Barnabas Nawangwe, have made the Management team complete. All units in the University now have their overall respective offices to report to in advancing their issues.

The Colleges also now have substantive Principals and Deputy Principals to ensure that both administrative and academic units at the College level are fully functional. This has gone a long way in enhancing the much-needed synergy between Colleges and the

Centre.

Public Private Partnerships

Makerere University values Public Private Partnerships as a tool for developing her vast land resources and establishing infrastructure that improves the welfare of our staff and Students. In this regard, we have registered several milestones

- Signed an MoU with SHARP Electronics Technology Ltd to install 120 solar-powered streetlights at pre-selected locations on campus
- Signed an MoU with Kenya Airport Parking Services (KAPS) Ltd to manage access to the campus, reduce on wear on roads by transit traffic and generate income for the university. Registered Students and Staff will be entitled to access cards granting them free access.
- Developed a University Infrastructure Master plan In April 2014. This plan covers development of staff and student infrastructure at the Main campus, College of Health Sciences (CHS) and the Makerere University Agricultural Research Institute Kabanyolo (MUARIK).
- Embarked on the Makerere University Infrastructure Development Marshall Plan covering 11 Projects namely: A Teaching Hospital;

Student Centre; Student Hostels at the Main Campus and Kabanyolo; A Hotel and Convention Centre; Centre for Innovation and Technology Incubation; Perimeter wall with commercial buildings in selected locations; Transport Hub; Middle Income Apartments; Up Market Apartments; A Centre for Gender and Development Studies; and The School of Law. So far both local and international investors have expressed interest in developing these projects.

Resource Mobilisation Strategies

Makerere recognizes that she cannot depend on Government subvention alone to meet her recurrent expenditures and future development needs. The University has adopted a number of strategies to the help improve her financial wellbeing.

The University Council approved the Makerere University Endowment Fund Policy and establishment of the Makerere University Endowment Fund. On 17th July 2014, The Chancellor Prof. George Mondo Kagonyera inaugurated the first seven-member Board of Trustees of the Makerere University Endowment Fund chaired by Dr. Martin Alier, a distinguished statesman and gallant Alumnus. Other members on

the Board include the Vice Chancellor Prof. John Ddumba-Ssentamu, Ambassador Edith Ssemपाला; Mr. Barnabas R. Tumusingize; Grace Isabirye; Martin Owiny; and Hon. Gerald Karuhanga.

- The Endowment Fund will mobilize resources from Makerere University Alumni and well wishers.
- We have established the Makerere University Holdings Company Ltd. to oversee all the University's commercial undertakings. All the current commercial units of the University will become companies of Makerere University. The holding company will also oversee the establishment of new enterprises. The Board of Directors for this Company is Chaired by Mr. Charles Mbire an illustrious business man and entrepreneur. Other members include Mr. Charles Ocici, Dr. William Bazeyo, Ms. Ruth Biyinzika Musoke, Mr. Dan Kasirye, Dr. Winifred Tarinyeba-Kiryabwire, Dr. Gorretti Nsubuga Nabanoga and the Mak Vice Chancellor Prof. John Ddumba-Ssentamu.
- Makerere University has also adopted a number of cost saving measures; like outsourcing of meals for students, for better service delivery and most importantly to enable the University concentrate on her core objectives of teaching and learning; research and knowledge transfer partnerships and networking.

Research

Spearheaded by the Directorate of Research and Graduate Training (DRGT), Makerere University has developed a new research agenda 2013-2020. The agenda takes cognizance of the national development framework, the policy on science, technology and innovation of the UNCST and global and regional development frameworks. The areas of research investment include: Health and Health Systems; Agricultural (crop & Livestock) transformation, Food Security and Livelihoods; Natural Resources Governance and Climate Change; Education and Education

Systems; Governance, Culture, Social Justice, Communication and Sustainable development; Science and Technology. The cross-cutting areas include Biotechnology, Knowledge Translation, Gender and Human Resource Development.

Rankings

Makerere University is currently ranked among the top 10 Universities in Africa at 10th and 1,218th worldwide according to Webometric Rankings of January 2014. Makerere University has also been ranked 7th in Africa and 891st in the world according to the Center for World University Rankings (CWUR) 2014 Edition released on Tuesday 15th July 2014 in Jeddah, Saudi Arabia. CWUR publishes the only global university ranking that measures the quality of education and training of students as well as the prestige of the faculty members and the quality of their research without relying on surveys and university data submissions. This demonstrates that Makerere University continues to produce quality graduates that are great achievers in both the academia and the corporate world

Internationalization

Reinstated the International Office, now successfully functioning as a one-stop centre for all issues related to international students.

We have signed over 40 Agreements with reputable International Universities and Organisations. These Agreements include; Memoranda of Understanding, Service agreements with International companies, Research Contracts, among others. These agreements are in the areas of; teaching, learning, collaborative research, joint degree awards, franchising of programmes and setting up of branch campuses in other countries.

Library Service

The Library extension has provided 8,000 square metres of additional space, which includes seminar rooms, research commons and access for persons with disabilities. The library catalogue

is online and visible to the world, complete with a new offline feature that allows for the continued circulation of documents even when the internet is inaccessible. The Makerere University Library has also provided professional support to the University of Juba Library and several other universities in Southern Sudan as well as to other local institutional libraries.

Consolidating the ICT enabling environment

Successfully connected the University to the Research and Education Network for Uganda (RENU) and increased our bandwidth from 68Mbps to 170Mbps. We are currently exploring possibilities of connecting with both Ugandan and regional universities, colleges and research institutions through this affordable country-wide high speed fibre-backbone. This will be an avenue for cheaper & faster national, regional & international exchange of information and access to global resources. The RENU platform has enabled us to experience both an increment of bandwidth and a reduction of the unit cost

Student welfare

As a key highlight of celebrations to mark 90 years of Makerere University, the Students' Centre project was launched, and its foundation stone consequently laid by the Prime Minister, Rt. Hon. Amama Mbabazi on behalf of H.E Yoweri Kaguta Museveni. The Students' Centre is envisioned to be a one-stop centre for all student activities including recreation. It will also have space for business entities to thrive, as a way of generating income for the University. We have engaged and will continue to engage the private sector through Public Private Partnerships to see this project to completion.

I thank you.



Research Development Initiatives at Makerere University: Insights and Impressions

By Prof. Buyinza Mukadasi
Director DR & GT

Advances in Research undertakings at Makerere University

Since 1922, Makerere University has positioned herself at the forefront of human capital development for Uganda and the greater East African Region. At this time with just 25 years to 2040 which Uganda's current Vision holds as its milestone, the need for Makerere University to play a deliberate and conscious role in national development is greater than ever.

Governments in Africa are increasingly recognizing the crucial role of Universities as national assets, vital sources of new knowledge and innovative thinking, providers of skilled personnel, contributors to research and innovation, attractors of international talent and as contributors to social and cultural vitality.

The Presidential Initiative for Science and Technology at Makerere University is one such Government intervention. This has resulted in several Food Prototypes, and the Kiira EV Project that is gradually moving into industry amongst others. The Food Technology and Business Incubation Centre has graduated students who have started enterprises producing a combined 30 different products, being marketed in some of the biggest supermarket chains in Kampala. The demand for some of the products far outstrips the capacity of Incubator processing lines and the University looks to key stakeholders i.e. the Government and private sector to invest in these enterprises. These products have ready market; all they need is a push in the right direction.

Through SPEDA, at the College of Veterinary Medicine, Animal Resources and Bio-security, Makerere University has embraced the principle of industrial and universal education throughout Uganda. On behalf of Makerere University, I would like to thank the



Prof. Buyinza and Dr. Katri Pohjolainen Yap, Senior Research Advisor Swedish Embassy

Ministry of Education and Sports and Uganda National Council for Higher Education for endorsing several programmes under SPEDA whose goal is to empower youth to create their own employment; and appreciate Uganda Investment Authority and Uganda Development Corporation for the offer of 100 acres of land in the Jinja Industrial park, to Makerere University's Centre For Research in Transportation Technologies (CRTT).

Sida support to Research and Graduate Training at Makerere University

The Director of Research and Graduate Training is grateful to Sida for the continued financial support to Makerere University especially in areas of building capacity and improving the environment in support of research. Sida funding is by far the largest support to Research in this University. A number of our staff have received PhD training through Sida funding. I am happy to note that out of a staff population of 1400, over 750 have PhD degrees.

With support from Sida and other

development partners, we have been able to improve library services. The library provides up to date information, not only to Makerere University but also to the entire country. I invite you to visit our Library as well as other facilities.

Overall, Sida support has greatly contributed to the transformation of Makerere University. The third phase of Sida support will come to an end in June 2015 and a proposal has already been submitted for consideration of further research collaboration for the period 2015 – 2020.

Carnegie Corporation of New York support to the Mak

As Director of Research and Graduate Training, I coordinate the capacity building projected supported by the Carnegie Corporation of New York (CCNY). I am grateful to Carnegie for the continued financial support. These funds complemented by other development partners, have had, and continue to have, an immense impact in the university mostly in the areas of institutional development, human resource development, capacity building in

research management, quality of research outputs including dissemination, resource mobilization, and access to e-resources.

Makerere University is among four Universities in Africa that implemented the two year Carnegie supported project (2010-2012) focused on **building, nurturing and retention of the next generation of African Academics (NGAA II)**. The other collaborating Universities are the University of Ghana Legon, University of Cape Town and the University of Witwatersrand. The project promotes human resource development through training staff at PhD and Master's degree level in Makerere University and partnering public universities in Uganda. NGAA I (2010-2012) registered great achievements and most Postdoctoral, PhD and Masters grantees have completed their studies. The US\$ 1,950,000 was used to directly touch the lives of 493 staff and students for their PhD, Master degree studies and Postdoctoral fellowship.

In addition, Makerere University together with the University of Ghana in collaboration with Cambridge University launched a new program supported by the Corporation – the Cambridge Africa Partnership for Research Excellence (CAPREx) that is centered on a fellowship and mentoring program for postdoctoral fellows in the humanities and social sciences, and on strengthening of research management and administration.

Consortium of Advanced Research Training in Africa (CARTA)

The CARTA Initiative to strengthen doctoral training and supervision and to develop the institutional capacity of participating universities to conduct and lead internationally-competitive, cutting-edge research will go a long way in supporting Universities in Africa to realize this expectation. High-quality research capacity is critical to addressing the myriad issues facing Africa and to developing effective programs that will improve the socio-economic outcomes and systems in the region. Meeting the development needs of the continent requires research that is well conceptualized, conducted, analyzed, and published by Africans themselves.

CARTA has continued to sustain the tempo of its programmatic activities and has recorded remarkable achievements. So far, over 300 faculty and staff have undergone the CARTA training since the inception of the program in 2010. The successful implementations of research training events has enabled staff to continue to develop and extend their professional skills and knowledge and enhance their capacity in research governance and successfully prompted regional networks, sharing of experiences and learning about best practices in university management, research governance, graduate training, mentoring and supervision.

I am grateful to the CARTA leadership for appointing me as member of the Board of Directors on a 5 year term, in recognition of my exemplary performance at research coordination and management.

Future direction

Support for implementation of a Competitive Grants Scheme for Makerere University Research Activities: The DRGT is mandated to spearhead and promote impact oriented research for development activities of the University. As part of the efforts to engage the University within the national innovation system, the DRGT has in the revised Strategic Plan identified research support as a key area of intervention. Research activities to be supported will be within the framework of the University's research agenda.

Support towards research for development activities will be in the form of a competitive grants scheme that will target two categories of academic staff i.e. newly graduated Carnegie supported PhDs and existing academic staff (PhD holders) in the Science and Technology based faculties of the University. The rationale for this approach is to provide nurturing and subvention for research to mitigate brain drain, promote academic growth and excellence and produce national public research responsive to the sustainable development needs of society.

Improvement of monitoring and information accessibility and use by

the University community: Makerere University generates a lot of research information, which hitherto has been largely inaccessible being mainly in print and existing in few copies. The potential end-users of this information are not exclusively the University community. The University in efforts to improve access to information by all students and end-users has developed a user-friendly public database repository and monitoring tool, GradTrack. However, there is still need to support full Operationalisation of this system.

Despite the numerous achievements in the coordination of research over the last years, there is still a lot that needs to be done. Among the future plans that I together with my predecessor former Director, Prof Eli Katunguka-Rwakishaya (Currently Acting VC Kyambogo University) identified include the following:

❖ **Developing a proposal for continued SIDA funding.** The university was invited and has submitted an institutional proposal to the Swedish International Development Agency (Sida) for possible consideration for continued research cooperation for the period 2015 – 2020. The proposal is currently under appraisal and a decision is expected soon.

❖ **Other aspects of the research plan include:** Creation of Research Board/Council of Makerere University; operationalisation of the university research agenda; Implementation of the elements of the DRGT Strategic Plan; Operationalisation of the university research and innovations policy and Intellectual Property Management Policy; harmonization of research and graduate training in the collegiate system of governance; Getting more students into graduate training; continuous nurturing a strong research culture and Internationalisation of Makerere University through strong linkages.



H.E Urban Andersson
Swedish Ambassador to Uganda

The Mak-Sida collaboration keeps thriving. This is good news for the Government and People of Sweden and Uganda. Impressed by the strides so far made by the Mak-Sida Bilateral Research programme, Mak News' Ritah Namisango interviewed the Swedish Ambassador to Uganda, H.E Urban Andersson to share thoughts on research, higher education, poverty eradication, education and development.

Qn. Your Excellency, if you were given some minutes to talk about the relevance of research in universities, what would you say?

Research is one of the core activities of a university. Without research, new knowledge cannot be produced, and scientific knowledge is crucial for development in all countries. This brings

Interview with Swedish Ambassador

research to be a mutual interest for both Sweden and Uganda, and we look at our research collaboration with Uganda with much pride.

Our fruitful scientific collaboration brings the relevance of research to the forefront, as Uganda and Sweden have a task in meeting global and local challenges, jointly and in our separate contexts. Both countries regard research as a driver for innovation and economic development. An irrefutable reason for research being of relevance at universities.

Qn. With reference to the Uganda-Sweden, Mak-Sida Research Bilateral Cooperation, how has research and higher education contributed to the transformation of Uganda.

This research collaboration program is 15 years old and many significant research results have been achieved. How these have contributed to transformation here is perhaps better defined by Uganda.

Sweden is of course cognizant of many positive cooperation outcomes and strives forward in this country, such as in health, renewable energy, pharmacology and food security. The increase of well-educated Ugandans, and also institution strengthening at Makerere University, as well as the four regional universities part of the program¹ are results we believe may bring transformation to Uganda.

Here I would like to add, importantly, how this bilateral cooperation also has contributed to the transformation of Sweden. The research results emanating from collabora-

¹ Gulu, Busitema, Kyambogo, and Mbarara University for Science and Technology.

tive research projects have allowed Sweden to increase its knowledge and understanding of areas not possible for us to research in our own country. Examples are research in malaria and other tropical diseases, agriculture and eco systems, as well as in veterinary science. Your expertise and context insights allow our scientific frontiers to expand, a transformation we deeply appreciate. That this has the cumulative effect of the overall body of science and knowledge to grow, we can jointly be proud of – as we indeed are.

On. Poverty eradication is crucial in any support/research and development cooperation/ programme. Your Excellency, how is the Swedish support to Uganda and Makerere University aligned to poverty eradication in Uganda?

The overall objective of the Swedish research collaboration strategy is to strengthen and develop scientific research of relevance to fight poverty in developing countries. In Uganda research results have influenced the government's policy with regard to malaria, mother and infant care, cervical cancer management, and land issues. Other critical research results are a method to detect multi-drug resistant tuberculosis, and control of African Swine Fever – findings of great impact for poverty reduction.

Qn. The Swedish Research Cooperation with Uganda was initiated in the year 2000 with the aim of building a critical mass of independent researchers. What have been some of the strategies adapted to help accomplish this objective?

Every society needs a critical mass of

independent researchers to identify, formulate and analyze the issues at stake in that particular context. The Swedish strategy here is to support an autonomous research system, driven by Uganda's priorities. The policy has been to support PhD candidates to pursue their education to finalization, and strengthening research environments allowing these graduated students to become the critical mass needed.

Qn. By 2010, the Mak-Sida collaboration had trained 271 doctorates across various disciplines. Would you say this has built the critical mass of independent researchers that the programme set out to build? If yes, what does it mean for Uganda and Sweden?

Indeed, the 271 doctorates manifest a success rate of this program. Hopefully, the scientists are contributing to Uganda's development by producing knowledge and mentoring new students.

For Sweden the collaboration has meant very much, as I already alluded to. Through the Ugandan students and researchers spending time in Sweden the cooperation brings growing international presence, increasing quality and depth to our education. The collaboration also results in research collaboration opportunities, and importantly, entry points to global perspectives on local and international issues.

Qn. In June 2009, we witnessed a channeling of resources to institutional reform at Makerere University through the University Research, Administrative and Financial Reforms Committee (URAFRC). What was the main motivation for this funding? And was your objective achieved?

Makerere's research and administrative reform process is very important to Sweden. The process has resulted in increased university management



efficiency and quality assurance. Other key results improved strategic planning and shortened examination periods. All these results are significant to a research driven university, which is what Sweden aims to support.

Qn. The SEK 180 million Makere-Sida Phase III Bilateral Research programme came to a close in 2014. Kindly highlight what our readers and the Makerere community should expect from the next Phase IV (2015-2020) of the bilateral



research programme.

The prospective next phase is currently being appraised. The Concept Note written by Uganda indicates focus on funding to local PhD training in the mode of multi-disciplinary teams. As the process is currently under way I cannot outline what might be expected.

Qn. With regard to internationalization of higher education and globalization, what in your opinion is the future of research cooperation between Sweden and Makerere University?

Science and technology are critical parts of internationalization and globalization. Science knows no borders and academic exchange is critically important for pushing research frontiers. The Swedish-Ugandan research collaboration is an opportunity for both Ugandan and Swedish researchers and students to advance those frontiers, for the benefit of all.



Mr Alfred Namoah Masiky
Academic Registrar

Mission of the Department: To Ensure Total Quality Management of Academic Activities.

The Academic Registrar's Department has a central and crucial role to play in the Academic life of the University. The Department ensures that different units and organs of the University work to a common purpose and objective.

In operating its functions the department operates through 5 divisions namely:

- (i) Senate Division
- (ii) Examinations and Transcripts Division
- (iii) Certificates, Ceremonies and Publications Division
- (iv) Undergraduate Admissions and Records Division
- (v) Postgraduate Admissions and Records Division

Each division is headed by a Deputy Registrar. Some divisions have been divided into sections in order to ease their operations. For example, the Examinations Division has a Transcripts

The Academic Registrar's Department

section and a Mature Age section. The Academic Registrar's Department has representatives in each College/School. Their role is to handle all matters pertaining to management of all Academic activities at College/School level. The Academic Registrar's representatives at Colleges/Schools work under the close supervision of the Principal/Dean but remain accountable and report to the Academic Registrar.

In its coordinating role, the Department greatly contributes to the good reputation and image of Makerere University. The Department has a role of ensuring that teaching and research are well programmed in all Colleges. Furthermore, the Department provides secretarial services to highest academic body of the University, The Senate. Decisions made by Senate are recorded, disseminated and acted upon by the Academic Registrar's Department.

Among the services directly offered to students are:

- (i) The management and administration of undergraduate admissions, postgraduate admissions and students' records.
- (ii) The co-ordination and management of University examinations and custody of all University examination results.
- (iii) The issuance of academic transcripts and certificates are all services centrally provided by the Academic Registrar's Department.
- (iv) Academic guidance and counseling which enables students to widely choose the academic programs they pursue at the University.

Since 1997, the University adopted a semester system, with two semesters of seventeen weeks each in one academic year with a recess semester for the

science based courses.

The Department of the Academic Registrar acts a watchdog on the functions of the University during the academic year. It ensures that the following activities are performed: Admission and Registration of students, supervision of examinations, coordination and organization of graduation ceremonies and organizing senate and its various committee meetings.

The entire Academic Registrar's Department is housed in a multi-purpose Departmental building (Senate Building) which has offices for all staff members at the centre. The building also has conference halls, committee rooms, board rooms where Senate, departmental and other University meetings are held. Until recently, the Academic Registrar's Department was partly funded by Government and partly by internally generated funds. Internally generated funds are mainly functional fees charged to students e.g Registration fees, Examination fees, Application fees and Graduation fees. Such money is specifically used in the relevant functions like graduation ceremonies, processing and managing university examinations and registration exercise. The roles of the divisions of the Academic Registrar's Department namely Central office Senate, Undergraduate Admissions and Records, Examinations and Transcripts; Ceremonies, Certificates and Publications, Information Systems Unit and Graduate Admissions and Records are detailed below. Each of these has distinct roles and responsibilities leading to effective and efficient delivery of services to ensure total quality management of academic affairs for Higher Academic Standards.

AR Departmental Offices

1. Central Office (Level 6 Room 602)

- (a) Coordination of the six divisions of the Academic Registrar's Department.
- (b) Overseeing administrative and financial matters of the Department in line with the University rules, regulations and policies.
- (c) Linking the Department to the University top administration.
- (d) Secretariat to all Departmental Meetings.
- (e) Receiving funds and handling all financial matters of the Department.
- (f) Attending to public and all stakeholders on matters relating to Academic affairs.

2. Senate Division (Level 6 Room 611)

- (a) Ensuring implementation of University policies, regulations, guidelines and reports.
- (b) Liaison with Faculties/Institutes/Schools on new programmes, and formulation and review of regulations.
- (c) Communicating all Senate decisions to students and staff, among others.
- (d) Publication of prospectus, brochures etc.

3. Information and Communication Technology Unit (Level 6 Room 615)

- (a) Established in 2003 to oversee the implementation of Academic Records Information System (ARIS) in Academic Registrar's Department.
- (b) Charged with computerizing all the activities of the Department and currently managing the following programmes:
 - Academic Records Information System (ARIS)
 - Public Universities Joint Admissions Board System (PUJAB) for Admissions
 - Transcript Information System (TIS)
 - Result System at Faculties/Schools /Institutes.
 - WEB site for Academic Registrar's

- (c) Department
- (c) General maintenance of all systems in Academic Registrar's Department and maintaining the network.

- (d) Implementation of ARIS has so far made it possible to:

- Generate administrative and registration statistics.
- Establish amount of money generated from registered students.
- Produce financial statements and examination permits for registered students.
- Generate University Nominal Roll.
- Process students' IDs from ARIS.

4. Examinations and Transcripts Division (Level 5 Room 512)

- (a) Organizing and coordinating all University Examinations conducted at the University.
- (b) Preparing and issuing Academic Transcripts.
- (c) Handling Examination Irregularity /Malpractice issues.
- (d) Handling Appeal Cases on Examination matters.
- (e) Storage of examination results.
- (f) Certification of Makerere University Academic Documents.

5. Ceremonies, Certificates & Publications Division (Level 5 Room 502)

- (a) Coordination of matters concerning the graduation ceremony and other ceremonies in the University.
- (b) Preparing and Issuing University Certificates.
- (c) Coordination of Publications of Departmental Materials. e.g Preparation and printing of Graduation Booklets, Brochure and Christmas Cards.
- (d) Coordination of welfare matters of the Department.
- (e) Providing career guidance to Makerere University final year students regarding to career path.

6. Graduate Admissions and Records (Level 4 Room 410)

- (a) Graduate Admissions, Registration and Records.

- (b) Co-ordination of Graduate study programmes.

- (c) Co-ordination of Research including grants and research publications.

7. Undergraduate Admissions & Records (Level 3 Room 303)

- (a) Processing undergraduate admissions and providing information to stakeholders
- (b) Liaising with UNEB to short list candidates for government sponsorship in all Public Universities.
- (c) Liaising with Schools and other relevant institutions on admission matters.
- (d) Liaising with Faculties/Institutes/Schools on admission and registration matters
- (e) Coordinating registration for both first year and continuing undergraduate students on the University programmes, including those at affiliated institutions.
- (f) Generation and keeping records of current and former students of the University.
- (g) Producing annual nominal roll containing information on all undergraduate registered students.

8. College Registrars

These are the representatives of the Academic Registrar at the College/School. Their responsibilities include:

- (a) Guiding students, staff and other stakeholders at College on issues relating to Academic rules, regulations and policies
- (b) Keeping and maintaining an update of students records in the specific College/School
- (c) Registration of Students at College level
- (d) Handling examination results at College level
- (e) Handling all student related issues at College level
- (f) Secretariat to College/School Academic and Graduate Boards
- (g) Answerable to all matters relating to Academic Registrar at College level



Prof Maria G.N. Musoke
Makerere University Librarian

It is a great pleasure to have been part of MakLib's journey since 1980 when I joined as a graduate librarian-trainee and to have worked professionally with many library staff. I thank all the University Librarians before me for having built a good foundation.

During my two terms as Makerere University Librarian (2004-2014), I have received support from various categories of people to whom I am greatly indebted. To have served this noble and complex service unit, the Library, in a challenging but fulfilling position was a privilege and honour. Additionally, having contributed to the various reforms and achievements both within the Library and the University in general presents an added value that I will cherish for the rest of my life.

I wish to thank Makerere University Council for the great opportunity to serve MakLib as its leader. To the present Vice-Chancellor, Professor John Dumba-Ssentamu and his predecessors, thank you for the unwavering support to my work.

M a k L i b

A Decade of Remarkable Transformation

I am very grateful to the Development partners who provided the financial and other material support to MakLib which enabled us to improve library infrastructure, build the capacity of librarians and greatly enhance the library's service delivery. These include the Carnegie Corporation of New York, Sida, NORAD, University of Bergen Library, Elsevier Foundation, University of Tennessee, University of Illinois, Partnerships in Health Information, INASP, IDS-BLDS, DFID, ITOCA and various Embassies.

Special thanks go to the guardians of Makerere University students since the 2007/8 academic year that paid the Development fees which made it possible to complete the extension of the Main Library building in 2012.

My deepest gratitude goes to the library staff with whom I have worked to move Makerere University Library (MakLib) to its present state; I thank them for their professional work and dedication to the vision of **'transforming MakLib'** that we hold in common. I renew my commitment to the success of MakLib, and will be available to provide any support if needed.

Before 2004, the position of University Librarian was on the 'permanent and pensionable' terms of service. Although such terms of service gave the incumbent Librarian job security, they may not drive innovation and development that is so much needed in

a resource poor country like Uganda. Consequently, in 2004, Makerere University changed the terms of service for all its top administrative/management positions to a five year contract, renewable once depending on performance. This was, and still is, a welcome policy as it inspires managers to perform.

I was the first University Librarian to be appointed under the new terms of service after the position was advertised and competed for in 2004. Among other things, advertising the positions of top administrators enabled women to compete. As a result, and for the first time, two Ugandan women became members of Makerere University top administration in its 82 years of existence.

My vision was to transform Makerere University Library into a model academic library in Sub-Saharan Africa. My second term of office built upon the achievements of my first term and addressed the various challenges that enabled MakLib to maintain an excellent Library and information service and to extend its services beyond Makerere and outside Uganda.

In brief, some of the MakLib's achievements include: Replacing the wooden catalogue with MakULA (Makerere University Library Access) terminals, completing conversion of over 300,000 titles of books in retrospective records by 2009, installing a Closed Circuit security system (CCTV), establishing a digital institutional repository and a music archive which have greatly enhanced Makerere University's online visibility, and procuring two vehicles (a Prado and 14-seater van) using MakLib savings. These and more achievements have been published in a booklet available online at: <http://makir.mak.ac.ug/handle/10570/1002>. An updated booklet highlighting more achievements has also been printed with copies available at MakLib and

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H.E Mwai Kibaki Presidential Library



On 27th November 2014, the Third President of Kenya, graciously accepted Mak's proposal to honour him with the H.E Mwai Kibaki Presidential Library that will also house an endowed Chair of Economics.

The H.E. Mwai Kibaki Endowed Chair in Economics will be held by an internationally credentialed and globally competitive Professor of Economics.

An endowed Chair of Economics at Mak is a befitting tribute to H.E Mwai Kibaki. In 1955, the youthful, energetic and brilliant Mwai Kibaki graduated from Makerere with a First Class Bachelor of Arts degree in Economics, History and Political Science. On 24th January 2012, H.E Mwai Kibaki was awarded a Doctor of Laws (**Honoris Causa**) of Makerere University in recognition of his distinguished and outstanding contribution to public service at the national, regional and international levels.

Speaking to the Mak delegation on the proposal to establish H.E Mwai Kibaki Presidential Library, our gallant alumnus and former member of faculty

Mwai Kibaki said:-

- He was greatly honoured by Mak and pledged to raise the money for the establishment of H.E Mwai Kibaki Presidential Library.
- He will be proud to represent Mak-his alma mater-as he travels in the region.

The Chancellor, Prof. Mondo Kagonyera, Chair Council, Eng. Dr. Wana Etyem and Vice Chancellor, Prof. Ddumba Ssentamu expressed profound appreciation.

Subsequently, the Makerere University Endowment Fund (MakEF) chaired by a distinguished Mak Alumnus, Dr. Martin Aliko has prioritized the establishment of this historic library.

We are pleased to share that high level consultations are going on between the Government of Uganda and Kenya, and we look forward to the high profile launch of H.E Mwai Kibaki Presidential Library project at Mak in 2015.

the same will soon be made available online.

The continuity of the plans and activities as well as the sustainability of reforms and achievements at MakLib will be assured by the appointment of a suitable substantive University Librarian. In order to sustain donor supported projects, Makerere University

Council committed itself to sustaining the Carnegie supported project at MakLib. The computers and other ICT equipment which will go obsolete, the software that require periodic upgrades and subscriptions and the basic texts that get newer editions with time will all be catered for by the resolution of Council and using the Development fees. The Uganda Health information Digest and other outreach activities will

only be sustained by the willingness of the Library Management to maintain the Digest on its priority list.

To the University Administration, I say please keep MakLib on Makerere University's Agenda. In order to sustain Library automation in a fast changing information environment, look at MakLib as a great investment rather than as a cost. To the Staff and Students, I urge you to support MakLib as it struggles to remove barriers to intellectual pursuit and knowledge access. And to the researchers, keep publishing to remain visible and abide by the Legal deposit law by submitting a copy of your works to MakLib. These copies will be entered into the online catalogue as well as the Makerere Institutional Repository to increase the visibility of individual researchers and the University.

After ten years of MakLib leadership, I am leaving on a happy note as I am greatly inspired by what I have been able to accomplish, the people I met, as well as the support I got from University Administrators, Library staff, Members of Senate, Council and the entire University. I will always cherish the contribution of my family members and friends (including some Makerere staff) who stood by me in times of difficulties and acted as stress relievers. To you all I say **thank you very much**, and may God reward you abundantly.

Henry Ford once said 'Coming together is a beginning, keeping together is progress, working together is success.' Together we are stronger and so let us remain together, as we **Build for the future.**

Mak honours Ruth Morris Keesling

By Ritah Namisango

Ms Ruth Morris Keesling—a blessing to the human and animal world—is a celebrated American wildlife conservationist who has dedicated her life, resources and purpose for living to the transformation of Makerere University, the advancement of Veterinary Medicine and Wild Life, animal health research and tourism in Uganda, Africa and world over.

During the 65th Graduation Ceremony, the Chancellor will evoke the powers entrusted to him to award a Doctor of Science (*Honoris Causa*) of Makerere University to Ms Ruth Morris Keesling in recognition of her distinguished and selfless contribution to Makerere University, Uganda, the Eastern and Central Africa region and global communities.

Ms Ruth Morris Keesling has made the world a better place! She deserves this prestigious award! Subsequently, the proposal from Mak College of Veterinary Medicine, Animal Resources and Bio-Security to award Ms Ruth Morris Keesling with a Doctor of Science (*Honoris Causa*) was unanimously endorsed by the Makerere University Senate—the Chief academic organ of this great institution.

Reading her admirable CV, the University Council chaired by Eng. Dr. Charles Wana-Etyem noted that Ms Ruth Morris Keesling, from New Jersey and an alumna of the University of Colorado, USA had over the years generously contributed to Makerere University's growth and transformation as well as the human race at the national and international levels. As the University Council unanimously adopted the proposal at its 133rd meeting held on Thursday 11th December 2014, it was evident that Ms Ruth Morris Keesling's heart and soul were at Makerere University when she selflessly devoted her time and resources in all that she did for the institution.

Contribution to Mak's mission:

- Ruth Morris Keesling and the veterinarians she was funding initiated

collaboration with Makerere University in 1996, through the then Faculty of Veterinary Medicine. She financed an honorary lecturer position to build capacity in wildlife health management from 1996 to 2006.

- She provided supplementary funds for selected Bachelor of Veterinary Medicine (BVM) final year students to carry out research and acquire skills in gorilla health. These graduates are now part of the vibrant team of Mountain gorilla and other primate health management specialists in the region.
- She was instrumental in negotiation for establishment of Department of Wildlife and Animal Resources Management (WARM) in 1997 with commitment to provide supplementary budget for the running of WARM over the years.
- Provided supplementary budget and technical support to running a field wildlife course at the Makerere University field station in Lake Mburo National Park.
- Established the first computer laboratory and internet connection in the Faculty of Veterinary Medicine
- Provided funds in 2007 to transform a classroom on the COVAB main block and enable it host a state-of-the-art Arc Geographical Information Systems (ArcGIS) computer laboratory.

In 2010-2011, an MoU was negotiated and established between Makerere and Ruth Keesling's organization; Mountain Gorilla Conservation Fund (MGCF), to expand WARM in the new Collegiate system. Funds (up to US\$ 250,000) have been spent in renovating an old structure to transform it into a Regional Centre of Excellence in Wildlife Health and Management. Ruth was honoured by Makerere University in October 2013 at a donors dedication function by naming the centre after her.

With regard to scholarship for graduate training, Ms Ruth Morris Keesling has committed funds to support Makerere University's training efforts. Up to 8 full Masters Scholarships and one PhD have been given for graduate training in Wildlife Health and Management. In addition, the Masters in Wildlife Health and Management is being reviewed with tracks to respond to the regional demands that have been expressed by Conservation Institutions and conservation NGOs.

At the national level, Ruth Morris Keesling made a quest for the phylogenetic study in 1990 whose results helped in the determination of the exact phylogeny of the Bwindi gorillas and eventual upgrading mountain gorilla status (*Gorilla gorilla beringei*). Subsequently, Bwindi Forest Reserve was gazetted as a Bwindi Impenetrable National Park for Mountain Gorilla conservation; National and International funds were secured for establishment of the Management Plans; Mountain gorilla-based tourism began in Bwindi in 1993. Currently there are 13 Mt. gorilla families visited by tourists, each is visited by a maximum of 8 tourists thus generating \$ 4800 per day, hence \$62400 in total. Gorilla tourism currently contributes up to 50% of Uganda's national tourism revenue. This sector is the lead foreign exchange earner for Uganda, supporting 20% of the Nation's GDP.

It is therefore befitting to witness the Orator, Prof. John David Kabasa, Principal, College of Veterinary Medicine, Animal Resources and Bio-Security, on 21st January 2015 citing Ms Ruth Morris Keesling selfless contribution to Mak, Uganda, Africa and global communities, and filled with joy, presenting Ms Ruth Morris Keesling to the Chancellor for the conferment of this prestigious award—Doctor of Science (*Honoris Causa*) of Makerere University.

Congratulations Dr. (h.c.) Ruth Morris Keesling.



With love from Ritah Namisango to Ruth Morris Keesling:

friendly face; glowing with love, hope and kindness.

I happily witnessed the launch of the Ruth Morris Keesling Wildlife Health and Research Centre at the Mak College of Veterinary Medicine, Animal Resources and Bio-Security, but I felt an inner desire for something more!

I wished an Honorary Doctorate for you. Glad that at the climax of the launch, the Principal of the College of Veterinary Medicine, Animal Resources and Bio-Security proclaimed the same message!

I am extremely happy that the Almighty God chose Jan 2015. You truly deserve this prestigious award. I will live to remember the 65th Graduation Ceremony!

Thank you for being an advocate for a better human and animal world.

Reading your story, your unique and special love for animals stands out.

You grew up in the first small animal hospital, established by your veterinarian father, Dr. Mark L. Morris in New Jersey, USA, which helped you to learn to love animals at an early age.

In 1953, you graduated with a degree in journalism at the University of Colorado, but you chose to pursue a career in the animal field for the betterment of cats and dogs.

A trained journalist, you have excelled in this unique field because you pursued a journey that you loved and cherished dearly. You were indeed called.

You have excelled in this unique field because you took on this noble cause from someone you loved.

Through your selfless service, you have significantly contributed to a better animal world.

Thank you for your rich heart to



Ruth Keeling with a Silverback Gorilla-Courtesy gorilladoctorblog.org

the gorilla fraternity. You are truly an advocate.

May God bless you for championing the efforts that made the mountain gorillas admirable and celebrated.

For all that you have done, we have been inspired to love humans and animals the way we love ourselves.

Thank you for living true to your dear father's cherished dream for a healthy animal world.

As you receive the Honorary Doctorate, our wish is that the late Dr. Mark L. Morris' legacy will live on from generation to generation.

Indeed, in the same spirit of continuity, you have passionately nurtured and mentored your family for the pursuit of this cause.

While your late father's legacy lives on through you, you are also passing on the mantle to your son and other family members.

Thank you for the succession plan. Let your love live on. Again, may your legacy live on from generation to generation.

Once again, congratulations upon this prestigious award.

Congratulations upon being awarded an Honorary Doctorate of Science of Makerere University!

I salute you for your unconditional love and selfless contribution to Makerere University.

Thank you for choosing Makerere University. You have generously shared your love, wisdom, finances and other resources for the transformation of Makerere University.

Over the years, you have given with all your heart and might, and for this, the Makerere University Council and Senate unanimously adopted the proposal to award you an Honorary Doctorate of Science.

You truly deserve this prestigious award. Thank you for accepting this recognition from Makerere University.

I will live to remember the day of 5th of October 2013 when I met you, Ruth Morris Keesling at the College of Veterinary Medicine, Animal Resources and Bio-Security, Makerere University.

Listening to speaker after speaker - those from Makerere, Uganda and the international community - I was filled with joy to hear about your goodness, and equally humbled by your service beyond self.

I enjoyed every moment on 5th October 2013, and I continued to glance at you-Ruth Morris Keesling and your family seated in the special tent. I wished I had met you before. I appreciated your humility and



Ruth Keesling For the Love of Gorillas

By: Jovia Musubika

"After looking into the eyes of a mountain gorilla, I became committed to helping gorillas...With 98.6% of the same DNA as you and me, we are all one." These were the words spoken by Mrs. Ruth Morris Keesling, an American and former journalist during an event to mark the dedication of all the partners involved in the establishment of a Wildlife Centre at the College of Veterinary Medicine, Animal Resources and Bioscience (COVAB), Makerere University. The Ruth Keesling Wildlife Health, Research and Extension Centre is a product of the several efforts by this now conservationist and philanthropist, whose love for gorillas began in 1983, when she first came into contact with them as a tourist in East Africa.

Ruth's wonderful heart for animals was fostered by her upbringing,

mostly spent with animals at a veterinary animal hospital in the USA established by her father Dr Mark Morris. But her love for gorillas in particular developed after she met the late Dr. Diane Fossey, a primatologist who was committed to the conservation of gorillas. For Ruth Keesling, this was her turning point and since then, she has carried on Diane Fossey's dream and has made tremendous progress in terms of the conservation of gorillas in Uganda, Rwanda and the Democratic Republic of Congo.

By the time Ruth Keesling started her work with gorillas, they were 248 known mountain gorillas to be alive; however today, they are estimated to be 790 in the wild. Since these animals are not seen in zoos, but only in the wild, they are at risk of getting injured or killed by hunters. Ruth Keesling acted upon this need to start a project called, "Mountain Gorilla Veterinary Project". Under this

project, veterinarians were trained and stationed on location to oversee the health and safety of the gorillas in Rwanda, Uganda and the Democratic Republic of Congo.

At the time of starting this project, the few surviving gorillas were struggling to survive, but today they are safer from several threats like the snares of poachers and diseases.

In 2001, Keesling founded the Mountain Gorilla Conservation Fund a USA-registered NGO with local offices in Uganda and Rwanda. Under the Mountain Gorilla Conservation Fund which in 2010 signed an MOU with Makerere University, Mrs. Keesling has been at the forefront of raising money to conserve the lives of the Mountain Gorillas.

She is also credited for having started the Department of Wildlife and Aquatic Animal Resource Management at Makerere University. The department has been instrumental in



"I promise you, just like you promised Dr. Diane Fossey 28 years ago, that we will keep your dream alive," Frank Keesling said during the dedication event which was attended by officials from British Airways, Uganda Wildlife Authority, Gorilla doctors, all of whom received awards from the Keesling family for their support towards Mountain Gorilla conservation in Uganda.

It was during this event held in October 2013 that a proposal was made to nominate Ruth Keesling for the award of an honorary doctorate from Makerere University. It is no wonder that this proposal was met with loud applause from those

that attended the event since they were all in agreement that Mrs. Ruth Keesling, had made a major contribution to the millions of dollars Uganda gets from mountain gorillas every year.

It's now 32 years since Ruth Keesling took on this task to save the Mountain Gorillas. Her efforts have definitely not been in vain since Mountain Gorillas are currently one of Uganda's top tourist attractions. The management of COVAB last year presented the proposal to award Ruth with an honorary doctorate to the honorary degrees committee chaired by the Vice Chancellor. The committee loved and owned the proposal, which they presented to Senate, which forwarded it to Council for approval. This recognition and award, though has been long overdue, is definitely worth it. The dream that was started by Diane Fossey, was carried on by Ruth Keesling, through whose persistence and resilience, the dream has yielded much fruit and has finally been rewarded.

capacity building in the field of wildlife veterinary medicine in Uganda. Since its establishment, a number of veterinarians have been trained in wildlife medicine with more than 10 having been sponsored to train in wildlife health and management at postgraduate level.

These trained veterinarians have continued to provide care to injured or sick gorillas, and monitor the overall health of individual gorillas and their families amidst human encroachment, tourists' diseases, increased gorilla population and other problems.

Ruth Keesling did not stop at only supporting the training of Veterinarians, but she went ahead to promote research that elevated the level of gorillas in Uganda to Mountain Gorillas. Rather than being conserved in captivity, the gorillas are looked after in the natural wild. She is therefore credited for the innovation of distinguishing the mountain gorillas (which are found only in Uganda, Rwanda and the Democratic Republic of Congo) from other gorillas

in the world, and raising their tourism value astronomically.

Ruth has continued to carry the late Diane Fossey's dream to save the Mountain Gorillas to the extent of soliciting for partners and funds to establish the Ruth Keesling Wildlife Health and Research Centre, expected to become a regional center of excellence and destination for scientists and researchers in Mountain Gorilla medicine and conservation. The centre will also promote wildlife education and gorilla tourism. The centre, which is housed by the Wildlife department, comprises offices, laboratories, a bio-bank and lecture rooms. There is also a "Keesling garden" that was planted by students from Eckerd College, Florida and Makerere University, which provides an experience of a mock safari for those who have never experienced an actual safari in the jungle.

Frank Keesling, Ruth's son made a promise to his now elderly mum that he will carry on her dream by working hard towards conservation of the Mountain Gorillas.

An Insight into Four years of Mak Council

By Ritah Namisango

An informed reflection on the four-year term of the Makerere University Council indicates that the supreme governing body has steered Makerere University to greater heights. We congratulate the outgoing Mak Council (2010-2014) chaired by Eng. Dr. Charles Wana-Etyem upon a successful and fruitful tenure and in particular for:

- Providing oversight and strategic direction to Makerere University.
- Contributing to the improved image and ranking of Makerere University.
- The operationalisation of the college system and structures that have enhanced synergies for excellence in the respective disciplines and multidisciplinary approaches to research.
- Overseeing the implementation of the Makerere University Strategic Plan and its alignment to the college system.
- Strengthening Makerere University-Government relations. Through these negotiations, the Government of Uganda has pledged to increase funding to Makerere University as well as taking over the entire wage bill of this University.
- Establishing avenues such as the new Makerere University Revenue Services Unit aimed at increasing internally generated revenue for the University.
- Establishing medium and long-term approaches for a financially stable Makerere University by approving the Makerere University Company Policy and flagging off the Makerere University Endowment Fund and Makerere University Holdings Company Ltd.
- Providing direction on outsourcing of catering services. This has enabled professional firms to provide high quality meals to students.
- Prioritising efforts aimed at improving staff welfare such as the Prof. Omaswa Taskforce on Job

Evaluation, Re-organisation of the Staff Structure and Financing of the University.

- Concretising efforts of taking Makerere closer to the communities by reviewing the structures of the upcountry campuses in Jinja and Fort portal.
- Providing valuable input into the Makerere University Organizational Manual review process

Commenting on the successful tenure of the outgoing Council, the Chancellor, Prof. George Mondo Kagonyera thanked the Chair, Eng. Wana Etyem and his team for their dedication to serving Makerere University and Uganda.

"I have closely followed the business of the current Makerere University Council. I commend you for the achievements registered. I know that you have faced some challenges; especially associated with running the university with an inadequate resource envelope, but I wish to say that it has been a win-win situation," remarked Professor Kagonyera, while officiating at the Mak Council Retreat on 20th December 2014.

Eng. Dr. Charles Wana Etyem re-appointed Chair Mak Council (2014-2018)

At its first meeting of the Mak Council held on 22nd December 2014, the members of the Mak Council (2014-2018) unanimously re-appointed Eng. Dr. Charles Wana-Etyem as their Chairperson.

Commenting on their choice the members applauded Eng. Dr. Charles Wana-Etyem for balancing the interests of Government, staff, students and the wider community in the conduct of Council business. The new Council had closely monitored his leadership abilities, appreciated his consultative approach and willingness to listen to ideas for the good of Makerere University.

Welcoming Eng. Dr. Charles Wana Etyem and the entire Membership of Mak Council (2014-2018) on behalf of

the University Management, the Vice Chancellor, Prof. John Ddumba-Ssentamu congratulated the new Council and reiterated Management's readiness to work with Council in the realization of the Mak vision and mission.

Mak Council (2014-2018) constitutes the Appointments Board Committee

On 8th Jan 2015, the Mak Council (2014-2018) constituted the Mak Appointments Board committee of Council. With Makerere University being a premier university, the new Appointments Board has a cardinal duty of ensuring that they attract and recruit qualified and competent personnel for Mak.

Mr. Bruce B. Kabaasa, an alumnus of Makerere University has been appointed Chair of Mak Appointments Board (2014-2018). Prior to his appointment as Chair Appointments Board, Mr. Kabaasa diligently served Makerere University in different capacities. Some of these include: Chairperson of Makerere University Convocation; Member of the Makerere University Council Member of the Search Committee for the Vice Chancellor; Chairperson of the Audit Committee of Council; and Chair of the Kabaasa Committee on Incentive and Workloads.

The Members of the Mak Appointments Board include: Prof. John Ddumba Ssentamu, Mrs. Elizabeth Gabona, Dr. Sarah Ssali, Dr. Josephine Nabukenya, Dr. Euzobia Baine Mugisha, Mr. Chris Ninsiima, and representatives of the Uganda Law Society and Ministry of Public Service.



Mr. Bruce B. Kabaasa
New Chair Appointments Board

Makerere Trademarks and Copyrights Key Assets



Mr. David Kahundha Muhwezi
University Secretary

By Peter Eneru, Mak Legal Unit

Makerere University Council has moved in to trademark and copyright five of her key assets that form the identity of this prestigious institution. The Office of the University Secretary (Secretary to Council), has been at the forefront of this development, spearheaded by Mr. David Kahundha Muhwezi as highlighted below:

A. The Makerere University Emblem

The Makerere University Emblem was registered in 1999 and renewed again effective 16th October 2009 for a period of 10 years ending 16th October 2019, which was witnessed by the Registrar of Trademarks.

The digitalized and standardized Makerere University Emblem is intended to create consistency in application across all University Institutions and collateral material. The emblem can be used in one of the formats below:

B. The Makerere University Acronym, Mak

Mak is the Makerere University acronym, as registered on 3rd November 2014 by the Registrar of Trademarks for a period of 7 years and renewable for a 10 year period thereafter. The acronym should be used on all official documen-

MAKERERE



UNIVERSITY



MAKERERE UNIVERSITY

tations, reference numbers, contracts, MoU's, when communicating about Makerere University. It should be noted that the University used to have the 'MUK', acronym but ceased to use that acronym in 2006. It now uses 'Mak' as its official registered acronym.

C. The Makerere University name

The name of 'MAKERERE UNIVERSITY' has been registered as a Trademark under the Trademarks Act No. 17 of 2010 on 3rd November 2014 for a period of 7 years and renewable for a 10 year period thereafter. This means no indi-

vidual, Organization, Company can use the name or the two words 'MAKERERE UNIVERSITY', for their own purposes, commercial gain without express permission from Makerere University Council, who are the rightful owners of this Trademark.

D. The Makerere University Anthem

The Makerere University Anthem was registered as a Copyright of Makerere University Council on 25th November 2014.

The Audio work and literary work was registered as copyright of the University under the seal of the Uganda Registration Services Bureau in accordance with Section 43 (6) of the Copyright and Neighbouring Rights Act, 2006 and Copyright and Neighbouring Rights Regulations, 2010.

The Title of the Anthem is "MAKERERE UNIVERSITY ANTHEM", registered under Copyright No. 27 of 2014.

This means no individual, organization, company can lay claim to the rights of this Anthem, it must be noted that this Anthem was composed by Mr. Grace Wilson Igaga Mutekanga for Makerere University, to which he shall be forever associated with. However, the University took steps to have this copyrighted to its name.

E. Makerere University Main Administration Building

The Main Administration Building is property of Makerere University Council, this was copyrighted on the 25th November 2014 by the Registrar of Copyright. The Building was registered under Copyright No. 85 of 2014.

The reason for copyrighting the Architecture of the Main Building was to prevent the commercial and use of the design of this building without Makerere University's permission. The architectural design of this building has also been protected from ever being built anywhere else, without the permission of Makerere University Council.



By Nakato Jamidah

You are in the graduation tent, your family accompanied you to the event, and you get your name read out loud confirming you are now a graduate. Now what?

As a student back in secondary school, you dream of joining Makerere University, the leading higher institution of learning in Uganda or possibly in East Africa. You work hard, get good grades and make it. When you get there, you hit the ground running as life in Makerere is very interesting: from parties, beach bashes, drinking sprees, romantic dates, benching, to spiritual excursions among others. As the time elapses into the final year of studies, you realise that the fun and games are also coming to an end. At graduation, you are lucky enough to have read at the last minute (as is the usual trend) and you graduate with either a first class degree or second class upper. You are now ready to face the working world, certificate in hand.

Out there, reality hits. Even with your first class degree in hand, things are not looking up for you. You are not getting as many offers as you thought. Along the way, you land your first job.

While working on your desk, for the first time in a long time, you are now out there on your own with no lecturer to guide you, no notes to consult and the big bad world is out there, ready for you. Alas, no need to despair. You are a graduate, and at best, you graduated with honours. You already have a leg up the competition. You are expected to

BEING EMPLOYABLE: What they don't teach at University

be knowledgeable and ready to handle any challenge as it comes. In the face of such, always remember the following points that will make you employable.

All round education: The courses designed by the University cannot encompass everything that is really important for your career, because three years is not long enough to do this. You can then take some extra courses to add to your education. The beauty is that these classes can either be free or cost very little.

Hard work: Let's take a leaf from the most successful people here in Uganda; they are already at work by 6am in the morning and are usually the last people to leave office. This ensures that they are on top of things and know exactly what is going on in the organisation.

Presenting yourself: One must present themselves well to ensure that the image portrayed is the best. For instance, one must dress, talk, listen, posture well and present a good resume. This shows that you are confident and are professional, earning you extra points at the office.

Time keeping: Can someone please explain why we always refer to our poor time keeping skills as African time? This should be changed, because let's face it. As a student you should have internationally acceptable behaviours. This will increase your competitiveness in the job market.

Being loyal and trustworthy: We love thinking of our selves rather than of others first. For some people, when you work in an organisation, you are thinking of ridding them of some good old money that is hard earned. This is not right. Good organisations in Uganda are a still a handful. If you go ahead and do this, you don't only lose your job; you can end up in jail. This selfish act of yours can affect future job seekers in that organisation. Being loyal and trustworthy can guarantee that you get a reference to your next job which might even be better than the last one.

Taking bold decisions: We all dream but not all that dream, realise their dreams. Let's take those bold decisions since we know that it is better to make a bad decision than no decision at all. Be sure to take those bold decisions, because it might be the one thing that will make you stand out from the rest.

Be part of the solution and not the problem: You might get your edge by reducing or completely eliminating the complaints and rather, come up with actual solutions to challenges at hand. When you get into a meeting, give constructive criticism and some praise while you are at it.

Going the extra mile: As we get into the work and work hard, there are some aspects of the job that do not feature in your job description. However, you are not going to say, "That's not in my job description." It might not be, but it might be the thing that will endear you to your employer.

Being a great role model: Image is everything. When you start working for an organisation, you become part of its image, its brand, its name and when you drag your name through the mud, you drag the organisation's name right along with it. This will not be tolerated and can lead to your dismissal no matter whether you have a first class degree or not.

In conclusion, at Makerere University, you have a stipulated time in which to finish your course and graduate. The lecturer also has roles and ground to cover, contributing to your knowledge, skills and attitudes as well as behaviour. However, even with these roles, there are some things that Makerere will not teach but are out there to threaten your job as you work in the organisation. When you put these in consideration, you might be lucky enough to get that promotion, pay rise and job security for some time to come.

Nakato Jamidah is a Lecturer in the College of Business and Management Sciences

Newly Promoted Professors

NO	Surname	First Name	Gnd	Post Name	Start Date	Description
1	NAWANGWE	BARNABAS	M	PROFESSOR	1-Jul-14	PROMOTION
2	BAGUMA	KAKUBEIRE PETER	M	PROFESSOR	1-Feb-13	PROMOTION
3	TAMALE	SYLVIA	F	PROFESSOR	1-May-13	PROMOTION
4	NDEEZI	GRACE	F	PROFESSOR	2-May-13	PROMOTION
5	BARYA	J.J.B	M	PROFESSOR	2-May-13	PROMOTION
6	MUGISHA	JOHNNY	M	PROFESSOR	2-May-13	PROMOTION
7	MBABAZI	JOLOCAM	M	PROFESSOR	2-Oct-13	PROMOTION
8	KIGULI	SARAH-WALUBE	F	PROFESSOR	1-Jan-14	PROMOTION
9	MUGISHA	ANTHONY	M	PROFESSOR	1-Apr-14	PROMOTION
10	KAGODA	T.M.A	F	PROFESSOR	1-Jul-14	PROMOTION
11	TWEYONGYERE	ROBERT	M	PROFESSOR	1-Jul-14	PROMOTION
12	NUWAHA	FRED NTONI	M	PROFESSOR	1-Jul-14	PROMOTION
13	NYAKAANA	SILVESTER	M	PROFESSOR	1-Aug-14	PROMOTION
14	KAGIMU	MAGID MAYANJA	M	PROFESSOR	1-Aug-14	PROMOTION
15	BARANGA	DEBORAH	F	PROFESSOR	1-Dec-14	PROMOTION

Staff Graduating

Some of the members of staff graduating in Jan 2015

The Director Human Resources congratulates all staff members graduating in the 65th ceremony. "You have reached a much coveted milestone and we wish you the very best in your academic journey. Special congratulations to our fresh PhD holders, continue carrying the banner high. We take this opportunity to encourage other staff members who are pursuing further studies to stay the course, and those who are yet to consider doing so to make it a priority."



Mrs. Mary K. Tizikara
Director Human Resources

Name	Degree Awarded	Unit where the staff member works
Dr. Joyce Bukirwa	PhD (Information Science)	Dept of Library and Information Science, CoCIS
Dr Michael Muhumuza	PhD	Dept of Performing Arts and Film, CHUSS
Dr. Annettee Olivia Nakimuli	PhD (Medicine)	Dept of Obstetrics and Gynaecology, MakCHS
Dr. Paul Kiondo	PhD(Medicine)	Dept of Obstetrics and Gynaecology, MakCHS
Dr. Christine Nalwadda Kayemba	PhD (Public Health)	Dept of Community Health and Behavioral Science, MakCHS
Dr. Baluka Sylvia Angubua	PhD	Dept of Biosecurity, Ecosystem & Public Health, COVAB
Dr. Bulafu Collins Edward	PhD	Dept of Biological Sciences, CONAS
Dr. Josephine Namuganwa Kasolo	PhD	Department of Physiology, MakCHS
Dr. David Kalenzi Atuhaire	PhD	Dept. of Biomolecular Resources and Biolab Sciences, COVAB
Dr. Denis Muhangi	PhD	Dept. of Wildlife and Aquatic Resources Management, COVAB
Dr. Allan John Komakech	PhD	Dept. of Agricultural and Biosystems Engineering, CAES
Dr. Moses Lukwago	PhD (Educational Management, Planning and Administration)	Dept. of Linguistics, English Language Studies and Communication, CHUSS
Dr. David Kateete	PhD (Molecular Microbiology)	Dept. of Medical Microbiology, MakCHS
Dr. Nankabirwa I. Joaniter	PhD	Department of Internal Medicine, Mak CHS
Dr. Stephen Lwasa	PhD (Agricultural Economics)	School of Agricultural Sciences, CAES
Dr. Anthony Batte	Masters in Paediatrics and Child Health	Dept of Child Health and Development Centre, MakCHS
Dr. Muzoora Saphan	Master of Science in Biochemistry	Dept of Biomolecular Resources and Biolab Sciences, COVAB
Mr. Elias Nuwagaba	Master of Human Resource Management	Office of the Deputy Vice Chancellor Finance and Administration
Mr. John Bukenya	Masters of Science in Zoology	Dept of Open and Distance Learning, CEES
Mr. Mwije Anthony	Masters in Crop Science	Dept of Agricultural Production, CAES
Ms Evelyn Cindy Magara	M.A. Literature	Dept of Literature, CHUSS
Mr. Innocent Ndikubwayo	Master of Science in Mathematics	Dept of Mathematics, CoNAS
Mr. Nathan Muyinda	Master of Science (Mathematical Modelling)	Dept of Mathematics, CONAS
Mr. Mark Rujumba	Master of Business Administration	Communication Office, CEDAT
Mr. Andrew Wabwire	Master of Science in Renewable Energy	Dept of Mechanical Engineering, CEDAT
Mr. Thomas Makumbi	Masters of Renewable Energy	Dept of Electrical and Computer Engineering, CEDAT
Ms. Nakayiza Sylvia Kibirige	Bachelor of Arts, Social Science	CEDAT
Mr. Richard A. Kananura	Bachelor of Records & Archives Management	Office of the Principal, CoCIS

Makerere University School of Public Health (MakSPH)-Centers for Disease Control and Prevention (CDC) Fellowship Program Celebrates 12 Years of Health Leadership Training

By Joseph Matovu and Harriet Adong

December 17th, 2014 was a special day for the MakSPH-CDC Fellowship Program – a leadership and management capacity building program for health managers based at Makerere University School of Public Health. Thirteen long-term Fellows who completed their 2-year training graduated and celebrations were held to mark 12 years of the program’s successes and achievements. The occasion, which was held at Silver Springs Hotel in Kampala Uganda, was graced by the US Ambassador to Uganda, Scott Delisi; the University Chancellor, Prof. George Mondo Kagonyera; the acting Country Director for Centers for Disease Control and Prevention (CDC) Uganda, Erik Friedly; the UNAIDS Country Director, Mr. Musa Bungudu; the Principal Makerere University College of Health Sciences, Prof. Nelson Ssewankambo; the Minister of State for Health, Hon. Dr. Elioda Tumwesigye among other important dignitaries. In his remarks, Chancellor George Mondo Kagonyera noted “ **after listening to the work done by these fellows during their presentations, you will all agree with me that it is programs like MakSPH-CDC Fellowship Program that have helped keep Uganda’s flag flying up high, given the quality of the fellows rolled out**”.

Established in 2002, the Fellowship Program set out to build individual and institutional capacity in leadership and management of health programs has registered significant achievements. Since inception, 314 Fellows have graduated from the program and currently occupy senior level positions in government and non-government organizations in Uganda and elsewhere. Ninety per cent of the graduates work in Ugandan institutions, representing a high level of retention of home-grown managers and leaders of health programs.

Since 2008, the Fellowship Program embarked on improving the capacity of health workers to improve the quality of health services delivered through hands-on, modular and work-based training in continuous quality improvement and monitoring and evaluation. Trained health workers have set up monitoring and evaluation systems at their work places, designed improved data tracking systems, improved the quality of health reporting, and




A group photo of the team. Front row(L-R): Assoc. Prof Chris Orach, Assoc. Prof William Bazeyo, Chancellor, Makerere University, Prof. George Mondo Kagonyera; US Ambassador, Scott Delisi; Ag. CDC Country Director, Erik Friedly; Assoc. Prof Rhoda Wanyenze; and Ms Susan Mawemuko. Back row (R-L): Prof David Serwadda; and the Fellows who disseminated their progress reports on that day.

reduced the number of patients lost to follow-up through improved patient appointment and tracking systems, among other achievements.

Beginning 2015, the program will initiate new programs targeting the public health sector, including the Public Health Fellowship Program (PHFP) and the District Capacity Building Program (DCBP). The PHFP aims at training leaders and managers of health programs, with a focus on under-supported areas including Field Epidemiology, Monitoring & Evaluation, Laboratory Systems, Health Informatics, and Health Economics. The program, a collaboration between MakSPH and the Ministry of Health with funding from the US Centers for Disease Control and Prevention (CDC), will see enrolled Fellows placed in strategic departments of the Ministry of Health or other Ministries, Departments and Agencies. The first group of Fellows enrolled under this program will start in January 2015.

The DCBP will focus on training district health managers at the district and health sub-district level with the aim of supporting efforts for increased district-led programming. Trained managers will be equipped with skills and competences to lead and manage the delivery of health services within their areas of jurisdiction through competence-based, modular and work-based trainings. The program will target members of the extended district health teams with the first enrolment expected in May 2015.

Further information about the Fellowship Program can be obtained from the program website at <http://www.musphcdc.ac.ug>. A video documentary that details the program successes and achievements over the past 12 years is also available at <http://musphcdc.ac.ug/data/multimedia/>.



Uganda National Population Based Tuberculosis (TB) Prevalence Survey

By Dr. Samuel Kasozi

Uganda is still among the countries with a high tuberculosis (TB) burden, a situation which is compounded by the HIV epidemic. Tuberculosis (TB) is caused by a bacteria called mycobacteria tuberculosis. TB can affect any body part but 80% of the infections occur in the lungs (lung tuberculosis). Lung Tuberculosis is a chronic debilitating illness characterised by a long standing cough (for two weeks or more), coughing up blood, body wasting, excessive night sweats and evening fevers. Lung TB is transmitted when a susceptible person breathes in contaminated air (air borne) from a TB infectious person when he/she coughs, sneezes, laughs or sings. Therefore, transmission is controlled by putting infectious persons on effective TB treatment. Controlling tuberculosis in Uganda has been particularly difficult because of lack accurate and reliable TB data/information to inform policy, support effective planning and instituting effective TB control strategies. This scenario is attributed to incomplete routine TB surveillance system since some TB cases are treated outside the formal health systems in addition to lack of accurate and reliable epidemiological information on TB morbidity and mortality since the vital registration system that is meant to capture this data is yet to be revived.

To obtain accurate and reliable TB data/information, Makerere University School of Public Health, on behalf of

the Ministry of Health (MoH) in Uganda is conducting the first ever national wide population based TB prevalence survey with financial support from Global Fund (GFATM). Under this survey project which begun in September, 2014, a total of 70 clusters located in 57 districts of Uganda with a total sample size of 40,180 respondents will be surveyed before project completion that is slated for July, 2015. Respondents aged 15 years and above who are residents of the selected clusters are screened using TB symptoms and chest x-rays (CXR) and those who emerge as screen positives are requested to submit two sputum samples (spot and early morning). The sputum samples are then subjected to TB laboratory tests (smear, GeneXpert and culture). Based on reported TB symptoms, CXR and laboratory findings, the Medical Panel (assembled team of TB experts) ascertains the TB status for each eligible respondent surveyed. All identified TB cases are notified to the district health care system through the District TB/Leprosy Supervisors (DTLS) for initiation of appropriate TB treatment.

The national TB prevalence will be calculated based on the number of TB cases identified according to pre-defined case definitions in the study protocol. It is hoped that this survey is going to provide timely and the much need information to guide policy formulation/implementation, support effective planning, help in assessment of impact of applied TB interventions, designing evidence

based interventions, determining progress towards national and international targets which together ultimately lead to better TB control. Therefore, participation and active involvement of all key stakeholders is pertinent and paramount.

Quotes from some of the dignitaries at the TB Prevalence Survey Tools handover ceremony at Makerere University School of Public Health.

Handing over the equipment, the Minister of State for Health in charge of General duties, Hon. Elioda Tumwesigye emphasized that **"Findings from the survey will support policy"**.

The WHO country representative Dr. Wondimagegnehu Alemu said information from the survey will be valuable to inform where the country is and design TB control strategies. **"Congratulations Uganda, this will place us in position to use our own data"**, he added.

The Head of the Global Fund National Focal Coordination Office, Dr. Jim Arinaitwe said, **"The survey is a multi-Stake holder partnership and it sets a benchmark for improving performance"**.

The Dean, School of Public Health, Associate Professor William Bazeyo noted that the implementation of the project will be a testing moment for the University. He added that the 3 million US Dollar project will receive oversight from committees at the School of Public Health and the Ministry of Health.



Makerere University School of Public Health

"Moving Universities from the University to the Community"

By Harriet Adong
Communications Manager - RAN

It is not enough to conduct research in the Universities and stop at that but rather translate this knowledge into real impactful and transformative solutions to strengthen resilience in target communities. The School of Public Health contributes to Makerere University's goal of research and innovation by engaging multi-disciplinary teams of students, faculty and the community at large to develop transformative solutions to communities' most pressing challenges. ResilientAfrica Network (RAN), supported by USAID is part of the Higher Education Solutions Network (HESN) under the US Global Development Lab is committed to identifying, incubating, and scaling innovative approaches to provide solutions through innovation. Students and faculty from the bigger HESN benefit from the networking and learning opportunities emphasizing the importance of the Human Centered Approach involving the communities for needs finding through consultations in order to design community centered innovations.

Makerere University School of Public Health ResilientAfrica Network (RAN) - www.ranlab.org is a partnership targeting 20 sub-Saharan African universities led by Makerere University in Uganda, together with Tulane University's Disaster Resilience Leadership Academy (DRLA), Stanford University, and the Center for Strategic and International Studies (CSIS) in the United States. The architecture of RAN in Africa consists of four Resilience Innovation Labs (RI Labs) that are centers for tapping into the wide resource of



The RAN Home before and after

students, faculty and the community for ideation, development and testing of innovations. The RI Labs are also focal points of technology, innovation and commercialization of university research attracting local and national resources, sustainably funded, with replication potential across sub-Saharan African cities as well as other university partners in other sub-Saharan African countries. RAN's RILabs are the Eastern Africa RILab (EA RILab) hosted by Makerere University in Uganda, West Africa RILab (WA RILab) hosted by the University for Development Studies in Ghana, Horn of Africa RILab (HoA RILab) hosted by Jimma University in Ethiopia, and Southern Africa RILab (SA RILab) hosted by University of Pretoria in South Africa. By applying science, technology, innovation and partnerships, and using evidence-based approaches, RAN identifies, develops and scales innovative solutions to strengthen the resilience of African communities afflicted

by natural as well as man-made shocks and stresses.

The Eastern Africa Resilience Innovation Lab was officially opened on 13th August 2014. This occasion brought together over 350 Agricultural Experts, business entrepreneurs, policy makers, and disaster response experts, mathematicians, politicians, Public Health experts, engineers, community, Innovators, water experts, students and the faculty among others. The lab is located on Plot 30 Upper Kololo Terrace in Kampala Uganda.

During the official opening of the lab, RAN's first Resilience Innovation Challenge 4 Adverse Climate Effects (RIC4ACE) Grants Call, grants.ranlab.org was also launched. This Grants Call focused on sourcing to develop and scale innovative technologies and approaches that will strengthen resilience to shocks and stresses that arise from climate variability and climate change. Up to 8 projects are expected to benefit from the RIC4ACE grants. **Currently running is the Resilience Innovation Challenge 4 Food Security and Improved Income Generation (RIC4FIG) Grants call, seeking to strengthen the resilience of target communities by building their agency to promote life and entrepreneurship skills, diversify to profitable enterprises, and improve farming**



RAN Core Partners

USAID
Higher Education
Solutions Network



Health ResilientAfrica Network (RAN) Universities to the Communities”

skills while taking more control of the agricultural value chain in ways that are sustainable and expand financial inclusion. The call runs from December 1, 2014 to January 30, 2015 at exactly 5:00pm CAT.

The Guest of Honor **Dr. Ticora V. Jones**, Division Chief – Higher Education Solutions Network (HESN), U.S. Global Development Lab/USAID urged all the participants to strive to establish global collaborations, through which everyone could contribute to the solutions necessary to support community challenges. She further highlighted the need for all University faculties to work with the communities in order to respond to the communities’ persistent needs. While interacting with the innovators at the event, during the tour of the Innovation Exhibition, she emphasized, the need for every innovator to familiarize themselves with their product and the customer *“Every Innovator needs to think about three key*

issues; How best to communicate about the product, the cost of the product and the customers of the product.”

Prof. Nelson Ssewankambo, the Principal Makerere University College of Health Sciences, which hosts the School of Public Health in his remarks shared that, he was proud to identify with the School of Public Health because Innovation was the way to go. He encouraged the listeners to do their best at all times *“In all you do, do the best you can and always put forth your best foot”*. The Vice Chancellor Makerere University, **Prof. John Ddumba-Ssentamu** in his comments noted that African community challenges needed African developed solutions. *“We are the best innovators for solutions to address African community challenges, because we live within and know these challenges very well. Let us not wait for other people to develop solutions to address our own challenges”* He commended both the U.S. and Ugandan Government for the

commitment to support Makerere University. He pledged to facilitate fair allocation of the available funds for the benefit of the communities in need. He also noted that it is projects like RAN who had enabled Makerere University to attain the position of one of the best institutions of higher learning in Africa. The Chancellor Makerere University, **Prof. George Mondo Kagonyera** who was also at this event noted that, there was need for Universities to support projects like ResilientAfrica Network (RAN) even beyond the support being offered now, given the tremendous work being done to impact African communities. The Chancellor urged all faculties to learn from the multi-disciplinarity approach applied by the ResilientAfrica Network (RAN). This he said allowed for all participants to build on the existing efforts, knowledge and skills other than re-inventing the wheel. He also noted that the biggest problem in Africa was lack of knowledge and evidence. **Prof. William Bazeyo**, the Dean Makerere University School of Public Health/RAN Chief of Party joined all the other speakers in applauding the United States Agency for International Development (USAID) for the continued generous support and added that **the ResilientAfrica Network was here to take the Universities from the Universities to the communities, thereby bridging the gap and addressing community pressing challenges which present as disasters, in form of shocks and stresses.** He noted that, the Innovation Lab would only support Innovations developed to impact the communities with a multiplier effect. He reminded the participants not to underestimate the potential of the innovators who were present.

The Eastern Africa Resilience In-



Dr. Ticora V. Jones (lady) officially opens the Innovations Lab flanked by Prof. Mondo Kagonyera, Prof. Nelson Ssewankambo, Prof. John Ddumba-Ssentamu and Prof. William Bazeyo

Cont. to pg 36-37

novation Lab has been privileged to host students from the College of William and Mary, Texas A&M, Massachusetts Institute of Technology (MIT) International Development Innovation Network (IDIN) and MIT's Center for Transportation and Logistics among others. These students have held insightful seminars with students from Makerere University.

The RAN Innovation Acceleration Program (RIAP)

RAN sources and supports Resilience Innovations at each of the 4 RILabs following a dual track program: 1) The Open Innovation Ideation and Incubation program known as the '**Design Thinking Co-creation Approach**' which targets new emerging ideas and is RAN's main approach to sourcing resilience innovations. This approach systematically weaves through a systems analysis to identify change levers and priority intervention pathways leading to projects with the highest transformative potential. Ideas are sourced from international competitions that are widely publicized. 2) The Innovation Acceleration program code named '**Crowd Sourcing Approach**' is RAN's alternative source of innovations targeting existing projects with a potential to impact on resilience. Projects are sourced within the partner universities in Africa through innovation exhibitions, inventory of existing innovations, etc. focusing on knowledge about the RILabs general thematic issues.

Following the crowd sourcing approach, the Eastern Africa RILab conducted an innovation exhibition on Friday the 14th of March 2014 at the auditorium of the main administration building of Makerere University. It was preceded by a call-for-exhibitors that was publicized throughout all academic units in Makerere University and to specific academic units in Gulu University which is one of the Network Plus University partners for the EA RILab.

Of the 90 teams that applied to par-

ticipate in the exhibition, 33 teams were selected as eligible to participate in the actual exhibition. In order to be eligible for the exhibition, an idea should have been developed to the minimum of 'Level II' in RAN's innovation pipeline (a plausible concept or simple prototype that is ready for development into a refined testable prototype or concept). Projects could also be at Level III (ready for piloting and testing) or level IV (ready for scale). The exhibition attracted over 300 people and was hosted by the RAN Chief-of-Party and officiated by the Deputy Vice Chancellor in-charge of Finance of Makerere University as the chief guest.

Five projects were selected to benefit from small SEED grants from RAN and these include;

- Matibabu: A non-invasive technology with the potential to revolutionize malaria diagnosis and management in resource poor settings
- Root IO: A community radio technology with the potential to revolutionize last-mile communication in hard-to-reach areas, using a mobile phone for broad-casting

- Unearthing the potential of earthworms: Use of biomass to massively breed earth-worms as an alternative to small fish as a source of protein in chicken feed
- Low cost irrigation pumps: Optimizing a very-low-cost environmentally friendly solar powered irrigation pump that can transform agriculture in semi-arid sun-rich areas
- Improved Pull and Push: An innovative approach to inter-cropping that dually suppresses nuisance weeds and pests in high prevalence areas to increase agricultural yield

Great Potential for Innovations exhibited at TechCon 2014

The second annual technical convening TechCon2014 held November 8-10 2014 in San Francisco, California under the theme "**Connecting to accelerate Global Development**" showcased more than 40 innovations emerging from USAID's Higher Education Solutions Network (HESN) Development Labs and partners. The technical convening was proudly hosted by the



Makerere University Students and faculty in the Innovation Market Place at TechCon2014.



L-R Prof. William Bazeyo, David Ferguson (Director Centre for Development Innovation at the US Global Development Lab-USAID and Prof. Barnabas Nawangwe at TechCon2014.

University of California Berkeley in the United States of America. TechCon2014 offered a variety of both group and one on one discussions, networking opportunities, conference sessions, and talks by leading voices in development. Additionally, TechCon2014 uniquely convened researchers, students, entrepreneurs, innovators, field practitioners and private/public sector professionals focused on creative approaches to solution ideation, testing, and scaling for international development.

Eight university-based labs comprising USAID's HESN participated in this technical convening including;

- University of California, Berkeley's Development Impact Lab
- Duke University's Social Entrepreneurship Accelerator
- The Massachusetts Institute of Technology (MIT) International Development Innovation Network
- MIT's Comprehensive Initiative on Technology Evaluation
- College of William and Mary's AidData Center for Development Policy
- Texas A&M University's Conflict and Development
- Michigan State University's Global Center for Food Systems Innovation
- **Makerere University's ResilientAfrica Network (RAN), based in Uganda**

TechCon2014 culminated into an Innovation Marketplace to showcase

numerous innovations. Makerere University ResilientAfrica Network was represented by eight teams of innovators including; the Cost effective and efficient phototherapy units, 'Dduka'-Landslide Early Warning System, The Asthma Grid, Grain Amaranth: from Vegetable to Health Solution, Hydroponic Fodder Production for Livestock, K-Free: Early Breast Cancer Diagnosis, Unearthing the potential of earthworm domestication and the Ethio-Manual Oxygen Backup device (EMOBD) who participated in the Innovation Marketplace. This was concluded with one young innovator being crowned the top winner through a Shark Tank style competition. The conference participants voted for the top nine teams in which Makerere University's Hydroponic Fodder Production for Livestock a project from the College of Veterinary Medicine, Animal Resources and Bio-Security, in the Africa Institute for strategic Animal Resources Services and Development (AFRISA) also emerged, proceeded to the next round-the Technical Review Panel. It was later exciting to witness Makerere University ResilientAfrica Network (RAN) including Hemafuse: Auto transfusion for Internal Hemorrhages and Purdue: The Practical Utility Platform make it to the top three teams under the Innovations category-ready for the Live Pitch. Hemafuse: Auto transfusion for Internal Hemorrhages emerged first, Purdue: The Practical Utility Platform

second (both partners are not directly under the Higher Education Solutions Network-HESN) and **Makerere University, the only African based HESN Lab emerged third outstandingly leading the other HESN Labs.** These innovators will be supported to further develop their projects aimed at responding to communities' development challenges. Such projects also benefit from the visibility, mentorship and incubation opportunities within the greater HESN and at the RAN Resilience Innovation Labs. *"It is amazing how much potential is in this great institution, we all need to explore, build and support it further"* remarked **Prof. William Bazeyo**, Dean Makerere University School of Public Health and RAN Chief of Party/Lab Director.

At TechCon 2014, the Makerere University team was led by **Prof. Barnabas Nawangwe**, Makerere University Deputy Vice Chancellor in charge of Finance and Administration and RAN Patron. While interacting with the student innovators, he commented *"Young men and women, our future is in your hands, Innovations is the way to go and Makerere University has been committed to supporting and nurturing innovations since 1922, the ball is in your courts to make use of all the available opportunities to develop solutions to African communities' most pressing challenges"*.

Prof. David Serwadda, RAN Technical Advisor, the Resilience Innovation Lab (RILab) Directors (Eastern Africa, West Africa, Horn of Africa and Southern Africa RILabs) and faculty were part of this team in support of innovations as solutions to development challenges.

The TechCon2014 sponsors including VENTUREWELL, the Lemelson foundation-improving lives through invention, World Vision, the Development Impact Lab and the Higher Education Solutions Network cannot go without mention. Thank you for the commitment to accelerating Global Development.

"Solutions through Innovation as we Build for the Future"

Meet Dr. Steven Nyanzi: The Mak Graduation Guru

Assoc. Prof. Steven Allan Nyanzi

is the reigning Chairperson of the Makerere University Ceremonies Committee, a position he has held for the last 5 years. Dr. Nyanzi took over from the former Vice Chancellor in charge of Finance and Administration, Prof. Tickodri Togboa. He holds a First Class Doctor of Science degree in Chemistry from the University of Karlsruhe (Germany), a Master of Science degree in Chemistry from the University of Nairobi and a Bachelor of Science degree with a Concurrent Diploma in Education from Makerere University. Below he shares his experience and thoughts of the Makerere University Graduation Ceremony with **Marion Alina**.

The Chairperson

As Chairperson of Ceremonies Committee, Dr. Nyanzi works with a committed team of about 20 Members of the Committee. In planning each graduation, more members are involved including the, Public Relations Office, Vice Chancellor's Office, College Communication Officers and Staff from other units. "I was a College representative to Senate but Prof. Venansius Baryamureeba, the then Acting Vice Chancellor believed that I could Chair the Ceremonies Committee. My name was proposed and I was unanimously elected by Senate," says the Senator.

Changes in Graduation at Mak

With more students graduating each year, Dr. Nyanzi reveals that the next graduation ceremony will be organized and conducted by the Colleges but in liaison with the Ceremonies Committee. The College-based Graduation ceremonies will still be presided over by the Chancellor, "A recent sitting of Senate approved that graduation ceremonies be moved to Colleges to cut costs. Organising the graduation centrally (as the practice now) is costly, with



"I used to think Graduation is a simple event but I have come to learn that there are a number of people who work so hard to make it a success"

the graduation ceremony costing between UGX 500m-UGX 650m. The College-based graduation ceremony will require less personnel and will be easier to manage with smaller

numbers of graduating students. We think it might also be less costly, especially if some Colleges combine their graduation ceremonies. The College Administration will fully exercise its autonomy on this issue and also identify a convenient place within the University to conduct its graduation ceremony. We welcome further proposals on this shift," he explains.

The experience

The Makerere University Graduation ceremony is a big national event, with between 13,000 – 14,000 students graduating. Each graduand is allowed to invite a maximum of two people as witnesses of this special day. By implication, each graduation ceremony sits over 35,000 people spread throughout the graduation duration. Giant screens, a powerful public address system, huge tents, entertainment, high-level security deployment and refreshments are some of the items that heavily draw on the budget. "I used to think Graduation is a simple event but I have come to learn that there are a number of people who work so hard to make it a success. These include the unsung heroes in the Registrar's Department who compile names and proof read the draft graduation booklet, the University printery which edits the graduation booklet, the security team, the Public Relations Office and other categories of people," he adds. In some cases, the graduation has not gone smoothly, necessitating printing of addendum lists of graduating students. Dr. Nyanzi says this delay starts from the Departments that are supposed to submit marks on time, and spills over to all the other processes. He nonetheless admits that some Departments have timely submissions, but the process cannot be complete until all submissions have been made.

Dr. Nyanzi is grateful that after the 64th Graduation ceremony,

January 2014, the Vice Chancellor Prof. John Ddumba-Ssentamu hosted a thank-you dinner at his residence and invited most of the people who made this graduation a success. "This was the first recognition of its kind and we hope the practice is maintained. The 64th Graduation was indeed unique because for the first time, we had more female students, 50.3% graduating, compared to the 49.7% male students. It is said that once you educate a girl child you prepare the nation for better times. I am glad we are having more female graduates. It is also at this graduation that the Vice Chancellor insisted that the ceremony be held in four days as opposed to the usual 5 days, to cut costs. Indeed we saved some money. He had also proposed that we hold the 65th graduation in 2 days but this became impossible, so we will have it spread over three days. Prof. Ddumba-Ssentamu will leave behind a legacy of cutting costs, so that the money is diverted to other wanting areas. He is a true economist and we appreciate this," he says.

Makerere University has also witnessed an increase in the number of students graduating with Masters and doctorate (PhD) degrees. Dr. Nyanzi is bothered that most of the research work of this category of graduates is not funded by government. "During graduation you hear funders from Sweden, Norway, Germany, South Africa and the like, a sign that they have confidence in what we do. But you hardly hear of funding from Ministry of Finance, Ministry of Education or other Government entities and yet there are important areas for us as a nation that Government can choose to fund. We need people in Government to realize that there is value in 'growing your own timber,' if I am to borrow the words of Prof. Mamdani," he says emphatically. "I am also pleasantly surprised by the increasing number of people who graduate in the distance education mode. I know that State Minister for Mineral Development Hon. Peter Lokeris, the first lady Hon. Janet Museveni and other important

personalities have benefitted from this arrangement and I sincerely appreciate the efforts of our colleagues in Distance Education," he adds.

Employment for Graduates

With Makerere University sending over 13,000 trained graduates each year to the already strained job market, the scare of insufficient jobs continues to worry many. "We need to think of how to skill students from an early age and make the curricula more practical to Uganda's needs, lest we risk having a mass of disgruntled youth. It is up to Government to agree that the curricula is not serving the purpose and change it as soon as yesterday, right from Kindergarten," Dr. Nyanzi reasons.



The writer and Dr Nyanzi consult at the 64th graduation ceremony

Honorary Doctorates

Makerere University also awards Honorary doctorates to outstanding members of society. The names of Such individuals are suggested by a College or School and forwarded to Senate for approval. "An Honorary doctorate is usually awarded to someone whose work is defensible and self explanatory as is the case with H.E. Mwai Kibaki the former President of Kenya and H.E. Yoweri Museveni the President of Uganda. Senators take time to debate the choices before the award is given," he explains. Dr. Nyanzi believes that the awards also need to target other categories of people who have delivered exceptional services. "For example Dr. Mathew Lukwiya who lost his life saving ebola patients could be awarded an honorary doctorate posthumously. Fortunately, Senate has set up a special Committee to identify people who should be recognized. There are a number of women fighters like Rhoda Kalema who have fought for the rights of the girl child. The School of Women and Gender Studies or the Directorate of Gender Mainstreaming can propose such names with ample justification."

Moving on

The Chemist is now thinking of retiring from the responsibility of Chairperson Ceremonies Committee and focusing on mentoring students and his research. "I am looking at how to purify water for the benefit of people with low incomes, especially in the remote settings. I also have interest in projects on cancer research, alternative energy sources like biofuels, and environmental conservation," he says with a sparkle in the eye.

Dr. Steven Allan Nyanzi is grateful to all categories of Staff for the team work that has seen Makerere University successfully conduct graduation ceremonies. He remains optimistic that this high level team work will be maintained as Makerere University continues to scale the heights.



H.E Bwowe Ivan,
Guild President

I thank you for supporting the 80th Students Guild and above all making us better leaders by your constant counsel that has been key to the success we have achieved beyond many people's expectations.

In the spirit of building for the future, we pledge to continue being at your service even when we handover the Guild Office to Makerere University. We can only ask that you support us even at other levels in the country and the world at large. For ultimately we raise Makerere University's Flag.

Students are the first priority. Everyone is here because of students. In our 9 months of service, we have stood for the interests of the ordinary student. The Student leadership has been central in the implementation of the following:

Solar Street Lights project.

Working with Management, our leadership managed to speed up the process of installation of street lighting. Supported by Sharp Electronics Ltd, the So-Lite project will enable total of 120 street lights and **LED Screens** installed at Makerere University.

PHASE II Infrastructural upgrades in Halls of residence. The

MESSAGE FROM THE PRESIDENT: Nine Months of the 80th Mak Students' Guild

Student leadership has worked with concerned authorities to ensure rehabilitation of Halls of Residence. The University Hall, Livingstone, Nkrumah and Mary Stuart Halls have been worked on. We are in continuous dialogue with Management to focus on Washrooms/ Lavatories, and roofing among others.

Security at the campus: Amidst the increased terrorist threats in the region, Makerere University has been one of the possible key areas of attack. Therefore, in our efforts as the Students' Guild, we have closely worked with the Uganda Police Force and its Counter Terrorism department. We appreciate the efforts of Makerere University Police O.C Mr. Mucunguzi and the University head of Counter Terrorism Police Mr. Kabandizi for their cooperation. Security has been massively beefed up in the following areas; Main Administration Building, Main Library, and at the Main, Eastern and Western gates. We therefore urge our students to abide by the police checks and to carry with them their identifications. We however call for more security personnel at night and increase in foot Patrols to keep us more secure.

Outsourcing catering services:

During the implementation of the decision of the Mak Council to outsource catering services, we advised the Mak Council and Management to pay money for feeding per student to the contracted professional catering firms. We achieved this and we have ensured that you have continued to receive high quality meals.

Free parking for Students: As the University prepares launch the Automated Vehicle Control System managed by KAPS Limited, we

advocated for free parking for Mak Students. I am glad to inform you that students will not pay parking fees.

The 10% fees increment: The Mak Council approved the implementation of the 10% increment in fees. Subsequently, the Students' Guild engaged H.E President Yoweri K. Museveni who chose to pay the amount equivalent to 10% per student in the academic year that started in August 2014. With our able representation, we managed to save the students community from the 10% fees increment.

The Students' Guild is also involved in efforts aimed at improving service delivery to students. Some of these initiatives include:

- Receipt of express Identity cards followed by mandatory free registration in the first two weeks. We have provided input into the proposed policy of intellectual property for students who develop project, research and innovations.
- We have also set in high gear the process of the reopening of Campus FM which was closed in 2009.
- We are also working on reinstatement of supplementary test for finalists to avoid wastage of a year because of one or two retakes and above all to replace the highly ineffective Retake system.
- The Students' Guild is also fast tracking the renovation of Halls of residence for example Lumumba.
- We are also directly involved in the establishment of H.E Mwai Kibaki Presidential Library at Mak.

Mak-Norway: Partners in Higher Education, Research & Development



Vice Chancellor-Prof. John Ddumba-Ssentamu (3rd L) with the Norad Team led by Edle Hamre-Head of Section (2nd L), accompanied by Prof. Oryem-Origa-Chair NIDIC (4th R), Dr. Elizabeth Bwanga-NORHED Programme Coordinator (2nd R) with members of Management, Staff and Norad Officials at Makerere University, Kampala Uganda on 3rd November 2014

By Ritah Namisango

Thanks to the generous support of the Government and People of the Royal Kingdom of Norway Makerere University has enjoyed continuous support to her institutional development programmes, which dates back to the 1940s. With this support, Makerere University has significantly improved her teaching and learning process, research capacity and management, ICT and infrastructural development.

NORAD/NORHED programme: Research for sustainable development and poverty eradication at Mak

Makerere University is successfully implementing Nine (9) research projects for sustainable development and poverty eradication.

Makerere University Staff competed for the **Capacity Building in Higher Education and Research for Development** (NORHED) grant

with other higher learning institutions in the world. Subsequently, Makerere University is the lead partner managing nine (9) research projects worth NOK 150million, approximately US\$ 26million (including NORAD's Masters programme for Energy and Petroleum). With this support, Makerere University is building institutional capacities in education and research to enhance sustainable development and contribute to poverty eradication in Uganda, the region and beyond.

At Makerere University, this support has improved our teaching and learning processes, research capacity and management, strengthened collaborative linkages as well as contributed to bridging the gender gap in the academia, science and technology. Members of staff are also being funded to pursue Masters Degrees and PhDs (Doctorates) and as a result, in the first year of implemen-

tation, the University had recruited 17 students. At the regional level, Makerere University is contributing to the transformation of the higher education sector in South Sudan. At the international level, Makerere University together with partner institutions in Africa and Norway are undertaking multi-disciplinary research and curriculum development for sustainable development and poverty eradication in Africa. In the area of gender, women are being trained and funded to embrace the academia, science and research for national development.

Assessing the first year of implementation, the Norwegian Agency for Development Cooperation (NORAD) commended Makerere University for embracing a consultative approach which ensured the participation of all key stakeholders in research project activities; as well as guaranteeing that competent and experienced staff run the projects.

Makerere-University of Bergen sign ten (10) year Extensive Research Frame Agreement

On 30th September 2014, Makerere University and the University of Bergen in Norway signed a ten (10) year extensive frame agreement to increasingly partner in joint research and teaching, exchange of staff and graduate students, and exchange of information and publications.

Through the ten year research collaboration, Makerere University and the University of Bergen-Norway will continue to strengthen the foundation of social science disciplines; and also embrace an interdisciplinary approach to research on global trends of: food security, issues affecting health, energy and oil, as well as the sustainability aspect in various sectors.

CoVAB, MakSPH work together to improve global health outcomes.

By Angelina Twinomujuni

One Health Central and Eastern Africa (OHCEA) network is composed of 14 schools of public health and veterinary medicine. OHCEA was established in 2010 when members of the HEALTH Alliance, an existing network of seven schools of public health from six countries in Central and Eastern Africa, namely: the DRC, Ethiopia, Rwanda, Tanzania, Uganda and Kenya; working to strengthen public health education and systems, including: emergency preparedness and response; agreed with the proposal to collaborate with seven Schools of Veterinary Medicine within the region, to implement the One Health approach.

The Makerere University College of Veterinary Medicine, Animal Resources and Biosecurity (COVAB) and the Makerere University School of Public Health (MakSPH) are the OHCEA institutions based in Uganda, which have been working together to promote the One Health approach. Working together, the two institutions in collaboration with their US partners Tufts University and University of Minnesota have realized the following results:-

Multi-disciplinary field attachments: One of the compelling products of the collaboration has been the multi-disciplinary, One Health experiential learning programmes. Makerere University College of Health Sciences and COVAB piloted a multidisciplinary practicum training for undergraduate students of nursing, environmental health and veterinary medicine. The main objective of the cross-disciplinary field attachment was to expose the students to One Health concepts and its practical



Students on a field visit with the farm owner and supervising Professor

applications including: multi-disciplinary, cross-sectoral collaborations; social skills and teamwork; effective communication; factors responsible for disease (animal and human) occurrence; principles of disease management; and leadership.

Working in six teams each composed of a mix of veterinary, nursing and public health students, the student groups operated in four districts of Uganda. The field activities focused on practical site visits, community education and awareness campaigns, home visits, group projects and combined student-supervisor joint discussions and feedback sessions. The student groups were supervised both by faculty from Makerere University

and field-based supervisors in active practice, including District Veterinary and Health Officers. The students also benefitted from professional guidance from faculty from The University of Minnesota and Tufts University.

Development of Innovative Training Programmes: The One Health Residency and a Masters in Veterinary Preventive Medicine (MVPM)- Field Epidemiology programme are innovative multi-disciplinary programmes aimed at building capacity of future public health professionals in the human and animal health. The two programs hosted at COVAB advance a One Health approach to dealing with emerging and re-emerging disease challenges. Students are equipped with skills from both COVAB and the MakSPH. Three Residents have been passed out and these include 2 Vets and a Nurse from Uganda and Kenya respectively. The first cohort of 12 OHCEA supported MVPM students from 6 OHCEA countries have completed their 2 year training.



Multi-disciplinary field attachment.

Strategic Planning: Faculty of COVAB and MakSPH were part of the team involved in developing a sustainability plan for the innovative multi-disciplinary MVPPM programme and the One Health Residency program. This sustainability plan will guide the continuity of the programs over the next five years.

Fund Development: Multi-disciplinary teams of faculty members and students from the COVAB and MakSPH have been involved in grants writing trainings and writing of concept notes in a bid to increase funding for their activities. In October, 2014, 34 Junior Staff and Graduate students from COVAB and MakSPH were equipped with skills in grant writing and research through the OHCEA Research Innovations Project. The workshop addressed topics ranging from basic grant writing to budgeting, funding strategy and key elements of grants. Dr. Irene Naigaga, the COVAB OHCEA Focal Person noted that there was an existing hunger for knowledge in grant writing especially amongst academicians. *"More workshops would need to be held in future to fill the gap"*.

Gender Mainstreaming and Leadership Training: Twenty five (25) young female staff and graduate students from both COVAB and MakSPH participated in One Health Leadership training. The workshop encouraged women in research to compete at the same level as men by taking up leadership roles. Dr. Juliet Kiguli, the Focal Person of OHCEA at the School of Public Health urged participants to have confidence in themselves. She further encouraged the participants to unlock their potential by writing their own grants. *"You can be anything in this world because you are clever and in most instances, it is you, women who are behind the men who win grants."*

The Water Hygiene and Sanitation Improvement Project (WASH)



By Harriet Adong & Doreen Tuhebwe

Stanbic Bank reaches out with Corporate Social Responsibility (CSR) through Makerere University School of Public Health (MakSPH)

With funding from Stanbic Bank Uganda, Makerere University School of Public Health implemented the community Water Hygiene and Sanitation (WASH) Improvement project in Kasubi Parish, one of the suburbs in Kampala, Uganda. This parish is located in Lubaga division and was chosen for this exercise because it has six villages with slum settlements consequently facing the challenges of poor WASH thus justified need for the proposed interventions. In addition, the prevalence of malaria and diarrhoea in Kasubi Parish is high.

The WASH project entailed both software and hardware activities. The software components entailed both theoretical and practical sessions for the leaders and communities. These were aimed at improving communities' knowledge and behavioural practices in relation to key water, hygiene and sanitation issues. The



hardware component mainly entailed procurement of the materials and equipment to be used in facilitating the software component through demonstrations. These materials were thereafter distributed to the communities for sustainability of the WASH started activities including community clean-up exercises.

Project implementation was guided by three key milestones including; a baseline survey which informed the priority WASH areas for sensitization as well as provide baseline data for benchmarking and subsequent monitoring and evaluation. The launch was another key milestone of this project where all stakeholders were involved and this also provided a prime opportunity for popularizing the project and ensuring visibility of the partnership. The End line evaluation will be the final highlight reflecting the project input and therefore informing the future of the outcomes from this Corporate Partnership.

This project was set to achieve five Objectives including;

1. To improve environmental cleanliness in Kasubi Parish
2. Increase the level of awareness among community leaders and the general communities on improved water, hygiene and sanitation
3. Improve on the water quality surveillance in the two parishes
4. To promote hand washing and induce safe hygienic behaviors to break the contamination cycle of unsanitary latrines, contaminated water, and unsafe hygienic behavior in Kasubi Parish
5. To promote maintenance of safe water chain by households in Kasubi Parish



MasterCard

Announcement of the Mastercard foundation Partnerships with Universities in Africa

The MasterCard Foundation announced a US \$ 86.6 million commitment to four Universities in Africa to support over 2,300 academically bright but economically disadvantaged students to access higher education. The announcement was made at the Talloires Network Leaders Conference in Cape Town, South Africa on December 3, 2014.

The MasterCard Foundation Scholars Program partnerships announced are with the following universities:

- Makerere University, Uganda

- Kwame Nkrumah University of Science and Technology, Ghana
- University of Pretoria, South Africa
- University of Cape Town, South Africa
- This collaboration builds on the Foundation's growing network of global education partners who are committed to educating Africa's young leaders who will use their knowledge and skills to generate change in their communities and contribute to meaningful transformation across the continent. Makerere University, Kwame Nkrumah University of Science and Technology, the University of Pretoria have already opened their doors to the first cohort of the MasterCard Foundation Scholars while the University of Cape Town is expected to welcome its first cohort in January 2015.

"The MasterCard Foundation is excited to have these four new partners joining the Program," said Reeta Roy, President and CEO of The MasterCard Foundation. "These universities are aligned with the Foundation's vision of developing Africa's next generation leaders who will apply their ingenuity and empathy to drive progress in their communities and countries," she added.

The four African universities are part of a global initiative. The MasterCard Foundation Scholars Program is a 10-year US \$ 500 million Program that hopes to inspire young people to lead change through the power of education. Each scholar receives holistic financial and social, academic support. They are also given leadership development support to create pathways for them to transition to jobs, entrepreneurial activities or further education. It is envisioned that by the end of the Program, about 75 percent of the Scholars will be girls and young women. The Program is significant at a time when global investments in education have dropped by 10 percent over the last two years, thereby putting the achievement of existing and future education goals at risk – particularly for young women and girls. Partners who have joined The MasterCard Foundation's Scholars Program include:

- African Leadership Academy, South Africa
- African Institute for Mathematical Sciences, South Africa

- American University of Beirut – Faculty of Health Sciences, Lebanon
- Arizona State University, USA
- Ashesi University, Ghana
- BRAC, Uganda
- Campaign for Female Education (Camfed), Ghana
- Duke University, USA
- EARTH University, Costa Rica
- Equity Foundation
- Forum of African Women Educationalists (FAWE), Rwanda and Ethiopia
- Kwame Nkrumah University of Science and Technology, Ghana
- Makerere University, Uganda
- McGill University, Canada
- Michigan State University, USA
- Stanford University, USA
- University of British Columbia, Canada
- University of California, Berkeley, USA
- University of Cape Town, South Africa
- University of Pretoria, South Africa
- University of Toronto, Canada
- Wellesley College, USA

About the Mastercard Foundation

The MasterCard Foundation is an independent, global organization based in Toronto, Canada, with more than US \$ 9 billion in assets. Through collaboration with partner organizations in 46 countries it is creating opportunities for all people to learn and prosper. The Foundation's



MAKERERE



UNIVERSITY

programs promote financial inclusion and advance youth learning, mostly in Africa.

Established in 2006 through the generosity of MasterCard Worldwide when it became a public company, the Foundation is a separate and independent entity. The policies, operations and funding decisions of the Foundation are determined by its own Board of Directors and President and CEO. For more information on the Foundation, please visit

www.mastercardfdn.org.

About the MasterCard Foundation Scholars Program

The Scholars Program provides academically talented yet financially disadvantaged young people, particularly from Africa, with access to quality and relevant secondary and university education. Students selected for the Program receive a holistic set of financial, social and academic support throughout their education and during their post-graduate transitions. The Program consists of a global network of education institutions and non-profit organizations who, together, believe that education is a catalyst for social and economic betterment. The Program aims to educate 15,000 young people and enable them to contribute to economic growth and social development in their countries of origin. For more details, please visit www.mastercardfdnscholars.org.

About the MasterCard Foundation Scholars Program at Makerere University

Makerere University entered a partnership with MasterCard Foundation to offer scholarships to 1,000 academically bright but economically disadvantaged male and female students from Africa who will study at Makerere University from 2014 to 2023. A project worth US \$ 20,989,965 is already being implemented at the University with the aim of developing the next generation of African leaders and to promote the strategic objectives of Makerere University and MasterCard Foundation in contributing to Africa's higher education sector and development. The project is being implemented under the leadership of the Makerere University Gender Mainstreaming Directorate (GMD).

The MCF Scholars Program at Makerere University builds on the US \$ 4 million grant from Carnegie Corporation of New York (CCNY) to GMD which enabled 691 academically bright but economically disadvantaged female students to study at Makerere University from 2001 to 2010 through the Makerere University Female Scholarship Initiative (FSI), that ended in 2010. For the sustainability of FSI, Makerere University established the Makerere University Female Scholarship Foundation (FSF) and provided 20 scholarships per year.

In addition, CCNY provided a further

US \$ 1 million to support 280 students from 2010 to 2020. Other partners of FSF that have provided scholarships are: Ms JD Global Education fund (12), DFCU bank (3), Uganda districts of Alebtong, Nebbi, Nakapiripiti, Zombo (7), members of parliament from Napak district: Hon. Stella Namoe Nyomera and Hon. Terence Achia (2), Prof. Emmanuel Mutebile (1) and Mugenyi Foundation (1).

The goal of the MCF Scholars Program at Makerere University is: "To educate and empower the next generation of African leaders at Makerere University" and the mission is: "To enable academically talented but economically disadvantaged youth in Africa access university education and transform into enterprising leaders meaningfully contributing to development." For more details, please visit www.gender.mak.ac.ug.

For more information:

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Follow the conversation on education on Twitter (@MCFScholars), Facebook and LinkedIn.



Prof. Mondo Kagonyera, Chancellor, Makerere University (sitting in the middle) was instrumental in getting MasterCard Foundation (MCF) to provide scholarships to Makerere University. On his right is Reeta Roy, President and CEO of MCF on a fact finding mission regarding a possible partnership between MCF and Makerere University on 3rd May 2013. On Prof. Kagonyera's left is Catherine Kanabahita, Director, Gender Mainstreaming Directorate & Coordinator, MCF Program at Makerere University. Standing behind Roy is Deephali Khan, Director, MCF Scholars Program and the rest are staff of Makerere University.



Prossy Nabatte

My internship was a big eye-opener to the great world I always admired

Dear readers,

I wish to share my internship training that I describe as “a very big eye opener in my life”.

I am a student pursuing Bachelor of Journalism and Communication at Makerere University. My desire is to become one of the professional Public Relations Officers in the country. In my third year of study, I looked for a placement that would give me a golden opportunity of being exposed to various public relations activities and programmes. Joining the Makerere University Public Relations Office for internship training was the wisest decision I have ever made!

Carrying out my internship at Mak Public Relations Office and being mentored by Ms Ritah Namisango - Mak Senior Public Relations Officer, was the greatest opportunity I had in 2014. My internship was really rewarding. I was assessed and I emerged the best intern 2014 in the College of Humanities and Social Sciences. I am pleased to share my conviction that the field of Public Relations and Communications is the ultimate one for me. I will remain eternally grateful to Ms Ritah Namisango for the mentorship that I received.

Prior to getting this opportunity, my hands-on experience in the field

of public relations and communication was very limited in scope. I admired the field of public relations and communication, was equipped with theoretical knowledge, but I needed to get a hands-on experience.

The internship training enabled me put to test what I had studied and what I could do if I were the Public Relations Officer. At first, it was a bit challenging because public relations as a field involves a great component of multi-tasking, for example having deadlines to beat at the same time attending to people coming for queries with a smile, maintaining the constant flow of information and also providing current/accurate information to the public is so crucial. However, I thank God that I had the best supervisors, both the Host, Ms. Ritah Namisango and the Academic, Mrs. Harriet Ssebaana. They guided me and taught me how to handle such situations.

The experience I went through helped me to realize that a university student undergoes three stages of development in his process of education in order to attain his or her goal of being at campus. These three stages include; the preparation stage, the pretesting stage and the take action stage.

The preparation stage occurs in class with students being provided with notes about a certain topic; the preparation stage is basically theoretical compared to the second stage which is the pretesting stage. The pretesting stage is the internship period. It exposes students to the physical outlook of their dream career, at this stage you experience every single doze of the job you always admired. This helps students put the theory ac-

quired into practice as they prepare for the third stage that is the take action. At this level, I consider a student to have attained her goal that is the dream career and is able to show to the world how professional she or he is in a specified field. During my internship (the pretesting stage), I tasted the interesting field of Public Relations and Communication. I was exposed to writing for communication, issues management, photography, media relations and online management. This was followed by sessions aimed at imparting in me professional communication skills to respond to different standards and requirements. I also acquired skills in public speaking, organization skills and events management.

My experience at the Makerere University Public Relations Office has prepared me for a bright future. The internship experience taught me to have a passion in whatever I do. I now understand the importance of company's culture and making sure that my values align with the company is important. This internship experience also increased my understanding, professionalism and excitement for work after graduation. I advise fellow students ready for internship, to go for the challenging new experience that will help them grow. However, it should be in their line of interest. I appeal to you to give it your best because internship greatly contributes to your future. While on internship training, always remember that the reputation you leave behind markets your image and identity.

The power of partnership-Makerere University and DFCU Bank Uganda

By Christine Muhumuza

Makerere University School of Public Health- Family Health Research and Development Center (FHRDC) offers Cervical Cancer Screening and family Planning Services in a Community Outreach Program in Sheema District, Uganda

We all thrive with partnerships, the Family Health Research and Development Centre (FHRDC) at the Makerere University School of Public Health (MakSPH) received financial support from **DFCU Bank Uganda worth \$15,000** only. This was a corporate social responsibility towards a community outreach program to provide cervical cancer screening and family planning services in Sheema district, Uganda. The overall goal of this outreach program was to increase awareness of and hold cervical cancer screening among the women in Sheema district.

Women diagnosed with cervical cancer were offered counselling, treatment, and referred to regional referral facilities. In addition, family planning services were offered so as to strengthen the integration of these family health services. Men were examined for prostate cancer and Health workers in these rural facilities were offered a one week's training on how to identify, screen, counsel and treat suspected cervical cancer cases, and how to refer those diagnosed



The woman Member of Parliament, Hon. Rose Mary Nyakikongoro (centre); some Local Council IV Leaders, District Health Officer, Dr J Kabwishwa; Prof J.C Lule, Ms Christine Muhumuza and other district Leaders after a sensitization meeting in front of the Sheema District Council hall; January - February 2014

positive for cervical cancer. District leaders were engaged in a one day sensitization meeting at the district while health talks were delivered to the community members on a daily basis during the implementation period.

These services were all provided through outreach/community services by the MakSPH-FHRDC in collaboration with Mulago Hospital Obstetrics and Gynaecology department and the district health office.

Lessons learnt and way forward

- Cervical Cancer screening is a public health challenge that can be addressed with minimal resources with increased health education and mobilization of communities to per take of the service.
- Health care workers need refresher training so as to enhance their skills in identifying and handling patients but also improve quality of care especially for the needy population in need of these services
- Makerere University, through collaboration with the relevant partners can conduct her mandate of community service through the use of research findings. Data is rich and key in aspects of service delivery
- There is need for Makerere University to further partner with private/public entities to provide care to the communities in need of health services.

Results/outcomes of the service provision exercise

Activity / Health Center	Shuuku HC IV	Bugongi HC III	Kyangenyi HC III	Kitagata Hospital	Total
Females					
Cervical cancer screening	402	847	89	301	1639
Given cryo therapy	27	89	11	41	168
Refferals for cervical cancer	17	48	15	29	109
Family Planning services	144	201	39	156	396
Males					
Prostate cancer examination	148	165	75	0	388
Prostate cancer referral	43	78	69	0	190



QAD

Harnessing Innovation to Advance Mak Processes

By Dr. Vincent Ssembatya,
Director-QAD

Since its inception in May 2007, the Quality Assurance Directorate has progressively broadened its focus from monitoring the quality of admissions to overseeing Makerere business processes' reengineering and conducting follow-up on graduates. The year 2014 was particularly significant as it played witness to the conclusion of the Change Management Committee's activities as well as conducting the first ever tracer study on PhD Graduates of Makerere University.

Annually, Makerere University receives financial support from development partners and corporate entities, which goes towards the funding of research, regional capacity building and staff development initiatives. The capacity to train and graduate students at doctoral level at Makerere University has greatly improved over the period 2000-2012, thanks to this financial support. With sponsorship from the Swedish International Development and Co-operation Agency (Sida), the Quality Assurance Directorate conducted the first ever tracer study on PhD Graduates of Makerere University 2000-2012, aimed at establishing their productivity, employability and mobility. The findings provided vital evidence on the impact of intervention research support programmes, with specific focus on Sida support. For example, although most of the

graduates were employed in the domain of their training and still felt intellectually challenged, low salaries and benefits were the biggest sources of displeasure for both male and female respondents.

Whereas the employability of PhD Graduates might be guaranteed by their highly specialised training and relatively low numbers, that might not be the case with their Undergraduate/first degree compatriots. In this regard, the Quality Assurance Directorate is currently carrying out a tracer study on first degree graduates of Makerere University of the year 2012. The choice of the 2012 cohort will enable the Directorate to measure among other factors the number of graduates employed within two years of graduation, a very important indicator of the relevance of training offered vis-à-vis job market requirements.

In order for any living organisation or institution to remain relevant to its environment, it must continually evolve to keep up with the dynamics. The Change Management Committee was set up in November 2011 to assess the level of preparation for the University to undergo reform, complete any outstanding work from the University Research, Administrative and Financial Reforms Committee (URAFRC) and to implement the continuous change

management process. As part of the sustainability framework of the Change Management Committee activities, the Quality Assurance Directorate was tasked with taking up all change management activities of the University. To further streamline business processes at Makerere University, the Directorate supported the development of the Financial Procedures Manual; the Procurement and Disposal Manual; and the Internal Audit Manual. The manuals which amalgamate the various charters, codes of ethics, standards, best practices and rules of procedures in the respective departments will provide a single point of reference to help streamline all operations.

The Directorate has also taken the business process automation cycle to the academic activities of the University by developing systems to monitor the progression of Graduate Students



HE Urban Andersson launching the GradTrack System on 6th October 2014 at Makerere

online. Developed with support from Sida, the Graduate Tracking System WWW.GRADTRACK.MAK.AC.UG is an online portal that creates a central platform for Students, their Supervisors and College Registrars to share information that will at a snapshot display the status of a Graduate student and where necessary, notify the respective Student, Supervisor or Registrar where they have fallen behind on scheduled deadlines. The system will also provide statistics on all the aforementioned parties, which can then be used by the administration to make informed decisions or comparisons between different cohorts. In so doing, this tool will not only ease communication between students, supervisors and registrars but also break new ground for the same innovation to be applied at the undergraduate level.

In academia, the course is the single most important entity whose lifetime is the duration of an academic semester and role comparable to that of a cell in a living organism. As such, a course has several attributes like a code, credit units, semester and year of study, Discipline, College, Objectives, Instructor(s) as well as others that intimately define its placement and importance in the teaching and learning process. Therefore in order to enhance the visibility of this important

entity the Quality Assurance Directorate came up with the Courses website WWW.COURSES.MAK.AC.UG to not only give each course its own web-based home but also provide a portal where internal and external publics as well as prospective students can receive in-depth knowledge on courses. As a visitor to this website, you will be in position to transparently examine the "DNA" of our courses and acquaint yourself with the foundations of our academic environment.

In addition to providing useful information, by taking note of which Instructor(s) take on a particular course, the courses website shall be in position to aggregate the course load for each instructor and as such, provide a very useful tool for computing teaching loads in the University. The Directorate will as such be in position to provide instant information on this very important aspect of our academic human resource to the Quality Assurance, Gender and ICT committee of the University Council for purposes of enhancing planning and shaping policy. By providing such innovative tools the Quality Assurance Directorate will provide a quantum leap forward that will enable Makerere University to make the most of present and future technologies to improve her efficiency without necessarily having to traject

through normal procedural steps that other organizations have had to endure in a bid to enhance their operations. Future plans for the courses website include the development of a mobile phone application with push notifications which will alert the subscriber a few minutes before the start of a particular course and the room it is being held. To better pinpoint the location, the application will have geo-location services such as Google Maps embedded to help direct the user to exact location of their lecture/exam room.

Additional plans by the Directorate include coming up with a web-based Research Tracking tool to better analyse Makerere University's publications output by individual researcher, research funders, top research areas, funding agency, collaborations, and collaborating institutions. By providing detailed statistics on all the aforementioned areas, this tool will help the University identify and reward her prolific researchers as well as those who attract the highest funding. By conducting such detailed scrutiny the Directorate shall furnish the University with all the necessary tools needed create the quality environment conducive to not only attracting more collaborations but also nurturing future generations of researchers.

The Quality Assurance Directorate sincerely appreciates the support received from the Swedish Government through Sida to improve the Quality Assurance role at Makerere. The Directorate also appreciates all the technical support rendered by the Directorate for ICT Support (DICTS) in developing all the web-based applications named in this article. We look forward to an even more fruitful working relationship in 2015.

Sida Science Day at CoNAS: Channelling Research through Basic Sciences for Sustainable Development



The College of Natural Sciences (CoNAS) successfully hosted the Sida Science Day research workshop under the theme, 'Basic Sciences for Sustainable Development' on the 6th October 2014. The event was organised by CoNAS and the Directorate of Research and Graduate Training (DRGT), Makerere University with support from the Swedish International Development Cooperation Agency (Sida). This is an annual event held to showcase and share work accomplished by Sida supported projects and students in the various University units.

The results and work of the projects shared during the workshop included:

- Mathematical modelling Project focused on studying the hydrodynamics of Lake Victoria because of its importance to Uganda and the region (Assoc. Prof. John Mango and David Ddumba as PhD student).
- Dietary lipid oxidation in fish feeds: effects and use of alternative raw material (Mr. Godfrey Kubiriza as PhD student).



Mr. David Ddumba Walakira and Mr. Jamil Ssenku (PhD students supported by Sida) at the research workshop

- Phytochemistry and Bioactivity of selected plant species used by Rukararwe and Prometra herbalists in treatment of Malaria in Uganda (Ms. Adia Madina Muhammad as PhD student)

The research discussed during the workshop is directed at making the lives of the Uganda population better by contributing to health and the environment.

Creating the environment and capacity for knowledge generation, innovations and utilization are drivers in repositioning Makerere University as a research led-University (Makerere Strategic Plan 2008/09-2018/19). Makerere University recognizes research as a pillar of both institutional and national development. Emphasis on research is also based on the realization that capacity for knowledge production, innovation and effective utilization are now recognized as key sources for growth and competitiveness in the globalized economy. The university continues to consolidate and enhance its research profile, through strengthening the research capacity of its staff and students. Building a conducive environment for quality research, library services/information technology and infrastructural development have all been possible through the support of Sida. The Makerere research capacity building programme supported



Prof. Mukadasi Buyinza, Director DRGT; Dr. Katri Pohjolainen, Senior Research Advisor at Sida and Prof. George Nasinyama attending the Sida Science Day at CoNAS



Ms. Adia Madina (PhD student supported by Sida) receiving a certificate from Prof. J.Y.T. Mugisha, Principal CoNAS

by Sida started in 2000. To date there have been three consecutive research agreement periods, which have amounted to the total support of about USD \$ 70million to build capacity in research through PhD, MSc and Postdoc training. The College of Natural Sciences joined the Sida programme during the third phase and was supported with SEK 7million (USD\$ 1million) to cater for five projects in the science subprogram. At 1million US dollars, science received 4% of the total funding that Makerere University received.

Prof. J.Y.T. Mugisha (Principal of CoNAS and coordinator of the science subprogram) appreciates that the Sida support given to science for research and capacity building has a commendable multiplier effect. The return on investment in the years to come is huge in lieu of students that will be taught, publications and research innovations to be produced.



Assoc. Prof. Steven A. Nyanzi presenting his research findings at the CoNAS Sida Science Day

Dr. William Tayeebwa:

At the Journalism & Communication Dep't Steering Wheel



*Dr. William Tayeebwa is a global citizen who cherishes all humanity. He has been educated and worked in Uganda, Tanzania, DR Congo, Switzerland, France, Norway and Canada. He speaks fluent English, Swahili, French and functional Lingala. He holds degrees from Uganda and Tanzania (Bachelors), Norway (Masters) and Canada (PhD in Communication). He was born 45 years ago in Ruti, Mbarara Municipality and married with four children. **Marion Alina** spoke to him on his headship.*

QN: What is your vision for the Journalism and Communication Department?

We in 2008 developed a ten-year strategic plan, which underlines our

vision of becoming a centre of excellence in journalism and communication education, research and professional development in Africa. The School will enjoy more autonomy and be less constrained in pursuing strategic partnerships with the industry and other training institutions.

To become a School, however, there are several requirements notably revamping curricula and programmes. The curriculum review activities started in August 2014 with funding from the Norwegian Agency for International Development (NORAD). The process encompasses reviewing all the current courses based on feedback from various

stakeholders, particularly students and industry. In this process, we are developing three undergraduate programmes i.e. Bachelor of Journalism and Media Studies; Bachelor of Public Relations; and a Bachelor of New Media and Digital Production. In the School setup, these will become stand-alone Departments. We are also working on the current masters of journalism and communication programme to have two i.e. Master of Journalism and Multimedia Studies; and a Masters of Strategic and Corporate Communication. We look forward to re-instating the currently shelved Postgraduate Diploma in Investigative Journalism and introduce another Diploma programme in Business Journalism. Within the School, we shall have a Centre to cater for professional development courses for practitioners at different levels of experience (beginner, mid-career, advanced) as well as consultancy services.

The vision towards School status has been occasioned by not only the changing and growing demands of the practitioners, but also the increased demand by students for our programmes. We for instance in March 2014 received a letter from University Management on the issue of running parallel sessions (admissions). Management pointed out that our programme admits about 9% of all applicants in any given intake. Yet we feel the 160 students we take per intake is way too high for our limited facilities and teaching personnel. When we become a School with more departments, we shall have the capacity to increase the intake to possibly 80% of the applicants.

How different/unique is a student who has trained with the Journal-

ism and Communication Department at Makerere University?

Our programme is four and not three years like other institutions. We added an extra year to cater for demands by the industry. The feedback we used to get was that our students were lacking in practical skills and general human development skills. We introduced the fourth year to help our students focus more on their professional choices e.g. Television and Radio Production, Newspaper and Magazine Journalism, New Media and Digital Production as well as Public Relations and Development Communication. The pioneer students are graduating today and we have been receiving positive feedback about their outputs from places where we sent them for internship. When we introduce the three stand-alone bachelors programmes referred to earlier, we shall then not need a fourth year for specialization.

In the face of new media, how is the Department positioning itself to embrace this field?

As I have already pointed out, we are busy reviewing our curricula and programme to introduce a Bachelors Degree in New Media and Digital Production as well as a Masters in Multimedia Journalism. We shall this academic year complete the process and see the proposal go through various committee to Senate and then to the National Council for Higher Education. If all goes as planned, we should launch the programmes in the 2016/2017 academic year.

In the short-term, however, we received funding from GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit), a German development agency, to rework the Department's websites into multimedia ones. The students' website is responsive to most forms of multimedia production such as video, audio, images and text. The Journalism@Mak website is evolving into a real-time multimedia

platform for our students to practice what they will be doing upon completion of their programme.

What new facilities are you looking at?

Again with funding from NORAD, we are in the process of procuring significant equipment to boost our Multimedia Journalism cluster. We shall this semester launch the multimedia computer laboratory, which will enhance our students' capacity to produce new media and digital productions.

Tell us about the partnerships this Department has with other universities/organisations.

The most enduring partnerships in the Department have been with Vision Group that sponsors annually the Cranimer Mugerwa award as well as the Nation Media Group that sponsors the Tebere Mudin award in memory of those fallen journalists. These awards go to our best photo-journalism student and the overall best journalism student respectively every year.

Other than funding agencies such as NORAD, Sida and GIZ, we have partnerships with all the universities that host our PhD students such

as University of Oslo as well as Oslo and Arkerhus University College in Norway, Orebro University in Sweden, University of KwaZulu Natal in South Africa and so on. The most recent enduring partnership is with University of Juba in South Sudan where we are providing some support in staff development as well as curriculum review. We are also in Asia with a partnership with College of Journalism and Mass Communication in Kathmandu, Nepal; and exploring Chinese institutions.

Not least though are all the media and communication organizations that take our students on internship every year. These organizations provide a very important link between us as an academic institution and the professional world.

Do you have any particular appeal you would like to make?

The main one is to the Uganda Communications Commission (UCC) to expedite the process of reassign to us a frequency for the training radio. The second is to our industry friends to continue the great service of providing internship placements to our students and supplement our training with more practical skills.



MASA



**Hajati Fatuma
Nakatudde**
MASA Chairperson

MASA is an association that brings together all senior administrative staff from all academic and administrative units of Makerere University. These include Departments (Academic Registrar, Finance, Planning and Development, Dean of Students, University Library); Directorates (Research and Graduate Training, Internal Audit, Human Resources, Gender Mainstreaming, Quality Assurance, University Hospital); Offices of the Vice Chancellor (VC, DVCs, Public Relations and International Office) and the University Secretary; and Senior administrative staff employed by or posted to the Colleges (eg Senior Personal Secretaries, Administrative Secretaries, technicians etc) who are employed by Makerere University on senior terms of service. The aim of MASA is to promote professionalism, ethics and improved welfare of all senior administrative staff in order to contribute to achievement of the vision and mission of Makerere University.

The existence of MASA is governed by Section 68 of the Univer-

Makerere University Administrative Staff Association

sity and Other Tertiary Institutions Act (UOTIA) 2001 (as amended) where the responsibility to organise different categories of staff rests with the staff belonging to specific categories. Membership of MASA is divided into three categories namely:

- a) Ordinary members. These are all current Senior Administrative Staff who are not members of the University Management. These are eligible to vote or stand for elective positions of the association.
- b) Associate members. These are Senior Administrative Staff who are members of University Management. For purposes of proper industrial relations, these are not eligible to vote or stand for elective positions of the association
- c) Honorary members: These are retired members of the Association.

All senior administrative staff of Makerere University are eligible to be members of MASA consequent upon appointment and assumption of duties in different categories of employment. However all affairs of MASA are governed by the MASA Constitution of 2007 (as amended in 2011), which makes section 68 (2) of the UOTIA 2001 (as amended) operational.

The association is steered by a Governing Council that comprises of The Chairperson, The Vice Chairperson, Secretary General, Deputy Secretary General, Treasurer, Deputy Treasurer, five Committee members, and all members who represent MASA on University organs such as



**Dr. Euzobia Baine
Mugisha**
Newly-elected MASA
representative to Council

the Staff Tribunal, University Council and Senate.

For purposes of ensuring effective leadership and representation, any member aspiring to serve on the MASA governing Council or represent MASA on any University organ must meet three main criteria;

- First, he/she must be confirmed in the University service,
- Must have been a member of staff for at least five years,
- Needs to have attended at least three Annual general meetings of MASA during five years preceding the elections,
- Must have paid the membership and annual subscription fees as determined by the association from time to time.

Mak's Galaxy of Sports Stars since 1922



By Nabatte Prossy

In her over 92 years of existence, Makerere University is recognized and honored for having introduced and developed various sporting disciplines which have nurtured and developed talents of innumerable individuals. Since 1922, Makerere University has nurtured several sportsmen and women of great repute who have passed through her legendary gates

Mrs. Peninah Kabenge the Makerere University Principal Sports Tutor who also doubles as the Head of the Sports and Recreation Department, says that the great legacy of Makerere's sports clearly stresses that important role Makerere has played in starting up and developing games and sports in Uganda.

"We have had good times and great memories in as far as sports are concerned. We have nurtured and developed people's talents, many of whom have turned out to be prominent people. This has been done through adopting a sports system which has encouraged students to engage in over 20 sports disciplines. Such disciplines include; football, volleyball, cricket, swimming, rugby, table tennis, woodball among others," she explained.

"The efforts we have employed in grooming our students in sports have not been ruined because we now have several staff holding leadership

positions at all levels of university and national sports management. These range from the International University Sports Federation, to the Federation of Africa University Sports, East Africa University Sports Federation and the National University Sports Federation," Mrs. Kabenge added.

Mrs. Kabenge stresses that Makerere's emphasis is not only on sporting excellence but also nurturing athletes with leadership qualities. She cites leading figures like Kabaka Sir Edward Muteesa II, Kyabazinga Henry Wako Muloki, former Tanzanian President Mwalimu Julius Nyerere, former Kenyan President H.E. Mwai Kibaki, and former Prime Minister Rt. Hon. Apolo Nsibambi as some of Makerere's great athletes who also excelled at leadership.

She also notes that while other universities would do anything to shine in the sports arena, Makerere University has a broader outlook on sports, hence the motto **"winning is not everything but the spirit behind participation is everything"**

This outlook has given students

an opportunity to participate in both national and international leagues. These include, National Volleyball League, National Football League, Uganda Rugby League, National Union of Students in Uganda (NUSU) Sports Forum, East Africa University Games, All Africa Games, The 1st All Africa University Cross Country Championship Entebbe-Uganda, World University Games, World University 3 on 3 Basketball Championship, Salvador- Brazil and many others.

"There is also an inter-hall sports programme managed by students under which students compete on behalf of their hall of residence/attachment in different sports disciplines. Several medals and trophies have also been won at the National University Games, the East Africa University games and international games in various leagues" said Mrs. Kabenge.

Makerere University being renowned for its largest and centralized sports facilities in the country, has also been a conduit for development and introduction of many sports and games into the country ranging from woodball, American football to rollball. The University has also been hailed for having introduced and developed courses like the Bachelor of Science in Sports Science which have now been adopted by other universities.




MUBS

Students Venture into Investment Clubs to Create Employment

By MUBS, Public Relations Officer

As unemployment becomes a threat to many youth worldwide, a team of Twenty (20) students pursuing a Bachelors Degree in Entrepreneurship and Small Business Management (BESBM) at Makerere University Business School Nakawa Kampala have started an investment club (SMART Investment Club) to create jobs for themselves and fellow graduates from other universities.

Speaking to one of the founder members who is also the Board Chairman and a third year BESBM student Mr. Geoffrey Matende, SMART Investment Club said they were inspired by DFCU Bank's offer to promote Investment Clubs in Central Uganda by way of teaching and advancing payments for the legal registration of the Club Constitution. Formed in April 2013, the Club has been supported by Capital Market Authority, (CMA) together with Makerere University Business School Department of Entrepreneurship corroborated with DFCU Bank who have provided all the necessary

guidance and supervision.

The Club officially opened its offices on June 2, 2014 after having accumulated reasonable startup capital of US Dollar \$2,500, to foster its operation and after the registration of the two private limited liability Companies.

Talking about what inspired the students to start the investment club, Matende said the youth have been urged to identify their strengths and transform them into opportunities that will enable them confront the future if they are to be better citizens. Financial literacy is one of the ways through which the youth can be empowered so that the country can grow a generation of more job creators than job seekers.

He noted that, his group was challenged with what has been done in Kenya who have transformed their investment clubs into listed companies so that there can be growth in the economy by enlisting more participation in Uganda's capital markets industry. Matende noted that, "While working with students in their invest-

ment clubs, we realize that the impact goes beyond the students. Parents as well as teachers and lecturers also benefit from the education. This to us is an indication of the enormous demand for financial literacy, and CMA is committed to driving this cause forward.

He said Smart Investment Club has registered tremendous achievements which include, the incorporation three Limited liability Company "MATENDE GENERAL INVESTMENTS (U) LIMITED" dealing in Bamboo processing, general merchandise, carpentry, sugarcane plantation agriculture, poultry, diary livestock and stationary,

"MATTEN EMPOWERMENT FINANCE LIMITED" a financial institution arm of the Club based in Kampala and SMART EVENT Club. The events project has got different departmental and investment sub channel line businesses which include Tents and Seats, Saloon and Decoration, Catering and Cakes preparations, Photography and Videography among other.

School of Law Continues to Gain Strategic Prominence



Dr. Damalie Naggita Musoke
Dean School of Law

By Harriet Musinguzi,
Communication Officer

The School of Law continues to gain strategic prominence on the African continent and beyond. A remarkable milestone in 2014 was its elevation to a College status, the conclusion of which waits gazetting by the National Council for Higher Education. Similarly staff and students have made indelible imprints in both academic and extra-curricular activities and interfaces.

The Dean School of Law, Dr. Damalie Naggita Musoke was recently appointed the incoming Chairperson of Council of the Consortium of thirteen Universities undertaking the Master of Laws (LL.M) Human Rights and democratization in Africa programme. It trains human rights experts, enhances collaboration among African universities, and promotes research and teaching

that addresses needs particular to Africa such as conflict prevention and democratic transition. The School of Law annually hosts students in this program for their second semester studies that include research.

Through the Public interest Law Clinic (PILAC), the School of Law continues to serve the justice needs of the vulnerable. PILAC has started free Legal Aid Clinic serving the communities in Kabalagala, Katanga, Kivulu, Kiconi and at the School of Law. It produced a set of manuals that include the Community Law Program Instructor's Manual, the Learner's Manual and the Public Interest Litigation Manual to facilitate the activities that include the community outreach activities.

The environmental Law Center (MUELC) at the School of the Law, the regional centre of excellence for water law and policy conducted the inaugural training in June 2014. The International Water law and policy Course supported by IGAD and the EU was attended by officials from the IGAD member states. The aim is to help in the development of a regional policy and legal framework for water resources management and enhance the institutional capacity needed for policy and law implementation. It aims at producing legal professionals equipped to deal with new and emerging legal problems arising out of trans boundary water resources management.

In July 2014, Students from the School of Law won the first ever Commonwealth Moot Court Competition. The best memorials were by Irene Itol (LL.B IV) and Elijah Enyimu (LL.B IV)'s who are among the graduands. The duo comprised the 3 'man' Ugandan team that included one student from UCU Mukono. The competition held

in London attracted participants from Nigeria, Kenya, Zambia, Uganda, S. Africa and Tanzania.

Similarly, The School of Law beat five other Universities in the International Humanitarian Law moot that it hosted in October 2014. The team comprised Maasa Donald (LL.B III), Enyimu Elijah (LL.B IV), Murungi Eva Edline (LL.B IV), earned One Million Shillings each and represented Uganda at the Regional English speaking Africa moot competition Arusha in November 2014. Meanwhile Preparations are underway for the School of Law to take part in the Philip C. Jessup International Law Moot Competition due in April 2015 in Washington. The Team comprised of Adron Nalinya (LLB.IV), Maasa Donald (LLB.III), Evelyn Murungi(LL.B IV) and Lucy Kemigisha(LLB.IV), is to hassle through the national rounds. It is the first times that the School will take part in this competition, which is the oldest, this being their 56th edition. However, the team will need sponsorship and calls for support to a tune of \$15,000.

The School of Law continues to build more partnerships with the world outside the University and in this way, becoming more and more relevant to the needs of society. With the third lot of Law students going out for Field Attachment, the School of Law has created an impact in a number of organisations that host our students. Similarly, the students have been exposed to the world of work, interacted with the communities and technical staff thereby gaining invaluable skills that will be handy as they go out to the world of work.

College of Agricultural and Environmental Sciences

By Jane Anyango
Communication Officer

Makerere University College of Agricultural and Environmental Science (CAES) has endeavored to live to its mission to produce professionals and practitioners, generate and disseminate knowledge and technologies to enhance agricultural development, sustainable natural resource utilization and environmental management.

In the area of agricultural production the college embarked on Earthworm breeding to provide alternative cheaper sources of protein to livestock farmers in the face of escalating prices of conventional silver fish locally known as *Mukene* as a major source of animal protein. The plan is to upscale earthworm production for commercial purposes and job creation for the youth and women through value addition to the earthworms as animal feeds. The earthworms are dried using solar and milled to produce earthworm meal. This is then evaluated and used to formulate rations that can be used as supplement to fish, poultry and pigs.

Through conventional plant breeding, CAES developed and released two new soybean varieties (Maksoy 4N and Maksoy 5N) to the public for commercial production. Previously, the college had released four varieties (Namsoy 4M and Maksoy 1N (2004), Maksoy 2N (2008), Maksoy 3N (2010). These new varieties are resistant to soybean rust disease that is the most devastating soybean disease in the tropics. The varieties are also high yielding than all the commercial soybean varieties in Uganda and have a moderate maturity period of between 90 – 103 days.

In agro processing, a fourth year Government sponsored student un-



dertaking a Bachelor of Science in Food Science and Technology, James Matindo made the Groundnut Juice, the first of its kind in the world. This was after the realization that Groundnuts though expensive have a high nutritional value but babies, people who may lose their teeth in accidents or due to old age cannot chew the preferred roasted groundnuts. He decided to develop a product that can be consumed by all classes of people. The Groundnut juice is a nutritious product containing iron, sodium, calcium and vitamin C.

Still under agro processing, a tomato processing plant called *Bulemezi 2014 Ltd* was opened in Kapeka- Nakaseke district basing on technical expertise and design from the Makerere's Food Technology and Business Incubation Centre (FTBIC) and the Mobile fruit processor.

With the technical advice from

Makerere, *Bulemezi* set up a cold storage to market tomatoes. 300 jobs have been created in this tomato processing plant and about 700 more jobs expected in two years. Farmers are earning 50,000 per crate of tomatoes culminating into 10 million shillings per season and 20 million per year.

The Groundnut juice is a nutritious product containing iron, sodium, calcium and vitamin C

In response to emerging national and global needs and the increasing demand for human resources to cope with natural disasters, the Department of Geography, Geo informatics and Climatic Sciences developed a Masters course in

Disaster Risk Reduction and Management (DRRM) to help in strengthening links with government organizations such as the Department of Geological Surveys and mines; Office of the Prime Minister (OPM), National Environment Management Authority (NEMA), Meteorology Department, Population Secretariat (POPSEC), Ministry of Health (MOH) and Ministry of Disaster and Preparedness.

Mak and ACCA Uganda: Training and graduating Professional Accountants

By Ritah Namisango
Public Relations Office

Makerere University signed a Memorandum of Understanding with the Association of Chartered Certified Accountants (ACCA) Uganda aimed at producing highly competitive graduates for the market.

Through this mutually beneficial partnership, Makerere University (Mak) is working with ACCA Uganda to deliver professional courses; train and produce professional accountants; and high quality Bachelor of Commerce graduates.

"Makerere University is becoming one of the major partners of ACCA in delivering professional courses. Makerere University in general and the College of Business and Management Sciences in particular are answering the demands of the market. In addition to training, and equipping students with knowledge and skills, we are integrating professional courses in the Bachelor of Commerce so that we produce a highly competitive graduate," said Dr. Umar Kakumba, Dean-School of Business, Mak College of Business and Management Sciences.

Dr. Kakumba shared that they started with professionalizing the Bachelor of Commerce academic programme, but the team in the College of Business and Management Sciences is focused on a long-term plan to partner with respected bodies/institutions so as to professionalise all academic programmes offered at the College. With the Mak and ACCA Uganda partnership, the students majoring in Accounting will have acquired 80% of the professional accounting at the time of completion of Bachelor of Commerce.

With regard to the internationalization agenda as stipulated in the Makerere University Strategic Plan, Dr. Kakumba applauded ACCA Uganda for linking the Makerere University College of Business and Management Sciences (CoBAMS) to ACCA Global, which initiatives will foster internationalization of the curricula and academic

outputs.

In her address, the Head of ACCA Uganda, Ms Beatrice M. Isagayite emphasized the need for partnerships and pointed out that ACCA has over 80 working partnerships with universities in China, over 20 partnerships with universities across sub-Saharan Africa, and equally commended Makerere University for coming on board.

"The major purpose of this partnership is to promote sustainable development in the Accounting profession. We need partners like Makerere University. Makerere University is important to us. Makerere University is one of the top ten (10) universities that contribute most students joining ACCA. We have therefore had a symbiotic relationship, which we are sealing through this MOU," she remarked.

Ms Isagayite said that ACCA founded in 1904 and Mak founded in 1922 have rich history and share common values. The Association of Chartered Certified Accountants (ACCA) is the global professional accounting body offering the Chartered Certified Accountant qualification and over the years, both MAK and ACCA have greatly contributed to imparting knowledge and economic development of Uganda and the world over.

"At ACCA, we believe that accountants bring value to economies in all stages of development. We aim to develop capacity in the profession and encourage adoption of consistent global standards. Our values are aligned to the needs of employers in all sectors and we ensure that, through our qualifications, we prepare accountants for business...This is achieved through partnerships," she said.

On behalf of the team that worked diligently to restructure and review the curricula, Dr. Bernadette Nambi Karuhanga, Head-Department of Accounting and Finance said:

"Two years ago, our department chose to professionalise her academic

programmes. Premised on our core value of innovativeness, we decided to team up with professional bodies. We are thus shifting from the current scenario where a student completes Bachelor of Commerce and joins another body to acquire a professional course. The Mak and ACCA Uganda partnership will ensure that our Bachelor of Commerce students acquire 80% of the professional courses."

Dr. Nambi Karuhanga explained that through this consultative process, they have aligned the curriculum to the professional requirements, and next academic year 2014/2015, they will follow the reviewed curriculum to deliver a professional product/accountant.

The Ag. Principal, CoBAMS, Dr. Eria Hisali congratulated the School of Business for initiating the partnership with ACCA Uganda and highlighted the initiatives being undertaken by CoBAMS to improve on the quality of her graduates.

"To have a competitive edge in the labour market, we are continuously reviewing our curriculum, our students undertake internship/field attachment, and we are also collaborating with international agencies in the delivery of academic programmes," he said.

Dr. Hisali advised the Mak and ACCA Uganda team to maximize the synergies presented by the partnership. "In addition to training and professionalism, consider working within your mandate to undertake joint research, joint community outreach programmes, and joint staff exchanges."

He thanked the Office of the Vice Chancellor, which was represented by Ms Ritah Namisango, the Senior Public Relations Officer, as well as the Mak Legal Office for the support in the realization of the Mak-ACCA partnership.

The Mak-ACCA Memorandum of Understanding was signed on Friday 10th October 2014.

By Maxwell Omwenga
Communication Office

The College of Computing and Information Sciences in its endeavors to strengthen ICT and information science education, research, innovation and entrepreneurship in communities, the College of Computing and Information Sciences has undertaken a number of collaborations and mentored several of its students and staff in developing applicable solutions relevant to national and international development.

In 2014, the college was engaged in innovations that cut across e-Health, e-Agriculture, e-Government, e-records, e-Education and Cyber Crime. Allow us to share some of the innovations by our students and staff that will have an outstanding impact on our communities:

mDex: Team AfriGal Tech from the CoCIS made it to the world finals of this year's Imagine Cup competition in Seattle, Washington, USA. They were one of only 4 teams from Africa chosen out of 170+ teams from 76 countries that participated this year! Other teams are from South Africa, Nigeria and Egypt.



AfriGal Tech developed mDex, a windows phone app that uses an attached external objective lens and computer vision to diagnose sickle cell. To put this into perspective, 30,000 babies are born with sickle



cell annually in Uganda and 80% of these die before the age of 5. The application will allow for lower cost and faster diagnosis.

ASKARI: A mobile security application that acknowledges the power of communications and uses this powerful feature to help keep you safe. In addition to that, ASKARI gives an emergency button that you can press to send an **SOS** to your loved one for help. In the sad event that your phone is stolen ASKARI offer you tracking possibilities, remote triggering of the tracking function via SMS. You can download ASKARI from the *google play store*.

E-Liiso (Sight 4 Everyone): E-Liiso is a scientific innovation, a smart phone mobile application that is focuses on cheaply diagnosis of trachoma of human eyes in rural and urban areas of the world.

Ocula: *Automated mobile microscopic diagnosis.* Ocula is a platform for carrying out visual microscopic tests automatically, on a smartphone or netbook. Images can be captured by a phone or camera mounted on the eyepiece of a microscope. Ocula software then carries out diagnostic tests in real-time, without any network requirement. Oculacan successfully detect malaria parasites from thick blood smear samples, and

now expanding this to white blood cell counts and detection of other blood parasites.

tech4farmers: A digital agricultural commodity exchange to help farmers sell produce directly to consumers or traders, negotiate for better prices while minimising the need for middlemen and facilitating access to genuine agricultural input supplies integrated with warehouse receipting to promote structured trade along the different value chains.

RDOI: *Regional Disease Outbreak Indicator*

With the RDOI application, a health official can report an identified disease outbreak which has to be first approved before it's sent to the public. An ordinary user is able to view the recent outbreaks and general information about the epidemics, the affected areas using the Google Maps API. Users with smart phones can also subscribe for notifications and those with low-end phones subscribe for SMS messages.

The College in conjunction with Uganda Police have enrolled 12 student innovation groups to train, mentor and finance their ideas into full blown industrial products. This training is taking place at the National Youth ICT Innovation Center.

Inspiring Social Change through Community University Engagements

By Sheila Mwebaze
Communication Office

The focus this year at the College of Education and External Studies has been enhancing our community engagement profile. The College continued to develop mutually beneficial relationships and conducted outreach activities with stakeholders and partners. Below are a few of the Community Engagement activities held this year.

Intergenerational Learning

At CEES Intergenerational learning mainly occurs during the Intergenerational Conference. We engage the elderly in our short courses and conference activities which equip them with literacy and numeracy skills to become productive contributors in their communities.

Our Intergenerational learning program involves multigenerational and cross cultural relationships, community building and empowerment activities that enable lifelong learning amongst the elderly, university students and children. This learning occurs among the unschooled and educated people who share ideas, experiences, skills and knowledge on issues that affect their livelihood. Learning is performed informally; people are of diverse socio economic status, cultural and geographical backgrounds.

This year's intergenerational literacy learner's conference organized by the Centre for Lifelong Learning was held in Arua District. The student led conference attracted participants from rural non-literate communities, academics, development practitioners, political, cultural and religious leaders who shared experiences and discussed issues related to the conference theme: **ICT Literacies**

for Community Mobilization and Sustainable Local Economic Development in Uganda. The conference activities included a health/medical camp, plenary sessions, parallel sessions for groups, discussions on the different challenges facing the people, ICT skills training, football matches for women, a variety of traditional/cultural dances and music, storytelling by the fire place at night, and sharing of learners' everyday experiences with literacy and numeracy.

Some of the key issues discussed included; land fragmentation, food insecurity and malnutrition, bad aspects of our cultural practices, over population, illiteracy and corruption. The elderly were able to gain a feeling of self worth being in a learning environment with university students. They learnt computer skills from the youth whilst the youth learnt about cultural and traditional values from the elderly. The young learners got a deeper understanding of the elderly and this activity also increased their self worth and confidence.

Community Literacy Project

The Centre for Lifelong Learning (CLL) initiated the Community Literacy Project for slum dwellers based on the Japanese Kominkan community learning centres. A stakeholders' consultative meeting attended by LC 1 officials from the various villages and slums surrounding Makerere University was held to identify the learning needs of residents of these areas. It was noted that there was a great need for basic education (literacy and numeracy) among the urban poor and that short courses would be designed by the CLL to up skill community members. Among the key partners on the project are Kampala City Council Authority and the Ministry of Gender,

Labour and Social Development.

Mainstreaming community based research and Community University Engagements

The School of Distance and Lifelong Learning hosted the East African knowledge democracy planning meeting on mainstreaming community based research and building training capacity. The workshop developed a network and partnership relationship around Community Based Research and Community University Engagement in the region. As part of the workshop activities, the Global University Network for Innovation (GUNI) Higher Education in the World Report 5: "Knowledge, Engagement and Higher Education: Contributing to Social Change" was launched. The report was particularly important because this issue was the first of its kind that provided a global picture of Community University Engagement, as previous text books and scholarly works produced focused on particular countries or only one area of research. "Our students and staff need to be on the lookout for what is going on in the community. We need to think about broadening our concept from simply just Knowledge Economy—the contribution of knowledge to a certain type of job creation to Knowledge Democracy which includes not only livelihood but also knowledge from different sources. We also need to continue to provide space for debate. Does the University still provide a public good or is it simply a place where our children go to get a degree and hopefully get a job?" challenged Prof. Budd Hall co-editor of the World Report.

Non-literate women amazed by what computers can do during the Intergenerational Learners conference

SLUDGE TO ENERGY RESEARCH - The Sludge to Energy Enterprises in Kampala (SEEK) Project

By Betty Kyakuwa
Communication Office

Researchers in the College of Engineering, Design, Art and Technology are engaged in research in renewable energy.

Most urban dwellers in developing countries use on-site sanitation systems such as pit latrines, aqua privies, pour flush latrines and septic tanks for excreta disposal. The excreta (urine and faeces) together with anal cleansing materials (water, toilet paper or other solid materials) deposited in these sanitation systems form a slurry or semi-solid material, which accumulates in the collection system. This material is referred to as faecal sludge (FS), and is either raw or partially digested depending on the time it takes in the pit/septic tank system prior to collection.

More than one third of the world population (approximately 2.7 billion people) rely on on-site sanitation (OSS) systems, which generate FS. Currently, more than 80% of the people in urban areas of Sub-Saharan Africa (SSA) are served by OSS technologies (Strande et al., 2014). The population of Kampala is 1.8 million people (UBOS, 2013) and in this City, only about 7% of the population is connected to the sewer. When open defecation, which is also practiced is accounted for, it leaves about 90% of the population (approximately 1.6 millions) covered by OSS facilities. The sustainability of OSS technologies depends on the adequate management of the accumulated FS.

The potential collectable amount of FS in Kampala exceeds 1,000m³day⁻¹ but only about half is collected and treated. Therefore, a lot of FS remains in the urban environment, posing a public and environmental health problem. The FS collected in Kampala has 3-6% Total solids (TS) depending on the type of sanitation system in which it is collected. The FS collected in Kampala



Dr Charles Niwagaba (L) and the research team with the pelletising machine installed at Lubigi

is treated in a combined wastewater and FS treatment plant at Lubigi. The process involves the de-watering of FS, to separate the solids from the liquids. The solid part is further dried on sand beds, thereby producing sludge cakes. The sludge cakes have traditionally been sold out for use as soil conditioner or fill material in agriculture and landscaping. However, this form of re-use attracts little revenue (Diener et al., 2014) and is not financially attractive. Therefore, there is need to venture into other forms of re-use, in which a higher value from FS can be realized. The money realised could be used to fuel the FS management service chain, which involves the collection, transport, treatment and reuse/safe disposal.

In an earlier project called Faecal Management Enterprises (FaME), it was found that FS has an average energy density/calorific value of 17.3 MJkg⁻¹ TS (Muspratt et al., 2014), which compares well with that of commonly used industrial biomass fuels such as coffee husks and rice husks in Kampala. In a market demand study for FS use in Kampala, 45% of the interviewed companies were immediately willing to use FS if it met their requirements, 30% would use FS if it was compatible with their current infrastructure, and 25% were undecided (Diener et al., 2014). Also, the highest cost in the operation of a wastewater treatment plant is the energy. Yet, there

is energy in FS! A new project, Sludge to Energy Enterprises in Kampala (SEEK) was developed following from the FaME project, to harness the energy in FS. The goal of SEEK project is to work towards making resource-recovery based solutions to waste management a reality, thereby providing new business opportunities, and increasing access to renewable energy and electricity while improving public and environmental health in urban areas through the provision of sustainable sanitation service chains. The specific objectives of the SEEK project are:

- i) Assess suitable waste streams for energy recovery,
- ii) Develop and pilot scalable cost-effective drying methods,
- iii) Contextualize innovative pelletizing and gasification technologies,
- iv) Assess environmental impact of pelletizing, gasification and the entire value chains,
- v) Assess the market for the implementation of technologies and end-use of waste-derived products,
- vi) Identify business models, value and supply chains with potential implementers of technologies and users of end-products,
- vii) Further scientific knowledge and build capacity through stakeholder participation and dissemination.

The SEEK project is a two year (2014-2016) project implemented by the Department of Water and Sanitation in Developing Countries (Sandec)/Swiss Federal institute of Aquatic Science and Technology (Eawag), and bioburn based in Switzerland; in collaboration with the Center for Research in Energy and Energy Conservation and the Department of Civil and Environmental Engineering at Makerere University; and the National Water and Sewerage Corporation (NWSC).

College of Health Sciences Continue to Impact Communities



By Milly Nattimba
Communication Office

Teaching and Learning

The College has continued to expand the variety of programmes in clinical and public health sciences that it offers and are relevant to the Ugandan society and the African region. Some are unique and Makerere stands out as the University in the region offering such courses like optometry, dental laboratory technology, palliative care, disaster preparedness. Through our Internship program called Community Based education and service the University's presence is felt in communities all across the country extending from Arua to Kabale, to Busia. Each of our students go to stay in communities every year of their stay at Makerere. This has profound impact on the way the students view rural life and also understand better the health challenges and needs of our populations. We call upon both the central and local district governments, NGOS and Communities to support these internships by providing accommodation, transport and living expenses. The communities benefit greatly when the students are out their working with local health providers in their communities

Climate change is a major disaster-related challenge with serious public health consequences. The School of Public Health at MakCHS started the

Masters in Disaster Management programme, with the first intake this academic year. Eleven students registered' 10 Ugandan and 1 Malawian. The programme is facilitated by a grant from PER PERI-U, a collaboration of 10 African Universities.

Service to Community

In March 2014 over 1000 patients got free dental treatment and education at the Dental School in Mulago. Another dental camp was held 15th – 19th December 2014. Patients are drawn mainly from the slums of Mulago, Kamwokya, Kyebando/Nsooba, Kalerwe, Bwaise, Kawala, Kivulu, Kikoni and Katanga.

Undergraduate students at the College of Health Sciences under their umbrella college-wide association organized a two-day medical/health camp in Kaabong district, Karamoja region during the Christmas holiday. The camp offered services ranging from medical to health education and covered adults and children.

Bachelor of Environmental Health Sciences students spearheaded the organization of celebrations to mark the World Environment Health Day, happening for the first time in Uganda. Celebration held in collaboration with KCCA and community leaders, were held in Kamwokya, a Kampala suburb. Activities included cleaning and clearing of drainages, trenches and roads,

WASH talks with school children and family planning talks with community members of reproductive age.

The Family Health Research and Development Centre at the School of Public Health, in partnership with the Department of Obstetrics and Gynaecology conducted community-level cervical and prostate cancer screening for residents of Sheema district in Western Uganda and Kyengera in Wakiso district. This was done in collaboration with area political leaders and DFCU Bank.

Partnerships

The College of Health Sciences believes in creating strategic partnerships in order to serve this country better in education, service delivery and research. We have grown and matured some our partnership portfolios extending from in-country partnerships of medical schools popularly known as Medical Education Services for all Ugandan –MESAU. This includes the universities of Makerere as the lead together with Gulu, Mbarara, Busitema, Kampala International. Other partnerships are regional in East Africa and Africa and beyond the African continent like the Resilience Africa Network.

In a bid to enhance the quality of health professional's education in Uganda, the College explored the opportunity to partner with Peace Corps Uganda to enhance the training of health professionals' educators. The College has trained 24 Nurses and physicians from different specialities who were distributed by Peace Corps Uganda as volunteers to health professionals' training institutions across the country to help fill the gap for teachers. The volunteers were equipped with skills in training, treating patients with minimal resources, among other areas, to prepare them to serve in other health professional institutions in Uganda for a period of 1 year

Mak, Senior Command and Staff College - Kimaka formalise collaboration

By Hasifa Kabejja
Communication Office

On Friday, 12th December, 2014, Makerere University signed a Memorandum of Understanding with the Ministry of Defence to formalise its collaboration with the Senior Command and Staff College (KIMAKA). The signing ceremony took place at the Ministry of Defence Headquarters in Mbuya. The Vice Chancellor, Prof. John Ddumba-Ssentamu and Senior Legal Officer, Mr Goddy Muhumza, signed on behalf of Makerere University whereas the Ministry was represented by the Permanent Secretary, Mrs Rosette Byengoma.

The ceremony was witnessed by the top brass of the UPDF and members of staff from the Department of Political Science and Public Administration Makerere University.

In her address, the Defence Permanent Secretary said the affiliation of the College to Makerere University was a landmark achievement towards the Ministry's vision of professionalising and modernising the Force. "Through this affiliation, we expect to achieve qualitative career development of our senior officers for the effective discharge of their duties. It is a milestone that will no doubt elevate the status of the academic programmes offered at the College," she said. She commended Makerere University for the unequivocal support provided to the Ministry over the years.

The Commandant of the Senior Command and Staff College, Kimaka, Lt. Gen. Andrew Guti, said the signing of the MoU was not only an enhancement of a strong civil-defence partnership as enshrined in the Defence Review Transformation but also a landmark for the College to achieve its mission and objectives.

Makerere University Vice Chancellor, Prof. John Ddumba-Ssentamu, expressed gratitude to the govern-

ment, particularly the Ministry of Defence and the UPDF for allowing Makerere University to shape the Defence Policy of the country and to participate in the professionalization of the UPDF. He pledged that Makerere University would fulfil its obligations as outlined in the MoU.

In the MOU, Makerere University will offer a course to UPDF officers leading to the Award of a Masters Degree in Defence and Security Studies.

Launch of the Confucius Institute

On 19th December, 2014, the College of Humanities and Social Sciences (CHUSS) in conjunction with the Chinese Embassy in Uganda launched the Confucius Institute at Makerere University. The function took place in the University Main Hall and was presided over Vice President of Uganda, H.E. Edward Kiwanuka Ssekandi.

The Institute is supported by the Confucius Institute Headquarters (Hanban), the Embassy of the People's Republic of China in Uganda, Makerere University and Xiangtan University in China. It is housed in the former Vice Chancellor's house located at Garden Hill Road, Plot No. 149.

The Confucius Institute will offer credit courses in Chinese to Makerere University students, and short courses to staff and the general public interested in learning Chinese for all purposes. It will also be a centre for promoting cultural and business ties between the people of Uganda and China, and it will thus have a component of a vibrant cultural centre.

Confucius Institutes are non-profit public institutions aligned with the Government of the People's Republic of China that aim to promote Chinese language and culture, support local Chinese teaching internationally, and facilitate cultural exchanges. Confucius Institute headquarters are located in Beijing, and the program

is overseen by the Office of Chinese Language Council International (Hanban), a non-profit organization affiliated with the Ministry of Education of the People's Republic of China and the United Front Work Department. The institutes operate in co-operation with local affiliate colleges and universities around the world, and financing is shared between Hanban and the host institutions.

CHUSS internship exhibition excites students, host institutions

Makerere University College of Humanities and Social Sciences (CHUSS) successfully held its first internship exhibition. The two-day activity held on 19th-20th November, 2014 in the Freedom Square was aimed at exposing students to potential Field Attachment hosts/employers. Hundreds of students braved the rains to study the activities of the host institutions and to seek internship opportunities.

Speaking at the opening ceremony, the CHUSS Field Attachment Coordinator, Dr Christine Mbabazi Mpyangu, said the cordial relationship established between the College and the different employers had simplified placement of students. She revealed that the CEO of Pilot International, one of the host institutions, had pledged to take on 300 students in the forthcoming Field Attachment exercise.

Organizations that participated in the exhibition are; TASO Uganda, Maries Stopes, Mildmay, Uganda Red Cross Society, Smart Telecom, the Bible Society of Uganda, Bank of Africa, Stanbic Bank, Mengo Youth Development Link, TEENS Uganda, Exquisite Solutions, Hands Against Poverty Uganda; UNICEF, Reach a Hand Uganda, Pilot International, CEPARD, Heritage Roots, Uganda Youth Development Link and Bridgehead 24.

Basic Sciences for Sustainable Development



Finished product of bio-plastics from Cassava

By Zaam Ssali
Communication Office

Neil deGrasse Tyson (an American Physicist) said, "The good thing about science is that it's true whether or not you believe in it." This should get us thinking about how important science can be to our lives directly or indirectly. Scientific study and research is the way to go for development. Fortunately, the government of Uganda has made it policy to support science for development of the country. It is our expectation that the policy will be followed by funding to support research in the basic sciences as well.

Science in the labs is no longer enough, visibility and improvement of lives is important. The World Science Day celebrations were hosted at the College of Natural Sciences (CoNAS), Makerere University in November 2014 with support from the Uganda National Commission for UNESCO. The theme for 2014 was, 'Promoting Quality Science Education: ensuring a sustainable future for all'. The day was an opportunity for students to show

works they have accomplished from their studies and practicals while at Makerere University. Some of the work exhibited included materials that can light charcoal stoves without smoke production; production of bio-plastics from cassava; soap making; solar systems' assembling through use of natural plant dyes; assembling of robotic systems and many others.

In addition, the College of Natural Sciences successfully hosted the Sida Science Day research workshop in October 2014 under the theme, 'Basic Sciences for Sustainable Development'. Research results discussed at



Natural plant materials for dyes extraction



Cassava used for production of bio-plastics

the workshop included:

- Integration of Nutri-Medicinal Plants as Therapeutics in Health Care Delivery in Uganda: This project is aimed at exploring the possibility of improving health care delivery through integration of nutri-medicinal plants that are used in the management of opportunistic ailments associated with HIV/AIDS.
- Phytochemistry and Bioactivity of selected Plant species used by Rukararwe and Prometra Herbalists in treatment of Malaria in Uganda: The objective of this study is to document plant species which are being used to treat Malaria by Rukararwe and Prometra Herbalists. In addition, the herbs are tested to determine the structures of the bioactive pure compounds that can act as markers for the herbal remedies.
- Dietary lipid oxidation in fish feeds: effects and use of alternative raw material: This study was intended to examine the effects of season (wet vs. dry), artisan (bare ground, rock surface, mesh lay on ground and raised rack) and experimental (direct vs. indirect sun drying: salted vs. unsalted samples) processing methods as well as storage time on the stability of mukene based fishmeal.

Building Capacity In Integrated Management of Trans-Boundary Diseases

By Jovia Musubika,
Communication Office

There is no doubt that today, more than ever before, the world is faced with threats of trans-boundary diseases. This is made worse by the frequent movements and interaction of both humans and animals across borders for various reasons. Building capacity in handling such diseases is not only necessary but extremely vital. It is for this reason therefore that the College of Veterinary Medicine, Animal Resources and Biosecurity (COVAB) has made significant strategic changes to cope with the ever changing national, regional and global environment.

The College has teamed up with other institutions of learning in America and the region to start a project code named CIMTRADZ-Capacity building in Integrated Management of Trans-boundary animal diseases and zoonoses. Through various activities within this project, COVAB is taking significant steps towards the promotion of healthier and safer communities.

Since its inception in 2011, the CIMTRADZ project has accomplished a lot in terms of capacity building, curriculum development, knowledge transfer, community engagement and outreach.

One of the highlights of this project is the annual summer school, designed for pre-professionals, graduates and early career professionals in veterinary medicine, public health, wildlife and ecosystem health from universities within Africa and America. So rich and encompassing is the course that at the end of the one month, participants will have acquired knowledge and skills in animal production, disease surveillance and public health, while getting exposure to experiential learning in wildlife and eco-system health management. The course is designed in a way that students get to experience the



Ugandan culture as they travel to the western and Eastern part of the country, interacting with local communities and engaging in activities like vaccination, de-worming, sample collecting and testing, bird capturing, rodent and butterfly trapping, guided forest walks, game drives as well as farm and game park visits.

The participants also use this opportunity to learn from each other, considering that they come from different backgrounds but with similar career-related interests. Some have developed research ideas as a result of the summer school experience.

In addition to Makerere University and Mississippi State University, there are other partnering universities from North America and Africa under the AFRUS-IDM (Africa United States-Integrated Diseases Management) umbrella network. The universities work together to build capacity in management of infectious diseases. They receive support from Higher Education for Development (HED), which is USAID-funded.

Not only do these universities send participants for the annual summer school, they also support members of staff to attend the international cultural 'boma' and the international scientific conference, both of which are compo-

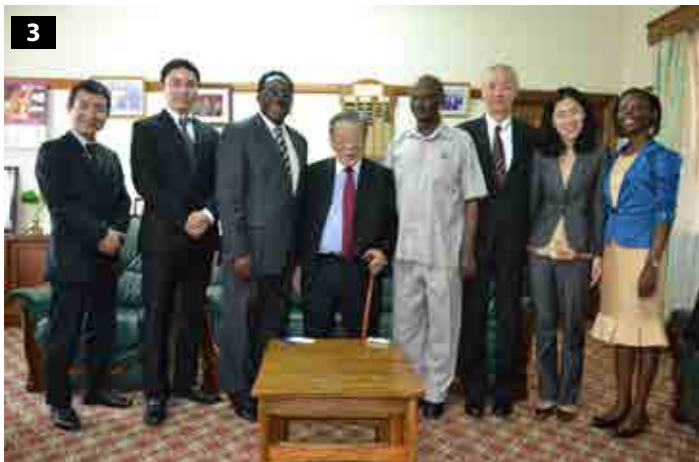
nents of the annual school.

The word 'boma' is an African word meaning the transfer of knowledge from elders to the young ones and it happens in a relaxed environment by a fireplace when the moon is bright. And true to its definition, the cultural 'boma' held an COVAB every year is characterised by several enriching and exciting presentations from accomplished academicians, practitioners, researchers in various fields ranging from gender, business, communication, disease surveillance and investigations, among others. The 3-day event attracts hundreds of participants eager to learn, interact with others and share knowledge. For the summer school participants, this is usually a mentorship and networking opportunity for them.

The international scientific conference sums up the entire summer school program, providing an opportunity for research output dissemination.

The amount of knowledge and experience gained out of this one month course cannot be underestimated as was observed by some of the participants in last year's summer school;

Pictorial





1
L-R: Prof. Oswald Ndoleriire, Dr. Aaron Mushengyezi, Prof. Edward Kirumira (4th L), Hon. Justice Steven Kavuma, Chief Guest-Hon. Vincent Nyanzi, Chancellor-Prof. Mondo Kagonyera, H.E. Amb. Zhao Yali, VC-Prof. John Ddumba-Ssentamu with the Xiangtan University, Confucius and Embassy representatives at the Institute's launch, 19th Dec 2014, Makerere University, Kampala Uganda

2
The Katikkiro of Buganda Ow'ekitiibwa Charles Peter Mayiga (4th L) and Vice Chancellor Prof. John Ddumba-Ssentamu (5th L) with the University Librarian Prof. Maria Musoke (5th R), Guild President, H.E. Ivan Bwowe (2nd L), Senior PRO-Ms. Ritah Namisango (2nd R) and Mengo Officials at the Library Day Celebrations, 16th May 2014, Makerere University, Kampala Uganda

3
Mr. Yoshiomi Tamai-Ashinaga President (Centre with cane), VC-Prof. John Ddumba-Ssentamu (3rd L), Mr. Yoshiie Sakurai-Ashinaga ED (3rd R), Prof. Peter K. Baguma-Dean, School of Psychology, CHUSS (4th R) Senior PRO-Ms. Ritah Namisango (R) and officials at Courtesy Call, 12th Dec 2014, Makerere University, Kampala Uganda

4
Mak MoU Kenya Higher Educ: L-R: Victor Lomaria, Charles M Ringera, VC Prof. John Ddumba-Ssentamu, Mak Senior Legal Officer-Goddy Muhumuza after the MoU signing on 12th December 2014, Makerere University

5
Chair Council-Eng. Dr. Charles Wana-Etyem (4th R), Chair Mak Holdings-Mr. Charles Mbire (5th R), DVCFA-Prof. Barnabas Nawangwe (2nd L) with Investors, Mak Holdings Board Members and PDD Staff at the Mak Investor Conference, 5th December 2014, Hotel Africana Kampala.

6
The Omukama of Bunyoro-Kitara, His Majesty Solomon Gafabusa Iguru The 1st plants a tree in commemoration of his visit to CoVAB, 15th May 2014, Makerere University, Kampala Uganda

Convocation

Message From the Outgoing Chairman



It started as an aggression; forcing way to a community that attaches value to grey hair and maximum graduation turns in vertical academic growth. The team had neither, except determination to change the odds. Our macro understanding of the Convocation was limited to a few minds in its leadership. Most of those who gathered in the electoral assembly barely understood themselves in the sense of their congregation yet the leaders had to come from among themselves. Thirteen other congregations had taken place prior to 2006 when the 14th Annual general meeting elected a team under my leadership to run the affairs of the Makerere University Convocation pursuant to Section 70 of the Universities and other Tertiary Institutions Act 2001 as amended. The task was daunting.

Inside the Assembly, a few members of the old order tried to keep grip in vain. Members of parliament, professors of the university and high ranking civil servants had informally shared the available leadership positions available in the Convocation statute and expected the young and

fresh alumni to ratify as had been the practice. Our insistence on a democratic process and subsequent victory led to their walk out. The scholarly circle of life had been actualized; we came in as they left.

The subsequent eight years were thus to be full of action, unfortunately pulling from opposing directions but the victors were full of energy yet sober, balanced, respectful and ready to learn; this was our weapon. Our plans were ambitious but our Alma mate was 'cold'; institutional conflicts among staff and jolting for leadership in the university were at their highest, camps had been formed and soon we were branded. The center established and facilitated an alternate unit in the planning department to undertake Alumni relations. While this was a positive development that should have supported our volunteer efforts, the managers of the unit made it their primary duty to undermine, discredit and swallow the Convocation. Their efforts partially succeeded as soon after our election, the University Management swapped the convocation office in senate building with a modest cubical in the same building. To our voters, we had started to fail from inside but within us; this was energizing to get to the outside.

Our first mission was to take the convocation to its owners (the Alumni) the aforementioned circumstances attempted to destruct us yet we would not lose focus on our ultimate goal. We pitched several proposals to support this initiative as our resource envelope was limited to support this effort. Soon, the Konrad Adenauer Stiftung found it worthwhile to partner with us in reviving regular intellectual discourse at Makerere University. This resulted

in unprecedented publicity of the Convocation and gradually attracted the Alumni and the general public to the affairs of our Alma mate. We soon became central in subsequent leadership transformations of our much cherished institution.

We knew from the onset that the University had produced prominent Alumni far and wide but were not aware that these Alumni had not been gathered in the universities history to celebrate her achievement. The Convocation thus embarked on organizing the first ever grand alumni reunion. H.E Benjamin Mkapa of Tanzania among other prominent Alumni graced this occasion in 2009. The event set the stage for subsequent high level engagements with among others former heads of states; Mwai Kibaki and John Kufour of Kenya and Ghana respectively.

The Convocation has grown from a cubical in the Senate building to its own home at plot 53 the edge road, it is no longer a secret alumni association but a proud public association in which the Alumni, far and near, young and old, rich or struggling have significant interest. I thank my convocation executive for their dedication and commitment in serving our Alma mate. We hope the incoming leadership will harness the great potential and build on this foundation to propel the convocation and Makerere University to the much desired heights. And as President J. F. Kennedy, once said "Our progress as a nation, can be no swifter than our progress in education. The human mind is our fundamental resource."

Bruce Balaba Kabaasa
**Outgoing Chairman, Makerere
 University Convocation**



Makerere University Convocation

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To all Members of Makerere University Convocation

RE: NOTICE OF THE 23RD ANNUAL GENERAL MEETING (28TH March 2015).

This is to remind all Alumni and Staff of Makerere University that the 23rd Annual General Meeting of the Convocation will be held on **28th March 2015** starting at 9:00 am in the Freedom Square, Makerere University. The Agenda for the meeting shall be as follows:

1. Communication from the outgoing Chair and reactions
2. Consideration of minutes of the previous Annual general meeting and matters arising
3. Consideration of budget estimates for the financial year 2015 and Presentation of reports from the secretariat
4. Election of new office bearers.

NOTE; Only fully subscribed members will participate. For more details, visit www.mak.ac.ug

For further inquiries please contact convocation@acadreg.mak.ac.ug

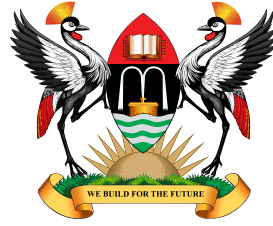
Alfred Masikye Namoah

ACADEMIC REGISTRAR/ SECRETARY



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MakSPH-RAN in the Observer Feb 23-24 2015.pdf - Adobe Reader

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Tools Sign Comment

to his house, which was false, and from then, the Baganda started to hate Ben because he had undermined Kabaka," he said to occasional applause from the youths. "So, DP, which had a great leader who was a Muganda, lost the overwhelming support in Buganda and across Uganda up to now, both Buganda and DP have never regained that support."

"As our motto in DP goes: Truth and Justice, I want all of us to get united because our country is very easy, but very difficult; people of central province [region] including me, have shouldered Museveni's luggage most, for a long time, but we are oblivious of its contents!" he said.

Bukenya added that he has never wanted to be in

difficult to get power; that is why we need to unite and devise the best modalities to share power in the central region," he said. "But the problem we have is the norm of pulling down every Muganda that comes on board on grounds that he is incompetent. Where and when would you find a person who is like an angel?"

"That is the weakness of the other people from the west

"I thank Museveni for taking me through all this because these 14 months I have been out of my office, have re-energised me and we are going to struggle without surrender," Lukwago said.

Other speakers, such as MPs MP Moses Kasibante (Lubaga North) and Dr Lulume Bayigga (Buikwe South), and Fred Mukasa Mbidde, (DP's legal adviser and EALA

"Buganda is free to start now, we shall meet in the elections and see the results," he said.

About Bukonya, Opondo said: "[Bukonya] was a professor by the time NRM came to power and he was around until Museveni shipped him somewhere, but what has he done for Buganda politically?"

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Makerere to redesign Ebola tent

SAMUEL KAMUGISHA

Resilient Africa Network (Ran) and Makerere's school of Public Health plan to tweak the current design of the Ebola treatment tent to improve the working environment of health workers in Ebola-hit West Africa.

Ebola tents have been erected and used as reception centres in the worst-hit areas without infrastructure.

The redesigned tent, estimated to cost about US\$ 500,000 (about Shs 1.4bn) will be complete in about six months, according to Ran's publicist Harriet Adong.

Led by seasoned researcher Prof William Bazeyo, the school of Public Health will team up with experts from the college of Engineering, Design, Art and Technology (Ceda).

The project, to be funded by Usaid, comes on the heels of the recently concluded Ebola challenge in which Ran's proposed solution won in the "health care setting to enhance care, increase access, and improve worker safety" category.

Other categories included cutting-edge tools for advanced patient care; improving the safety of health care workers, suits and protective layers; behavioural change and information and communications technology solutions.

Dubbed *Fighting Ebola: A Grand Challenge for Development*, the awards were organised by Usaid to contain the spread of the Ebola virus that has ravaged three West African countries since its outbreak about a year ago. The Makerere project is one of the 15 schemes selected out of over 1,500 entries the world over.

As it awaits approval and disbursement of funds, the team has begun meetings and a prototype at the school of Public Health is expected within weeks.

According to the researchers, the tent will reduce heat stress faced by health workers donning heavy Personal protective equipment (PPE) as well as improve comfort for the patients undergoing treatment.

According to recent figures by the World Health Organisation, Ebola has claimed over 9,300 lives in Liberia, Sierra Leone and Guinea in 11 months.

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1500 tortured annually -report

BERNARD BAKALU

The African Centre for Treatment and Rehabilitation of Torture Victims (ACTV) is appalled by the number of people tortured seriously by law enforcement officers in the country last year.

"We have found out that 1500 people were victims of torture by law enforcement officers. We suspect there are many more cases which go unreported," Carol Kabatanya, ACTV's communications and advocacy officer, said on February 17 at a meeting with Luweero town council law enforcement officers at the town council headquarters.

The meeting discussed the Anti-Torture Act and the consequences of officers breaking the law.

"We also learnt that despite the police coming under the spotlight over their torturous tendencies during the execution of their duties for years, town council law enforcement officers had been overlooked. As a result we have resolved to engage them after we found them responsible too. We want them to learn about the need to respect human rights," Kabatanya explained.

Lameek Kigozi, the Savannah Regional Police spokesman told *The Observer* that the force has also been receiving numerous complaints about the torture of businesspeople by Luweero town council law enforcement officers who collect revenue.

8:33 AM
2/24/2015

RAN INTERVENTION STRATEGY WORKSHOP – REPORT

23- 25 March 2015, West Africa Resilience Innovation Lab (WARILab)

1. INTRODUCTION

The ResilientAfrica Network (RAN) WARILab is hosted at the University for Development Studies, School of Medicine and Health Sciences (SMHS) and its Network plus partners include; University of Education, Winneba-Ghana; University of Sciences, Techniques and Technology of Bamako, (USTTB), Mali, and Cheikh Anta Diop University of Dakar, Senegal.

WARILab Vision Statement: Regional Network of Excellence in Indigenous Knowledge driven-innovation and Resilience Scholarship.

Philosophy: The West Africa RILab will contribute to strengthening the resilience of communities by nurturing and scaling innovations with the highest transformative potential with minimal resources. The Lab will also partner with target communities and professional innovators to provide solutions to these challenges using science, technology and indigenous knowledge.

One of the objectives of RAN is to strengthen resilience at the individual, household and community levels through innovations. RAN has identified three methods for sourcing innovations, which is through Design Thinking based Co-Creation, Crowd Sourcing, and Collaborative Resilience Innovation Design (a System Level Innovation Design Approach). A three-day Intervention Strategy Workshop (ISW) was held at the University for Development Studies International Conference Centre, Tamale, Ghana. The ISW had 32 participants including four West Africa Resilience Innovation Lab (WARILab) staff, three facilitators from RAN Secretariat, and two focal persons from the partner universities – University of Education, Winneba-Ghana and Cheikh Anta Diop University of Dakar, Senegal . Participants were drawn from various backgrounds including academics and practitioners in the field of Development, Energy, Agriculture, Nutrition, Public Health, Innovation Experts, Local Government, Students, Research Institutions as well as representatives from Financial Institutions. The list of participants is provided in Appendix 1.

The objective of the Intervention Strategy Workshop was to implement RAN's main approach to sourcing innovations through design thinking methodology which leverages multidisciplinary and multi-sectoral expertise. This design thinking co-creation (DTCC) approach relies on stakeholder input in determining the most strategic and high priority interventions, which, if addressed would result in maximum transformational impact using minimal resources. The ISW enabled participants from different backgrounds to identify and prioritize specific intervention pathways and related projects, all of which were inputs to the subsequent Collaborative Resilience Innovation Design (CRID) Workshop. The focus for the WARILab is resilience of *Rapid Urbanisation* in the context of climate change and food insecurity with their attendant consequences in urban and peri-urban cities such as Tamale and Ashaiman, and climate change affected communities such as Navrongo. The ISW came up with highly transformative resilience pathways addressing Water, Sanitation and Hygiene (WASH), Agriculture and Marketing, and Financial Inclusion and Livelihood Diversification in the above mentioned cities of Ghana with propensity of scaling up to Peking in Senegal and Tiebani-Mali.

Brief Description of Target Communities.

Ashaiman is the administrative capital of the Ashaiman Municipal Assembly, which was created by Executive Instrument (E.I) in 2008. The Ashaiman Municipal area forms part of the sixteen Districts in the Greater Accra Region. Ashaiman has 190,972 people (PHC, 2010). With an annual population growth rate of 4.6%, Ashaiman currently has an estimated population of 226,110. Ashaiman has the unenviable reputation of being one of the biggest slums in Ghana. Migrants live in makeshift housing, with no drains, no adequate supply of water, no suitable sanitation and hygiene facilities and limited job opportunities.

Tamale is the administrative capital of the Tamale Metropolitan Assembly (TaMA), established under Legislative Instrument (L.I) 1801 of 2004. It is one of the six Metropolitan Assemblies in the country and the only Metropolis in the northern part of Ghana. TaMA has 3 sub metros comprising Tamale Central, Tamale South and Tamale North (Sagnarigu). The Metropolis has a total estimated land size of 750 km sq, which is about 13% of the total land area of the Northern Region. The estimated total population size of Tamale as at 2012 is 444,074 of which 221,979 (49.9%) are female and 222,095 (50.1%) are male. Thus males slightly outnumber their female counterparts. There is a huge influx of people into the city reputed as the fastest growing city in West Africa. Agricultural lands are rapidly being converted into housing, which greatly affects

agricultural production and food security. The rate of immigration has fast outstripped the capacity of basic facilities. Waste management is a big challenge and is seen as a nuisance and a menace.

Navrongo is the administrative capital of the Kassena-Nankana Municipality, which was created through Legislative instrument (L.I) 1855 of 2008. There are 6 Urban/Area Councils namely; Navrongo Urban Council, Manyoro, Kologo, Naaga, Pungu and Doba Area Councils. It shares boundaries with the Kassena-Nankana West District to the North, Bolgatanga Municipal to the East, to the West with the Builsa North and to the South with the West Mamprusi District of the Northern Region. The total population of the area is projected to be 156,090 for 2010 (KNEDA, 2012). The sex distribution of the population is 75,548 (48.4%) male and 80,542 (51.6%) female.

1.1 Opening of the WARILab Intervention Strategy Workshop

Opening the workshop, Professor Gabriel Ayum Teye, Pro Vice Chancellor of the University for Development Studies (UDS) expressed concern about the manner in which agricultural lands in Tamale and urban settings are being used for residential buildings, to the neglect of food and animal production. He tasked the WARILab network of stakeholders (participants), to find innovative ways of strengthening the resilience building strategies in the affected communities, to ensure that the effects of rapid urbanization did not ruin their future. He appreciated the efforts of the WARILab and encouraged all to contribute in every way possible to ensure that our dream of having more resilient communities through innovation is realised.

In his welcome remarks and in giving an overview of RAN and WARILab, the WARILab Programme Coordinator, Mr. Niagia Santuah, on behalf of the Lab Director, said the ever-increasing population in urban centres had outstripped residential and social amenities, natural resources and the capacity of sanitation and hygiene infrastructure. The attendant challenges, he noted, called for collaborative efforts to address. Dr. Emmanuel Derbile, Dean of the Faculty of Planning and Land Management of the University for Development Studies, and a team leader during the Community Consultations, elaborated on the WARILab's Resilience Challenge. He said the main task is how communities could generate innovations to escape the vicious cycle of poverty. He acknowledged that urban based innovations within the concept of RAN were the way to go.

This was followed by an overview of the workshop structure and approach by Dr. Dorothy Okello, Director of Eastern Africa Resilience Innovation Lab and Acting Director of Innovations at the RAN Secretariat. The rest of the first day was dedicated to group work and group discussions with the focus on using worksheets developed by Stanford University's ChangeLabs as part of the methodology of the workshop.



ChangeLabs is a Centre of Excellence in Large Scale Transformational Change.
opening session of ISW.

(Dr. Okello addressing participants at the

The structure of the workshop was as follows:

- Day 1 Understanding the system and identifying change levers
- Day 2 Crafting intervention pathways
- Day 3 Strategic combination of intervention pathways, projectization and a round table discussion in generating Pathways Challenges

1.2 Overview of the ISW

The ISW was designed to implement RAN's main approach to sourcing innovations which is through design thinking methodology. The aim of the workshop was to

1. Generate a set of strategic and highly transformative resilience intervention pathways addressing Rapid Urbanization and its attendant consequences burdened in communities in the West African context.

2. Identify systems opportunities and collaborative institutions.

1.2.1 ISW Resilience Challenge Background:

The WA RILab thematic focuses on strengthening resilience of communities to;

- The effects of rapid urbanization among vulnerable communities in West Africa's emerging cities and
- Food insecurity among households in semi-arid areas

The West Africa region is faced with a number of challenges that affect the resilience of communities including rapid urbanization, climate change and food security.

In the face of rapid urbanization in West Africa, most of its one billion people depend heavily on rain-fed agriculture and other natural resources directly affected by the vagaries of nature. The growing frequency and severity of extreme events such as droughts, floods, and heat waves, along with shifting rainfall patterns, threaten to overwhelm the natural resilience of West African communities, risking livelihoods and food security. Widespread poverty, fragile ecosystems, weak institutions, uncoordinated policy frameworks and fragmented climate information systems increase West Africa's vulnerability to climate change.

The West Africa Resilience Innovation Lab.(WARILab) has conducted community consultations (preliminary data collection activities) including a literature review and a qualitative study in 10 dimensions of resilience in three districts out of five in Ghana- Tamale Metropolis, Kasena-Nankani (Navrongo) and Ashaima Municipal Assembly, in the category of rapid urbanization, climate change and food security as priority thematic issues for concentration. The dimensions include; Wealth, Security Protection and Advocacy, Psychosocial Health, Health/Health Services, Human Capital, Natural resources/Environmental, Infrastructure, Governance, Spirituality and Social Capital as effects of the thematic areas.

The ever increasing population as result of urbanization, driven by high birth rates and immigration, has outstripped residential and social amenities, natural resources, and the capacity of sanitation and hygiene infrastructure. This has led to an overall deterioration in the quality of the environment. These phenomena represent the key resilience challenge for the WARILab.

1.2.2 Key ISW Outcomes

The main outcome of the workshop was the identification of priority intervention pathways to impact resilience to Rapid Urbanisation that can be supported through innovation grants. The workshop was interactive and engaged participants in useful discussions. Participants agreed to

focus on Water, Sanitation and Hygiene (WASH), Agriculture and Marketing, Financial Inclusion and Livelihood Diversification with Education and Community Engagement as cross-cutting issues. The ISW also noted need to pay attention to the differences in the particular contexts of Senegal, Mali and Ghana. Even though communities in the three countries have similar characteristics in terms of Rapid Urbanisation with its accompanied issues, stresses and shocks, the communities may differ in their response or reactions. The three priority intervention pathways are as follows:

Intervention Pathway 1: Water, Sanitation and Hygiene (WASH): Over the years due to the densely populated nature of the urban areas, compounded by the abuse of available water, sanitation and hygiene(WASH) facilities, weak law enforcement and lack of good WASH practices, as well as absence of political commitment by city authorities, achieving long-term sustainability in WASH intervention remains a daunting challenge.

Intervention Pathway 2: Agriculture and Marketing: Most of our communities rely on rain-fed agriculture for livelihood. However because of prolong dry spells, drought and sometimes floods, the agricultural methods employed are usually not effective to grow sufficient crops and raise livestock. The communities are stuck in a cycle of low productivity and skewed markets in which they have limited leverage.

Intervention Pathway 3: Financial Inclusion and Livelihood Diversification: Rural folk in areas affected by climate change variability related shocks and stresses face challenge of non-diversification. They are dependent on one or narrow range of livelihood options, resulting in limited finite incomes and chronic poverty. Non diversification is caused by the lack of viable livelihood options that are contextually relevant, easy to implement and highly profitable. It is also caused by low financial inclusion and a pervasive culture of not saving as one of the biggest impediments to investment. The lack of monetary savings constrains household's ability to invest in expanding their businesses or undertaking new businesses and for health seeking in times of emergencies.

2.0 WARILab ISW Proceedings

2.1 UNDERSTANDING THE WARILAB RESILIENCE CHALLENGE – RAPID URBANISATION

A five-step process was used to gain a system-level understanding of the resilience challenge.

Participants had to consider aspects such as resilience outcomes, key issues and underlying phenomena, causal chains and key stakeholders. Participants worked in groups of three and used the ISW tools to address the various aspects.

Step 1: Current situation and desired outcomes

As a first step, participants were taken through a session in which they brainstormed on 'what are the current resilience related issues'. These were presented as the status quo/problem viz-a-viz the desired status, therefore showing the 'resilience' gap. The activity started by asking participants to individually identify key issues from the WARILab Resilience Challenge Background that had been presented to them as a workshop resource material. The resilience dimensions that the WARILab community consultations had come up with are as follows:

- Wealth
- Security Protection and Advocacy
- Psychosocial Health
- Health/Health Services
- Human Capital
- Natural Resources/Environment
- Infrastructure
- Governance
- Social Capital
- Spirituality



(Participants in a plenary with Dr.

The key outcomes of the discussions and the resilience gaps are presented in **Appendix xx**.

Namata at brainstorming session of key issues)

16 outcomes were identified and thoroughly discussed and analysed. They ranged from Poor Educational System and Infrastructure to Poor Government Structure. The table below sums up the analytical views of participants.

Outcomes/Pyramid Assessment	Pivotal	Critical	Bedrock	Pivotal & Critical	Pivotal & Bedrock	Critical & Bedrock	Pivotal, Critical & Bedrock
# of Outcomes	7	11	8	1	2	0	4

Step 2: Description of key issues and underlying phenomena

The identified resilience outcomes were used in a session to describe key issues and underlying phenomena. Each of the key issues was described in detail, including: the Title of the issue, description of the issue, and illustrative scenario of how the issue plays out in the communities, causal flow (causes), causal flow (effects) and stakeholders involved in the issue. Following this detailed description, participants voted on the key issues. The voting narrowed down the 16 key issues to eight (in no particular order) to include:

1. Low Employment/ Livelihood Opportunities
2. Inadequate Energy Supply
3. Low Participation in Governance
4. Poor Health
5. Inadequate Educational Facilities and Human capital development

6. Poor Hygiene Practices and inadequate Sanitation Facilities
7. Food Insecurity
8. Lack of access to safe drinking water

Step 3: Building the system map

The eight, 8 key emerging issues identified in Step 2 do not occur in isolation but rather are part of a complex system of causes, root causes, effects and secondary effects. The issues and the causes/effects also inter-relate with each other in a complex web of hierarchies. Participants therefore went through an exercise in which they constructed a systems diagram for the key issues. These causal relations have been captured in a web-based tool on a platform called KUMU [see attached KUMU maps]

<https://kumu.io/BTAIMAKO/dummy-project#causal-chain-diagram-warilab>



an example of a System Map.

Step 4: Stakeholder analysis

The last piece in understanding of the system related to the identification and analysis of stakeholders as well as the relationships among them. Thirteen (13) Stakeholders, who affect the causal chain, were identified and grouped into primary and secondary stakeholders. The Primary Stakeholders influence the key issues directly whereas the secondary stakeholders have indirect influence. Participants, in their analysis, identified eight core stakeholders

1. Farmers
2. Chiefs and Opinion Leaders

3. Local Government
4. Land Owners
5. Parents
6. Community Members/Women Groups
7. Development Partners
8. Central Government.

The secondary stakeholders include:

1. Foreign Investors
2. Private Sector
3. Non Government Organisations (NGOs) and Civil Society Organisations (CSOs)
4. Academia
5. Religious Leaders

(This has been analysed in Tool 6 in appendix 4)

The relationships between different key stakeholders were also analysed to identify their interests, what they value, power relations, philosophy and motivations about other stakeholders. The analysis also described what each stakeholder brings to the other and what they could potentially

contribute to the identified issues. An example of a stakeholder relationship is depicted in the table below.

LOCAL GOVERNMENT AND THE CENTRAL GOVERNMENT				
STAKEHOLDER 1 - LOCAL GOVERNMENT	→		←	STAKEHOLDER 2 - CENTRAL GOVERNMENT
HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ *They see the Central government as resourceful. *They get funds from the Central government	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - LOCAL GOVERNMENT? *Medium term development plans. *Implementation of plans			HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ As policy implementors.
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - LOCAL GOVERNMENT? *Revenue mostly for development purposes are too low.			
WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY *Implementation of bye-laws	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - CENTRAL GOVERNMENT? *Policy guidelines. *Funding			WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY *Enactment of Laws.
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - CENTRAL GOVERNMENT? * Late release of District Assembly Common Fund.			
INSIGHTS AND QUESTIONS:	*How can local government enhance capacity for revenue mobilization for Local Development? *How can the Central Government release the District Assembly Common Fund on		NEXT STEPS:	Education on the need to support the Local Government

An extra from Appendix 5 (Tool #7), important relationship between stakeholders.

Step 5: Identifying the change levers

The next step in the analysis was the identification of change levers. Participants had to examine the system diagram and the stakeholder analysis worksheets and come up with key points in the system where an intervention could have significant effects on the system. This was a storming exercise in which all participants had to identify issues. Participants generated 16 of levers. However, many of them were inter-related and were collapsed into 14 levers:

1. Increase Energy Supply
2. Increase Employment and Livelihood Opportunities
3. Increase in Community Engagement
4. Improve access to quality Education
5. Improve Food Security
6. Improve Water, Sanitation and Hygiene practices(WASH)
7. Improve Nutritional levels
8. Improve Local governance
9. Development of Entrepreneurial skills
10. Increase Access to Land for Farming
11. Fight against Social Vices
12. Improve access to Health Care Services
13. Improve Resource Mobilisation for Development programs
14. Reduce Rural Urban Migration

2.2 DEVELOPMENT OF WARILAB INTERVENTION STRATEGY

A three-step process was used to develop WARILab's Intervention Strategy based on the system-level analysis of the Rapid Urbanisation resilience challenge.

Step 6: Formation of intervention pathways

Day 2 began with a session to down-select from the fourteen (14) change levers that had been identified from Day 1. Each participant was given five (5) voting tags to place on any change lever that he/she felt needed to be moved to another level. Any change lever that got five (5) votes

and above and/or being considered as Pivotal, Critical and Bedrock was selected. In the process, eight (8) change levers were identified as the key levers, namely:

- Education and Capacity Building
- Water, Sanitation and Hygiene
- Improved Agriculture Practices
- Community Engagement
- Livelihood Diversification
- Improved Access to Markets
- Financial Inclusion
- Governance and Community Participation which had less than five votes was considered because of its cross cutting nature in the other levers



(Votes cast to determine key change lever for pathways)

These key levers were then described further in a change storm. Participants were constituted into groups of three persons to select a change lever, identify what to be changed in the system, expected outcomes and to brainstorm approaches and methods to achieve the proposed changes using tool #9. Following the change storm, proposed interventions in the pathways were completely re-ordered into new categories – Improved Agricultural Practices merged with Improved Access to Markets and Governance and Community Engagement serving as cross cutting among the related interventions. The new groups of interventions were given higher order names that represented the intervention pathways as per the table below.

	Old Name	Higher Order Name
1	Improved Agricultural Practices & Improved Access to Markets	Agriculture and Marketing
2	Education and Capacity Building	Education and Capacity Building
3	Community Engagement	Effective Community Engagement
4	Financial Inclusion	Financial Inclusion
5	Livelihood Diversification	Livelihood Diversification
6	Water, Sanitation and Hygiene (WASH)	Water, Sanitation and Hygiene (WASH)

Step 7: Pathway filtering

The next session involved a filtering of the intervention pathways to identify the priority pathways for the WARILab based on the highest transformative potential for the given challenge. Six intervention pathways were identified for the Rapid Urbanisation, namely:

1. Effective Community Engagement
2. Education and Capacity Building
3. Livelihood Diversification
4. Agriculture and Marketing
5. Financial Inclusion
6. Water, Sanitation and Hygiene (WASH)

*[Refer to **Tool 12, Appendix 7** for the detailed Intervention Pathway Description]*

Step 8: Pathway synergies

However, an analysis of synergies between pathways (as in step 7) revealed that the six critical pathways synergized with each other have come out with three super pathways:

- a) Agricultural Practices and Markets
- b) Financial Inclusion and Livelihood diversification
- c) Water, Sanitation and Hygiene (WASH)

Deriving from the fact that Livelihood Diversification and Financial Inclusion was merged as one pathway, thus narrowing the pathways to three.

These strategies would have to be implemented together in order to have a more holistic intervention. It was observed that Education and Capacity Building as well as Community Engagement are ‘bed-rock’ pathways that ought to be mainstreamed into the three super-pathways. The super-pathways will form the basis for the Collaborative Resilience Innovation Design (CRID) workshop.

3.0 Roundtable Discussions

The last session of the workshop was a round table discussion, which focused on validating the chosen pathways and generating innovation challenges. Participants emphasized the need for building responses to the “Pathways” which will be carried to the Collaborative Resilience Innovation Design (CRID) workshop.

4.0 Issues for reflection and ISW closing session

There is the need for more plenary sessions throughout the workshop to enable all participants appreciate issues being discussed in pairs and in small and large groups.

There was however no official closing to this session because 98% of the ISW participants were scheduled to attend to the CRID workshop following suite.

This notwithstanding, a few remarks were made. Dr. Okello was thankful to the participants for their enthusiasm, active participation, and commitment in sharing ideas. She emphasized the fact that their immeasurable contributions in arriving at three pathways from which WARILab can carve their interventions around were commendable. She was optimistic the same spirit displayed during the ISW would be carried to the accomplishing the Collaborative Resilience Innovation Design work. Dr. Okello noted that this process was one of the steps in determining the way forward to “a call for proposal and carving out innovative solutions in addressing the lab’s resilience pathways.

The Coordinator on his part was hopeful to seeing a more collaborative approach in the next workshop where experts of various disciplines would provide detailed information on each pathway with the technical “eye”. This he said would enable the Lab come out with a comprehensive “call for proposal” seeking innovations that would be addressing two or more challenges on the platform bearing in mind the resilience challenge of the lab. He was grateful to both the participants and the facilitators, especially RAN Sec team for an extraordinary job done. He appealed to participants attending the CRID workshop to exhibit the same spirit to ensure its success.

Mr. Santuah then spelt out some activities the lab intended to undertake to include:

- Collaborative Resilience Innovation Design workshop
- Innovation Exhibitions
- Inauguration of Innovations Advisory Board
- Develop a Call for Proposals
- Quantitative survey among others.

Bilal Taimako Shamsudeen gave the closing prayer to end the session.

APPENDICES

1. List of ISW Participants
2. Summary of WARILab Resilience Challenge
3. Tool 1 Outcome Dashboard
4. Tool 6 Stakeholder Analysis
5. Tool 7 Stakeholder Relationships
6. Rank of Synergy
7. Tool 12 Intervention Pathways Combined
8. Kumu Maps

Appendix 1: List of ISW Participants

RESILIENTAFRICA NETWORK (RAN)			
INNOVATION STRATEGY WORKSHOP PARTICIPANTS			
	Name of Participant	Organisation	DESIGNATION
1	Dr. George Agulijam	Corporate & Dev't Policy Consultant	POLICY CONSULTANT
2	Prof. Gordana Kranjac-Berisavljevic	UDS, Intl Relations	SNR LECTURER/ DIR. OF INTL RELATIONS
3	Amin Wuni	ANTHILL INVESTMENTS	CEO
4	Prof. David Millar	Millar Open University	VICE CHANCELLOR
5	Raphael Tang	Center for Indigenous Knowledge and Organizational Development	PROJECT OFFICER
6	Peter Dery	Min. of Environment, Science Technology and Innovation	DEPUTY DIRECTOR
7	Alhassan Lansah Abdulai	Savanna Agricultural Research Institute	RESEARCH SCIENTIST
8	Cesar Abagale	GHANA NEWS AGENCY	REGIONAL MANAGER

9	Mrs. Alima Sagito Saeed	Savanna Integrated Rural Dev't Agency(SIRDA)	EXECUTIVE DIRECTOR
10	Rockson Achobah Ayiwuuri	COMMUNITY REPRESENTATIVE	
11	Dramani File	NATIONAL DISASTER MANAGEMENT ORGANIZATION	SNR DISASTER CONTROL OFFICER
12	Tetteh Nathan	UDS - WA	INNOVATOR
13	Esther Naambir	AGAPE MoringaProcessing ENT.	CEO
14	Hon. Alhaji Abubakari Adam Mohammed	TAMALE METROPOLITAN ASSEMBLY	PRESIDING MEMBER/ TRADITIONAL RULER
15	Alhassan Ibn Abdallah	BONZALI RURAL BANK	CREDIT MANAGER
16	Isaac N.T Hammond	GHANA STANDARDS AUTHORITY	REGIONAL OFFICER
17	Prof. Juventus Ziem	UDS - SCHOOL OF MEDICINE AND HEALTH SCIENCES	HEAD OF DEPARTMENT
18	Salma Abdulai	Unique Quality Product Ent	CEO
19	Pwamwbam K. Frank	COMMUNITY DEVELOPMENT ACTIVIST	
20	Dr. Joseph Amikuzuno	UDS	HEAD OF DEPARTMENT
21	Salamatu Taimako	BUSINESS COLLEGE INTERNATIONAL	FINANCE OFFICER
22	Jamal Eddie	International Development Enterprise - GHANA (IDEG)	M&E MANAGER
23	Abdul-Kahad Tahiru	TAMALE TEACHING HOSPITAL	ADMIN. ASST.
24	Rex Mumuni Jakpa	ENVIRONMENTAL HEALTH AND SANITATION DIRECTORATE	REGIONAL OFFICER
25	LENEKUU FESTIO AARON	Min. of Food and Agriculture (MOFA)	REGIONAL ENVIRONMENT OFFICER
26	Emelia Ayipio-Asamoah	Create Change Ent. Foundation	MANAGER
	STUDENT FACILITATORS		
1	Bilal Taimako Shamsudeen	UDS	

2	Bridget Parwar	UDS	
3	Gregory Titi Addebah	UDS	
	NETWORK PLUS PARTNERS		
1	Dr. Tidiane Ndoye	UNIVERSITY OF CHEIKH ANTA DIOP, DAKAR - SENEGAL	SENIOR LECTURER
2	Dr. Samuel Bekoe-	UNIVERSITY OF EDUCATION, WINNEBA - GHANA	SENIOR LECTURER
	RANSec Facilitators		
1	Dr. Dorothy Okello	RAN SECRETARIAT	ACTING DIR. INNOVATION
2	Dr. Harriet Namata	RAN SECRETARIAT	M & E MANAGER
3	Mr. Nathan Tumuhamy	RAN SECRETARIAT	RESEARCH OFFICER
	WARILab Staff		
1	Niagia Santuah	WARILAB	PROJ. COORDINATOR
2	Michelle Dassah	WARILAB	ADMINISTRATOR
3	Kamal-deen Djabaku	WARILAB	M & E OFFICER
4	Moses Akadimah	WARILAB	INNOVATIONS OFFICER

APPENDIX 2 ;BRIEF ON WARILAB RESILIENCE CHALLENGE: RAPID URBANIZATION

The West Africa sub-region is characterized by widespread migration, both internal (within national borders) and international (across national borders). Large numbers of people flee rural areas to urban centers and from the sahel to forested and more economically vibrant regions. A qualitative study conducted in nine communities to understand the vulnerability and adaptive capacity of the people has validated this phenomenon as well as unearthed ten dimensions of resilience; 1) Wealth; 2) Security; 3) Psychosocial Health; 4) Health/Health Services; 5) Human Capital; 7) Social Capital; 8) Infrastructure; 9) Governance; 10) Natural Resources/Environment. This has thrown the spotlight on the challenges facing people living in rapidly urbanizing cities. Rapid urbanization in West Africa has found expression in the outward expansion of the built-up area, converting prime agricultural land into residential and industrial uses. This has deprived an increasing number of people the ability to make a living. New migrants to Ghana's cities are often poor people fleeing economic hardships in rural areas. Upon arrival in the cities, they often have no option but to live in the worst locations, a high proportion of them living in makeshift housing on unsafe sites, with less adaptive capacity, less state provision to help them cope, and less legal and insurance protection. Thus the urban poor are the most vulnerable to rapid urbanization.

The ever-increasing population in urban centers has outstripped residential and social amenities, natural resources, and the capacity of sanitation and hygiene infrastructure. Indeed, in many parts of Ghana's cities, huge amounts of waste is generated everyday and much of it stays for weeks without being collected and properly disposed of. This has led to an overall deterioration in the quality of the urban environment and the livelihoods of the people. The sheer numbers concentrated in a small area, compounded by the abuse of available water, sanitation and hygiene (WASH) facilities, weak law enforcement, as well as absence of political commitment by city authorities, means achieving long-term sustainability in WASH intervention remains a daunting challenge. Over the years, significant investments by government in water, waste disposal, sanitation, hygiene, roads, and drainage infrastructure have failed to effectively expand the capacity of the infrastructure or services that provide these basic amenities. This has increased the disease burden of the people and sporadic outbreaks of cholera, a sanitation related disease.

The scale of migration in West Africa in recent years has increased tremendously as a result of the ECOWAS Protocol on free movement of people, goods and services. This increases the attendant consequences, implications and challenges for development in the sub region. To make matters worse, alternative livelihood activities are woefully inadequate and food production efforts have not kept pace with the increase in population. This has heightened the vulnerability of the population to food insufficiency and nutrition-related ailments that seriously affect fringed populations. Unemployment is generally high but higher among males than females. In the Tamale Metropolitan area for instance - which is the fastest growing metropolis in West Africa - the proportion of economically non-active population is 38%, the highest in the country. Though majority of the working population is engaged in agriculture-related activities, they have limited access to credit to increase productivity. Some scholars argue that providing people with greater knowledge of how to combine foods for healthier and more nutritious diets, along with energy-saving cooking techniques, will greatly increase the health of families. Under the circumstances, governments need to ensure that urbanization proceeds along lines that make positive contribution to development, and is equitably distributed between settlements. Though cities currently drive negative impacts, they could become the hubs of change and innovation, turning adversity into opportunity.

The main preoccupation of the West Africa Resilience lab is to build on the opportunities that the sub region's (Ghana's) rapidly urbanizing cities present for improving the resilience of the urban poor. Waste management is a huge challenge facing rapidly urbanizing cities. One clear mantra that emerged from the community consultations is that *Waste should never go waste*. Thus 'waste' at the industrial and household level must be seen as an untapped resource rather than a nuisance. What innovations can be developed along the value chain of 'waste' in a manner that provides livelihood opportunities and addresses WASH challenges in a sustainable manner? How do you move people trapped in a vicious cycle of poverty by the effects of rapid urbanization into a virtuous cycle of prosperity?

APPENDIX 3 – Tool 1

WARILAB - INNOVATIONS STRATEGY WORKSHOP
RESILIENCE OUTCOME DASHBOARD

	CURRENT OUTCOME	DESIRED OUTCOME	PYRAMID ASSESSMENT		
			PIVOTAL	CRITICAL	BEDROCK
1	POOR EDUCATIONAL SYSTEMS AND INFRASTRUCTURE	IMPROVED EDUCATIONAL SYSTEMS, ACCESS AND INFRASTRUCTURE	Y		Y
2	POOR MANAGEMENT AND USE OF LANDS; ACCESS, CONFLICTS, DEGRADATION, ETC	IMPROVED MANAGEMENT OF LANDS		Y	
3	POOR HEALTH SYSTEMS	IMPROVED HEALTH FACILITIES AND SYSTEMS	Y		Y
4	POOR WASTE MANAGEMENT; SANITATION AND HYGIENE	IMPROVED WASTE MANAGEMENT SYSTEMS WHICH TRANSLATE INTO IMPROVED	Y	Y	Y
5	POOR WATER SYSTEMS; ACCESS, MANAGEMENT AND QUALITY	IMPROVED WATER MANAGEMENT SYSTEMS AND HENCE BETTER ACCESS AND	Y	Y	Y
6	POOR HOUSING STRUCTURES	IMPROVED HOUSING STRUCTURES		Y	
7	POOR LIVELIHOOD OPTIONS AND LACK OF OPPORTUNITIES TO HARNESS FULL ECONOMIC POTENTIAL	IMPROVED LIVELIHOOD OPTIONS AND CONDITIONS WHICH TRANSLATE TO BETTER ECONOMIC SITUATIONS OF THE PEOPLE			Y
8	POOR INFRASTRUCTURAL DEVELOPMENT	IMPROVED INFRASTRUCTURE TO MATCH THE GROWING POPULATION			Y
9	POOR SECURITY SYSTEMS AND HENCE INCREASE IN CRIME AND OTHER SOCIAL VICES	A SAFE AND SECURE SOCIETY	Y	Y	
10	FOOD INSECURITY	IMPROVED FOOD SECURITY FOR THE PEOPLE	Y	Y	Y
11	CHILD LABOUR	CHILDREN HAVING THEIR RIGHTS PROTECTED AND FREE FROM CHILD LABOUR		Y	
12	POOR ENERGY ACCESS AND MANAGEMENT	IMPROVED ENERGY ACCESS, AVAILABILITY, DISTRIBUTION	Y	Y	Y
13	POOR ROAD NETWORK AND TRANSPORT INFRASTRUCTURE	IMPROVED ROAD NETWORK AND PROPER INFRASTRUCTURE TO SUPPORT		Y	
14	LACK OF CREDIT FACILITIES	IMPROVED ACCESS TO CREDIT FACILITIES		Y	
15	EXPLOITATION BY RELIGIOUS LEADERS				
16	POOR GOVERNANCE STRUCTURES	IMPROVED GOVERNMENT STRUCTURES AND SYSTEMS		Y	

STAKEHOLDER ANALYSIS

STAKEHOLDER	ROLES	KEY MOTIVATION	KEY RELATIONSHIP	VALUE CREATION	BELIEFS	EXTRINSIC CONDITIONS	SPHERE OF INFLUENCE	POTENTIAL SPHERE OF INFLUENCE	DEGREE OF AGENCY	INSIGHTS AND QUESTIONS	NEXT STEPS
1 DEVELOPMENT PARTNERS	PROVIDE EXPERTISE	INFLUENCING CHANGE AND POLICIES	NGOS, GOV, FINANCIAL INSTITUTIONS	INFLUENCE STABLE GOVERNANCE	GOOD GOVERNANCE AND DEMOCRACY	LOCAL/CULTURAL CHALLENGES TO INTERVENTIONS	GOVERNANCE AND DEMOCRACY	DIRECT COMMUNITY LEVEL EMPOWERMENT	HIGH CAPACITY OF INFLUENCE	THEY SHOULD DISCLOSE THEIR MAIN AGENDA	
	PROVIDE COUNCILING AND FINANCE TO COMPLET GOV PROJECTS/PROGRAMS				LIBERALIST APPROACH	UNFAVOURABLE CENTAL GOV. POLICIES			NECESSITY OF HIDING THEIR ACTIONS		
2 LOCAL GOVERNMENT	DEVELOPMENT PLANNING	BY NATIONAL POLICIES	ASSEMBLY MEMBERS, CHIEFS, OPINION LEADERS, CSOs	DEVELOPMENT OF PLANS	PARTICIPATORY DEVELOPMENT	DELAY IN RELEASING DISTRICT COMMON FUND	DEVELOPMENT, LEGISLATION, POLICIES	BOTTOM-UP DEVELOPMENT	THEY HAVE POWER (BY-LAWS)		
	IMPLEMENTATION OF PLANS	BY COMMUNITIES		ENACTMENT OF BY LAWS	DECENTRALIZATION	INSUFFICIENT DISTRICT COMMON FUND			POOR ACCESS TO RESOURCES		
	LOCAL LEGISLATION				PARTY POLICIES						
3 LAND OWNERS	RELEASE OF LAND FOR DEVELOPMENT PROJECTS	PRESENT AND FUTURE WELFARE OF COMMUNITY MEMBERS	CHIEFS/ELDERS, COMMUNITY MEMBERS, LOCAL GOV,	SET GOOD STANDARDS FOR COMMUNITIES	TRADITIONAL LAND GROOVES/SHRINES	THEY HAVE TO OPERATE WITHIN THE CONTEXTOF GOV. POLICY	LAND ALLOCATION	SITING OF DEV'T PROJECTS	THEIR ACTIONS ARE LIMITED TO THEIR COMMUNITIES	ARE CHIEFS THE RIGHTFUL QUESTIONS TO RECEIVE/TAKE COMPENSATION FOR LAND ACQUIRED FOR DEV'T PROJECTS?	CLEARLY DEFINING ROLES OF LAND OWNERS, CHIEFS, ELDERS AND COMMUNITY MEMBERS
	PRESERVE LAND FOR FUTURE USE	FOR PRESTIGE			TRADITIONAL DUTY-BOUND E.G TO APPEASE ANCESTORS, gods, ETC	THEY OPERATE WITHIN THE CONTEXTOF COMMUNITY RULES, REGULATIONS AND TRADITIONS			POVERTY		
	INDISCRIMINATE SALE OF LAND	POVERTY-- INCOME									

STAKEHOLDER	ROLES	KEY MOTIVATION	KEY RELATIONSHIP	VALUE CREATION	BELIEFS	EXTRINSIC CONDITIONS	SPHERE OF INFLUENCE	POTENTIAL SPHERE OF INFLUENCE	DEGREE OF AGENCY	INSIGHTS AND QUESTIONS	NEXT STEPS
4 COMMUNITY MEMBERS	PARTICIPATE IN COMMUNITY ACTIVITIES	THE FUTURE OF CHILDREN	TRAD. AUTHORITIES	PROVIDE SUPPORT FOR DEV'T	SUPERSTITION	LACK OF EMPLOYMENT /LIVELIHOOD OPPORTUNITIES	MOBILISATION OF RESOURCES	CHANGE IN ATTITUDE AND BELIEFS	LACK OF KNOWLEDGE AND SKILLS	COMMUNITY MEMBERS ARE WELL MOTIVATED TO BE CONCERN ABOUT DEV'T IN THE COMMUNITY, BUT	COMMUNITY MEMBERS TO BE EMPOWERED THROUGH EDUCATION TO ACT APPROPRIETELY
	ENGAGE IN LIVELIHOOD ACTIVITIES	THE SUSTAINANCE OF FAMILY MEMBERS	ASSEMBLIES/LOCAL GOV	PARTICIPATE IN THE DEV'T PROCESS	LARGE FAMILY SIZE	INADEQUATE ACCESS TO CREDIT	DECISION MAKING	FUNDING OF PROJECTS	LACK OF RESOURCES	* HOW CAN WE DO THIS EFFECTIVELY WHEN THEY LACK THE REQUISITE KNOWLEDGE AND SKILLS	MAKE ACCESS TO CREDIT EASILY
	SEE TO THE EDUCATION OF THE YOUNG	THE HEALTH/WELBEING OF FAMILY MEMBERS	NGOS		EXPLOITATION OF CHILDREN FOR FINANCIAL GAINS	INADEQUATE ACCESS TO EDUC/TRAINING	PROGRAMS /PROJECTS IMPLEMENTATION		INADEQUATE INFORMATION	* THEY LACK THE RIGHT INFORMATION	
	PROVIDE FOOD FOR HOUSEHOLD	DEV'T OF THE COMMUNITY			POLYGAMY	INSECURE AND UNSAFE ENV'T	IDENTIFICATION AND PRIORITIZATION OF PROJECTS		INADEQUATE SUPPORT FROM OTHER AGENCIES	* THEY LACK RESOURCES	
	PROVIDE SHELTER FOR HOUSEHOLD MEMBERS	THE SECURITY /SAFETY OF THE COMMUNITY				THINK THAT NATURE WILL TAKE CARE OF ITSELF	LIMITED FINANCIAL RESOURCES		STRENGTH AND TOGETHERNESS		
	PROVIDE LAND FOR COMMUNITY DEV'T	THE SANITY OF THE ENV'T									
5 CENTRAL GOV/MINISTRIES	PROVIDE GOVERNANCE AND POLICY DIRECTION TO DELIVER WASH AT THE NATIONAL LEVEL	ENSURED THERE IS 100% ACCESS TO WASH SERVICES AND FACILITIES	MMDAS, WATSAN, ENV'TAL HEALTH AND SANITATION UNIT	INCREASED ACCESS TO SAFE WATER,	DECENTRALISATION MODEL OF SERVICE DELIVERY		POLICY DIRECTION	IMPLEMENTATION	HIGH CAPACITY TO FORMULATE POLICIES		
	IMPLEMENTATION SUPPORT FOR THE PROVISION OF WASH SERVICES TO THE CITIZENS	IMPROVED HEALTH AND ENV'TAL SUSTAINABILITY		INCREASED ACCESS TO SAFE SANITATION AND HYGIENE	LOW INVESTMENT MENTALITY		DISTRIBUTION OF RESOURCES TO HARD TO-REACH COMMUNITIES	FINANCIAL RESOURCE ALLOCATION	LOW IMPLEMENTATION CAPACITY		
	MONITOR AND EVALUATE ENV'TAL HEALTH POLICY AT THE LOCAL LEVEL			REDUCTION IN WATSAN RELATED DISEASES	LOW COMMITMENT		HUMAN RESOURCE MGT, DEVELOPMENT AND ALLOCATION		LIMITED RESOURCES		
				INTRODUCTION OF THE PRIVATE SECTOR TO WASH					ACTIONS LIMITED BY LOW COMMITMENT		

STAKEHOLDER	ROLES	KEY MOTIVATION	KEY RELATIONSHIP	VALUE CREATION	BELIEFS	EXTRINSIC CONDITIONS	SPHERE OF INFLUENCE	POTENTIAL SPHERE OF INFLUENCE	DEGREE OF AGENCY	INSIGHTS AND QUESTIONS	NEXT STEPS
6 FARMERS	PRODUCTION OF FOOD	WELL-BEING OF THEIR FAMILIES	MoFA, AGRIC. RESEARCH INSTITUTIONS	THE MAIN VALUE CREATION IS GROUPING AND SORTING OF FARM PRODUCE	BELIEVE IN TRADITIONAL METHOD OF FARMING	HIGH IMPORTATION OF AGRIC. PRODUCTS	FARMERS DO NOT INFLUENCE THE FORMATION AND IMPLEMENTATION OF AGRIC PRODUCE	THEY COULD HAVE MORE INFLUENCE IN THE FARMERS TO FORM ASSOCIATIONS	LOW CAPACITY TO ACT	WHY DO WE HAVE LOW PRIVATE SECTOR INVOLVEMENT IN THE AGRIC. CHAIN SUPPLY	GOV. PROVIDES ENABLING BUSSINESS ENV'T FOR PRIVATE SECTOR TO STRIVE
			NGOS						THEY ARE LIMITED BY LACK OF EDUCATION	WHAT IS GOV AND PRIVATE SECTOR INVOLVEMENT IN THE CLIMATE CHAGE ISSUE TO REDUCE HAZARDS ON CROP PRODUCTIVITY	
									THEY ARE LIMITED BY TRADITIONAL BELIEFS AND VALUES		
7 CHIEFS AND OPINION LEADERS	LEADERSHIP AND COMMUNITY GOVERNANCE	PEACE AND DEV'T	CSOS, LOCAL LEADERS	THE VALUE OF CULTURE AND DEV'T			ADHERENCE AND RESPECT OF TRADITIONS AND CUSTOMS	LOCAL GOVERNANCE	COMMUNITY MOBILISATION	COMMUNITY MOBILISATION	THEY WIELD TRAD. POWER
	FACILITATE COMMUNITY DEV'T	FIGHTING HUNGER AND DISEASE		TAKE LEAD IN PARTICIPATORY DEV'T			LIVING A HARMONIOUS LIFE-BUILDING A BETTER FUTURE AND SEEKING UNITY FOR DEV'T		ACQUISITION OF LAND FOR DEV'T	LAND ACQUISITION	BREAKDOWN OF SOCIAL VALUES AND RESPECT FOR CHIEFS
	CONFLICT RESOLUTION	PROTECTION OF TRADITIONAL AND CULTURAL VALUES						CONFLICT RESOLUTION	CONFLICT SETTLEMENT	LACK OF RESOURCES	

STAKEHOLDER	ROLES	KEY MOTIVATION	KEY RELATIONSHIP	VALUE CREATION	BELIEFS	EXTRINSIC CONDITIONS	SPHERE OF INFLUENCE	POTENTIAL SPHERE OF INFLUENCE	DEGREE OF AGENCY	INSIGHTS AND QUESTIONS	NEXT STEPS	
8 PARENTS	MONITORING CHILDREN	THE FUTURE AND WEL-BEING OF CHILDREN	HEADS OF INSTITUTIONS (ACADEMIA)	THEY PROVIDE GUIDANCE AND MOULD THEIR CHILDREN	CHILDREN ARE AN INVESTMENT	CHILDREN'S ACT	THEY INFLUENCE THE BEHAVIOUR OF CHILDREN		POLICIES AND ACTS	VERY HIGH DEGREE OF REWARD AND SANCTION OF CHILDREN LIMITED BY 1.RESOURCES	IN THE ERA OF MULTIPLE SOURCES OF INFORMATION AVAILABLE TO CHILDREN, HOW CAN A PARENT PACKAGE HIS POINT OF VIEW IN AN ACCEPTABLE MANNER TO THE CHILD?	POLICIES SHOULD MILDREN.AKE PROVISIONS FOR PARENTS TO EXERCISE CONTROL OVER THEIR CH
	PROVISION OF BASIC NEEDS	SENSE OF PERSONAL ACHIEVEMENT	COMMUNITY LEADERSHIP	THEIR SUPPORT INJECTS A HIGH PROBABILITY OF SUCCESS IN DEV'T INTERVENTIONS	CHILDREN ARE TO OBEY NOT QUESTION INSTRUCTIONS	HUMAN RIGHTS LEGISLATION		REVENUE MOBILIZATION	2. READINESS OF CHILDREN TO COMPLY TO INSTRUCTIONS		PARENTS SHOULD BE MOBILIZE INTERVENTIONS THAT TARGET CHILDREN	
	PROTECTION	SECURITY AT OLD AGE	DEV'T PARTNERS			PARENS ARE ALWAYS RIGHT	THE GRADUAL DISINTEGRATION OF THE EXTENDED FAMILY SYSTEM		BUILDING NETWORKS OF PROTECTION			

CSOs/NGOs AND FARMERS			
STAKEHOLDER 1 - CSOs/ NGOs	→	←	STAKEHOLDER 2 - FARMERS
HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ *See farmers as people in need. * As partners in community development.	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - LOCAL GOVERNMENT? *Funding and technical support in development.		HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * See NGOs/ CSOs as donor agencies/ resourceful. * See them as external agencies
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - LOCAL GOVERNMENT? * Improved productivity * High yield		
WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY *Funding * Technology Transfer * Training/ skills development.	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - CENTRAL GOVERNMENT? *They bring their knowledge and local resources on board.		WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY *Peer educators in extension work * Knowledge in indigenous technology.
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - CENTRAL GOVERNMENT? * Farmers indigenous knowledge.		
INSIGHTS AND QUESTIONS:	* Can there be true and genuine partnership between the two?	NEXT STEPS:	* More engagement/ dialogue between the parties. * Improve transparency in dealing with each other.

CSOs/NGOs AND CHIEFS/OPINION LEADERS			
STAKEHOLDER 1 - CSOs/ NGOs	→	←	STAKEHOLDER 2 - Chiefs/ Opinion leaders
HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * Difficult to handle. * Low capacity.	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - LOCAL GOVERNMENT? *Resources (infrastructure, WASH, Education, Health, etc) * Training for chiefs and opinion leaders * Entrepreneurship development * Employment * Information dissemination.		HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * Developmental agencies * Trust in NGOs/ CSOs workers * Respect of the chiefs and opinion leaders * Opportunists * Nuisance * Money to share * Time
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - LOCAL GOVERNMENT? * Target chiefs and opinion leaders for discussions. * Social accountability to the chiefs and opinion leaders * Needs assessment		
WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY *Effective participation of opinion leaders/ chiefs. * Discuss budgets together with chiefs. * Prepare community action plans.	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - CENTRAL GOVERNMENT? * Provide space for interventions * Facilitate community entry and mobilization. * Provide security for CSO staff and property. * Provide local resources.		WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY *Resource mobilization.
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - CENTRAL GOVERNMENT? * Enforcement of local regulations. * Support the implementation of local bye-laws. * Remove anti-developmental cultural practices.		
INSIGHTS AND QUESTIONS:		NEXT STEPS:	

CSOs/NGOs AND DEVELOPMENT PARTNERS				
STAKEHOLDER 1 - CSOs/ NGOs	→		←	STAKEHOLDER 2 - Development partners
HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * Perceive development partners to have more funds than they can use and hence	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - LOCAL GOVERNMENT? * Identify community needs. * Carry out development projects in the community.			HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * As tool for accomplishing their objectives/ goals * Not very transparent.
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - LOCAL GOVERNMENT? * Use funds for unintended projects. * Under use of funds for intended projects. * Delay in submission of project reports to partners.			
WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY * Effective community participation and ownership.	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - CENTRAL GOVERNMENT? * Provide funds for development projects. * Sponsor staff of CSOs for further studies, capacity development, etc. Facilitate community entry and mobilization. * Provide security for CSO staff and property. * Provide local resources.			WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY * Human resource development/ skilled labour.
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - CENTRAL GOVERNMENT? * Timely release of funds for developmental projects. * They do not meet budget demands * Poor monitoring and evaluation of projects.			
INSIGHTS AND QUESTIONS:	Are CSOs/ NGOs using funds for developmental projects judiciously?		NEXT STEPS:	* Effective monitoring and evaluation of systems. * Effective accountability and

CSOs/NGOs AND COMMUNITY MEMBERS				
STAKEHOLDER 1 - CSOs/ NGOs	→		←	STAKEHOLDER 2 - Community members
HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * Partners in development. * To be in need of assistance. * Support to carry out their activities. * Contribution towards developmental activities.	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - LOCAL GOVERNMENT? * Development projects * Micro financing * Education of community members			HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * Benevolent organizations * Exploitative * Financial resources * Assistance * Engage communities more in project planning and development.
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - LOCAL GOVERNMENT? * More involvement of community members in project planning. * Helping communities to be self sustaining.			
WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY * Involve community members in project planning. * Ensure the sustainable funding of projects.	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - CENTRAL GOVERNMENT? * Participation in project implementation. * Make land available * Provide labour/ food for work.			WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY * More commitment to CSO/NGO activities. * Claim ownership of projects. * Mobilize resources.
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - CENTRAL GOVERNMENT? * Ownership of projects. * Engage CSOs/ NGOs in project planning			
INSIGHTS AND QUESTIONS:	CSOs/NGOs do not usually engage communities in project planning and as a result projects that are handed over to the communities are not well managed because of lack of ownership. 1. How can activities of CSOs/ NGOs be more beneficial to the communities. 2. How can communities be more committed to CSO/NGO projects.		NEXT STEPS:	1. Efforts to bring both parties closer in the planning and development of projects. 2. Community sensitization on the work of CSOs and NGOs. 3. Policy/ Legislation regulating CSO/NGO activities and community engagement practices.

CSOs/NGOs AND LOCAL GOVERNMENT				
STAKEHOLDER 1 - CSOs/ NGOs	→		←	STAKEHOLDER 2 - Local government
HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * Politicians * Advocacy	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - LOCAL GOVERNMENT? * Provide evidence based findings that informs policy decisions.		HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * Expertise and financial support for the community.	
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - LOCAL GOVERNMENT? * Self sustainable			
WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY * Partners in development	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - CENTRAL GOVERNMENT? * Financed projects and programmes.		WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY * self reliant	
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - CENTRAL GOVERNMENT? * Not influencing capacities of the communities to be self sustaining.			
INSIGHTS AND QUESTIONS:	Some NGOs do not actually use the funds in the right ways.		NEXT STEPS:	

LOCAL GOVERNMENT AND LAND OWNERS				
STAKEHOLDER 1 - LOCAL GOVERNMENT	→		←	STAKEHOLDER 2 - LAND OWNERS
HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * They perceive them as the legitimate owners of the land. * They want lands.	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - LOCAL GOVERNMENT? * land planning and demarcation. * Provision of social amenities.		HOW DOES THIS STAKEHOLDER PERCEIVE THE OTHER? WHAT DO THEY WANT FROM THEM? ↓ * They perceive them as the legitimate administrative authority.	
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - LOCAL GOVERNMENT? * The involvement of land owners in the planning and demarcation process.			
WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY * Form partnerships with land owners.	WHAT VALUE CURRENTLY FLOWS IN THIS DIRECTION - CENTRAL GOVERNMENT? * They provide land for developmental processes. * they play administrative roles at the local level.		WHAT POTENTIAL ROLE COULD THIS STAKEHOLDER PLAY * Forming partnerships with local government	
	WHAT VALUE COULD (BUT DOES NOT) FLOW IN THIS DIRECTION - CENTRAL GOVERNMENT? * the involvement of the local government in the decision making process.			
INSIGHTS AND QUESTIONS:	1. Why do few people own majority of the land? 2. Why do landowners sell land without social amenities on the land?		NEXT STEPS:	1. A decision to sell land should be a community decision and not just that of the chiefs. 2. Social amenities should be provided on the land before it is sold.

CHANGE LEVER	WHAT WOULD YOU CHANGE IN THE SYSTEM	WHAT OUTCOMES WOULD YOU ACHIEVE
1 INCREASE ENERGY SUPPLY	1. ERRATIC SUPPLY OF ELECTRICITY	1. IMPROVED LIVELIHOODS/ INCOME
	2. LOW BUSINESS START UPS	2. IMPROVED INCOME GENERATION
	3. COLLAPSING BUSINESSES	3. DIVERSIFIED ENERGY SOURCES
	4. DEPENDANCE ON ONE ENERGY SOURCE	
INCREASED EMPLOYMENT AND 2 LIVELIHOOD OPPORTUNITIES	1. LACK OF JOBS	1. PEOPLE WITH SKILLS TO CREATE OWN JOBS
	2. POOR SKILLS DEVELOPMENT	2. HIGH PRODUCTIVITY
	3. INADEQUATE CAPITAL AND SUPPORT SERVICES FOR PRIVATE BUSINESS DEVELOPMENT	3. INCREASED EMPLOYMENT
		4. BETTER LIVELIHOODS
		5. REDUCED RURAL URBAN MIGRATION
		6. LOW DEPENDENCY RATION
		7. IMPROVED QUALITY OF LIFE
INCREASE COMMUNITY 3 ENGAGEMENT	1. DISCRIMINATION	1. INCREASED SELF ESTEEM IN COMMUNITIES
	2. LOW PARTICIPATION IN DECISIONS	2. INCREASED PARTICIPATION IN DECISION MAKING
	3. NEGATIVE ATTITUDES TO AUTHORITY	3. INCREASED AWARENESS OF COMMUNITY RESPONSIBILITIES
		4. MORE ACCOUNTABLE COMMUNITIES
TO IMPROVE ACCESS TO HEALTHCARE 4 SERVICES	1. LACK OF ADEQUATE INFRASTRUCTURE IN THE HEALTH SECTOR	1. MORE HEALTH SERVICES INFRASTRUCTURE
	2. INEFFICIENT FUNCTIONAL SYSTEMS	2. MORE QUALIFIED HEALTH PERSONNEL IN THE SYSTEM
	3. INADEQUATE BUDGETARY ALLOCATION TO THE HEALTH SECTOR	3. ADEQUATE BUDGETARY ALLOCATION
	4. INADEQUATE HEALTH PERSONNEL	
IMPROVE ACCESS TO QUALITY 5 EDUCATION	1. LOW SCHOOL ENROLMENT	1. INCREASED TRAINING OF TEACHERS
	2. LOW LITERACY RATE	2. IMPROVED CURRICULA TO ADDRESS COMMUNITY NEEDS
	3. FEW SCHOOLS AVAILABLE	3. INCREASED GOVERNMENT INVESTMENT IN EDUCATION
	4. FEW TEACHERS AVAILABLE	4. WELL EDUCATED CITIZENS
	5. PARENTS' NEGATIVE ATTITUDE TO EDUCATION	5. INCREASED EMPLOYMENT OPPORTUNITIES
		6. INCREASED PARTICIPATION IN DECISION MAKING

6	IMPROVE FOOD SECURITY	1. NON-AVAILABILITY OF QUALITY SEEDS	1. ENOUGH FOOD AND SURPLUS FOR EXPORTS
		2. POOR SOIL QUALITY	2. AVAILABILITY OF QUALITY SEEDS
		3. LOW INVESTMENT IN AGRICULTURAL TECHNOLOGY	3. IMPROVED SOIL QUALITY
			4. INCREASED INCOME OF FARMERS
			5. IMPROVED PRODUCTIVITY OF CROP YIELD
			6. IMPROVED FOOD SECURITY
			7. IMPROVED AGRICULTURAL TECHNOLOGIES
			8. IMPROVED GDP FROM AGRICULTURE
7	IMPROVE WATER, SANITATION AND HYGIENE PRACTICES	1. IMPROPER WASTE DISPOSAL	1. REDUCTION IN COMMUNICABLE DISEASES
		2. LOW SANITATION AWARENESS	2. IMPROVED AWARENESS IN COMMUNITY
		3. LACK OF TOILET FACILITIES	3. INCREASED ACCESS TO TOILET FACILITIES
		4. LOW INVESTMENT IN WASH	4. WASH IS PRIORITY AT ALL LEVELS
		5. LACK OF WASTE RECYCLING	5. INCREASED JOB AVENUES
		6. INADEQUATE WATER SUPPLY TO PERI-URBAN AREAS	6. ADEQUATE SAFE WATER SUPPLY
8	IMPROVE NUTRITIONAL LEVELS	1. MALNUTRITION	1. MALNUTRITION RELATED DISEASES
		2. HIGH INCIDENCE OF NUTRITIONAL RELATED DISEASES	2. ENHANCED URBAN FOOD PRODUCTION
		3. LIMITED URBAN AGRICULTURE DUE TO POOR LAND USE AND PLANNING	3. ENHANCED URBAN FOOD PRODUCTION
			4. EFFECTIVE LAND USE AND PLANNING
9	IMPROVE LOCAL GOVERNANCE	1. POOR PARTICIPATION IN DECISION MAKING	1. QUALITY DECISIONS FOR PROJECT IMPLEMENTATION
		2. INACCOUNTABLE LEADERSHIP	2. TRUST AND COOPERATION IMPROVES RELATIONS
		3. TOO MUCH BUREAUCRACY	3. EASY ACCESS TO TOP DECISION MAKERS
		4. INADEQUATE FUNDING	4. EFFICIENT/TIMELY ACTIVITY EXECUTION
10	INCREASE ACCESS TO LAND FOR FARMING	1. USE OF FARMLANDS FOR HOUSING	1. IMPROVED FOOD PRODUCTION AND SECURITY
		2. POOR LAND TENURE SYSTEMS	2. INCREASE ACCESSIBILITY TO LAND FOR FARMING AND OTHER DEVELOPMENTAL PROJECTS
		3. HIGH COST OF FARMLAND PREPARATION	3. REDUCED COST OF PRODUCTION

11	FIGHT AGAINST SOCIAL VICES	1. DRUG USE	1. MORE ACCESS TO EMPLOYMENT OPPORTUNITIES
		2. INSECURITY	2. IMPROVED SECURITY OF PERSONS AND COMMUNITIES
		3. SCHOOL DROP OUTS	3. SKILLS BUILDING AT ALL LEVELS AND ENTREPRENEURIAL DEVELOPMENT
		4. REDUCED 'EMPLOYABILITY'	
12	DEVELOP ENTREPRENEURIAL SKILLS	1. LOW EMPLOYMENT	1. IMPROVED LIVELIHOODS/ INCOME
		2. LACK OF EMPLOYABLE SKILLS	2. INCREASED INCOMES
		3. INADEQUATE TRAINING FACILITIES	3. REDUCED CRIME RATES
		4. LACK OF ACCESS TO CREDIT FACILITIES	
13	REDUCED RURAL-URBAN MIGRATION	1. INFUX OF PEOPLE FROM RURAL TO URBAN AREAS	1. REDUCED CONGESTION AND IMPROVED HEALTH
		2. INCREASED CRIME IN THE URBAN AREAS	2. IMPROVED PERSONAL SAFETY
		3. LACK OF SUPPORT FOR RURAL BUSINESS	3. IMPROVED LIVELIHOODS AND DEMOTIVATION TO MIGRATE
		4. LOW AGRIC PRODUCTIVITY	4. IMPROVED FOOD SECURITY AND DEMOTIVATION TO MIGRATE
14	IMPROVE RESOURCE MOBILIZATION FOR DEVELOPMENT PROGRAMS	1. DEPENDENCE ON GOVERNMENT RESOURCES	1. INCREASED ALTERNATIVE SOURCES OF FUNDING
		2. LOW USE OF AVAILABLE RESOURCES	2. IMPROVED SKILLS IN RESOURCE MOBILIZATION
		3. LOW PARTICIPATION OF COMMUNITIES IN DEVELOPMENT PROGRAMMES	3. IMPROVED COMMUNITY PARTICIPATION
		4. SLOW EXECUTION OF GOVERNMENT PROJECTS	4. REDUCED TERMINATION OF PROJECTS FOR LACK OF FUNDS

APPENDIX 7 - INTERVENTION PATHWAYS

PATHWAY TITLE: EDUCATION AND CAPACITY BUILDING			
WHAT WOULD YOU LIKE TO CHANGE? 1. TRAINING OF FARMERS ON COMPOST PREPARATION 2. TRAINING OF EXPERTS 3. FREE COMPULSORY BASIC EDUCATION	APPROACHES TO MAKING THE CHANGE; 1. TRAINER OF TRAINEES 2. REFRESHER COURSES FOR EXPERTS 3. TALK SHOWS ON FREE COMPULSORY BASIC EDUCATION	WILL RESULT IN;	
		INTERMEDIATE OUTCOMES: 1. MORE FARMERS WOULD BE TRAINED 2. EXPERTS WILL BE ABBREAST WITH STATE OF THE ART TECHNOLOGY 3. MORE PEOPLE WILL BE ENROLLED IN SCHOOLS	ULTIMATE OUTCOMES: 1. FARMERS WILL KNOW THE APPLICATION OF COMPOST 2. IMPART KNOWLEDGE ACQUIRED TO OTHERS 3. REDUCTION IN ILLITERACY LEVELS
INTERVENTIONS			
FAR EASIER TO HANDLE TRAINERS THAN ENTIRE FARMING COMMUNITIES	BY PERFORMING PLAYS/ DRAMA TO ON THE NEED TO GO TO SCHOOL	THE TRAINERS COULD ORGANIZE THE FARMERS AT THEIR COMMUNITIES AND IMPART THE KNOWLEGDE ACQUIRED	
EXPERTS FROM OTHER COUNTRIES COULD BE INVITED	INTENSIFICATION OF THE SCHOOL FEEDING PROGRAMME TO ATTRACT PEOPLE TO SCHOOL		

PATHWAY TITLE: WATER, SANITATION AND HYGIENE			
WHAT WOULD YOU LIKE TO CHANGE?	APPROACHES TO MAKING THE CHANGE;	WILL RESULT IN;	
		INTERMEDIATE OUTCOMES:	ULTIMATE OUTCOMES:
1. OPEN DRAINAGE SYSTEMS 2. POOR ATTITUDES OF PEOPLE TOWARDS WASH ISSUES 3. POOR WASTE MANAGEMENT 4. OPEN DEFECACTION	1. COMMUNITY ENGAGEMENT SESSIONS 2. RAINWATER HARVESTING 3. INCREASE INVESTMENT IN WATER SUPPLY	1. INCREASED ACCESS TO WASH SERVICES AND FACILITIES 2. IMPROVED/ CLEAN AND SAFE SURROUNDINGS 3. IMPROVED KNOWLEDGE, SKILLS AND PRACTICES ON WASH 4. COVERED PUBLIC DRAINS	1. IMPROVED HEALTH STATUS OF THE POPULATION
INTERVENTIONS			
USE OF BIODIGESTERS FOR BIO-FERTILIZER AND BIOGAS	MAKE COMPOST FROM SOLID WASTE	RECYCLING OF WASTE	EXTEND PIPEBORNE WATER TO UNDERSERVED COMMUNITIES
EXPERTS FROM OTHER COUNTRIES COULD BE INVITED	BOIL AND FILTER UNSAFE WATER FOR DRINKING	CONSTRUCT HOUSEHOLD LEVEL DRAINS	CONTINUOUS EDUCATION AND GOOD WASH PRACTICES
USE OF WATER KIOSKS	USE HOUSEHOLD LATRINES	INCREASE INVESTMENT IN BEHAVIOURAL CHANGE COMMUNICATION	PROMOTE COMMUNITY LED TOOLS IN SANITATION
CONSTRUCT PUBLIC LATRINES AT TRANSIT POINTS			

PATHWAY TITLE: IMPROVED AGRICULTURAL PRACTICES			
WHAT WOULD YOU LIKE TO CHANGE?	APPROACHES TO MAKING THE CHANGE;	WILL RESULT IN;	
		INTERMEDIATE OUTCOMES:	ULTIMATE OUTCOMES:
1. OUTMODED/BAD FARMING PRACTICES	1. TRAIN MORE AGRIC EXPERTS TO REACH OUT TO FARMERS	1. INCREASED YIELDS OF CROPS AND LIVESTOCK 2. FARMERS ACQUIRE KNOWLEDGE AND IMPROVED SKILLS IN AGRICULTURE	1. FOOD SECURITY 2. HIGH STANDARD OF LIVING 3. ADEQUATE AND SUSTAINABLE FOOD SUPPLY
INTERVENTIONS			
PROVIDE STORAGE FACILITIES FOR AGRIC PRODUCE	BUILD MODERN STORAGE FACILITIES FOR FARMERS BY GOV, NGOS, AND DEVT PARTNERS	SUBSIDIZE FERTILIZER SHOULD BE RELEASED ON TIME TO FARMER ON TIME	
INVEST INTO LIVESTOCK PRODUCTION	PRIORITY SHOULD BE GIVEN TO LIVESTOCK PRODUCTION BY GOV, NGOS AND DEVT PARTNERS	ADEQUATE FUNDS SHOULD BE MADE READILY AVAILABLE TO CROP AND ANIMAL RESEARCH INSTITUTIONS/RESEARCHERS	
PROVIDE MODERN EQUIPMENT FOR FARMERS	MOFA SHOULD PRIORITY ACQUISITION OF TRACTORS, HARVESTORS, PLANTER FOR FARMING	INCREASE INVESTMENT IN BEHAVIOURAL CHANGE COMMUNICATION	
FUNDING RESEARCH INTO NEW SEED VARIETIES			

PATHWAY TITLE: COMMUNITY ENGAGEMENT			
WHAT WOULD YOU LIKE TO CHANGE? 1. DISCRIMINATION 2. LOW PARTICIPATION in decision making 3. NEGATIVE ATTITUDE TOWARDS AUTHORITIES	APPROACHES TO MAKING THE CHANGE; 1. COMMUNITY EDUCATION AND SENSITISATION 2. COMMUNITY ENGAGEMENT SESSIONS 3. INVOLVING COMMUNITY MEMBERS IN DECISION MAKING	WILL RESULT IN;	
		INTERMEDIATE OUTCOMES: 1. INCREASED AWARENESS OF COMMUNITY RESPONSIBILITIES	ULTIMATE OUTCOMES: 1. MORE ACCOUNTANT COMMUNITIES
INTERVENTIONS			
NEEDS ASSESSEMENT IN THE COMMUNITY	MICROFINANCE PROJECT	ENCOURAGE THE FORMATION OF VARIOUS COMMITTEES IN THE COMMUNITY	THEATRE FOR DEVELOPMENT
DIALOGUE SESSIONS AMONG VARIOUS PARTIES IN THE COMMUNITY	COMMUNITY PARLIAMENT/TOWN HALL MEETING	CAPACITY BUILDING FOR ASSEMBLY AND UNIT COMMITTEE MEMBERS	TRADIO DISCUSSION
COMMUNITY FOR A	GENDER SENSITISATION PROGRAMS		LIVELIHOOD SUPPORT PROGRAMS
	PUBLIC EDUCATION USING INFORMATION VAN		

PATHWAY TITLE: LIVELIHOOD DIVERSIFICATION			
WHAT WOULD YOU LIKE TO CHANGE? 1. LACK OF JOBS 2. POOR SKILLS DEVELOPMENT 3. INADEQUATE CAPITAL AND SUPPORT SERVICE FOR PRIVATE BUSINESSES	APPROACHES TO MAKING THE CHANGE; 1. PROVISION OF SUPPORT FOR PRIVATE BUSSINESS 2. PROVIDE SKILLS/TRAINING FOR ENTERPRENEURS 3. ENCOURAGING PEOPLE TO VENTURE INTO NEW LOCAL INDUSTRIES	WILL RESULT IN;	
		INTERMEDIATE OUTCOMES: 1. INCREASED NUMBER OF PRIVATE BUSSINESS 2. COMPETITIVE LOCAL BUSSINESS 3. INCREASED EMPLOYMENT	ULTIMATE OUTCOMES: 1. INCREASED EMPLOYMENT 2. EFFECTIVE AND EFFICIENT PRODUCTION 3. INCREASED INCOME LEVELS
INTERVENTIONS			
FORM COOPERATIVES AMONG BUSSINESSES	INSTITUTION OF AWARD SCHEMES FOR FINANCIAL INSTITUTIONS WHICH SUPPORT BUSSINESSES	ESTABLISHING TRAINING CENTRES	ORGANIZATION OF EXCHANGE LEARNING BETWEEN COMMUNITIES
ESTABLISH CREDIT FACILITY CENTRES	FUNDING OF BUSINESS PROPOSALS	CREATING LUCRATIVE BUSINESS DATABASE TO PROVIDE INFORMATION FOR ENTREPRENEURS	ORGANISING EXHIBITION OF LOCAL TALENTS AND SKILLS
LINKING PRIVATE BUSSINESSES TO FOREIGN INVESTORS	ORGANIZATION OF WORKSHOPS FOR ENTREPRENEURS	ORGANIZING LOCAL CAPACITY BUILDING TRAINING	
	SETTING UP OF BUSINESS ADVISORY BOARDS	PROVISION OF TECHNICAL AND SKILLS DEVELOPMENT AVENUES IN NEW BUSINESS AREAS	

PATHWAY TITLE: GOVERNANCE AND COMMUNITY PARTICIPATION			
WHAT WOULD YOU LIKE TO CHANGE? 1. SIGNIFICANTLY INCREASE COMMUNITY INPUT INTO LOCAL GOVERNMENT.	APPROACHES TO MAKING THE CHANGE; 1. CREATE A LISTENING GOVERNMENT AT THE LOCAL LEVEL . 2. INCREASE INTERACTIONS BETWEEN THE LOCAL GOVERNMENT AND THE COMMUNITY.	WILL RESULT IN;	
		INTERMEDIATE OUTCOMES: 1. MORE INFORMED DECISIONS. 2. MORE APPROACHABLE	ULTIMATE OUTCOMES: 1. BENEFITS AT THE GRASSROOTS LEVEL. 2. STRONGER DEMOCRACY.
INTERVENTIONS			
ALL INCLUSIVE FOR A	INCLUDE SPECIAL SESSIONS FOR VULNERABLE GROUPS	SHOWCASE SUCCESSFUL COMMUNITY LEADERS	ORGANIZE VISITS TO OTHER COMMUNITIES TO EXCHANGE IDEAS
ORGANIZATION OF COMMUNITY DURBARS TO SOLICIT IDEAS		PROVIDE EDUCATION ON CREATIVE ROLE OF THE COMMUNITY IN LOCAL GOVERNMENT	TAPPING LOCAL POTENTIALS INTO THE LOCAL GOVERNANCE SYSTEM.

PATHWAY TITLE: IMPROVED ACCESS TO MARKETS			
WHAT WOULD YOU LIKE TO CHANGE? 1. HIGH RATE OF PETTY TRADING. 2. LACK OF INFRASTRUCTURE 3. LACK OF INFORMATION FLOW 4. INADEQUATE ACCESS TO CREDIT FACILITIES 5. LACK OF APPROPRIATE BRANDING OF GOODS AND SERVICES.	APPROACHES TO MAKING THE CHANGE; 1. RESOURCE TRADERS TO ENGAGE IN BULK PURCHASE AND ADD VALUE TO PRODUCTS. 2. IMPROVED ROAD INFRASTRUCTURE 3. BUILD MARKET STALLS 4. INTENSIFY AWARENESS CREATION 5. PROVIDE LINKAGES TO FINANCIAL INSTITUTIONS 6. CAPACITY BUILDING ON BRANDING OF GOODS AND SERVICES.	WILL RESULT IN;	
		INTERMEDIATE OUTCOMES: 1. EASY ACCESS TO MARKETS 2. AVAILABILITY OF WAREHOUSES FOR GOODS 3. ADEQUATE PUBLICITY 4. BETTER PACKAGING OF GOODS AND SERVICES 5. WHOLESALE MARKETING OF PRODUCE.	ULTIMATE OUTCOMES: 1. INCREASED INCOME 2. INCREASED EMPLOYMENT 3. CONSUMER SATISFACTION 4. AVAILABILITY OF QUALITY PRODUCTS
INTERVENTIONS			
UPGRADING OF ROAD NETWORKS	IMPROVED ACCESS TO CREDIT	HIRE PURCHASE	

PATHWAY TITLE: SUSTAINABLE ENERGY SUPPLY AND UTILIZATION			
WHAT WOULD YOU LIKE TO CHANGE?	APPROACHES TO MAKING THE CHANGE;	WILL RESULT IN;	
1. ERRATIC ENERGY SUPPLY 2. VALUE FOR MONEY ENERGY OPTIONS	1. INVESTMENT INTO ALTERNATIVE ENERGY SOURCES 2. INCREASE TECHNICAL KNOW HOW ON THE MANAGEMENT AND UTILIZATION OF ENERGY. 3. INCREASE PUBLIC AWARENESS ON ENERGY CONSUMPTION	INTERMEDIATE OUTCOMES: 1. DIVERSIFIED ENERGY SOURCES 2. IMPROVED EFFICIENCY AND PRODUCTIVITY ACROSS THE VALUE CHAIN.	ULTIMATE OUTCOMES: 1. RELIABLE ENERGY SUPPLY 2. VALUE FOR MONEY ENERGY OPTIONS.
INTERVENTIONS			
DIALOGUE AND RENEGOTIATE ENERGY ARRANGEMENT/ AGREEMENT WITH INTERNATIONAL PARTNERS	CREATE KNOWLEDGE AND EXPERIENCE SHARING PLATFORM WITH INTERNATIONAL PARTNERS	PROVISION OF INCENTIVES LIKE SUBSIDIES TO ENCOURAGE NON GRID AND RENEWABLE ENERGY OPTIONS	ADOPT FISCAL REFORMS TO GENERATE FUNDS REGULARLY
LEGISLATION TO SUPPORT THE ENERGY FUND	CREATE AWARENESS ON ENERGY CONSERVATION FROM SCHOOLS, HOMES, WORK AND COMMUNITIES	MEDIA CAMPAIGN TO CREATE AWARENESS	CIVIC EDUCATION BY STATE INSTITUTIONS
LIBERALIZE LEGISLATION THAT ENCOURAGE PRIVATE SECTOR PARTICIPATION AND COMPETITION ALONG TH ENERGY VALUE CHAIN	EFFICIENCY IN TERMS OF GENERATION, TRANSMISSION AND DISTRIBUTION BY INCESTING IN EFFICIENT EQUIPMENT	PUBLIC INSTITUTIONS TO BE ACCOUNTABLE AND TRANSPARENT	STRENGTHEN CONSUMER ASSOCIATIONS TO DEMAND ACCOUNTABILITY FROM GENERATION, TRANSMISSION AND DISTRIBUTION
IMPROVE THE TARIFFS AND OTHER INDICATORS, SUFFICIENT INFRASTRUCTURE TO ENCOURAGE THE PRIVATE SECTOR INTO OTHER OPTIONS IN ORDER TO IMPROVE THE ENERGY MIX			

APPENDIX 9 - INNOVATION PATHWAY CANVAS

TITLE: FINANCIAL INCLUSION		DESCRIPTION: PARTICIPATION OF THE LESS PRIVILEGED IN THE FINANCIAL SERVICE DELIVERY		SCALED VISION: TO BE LEADERS IN PROVIDING APPROPRIATE FINANCIAL SERVICES TO THE VULNERABLE IN THE COMMUNITY		PIVOTAL [Y] CRITICAL [Y] BEDROCK [Y]		
RELEVANT PART OF THE CAUSAL CHAIN		OUTCOMES		INDICATORS				
		INTERMEDIATE OUTCOMES: * CAPITAL FOR FARMERS * INVESTMENT OPPORTUNITIES * JOB OPPORTUNITIES		* EARLY INDICATORS (M&E) * OF FARMERS THAT HAVE ACCESS TO CAPITAL * NUMBER OF INVESTMENTS * PRODUCTS/ SERVICES * NUMBER OF BUSINESSES CREATED		*NUMBER *		
		SCALED		IMPLIES				
		FINAL OUTCOMES: * PRODUCTIVITY * JOB OPPORTUNITIES * PEOPLE		*INCREASE * CREATE MORE *INCREASE INCOME OF		* HIGHER LEVEL IMPACT (M&E): * FOOD SECURITY * AVAILABLE JOBS * IMPROVED LIVELIHOODS * REDUCTION IN SOCIAL VICES * DEVELOPMENT OF THE COMMUNITY		
Δ SYSTEM BEHAVIOUR		Δ HUMAN BEHAVIOUR						
WHAT WOULD YOU CHANGE IN THE SYSTEM?		WHAT BEHAVIOURS WOULD YOU CHANGE?						
1. LIMITED CAPITAL 2. LACK OF FUNDS 3. LOW INVESTMENTS 4. LOW SAVINGS 5. INADEQUATE FUNDING 6. RELIANCE ON FOREIGN AID		WHO: * BANKS * MICROFINANCE INSTITUTIONS * NGOs * GOVERNMENT * PHILANTHROPISTS * DONORS * CREDIT UNIONS		Δ 1. AVAILABILITY OF CREDIT 2. SAVINGS CULTURE ENHANCED 3. CAPACITY BUILDING 4. PROVISION OF GRANTS 5. SUBSIDY 6. TAX WAVING 7. FINANCIAL AID		THEORY OF CHANGE: LEVERAGING ON THE FINANCIAL AND NON FINANCIAL INSTITUTIONS AND THE SERVICES AVAILABLE WE CAN IMPROVE LIVELIHOOD OF PEOPLE IN THE COMMUNITY		
				MODEL/ PARADIGM: INCENTIVE ORIENTED INVESTMENT APPROACH				
SUCCESS CRITERIA								
ASSESSMENT	GOAL ALIGNMENT [OUTCOME SMATCHED WITH HIGHER LEVEL OUTCOMES]	SCALED IMPACT POTENTIAL [DEEP TRANSFORMATION]	PEOPLE/ AGENTS [EXPERIENCE/ SKILLS VISION CAPABILITY]	PROCESS [RIGHT PROCESS TO DRIVE SUCCESS]	PROJECT STRUCTURE [STRUCTURED FOR SUCCESS]	CAPITAL FUNDING [SCOPE VS FUNDING ALIGNMENT]	RESOURCES [ENABLERS OF SUCCESS]	METRICS [TO DRIVE AND EVALUATE SUCCESS]
	[1 - 10] 9	[1 - 10] 7	[1 - 10] 8	[1 - 10] 9	[1 - 10] 7	[1 - 10] 5	[1 - 10] 6	[1 - 10] 9
IMPROVEMENT PLAN	COLLABORATE WITH OTHER FORMS OF INTERVENTIONS	LIAISE WITH CAPACITY BUILDING	PROMOTE INNOVATIONS	EFFECTIVE MONITORING	REQUIRES STAKEHOLDER COMMITMENT	SOLICIT ASSISTANCE FROM DONORS	SOLICIT OTHER RESOURCES FROM DONORS	CALL FOR FINANCIAL SUPPORT
WHO TO ATTRACT: 1. BANKS 2. NGOS 3. MICROFINANCE INSTITUTIONS 4. GUIDELINES 5. CARRY OUT NEEDS ASSESSMENT 6. WRITE APPROPRIATE PROPOSALS 7. DO STAKEHOLDER CONSULTATIONS		QUESTIONS 1. 2. 3.		NOTES 				

TITLE: LIVELIHOOD DIVERSIFICATION							
DESCRIPTION: GENERATING ALTERNATIVE SOCIO-ECONOMIC ACTIVITIES TO MAKE LIFE MORE MEANINGFUL.			SCALED VISION: SOURCE(S) OF LIVELIHOOD OF DOUBLE THE ECONOMICALLY ACTIVE POPULATION BY THE NEXT FIFTEEN (15) YEARS.			PIVOTAL [Y] CRITICAL [Y] BEDROCK [Y]	
RELEVANT PART OF THE CAUSAL CHAIN		OUTCOMES			INDICATORS		
LOW LIVELIHOOD DIVERSIFICATION ↓ LACK OF JOB OPPORTUNITIES ↓ LOW EMPLOYMENT ↓ PRODUCTIVITY ↓ UNEMPLOYMENT ↓ UNDEREMPLOYMENT ↓ POVERTY ↓ HUNGER		INTERMEDIATE OUTCOMES: INCREASE THE NUMBER OF ECONOMICALLY ACTIVE POPULATION * INCREASE NUMBER OF PEOPLE WITH MULTIPLE SKILLS SCALED FINAL OUTCOMES: DEPENDENCY RATIO * LOW IMPROVED QUALITY OF LIFE * REDUCED RURAL URBAN MIGRATION * HIGH PRODUCTIVITY			* EARLY INDICATORS (M&E) PEOPLE TRAINED TO ACQUIRE NEW SKILLS. * NUMBER OF BUSINESS CONCEPTS DEVELOPED * NUMBER OF CONCEPTS TRANSFORMED INTO BUSINESS * NUMBER OF BUSINESSES SUPPORTED WITH FINANCE AND TECHNICAL RESOURCES. * IMPLIES HIGHER LEVEL IMPACT (M&E): * NUMBER OF PEOPLE WITH MORE THAN ONE SOURCE OF INCOME. * RURAL URBAN MIGRATION RATE * INCOME LEVELS PER ANNUM * SUPPORT FOR DEPENDANTS' EDUCATION, HEALTH, ETC. * INCOME SECURITY.		
Δ SYSTEM BEHAVIOUR		Δ HUMAN BEHAVIOUR					
WHAT WOULD YOU CHANGE IN THE SYSTEM?		WHAT BEHAVIOURS WOULD YOU CHANGE?					
1. POOR OR LACK OF RELEVANT SKILLS AND TECHNOLOGY FACILITIES 2. DEPENDENCY ON ONE SOURCE OF LIVELIHOOD 3. NON INVOLVEMENT OF RELEVANT PRACTITIONERS IN POLICY FORMULATION 4. LOW INCOME		WHO: * COMMUNITY * CHIEFS AND OPINION LEADERS * LAND OWNERS * FARMERS * LOCAL GOVERNMENT * CENTRAL GOVERNMENT * MINISTRY OF FOOD AND AGRICULTURE * EMPLOYMENT MINISTRY * PRIVATE SECTOR Δ 1. ACQUIRE SKILLS 2. LEAD MEMBERS 3. PROVIDE LAND FOR CULTIVATION 4. PRODUCTION 5. LOCAL GOVERNMENT SUPPORT 6. PROVIDE POLICY SUPPORT 7. INVOLVEMENT IN POLICY FORMULATION.			THEORY OF CHANGE: DIVERSIFICATION OF INCOME SOURCES LEAD TO FINANCIAL INDEPENDENCE AND IMPROVED LIVELIHOODS. MODEL/ PARADIGM: YOUTH EMPLOYMENT AND ENTREPRENEURIAL SKILLS DEVELOPMENT TO ENHANCE LIVELIHOODS.		
SUCCESS CRITERIA							
GOAL ALIGNMENT [OUTCOME SMATCHED WITH HIGHER LEVEL OUTCOMES]		SCALED IMPACT POTENTIAL [DEEP TRANSFORMATION]		PEOPLE/ AGENTS [EXPERIENCE/ SKILLS VISION CAPABILITY]		PROCESS [RIGHT PROCESS TO DRIVE SUCCESS]	
[1 - 10] 4		[1 - 10] 8		[1 - 10] 4		[1 - 10] 5	
PROJECT STRUCTURE [STRUCTURED FOR SUCCESS]		CAPITAL FUNDING [SCOPE VS FUNDING ALIGNMENT]		RESOURCES [ENABLERS OF SUCCESS]		METRICS [TO DRIVE AND EVALUATE SUCCESS]	
[1 - 10] 4		[1 - 10] 4		[1 - 10] 4		[1 - 10] 10	
EQUIP WITH RELVANT SKILLS. TARGET SECTOR WITH HIGH LABOUR CAPACITY		IDENTIFY SUCCESSFUL ENTREPRENEURIAL OR YOUTH EMPLOYMENT EXPERTS TO PROMOTE TRANSFORMATION		SKILLS DEVELOPMENT; TECHNOLOGY TRANSFORMATION; MENTORSHIP; BUSINESS INCUBATION.		ENGAGE PRIVATE SECTOR IN THE TRANSFORMATION AND POLICY PROCESS	
REVIEW POLICY AND LEGAL FRAMEWORK. RESTRUCTURE GOVERNANCE SYSTEM		DIVERSIFY SOURCES OF FUNDING. DESIGN PROJECTS THAT ARE FINANCIALLY SUSTAINABLE		POLICY DIRECTION SHOULD TARGET RESOURCE ALLOCATION TO PROVIDE RESOURCES FOR LIVELIHOOD DIVERSIFICATION		NEED TO BACK INTEREST AND DRIVE WITH ACTION	
WHO TO ATTRACT: BANKS 3. MICRO FINANCE INSTITUTIONS		1. 2. NGOs		QUESTIONS			
GUIDELINES:		1. CARRY		NOTES			

TITLE: EDUCATION AND CAPACITY BUILDING		DESCRIPTION: LOW LEVEL OF EDUCATION AND CAPACITY BUILDING/ DEVELOPMENT.		SCALED VISION: QUALITY EDUCATION AND CAPACITY BUILDING.		PIVOTAL [Y] CRITICAL [Y] BEDROCK [Y]		
RELEVANT PART OF THE CAUSAL CHAIN		OUTCOMES		INDICATORS				
		INTERMEDIATE OUTCOMES: INCREASE PRODUCTIVITY INCREASE SKILLED LABOUR DELIVERY OF GOODS AND SERVICES		* * * QUALITY		EARLY INDICATORS (M&E) ENROLMENT FIGURES. *ADEQUATE EDUCATIONAL FACILITIES *ADEQUATE PROFESSIONAL TEACHERS		
		SCALED		IMPLIES				
		FINAL OUTCOMES: IN GDP LIVING *LOW POVERTY LEVELS		*INCREASE *HIGH STANDARD OF *SELF RELIANCE		HIGHER LEVEL IMPACT (M&E): HIGHER LEVEL OF EDUCATION SUSTAINABLE AND EFFICIENT ECONOMY		
Δ SYSTEM BEHAVIOUR		Δ HUMAN BEHAVIOUR						
WHAT WOULD YOU CHANGE IN THE SYSTEM?		WHAT BEHAVIOURS WOULD YOU CHANGE?						
1. POOR CURRICULUM KNOWLEDGE		WHO: * GOVERNMENT * NGOs	Δ 1. LOW INVESTMENT IN EDUCATION AND CAPACITY BUILDING 2. POOR COMMUNITY ENGAGEMENT AND NEEDS ASSESSMENT.	THEORY OF CHANGE: IF GOVERNMENT, NGOS, DEVELOPMENT PARTNERS AND INDIVIDUALS PRIORITIZE AND INVEST IN EDUCATION AND CAPACITY BUILDING, DEVELOPMENT OF THE PEOPLE CAN BE ACHIEVED.				
				MODEL/ PARADIGM: THE EDUCATIONAL INSTITUTIONS SHOULD GEAR TOWARDS PRACTICAL TRAINING THAN THEORY				
SUCCESS CRITERIA								
ASSESSMENT	GOAL ALIGNMENT [OUTCOME SMATCHED WITH HIGHER LEVEL OUTCOMES]	SCALED IMPACT POTENTIAL [DEEP TRANSFORMATION]	PEOPLE/ AGENTS [EXPERIENCE/ SKILLS VISION CAPABILITY]	PROCESS [RIGHT PROCESS TO DRIVE SUCCESS]	PROJECT STRUCTURE [STRUCTURED FOR SUCCESS]	CAPITAL FUNDING [SCOPE VS FUNDING ALIGNMENT]	RESOURCES [ENABLERS OF SUCCESS]	METRICS [TO DRIVE AND EVALUATE SUCCESS]
	[1 - 10] 8	[1 - 10] 9	[1 - 10] 5	[1 - 10] 9	[1 - 10] 7	[1 - 10] 4	[1 - 10] 6	[1 - 10] 8
IMPROVEMENT PLAN	MORE INVESTMENT IN EDUCATION AND CAPACITY BUILDING	EFFECTIVE MOTIVATION SYSTEM FOR WORKERS	REGULAR SKILLS DEVELOPMENT WORKSHOPS/ TRAINING	COMMUNITY AND STAKEHOLDER ENGAGEMENT	MORE PRACTICAL THAN THEORY	MOBILISING FUNDS FROM DEVELOPMENT PARTNERS, GOVERNMENT, ETC	TRAINING MORE SKILLED LABOUR. TAPPING LOCAL RESOURCES AVAILABLE. DONORS	INSTITUTE EFFECTIVE MONITORING, SUPERVISION AND EVALUATION SYSTEMS
WHO TO ATTRACT: AGENCIES NGOS/CSOs AUTHORITIES AND THE GOVERNMENT		1. DONOR 2. DEVELOPMENT PARTNERS, 3. TRADITIONAL		QUESTIONS: ARE GHANA'S EDUCATIONAL SYSTEMS MORE THEORITICAL THAN PRACTICAL? 2. ARE THE GOVERNMENT AND ITS DEVELOPMENTAL PARTNERS COMMITTED TO ACHIEVING QUALITY EDUCATION AND CAPACITY DEVELOPMENT IN GHANA?		1. WHY		
GUIDELINES: MORE PRACTICAL EDUCATIONAL SYSTEMS EFFECTIVE AND EFFICIENT EDUCATIONAL REFORMS.		1. DEVELOP 2. UNDERTAKE		NOTES				

TITLE: EFFECTIVE COMMUNITY ENGAGEMENT															
DESCRIPTION: INEFFECTIVE COMMUNITY PARTICIPATION IN DECISION MAKING AND DEVELOPMENTAL PROCESSES RESULTING IN A FEELING OF EXCLUSION BY COMMUNITY MEMBERS ESPECIALLY THE VULNERABLE GROUPS.				SCALED VISION: TO HAVE COMMUNITIES THAT ARE EFFECTIVELY ENGAGED IN DECISION MAKING AND DEVELOPMENT PROCESSES IN A MANNER THAT MAXIMISES INCLUSIVENESS OF VULNERABLE GROUPS FOR SUSTAINABLE COMMUNITY DEVELOPMENT.				PIVOTAL [Y] CRITICAL [Y] BEDROCK [Y]							
RELEVANT PART OF THE CAUSAL CHAIN			OUTCOMES				INDICATORS								
			INTERMEDIATE OUTCOMES: PARTICIPATION * INCREASED AWARENESS OF RESPONSIBILITIES * INCREASED				EARLY INDICATORS (M&E) * NUMBER OF PEOPLE CONCERNED ABOUT COMMUNITY ISSUES. * NUMBER OF PEOPLE ENGAGED IN COMMUNITY ISSUES. * NUMBER OF EXTERNAL AGENCIES ENGAGING COMMUNITIES. * LEVEL OF AWARENESS OF RESPONSIBILITIES								
			SCALED				IMPLIES								
			FINAL OUTCOMES: MORE PROACTIVE, RESPONSIVE AND ACCOUNTABLE COMMUNITIES * * INCREASED SELF ESTEEM OF COMMUNITY MEMBERS.				HIGHER LEVEL IMPACT (M&E): * LEVEL OF COMMUNICATION BETWEEN COMMUNITY MEMBERS AND OTHER STAKEHOLDERS. * * LEVEL OF TRANSPARENCY AND ACCOUNTABILITY * LEVEL OF COMMUNITY SELF-HELP INITIATIVES								
Δ SYSTEM BEHAVIOUR			Δ HUMAN BEHAVIOUR												
WHAT WOULD YOU CHANGE IN THE SYSTEM?			WHAT BEHAVIOURS WOULD YOU CHANGE?												
1. DISCRIMINATION AND EXCLUSIONS OF SEGMENTS OF COMMUNITIES [WOMEN AND PEOPLE WITH DISABILITIES] IN COMMUNITY DEVELOPMENT PROCESS 2. LOW PARTICIPATION OF COMMUNITY MEMBERS IN DECISION MAKING.			WHO: * COMMUNITY MEMBERS		Δ 1. NEGATIVE ATTITUDES TOWARDS AUTHORITIES. 2. LOW LEVEL OF PARTICIPATION IN DECISION MAKING.		THEORY OF CHANGE: COMMUNITY EDUCATION, SENSITIZATION AND CAPACITY BUILDING → ACCEPTANCE OF RESPONSIBILITY → PARTICIPATION AND PUBLIC ACTION → TRANSPARENCY AND ACCOUNTABILITY → PROACTIVE, RESPONSIVE AND SELF RELIANT COMMUNITIES →								
			MODEL/ PARADIGM: PEOPLE CENTERED DEVELOPMENT APPROACH												
SUCCESS CRITERIA															
ASSESSMENT	GOAL ALIGNMENT [OUTCOME SMATCHED WITH HIGHER LEVEL OUTCOMES]		SCALED IMPACT POTENTIAL [DEEP TRANSFORMATION]		PEOPLE/ AGENTS [EXPERIENCE/ SKILLS VISION CAPABILITY]		PROCESS [RIGHT PROCESS TO DRIVE SUCCESS]		PROJECT STRUCTURE [STRUCTURED FOR SUCCESS]	CAPITAL FUNDING [SCOPE VS FUNDING ALIGNMENT]	RESOURCES [ENABLERS OF SUCCESS]	METRICS [TO DRIVE AND EVALUATE SUCCESS]			
	[1 - 10]	10	[1 - 10]	9	[1 - 10]	5	[1 - 10]	7	[1 - 10]	9	[1 - 10]	2	[1 - 10]	5	[1 - 10]
IMPROVEMENT PLAN	COMMUNITY EDUCATION AND CAPACITY BUILDING		TRAINING AND CAPACITY BUILDING ON ADVOCACY, LOBBYING, LEADERSHIP AND COMMUNICATION SKILLS				EMPOWERING MEMBERS TO MOBILIZE RESOURCES		PROJECT BUDGET	NEEDS ASSESSMENT	NEEDS ASSESSMENT				
WHO TO ATTRACT:					QUESTIONS										
GUIDELINES:					NOTES										

TITLE: IMPROVE AGRICULTURAL PRODUCTIVITY AND MARKETING		DESCRIPTION: TO INCREASE CURRENT OUTPUT LEVELS AND ENSURE THE AVAILABILITY OF FOOD FOR CONSUMERS AT ALL TIMES.		SCALED VISION: ATTAIN SUSTAINABLE AGRICULTURE AND ACCESS TO FOOD BY CONSUMERS		PIVOTAL [Y] CRITICAL [Y] BEDROCK [Y]			
RELEVANT PART OF THE CAUSAL CHAIN		OUTCOMES		INDICATORS					
		<p>INTERMEDIATE OUTCOMES:</p> <ul style="list-style-type: none"> CROP YIELD. * IMPROVED LIVESTOCK LEVELS * INCREASED FARMERS' KNOWLEDGE AND SKILLS. * IMPROVED POST HARVEST LOSSES * REDUCED NETWORKS TO FOOD PRODUCING AREAS. * IMPROVED ROAD 		<p>EARLY INDICATORS (M&E)</p> <ul style="list-style-type: none"> HIGH LEVELS OF LOCALLY PRODUCED FOODS * FOOD PRICES (AFFORDABILITY) * LEVELS OF POST HARVEST LOSSES * OUTPUT PER FARMER. * 					
		SCALED		IMPLIES					
		<p>FINAL OUTCOMES:</p> <ul style="list-style-type: none"> EMPLOYMENT * INCREASED LEVELS OF FARMERS * INCREASED INCOME AGRICULTURE TO THE GDP * IMPROVED CONTRIBUTION OF MIGRATION AMONG THE YOUTH * REDUCED RURAL URBAN 		<p>HIGHER LEVEL IMPACT (M&E):</p> <ul style="list-style-type: none"> INCREASED LEVELS OF EMPLOYMENT * PRICE STABILITY THROUGHOUT THE YEAR * INCOME LEVELS OF FARMERS * STANDARDS OF LIVING * RURAL - URBAN MIGRATION * 					
Δ SYSTEM BEHAVIOUR		Δ HUMAN BEHAVIOUR							
WHAT WOULD YOU CHANGE IN THE SYSTEM?		WHAT BEHAVIOURS WOULD YOU CHANGE?							
<p>1. NON AVAILABILITY OF FARM INPUTS.</p> <p>2. POOR SOIL QUALITY</p> <p>LOW INVESTMENTS IN AGRICULTURE</p> <p>POOR MARKETING OF AGRICULTURAL PRODUCE</p>		<p>WHO:</p> <ul style="list-style-type: none"> * FARMERS * AGRICULTURAL INSTITUTIONS * CENTRAL GOVERNMENT 		<p>Δ</p> <ul style="list-style-type: none"> 1. ATTITUDES AND PRACTICES 2. LEVEL OF COMMITMENT TO AGRICULTURE 3. BUDGETARY ALLOCATIONS FOR AGRICULTURE 		<p>THEORY OF CHANGE: FOR AGRICULTURAL PRODUCTIVITY AND MARKETING TO IMPROVE, LAND TENURE SYSTEMS, FARMING TECHNOLOGY, AS WELL AS GOVERNMENTS POLICY CONCERNING MARKETING OF LOCAL AGRICULTURAL PRODUCE.</p>			
				MODEL / PARADIGM: AGRICULTURAL NICHE, AGROFORESTRY AND ORGANIC FARMING					
SUCCESS CRITERIA									
IMPROVEMENT PLAN	ASSESSMENT	GOAL ALIGNMENT [OUTCOME SMATCHED WITH HIGHER LEVEL OUTCOMES]	SCALED IMPACT POTENTIAL [DEEP TRANSFORMATION]	PEOPLE/ AGENTS [EXPERIENCE/ SKILLS VISION CAPABILITY]	PROCESS [RIGHT PROCESS TO DRIVE SUCCESS]	PROJECT STRUCTURE [STRUCTURED FOR SUCCESS]	CAPITAL FUNDING [SCOPE VS FUNDING ALIGNMENT]	RESOURCES [ENABLERS OF SUCCESS]	METRICS [TO DRIVE AND EVALUATE SUCCESS]
		[1 - 10]	8	[1 - 10] 9	[1 - 10] 5	[1 - 10] 8	[1 - 10] 8	[1 - 10] 4	[1 - 10] 6
		SUPPORT WITH OTHER PROJECTS	SEEK GOVERNMENT SUPPORT	SEEK TECHNOLOGICAL ASSISTANCE FROM INSTITUTIONS	ENCOURAGE STAKEHOLDER PARTICIPATION	SEEK ASSISTANCE FROM EXPERTS	SOLICIT SUPPORT FROM DONORS	SOLICIT SUPPORT FROM DONORS	DO MORE EDUCATION TO GET PEOPLE INVOLVED
WHO TO ATTRACT:		1. FARMERS		QUESTIONS: IS THE GOVERNMENT REALLY COMMITTED TO THE DEVELOPMENT OF AGRICULTURE?					
2. YOUTH AGRICULTURE DONORS		3. TECHNICAL PEOPLE IN 5. THE GOVERNMENT 6.							
4. MARKET CHAIN SPECIALISTS									
GUIDELINES:		1. HOLD		NOTES					
SERIES OF STAKEHOLDER CONSULTATIONS AND BE TRANSPARENT THROUGHOUT THE PROCESS		3. UAISE							
2. BUILD CAPACITY OF LOCAL FARMERS									
WITH CENTRAL GOVERNMENT TO IMPROVE TRANSPORTATION INFRASTRUCTURE.									

TITLE: WATER, SANITATION AND HYGIENE [WASH]		DESCRIPTION: POOR WASTE MANAGEMENT; INADEQUATE SAFE DRINKING WATER; OPEN DRAINAGE SYSTEMS; HIGH OPEN DEFECATION PRACTICES; POOR ATTITUDES OF PEOPLE TOWARDS WASH ISSUES.		SCALED VISION: FOR THE PEOPLE TO LIVE AND WORK IN A CLEAN AND SAFE ENVIRONMENT WITH ADEQUATE ACCESS TO SAFE DRINKING WATER.		PIVOTAL [Y] CRITICAL [Y] BEDROCK [Y]		
RELEVANT PART OF THE CAUSAL CHAIN		OUTCOMES		INDICATORS				
<p>RELEVANT PART OF CAUSAL CHAIN * Poor attitude of people towards WASH issues Lack of Sanitation facilities Lack of information on Sanitation policy Low public education on WASH issues Low investment in WASH Poor hygiene practices Inadequate drinking water supply Lack of access to safe water Low investment in WASH</p>		INTERMEDIATE OUTCOMES: INCREASED ACCESS TO WASH SERVICES AND FACILITIES * IMPROVED KNOWLEDGE, SKILLS AND PRACTICES UNDER WASH * IMPROVED/ CLEAN AND SAFE ENVIRONMENTS		EARLY INDICATORS (M&E) *NUMBER OF HOUSEHOLDS WITH LATRINES * NUMBER OF HOUSEHOLDS PRACTICING HANDWASHING WITH SOAP * PERCENTAGE OF POPULATION WITH SAFE WWATER * NUMBER OF PRIVATE COMPANIES IN THE WASH SECTOR.				
		SCALED		IMPLIES				
		FINAL OUTCOMES: HEALTH STATUS OF THE POPULATION		*IMPROVED HIGHER LEVEL IMPACT (M&E): REDUCED WASH RELATED DISEASES.				
Δ SYSTEM BEHAVIOUR		Δ HUMAN BEHAVIOUR						
WHAT WOULD YOU CHANGE IN THE SYSTEM?		WHAT BEHAVIOURS WOULD YOU CHANGE?						
1. INCREASED SANITATION EDUCATION AND INFRASTRUCTURE. IMPROVE INVESTMENT IN WASH 3. PROMOTE RE-USE AND RE-CYCLING OF WASTE 4. PROVIDE MORE WASTE COLLECTION SITES 5. ENFORCE BYE LAWS.		WHO: * MMDAs * NGOs * GOVERNMENT * CHIEFS AND OPINION	Δ 1. PROVIDE INFRASTRUCTURE AND SERVICES 2. PROVIDE FUNDING 3. CREATION OF AN ENABLING ENVIRONMENT 4. PROVIDE FUNDING AND CAPACITY BUILDING 5. COMMUNITY MOBILIZATION AND PROVISION OF LAND.	THEORY OF CHANGE: INTEGRATED STAKEHOLDERS COLLABORATING IN WASH IMPLEMENTATION LEVERAGING ON THE FINANCIAL AND NON FINANCIAL INSTITUTIONS AND THE SERVICES AVAILABLE WE CAN IMPROVE LIVELIHOOD OF PEOPLE IN THE COMMUNITY				
		MODEL/ PARADIGM: PUBLIC PRIVATE PARTNERSHIP PAIPRIVATE MODEL.						
SUCCESS CRITERIA								
ASSESSMENT	GOAL ALIGNMENT [OUTCOME SMATCHED WITH HIGHER LEVEL OUTCOMES]	SCALED IMPACT POTENTIAL [DEEP TRANSFORMATION]	PEOPLE/ AGENTS [EXPERIENCE/ SKILLS VISION CAPABILITY]	PROCESS [RIGHT PROCESS TO DRIVE SUCCESS]	PROJECT STRUCTURE [STRUCTURED FOR SUCCESS]	CAPITAL FUNDING [SCOPE VS FUNDING ALIGNMENT]	RESOURCES [ENABLERS OF SUCCESS]	METRICS [TO DRIVE AND EVALUATE SUCCESS]
	[1 - 10]	7	[1 - 10] 10	[1 - 10] 8	[1 - 10] 8	[1 - 10] 10	[1 - 10] 5	[1 - 10] 7
IMPROVEMENT PLAN	MORE COLLECTION POINTS AND EQUIPMENTS		CAPACITY BUILDING AND TRAINING	ORGANIZE SHAREHOLDERS FOR A TO DEVELOP COMMITMENT		HIGH INVESTMENT NEEDED	SOLICIT OTHER RESOURCES FROM DONORS	MMDAs NEED MORE RESOURCES FROM DONORS
WHO TO TARGET: 2. CENTRAL GOVERNMENT		3. PRIVATE SECTOR		4. CHIEFS AND ELDERS		5. DP		QUESTIONS: WHAT IS THE COMMITMENT LEVEL OF THE KEY STAKEHOLDERS IN WASH?
GUIDELINES: STAKEHOLDERS FORUM ENABLING ENVIRONMENT		1. 2. CREATE AN		NOTES				



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The State of African Resilience

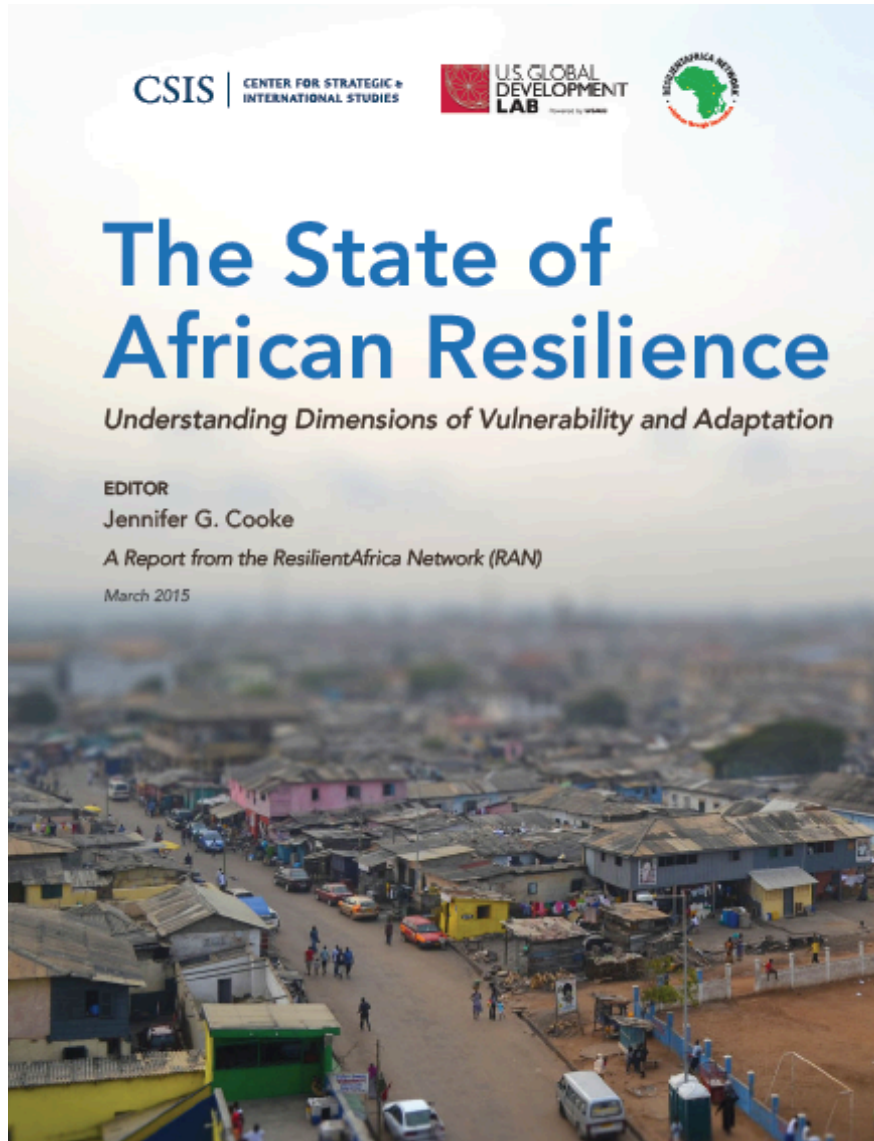
Understanding Dimensions of Vulnerability and Adaptation

EDITOR

Jennifer G. Cooke

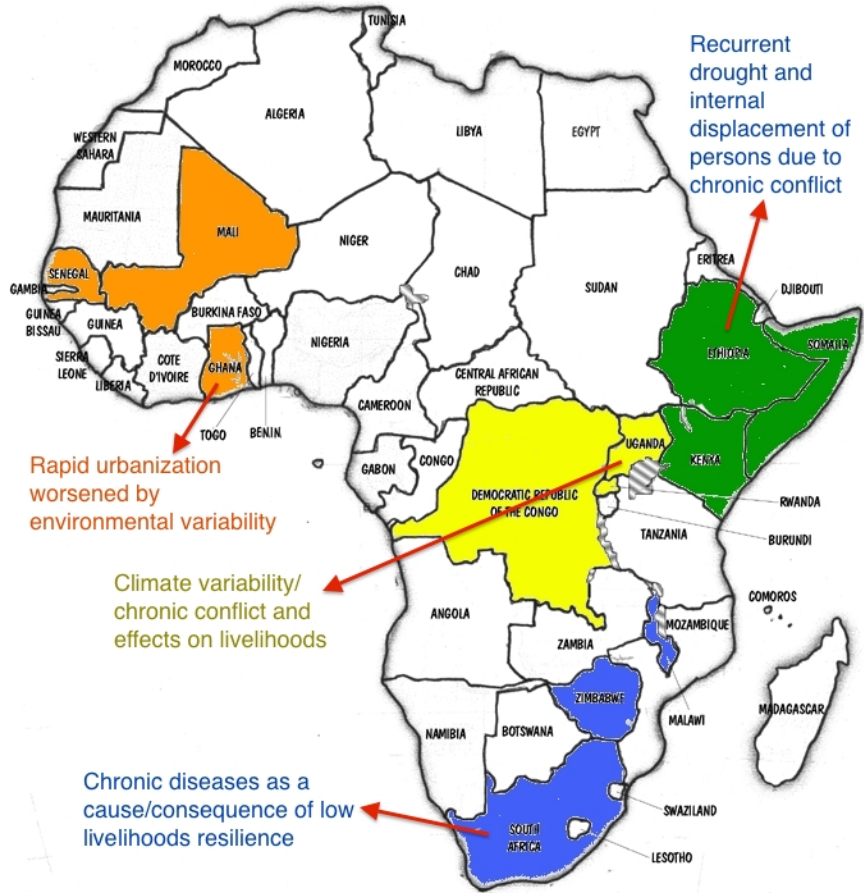
A Report from the ResilientAfrica Network (RAN)

March 2015



ResilientAfrica Network

- **Partners:** Makerere, Tulane and Stanford
- **Network of 15 African Universities**
- **4 Resilience Innovation Labs:**
- **EA RILab – Makerere University**
- **HoA RILab – Jimma University**
- **SA RILab – University of Pretoria**
- **WA RILab – University for Development Studies**



Goals and Objectives

- **Goal:** To strengthen the resilience of targeted communities in sub-Saharan Africa to priority shocks and stresses through innovative technologies and approaches
- **Objectives:**
 - Design and apply a data-driven, evidence-based framework to better understand and measure resilience in target communities;
 - Develop, test, and bring to scale innovative technologies and interventions that strengthen the resilience of vulnerable individuals, households, and/or communities; and
 - Enhance and share resilience-related knowledge globally by engaging students, faculty, staff, and development experts to collaborate on working toward strengthening resilience.



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RAN Resilience Framework



Resilience Definition and Focus Themes

Resilience is the capacity of people and systems to mitigate, adapt to, recover, and learn from shocks and stresses in a manner that reduces vulnerability and increases well-being.

RAN Resilience Focus Themes:

- DRC: Gender Based Violence
- Rwanda: Floods and Landslides, Chronic Conflict and Refugees
- Uganda: Chronic Conflict, Climate Variability
- Ethiopia: Recurrent droughts and displacement
- Somalia: Chronic internal displacement, conflict, and climate change
- Malawi: Drought, floods, and HIV/AIDS
- South Africa: Poverty and HIV/AIDS
- Zimbabwe: Food Insecurity, poverty, and HIV/AIDS
- Ghana: Rapid urbanization, Climate change, and food security



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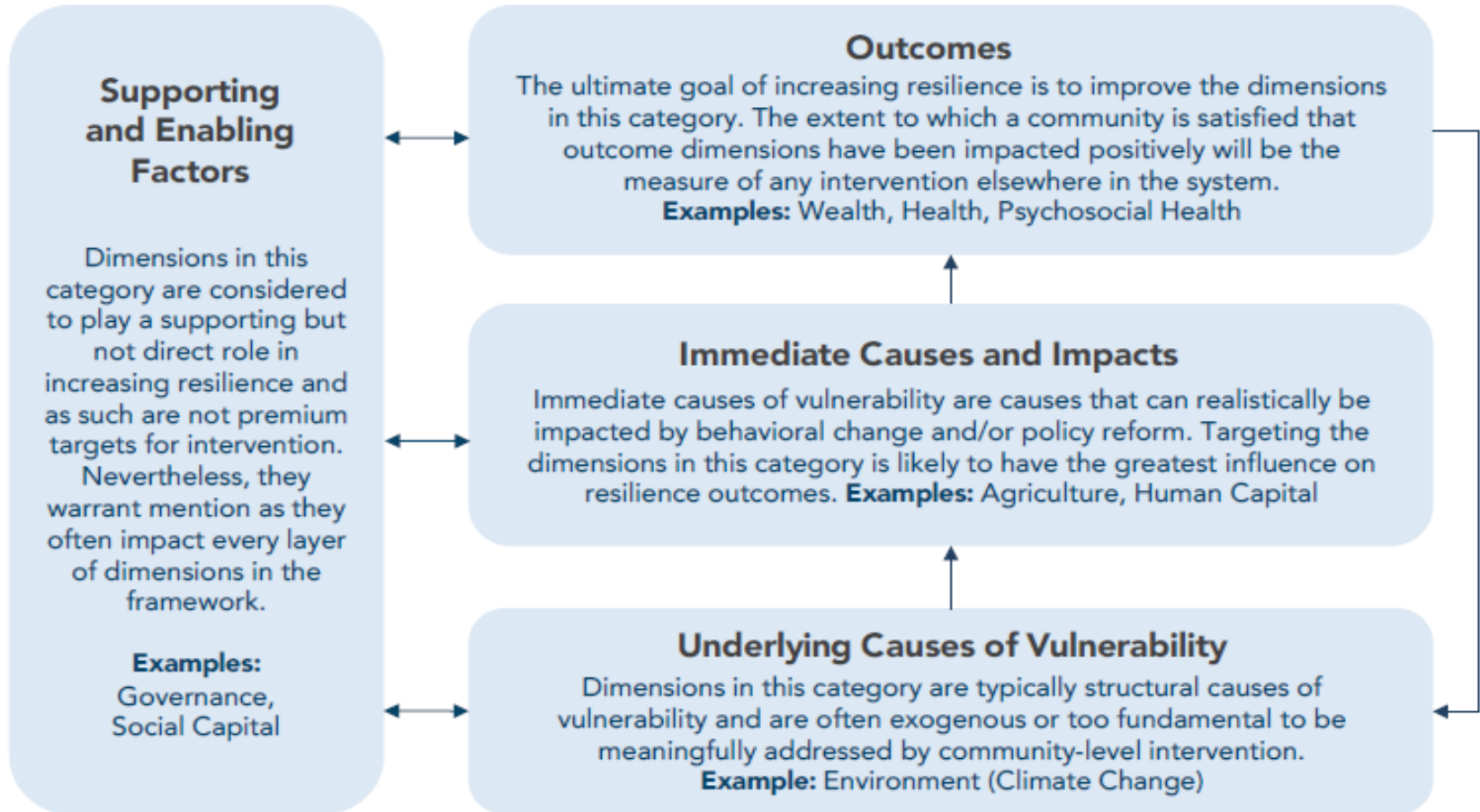
Qualitative Methodology

- Structured context analysis (secondary data review)
 - Identification of theme and geographic focus
- Development of data collection tool
- Data collection
 - focus group discussions, key informant interviews (transcriptions)
- Data coding and analysis
 - identification of resilience dimensions, sub-dimensions, and pathways
- Development of context-specific resilience frameworks and entry points for innovations/interventions

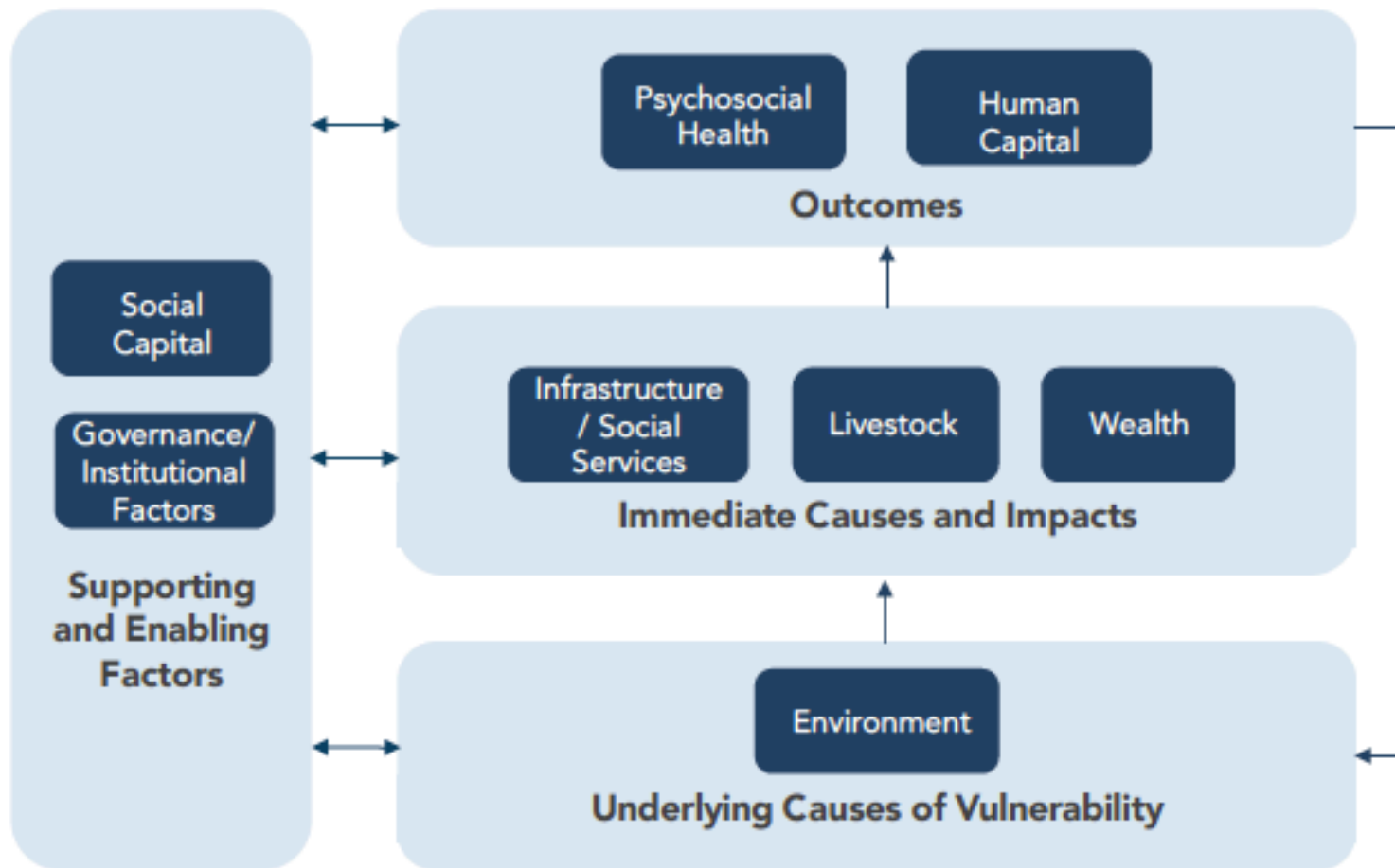
General Resilience Dimensions

- 1) Wealth
- 2) Psychosocial
- 3) Health/Health Services
- 4) Natural Resources/Environment
- 5) Infrastructure
- 6) Governance
- 7) Security, protection, and advocacy
- 8) Human Capital
- 9) Social Capital/Community Networks

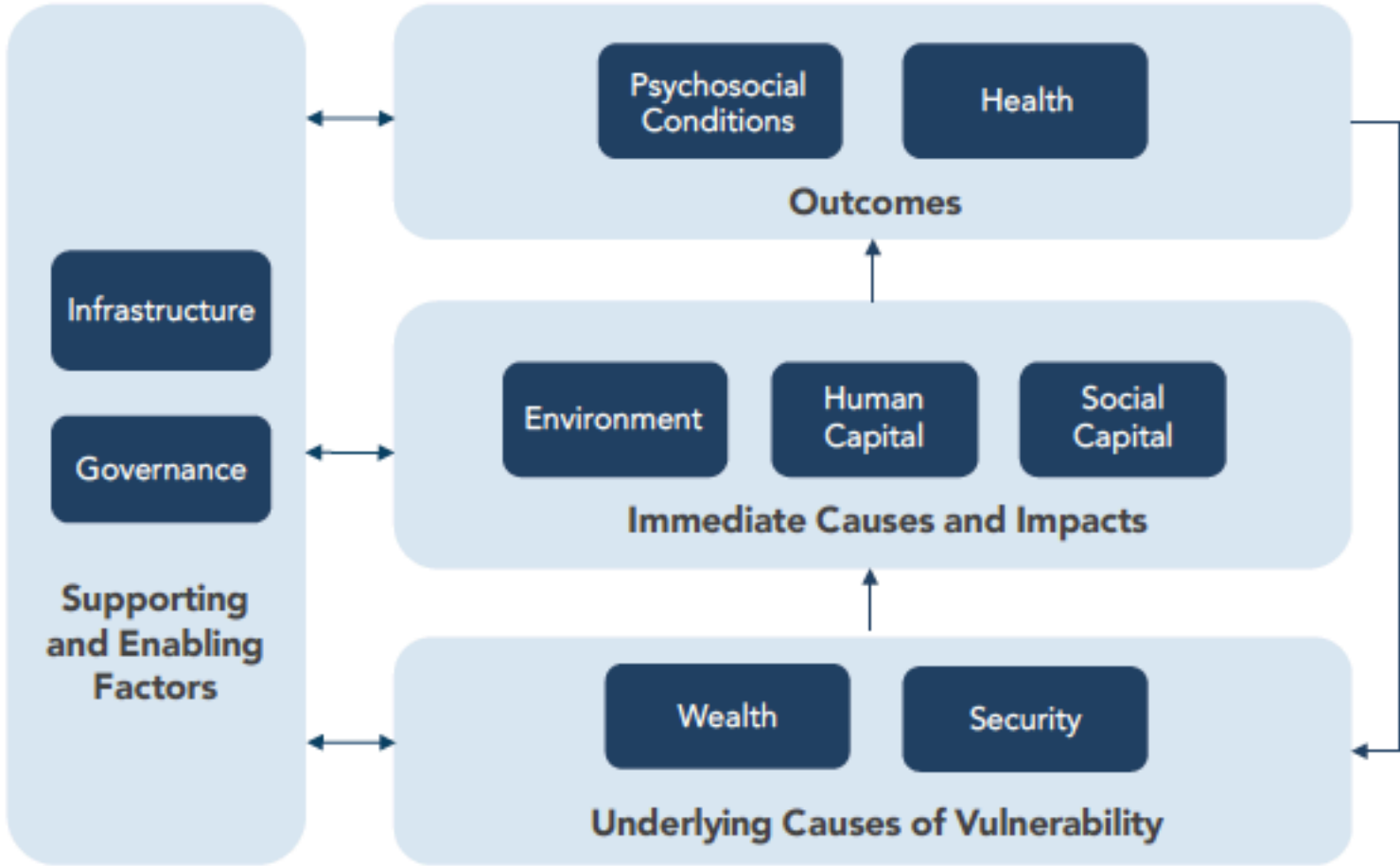
Explaining the Resilience Framework and Pathways



Ethiopia: Recurrent Drought



Somalia: Chronic IDP



Dimensions of Resilience across RILabs

General Dimesnions (RAN guidance)	Malawi (Flooding/HIV)	South Africa (Poverty/HIV)	Zimbabwe (HIV)	Ethiopia (drought)	Somalia (displacement, drought, conflict)	Rwanda (floods and landslides)	Rwanda (IDP camps)	DRC (Conflict)	DRC (GBV)	Uganda (climate variability)	Uganda (Northern, Conflict)	Ghana (Greater Accra, Ashaiman- Rapid Urbanization)	Ghana (Tamale- Rapid Urbanization)	Ghana (Upper East, Navrongo Municipality- Food Insecurity and climate variability)	
Wealth	Wealth	Wealth	Wealth	Wealth Livestock	Wealth	Wealth	Wealth	Wealth and Living Conditions	Wealth and Living Conditions	Wealth and Livelihood Agriculture	Wealth Agriculture	Wealth	Wealth	Wealth	Outcomes
Psychosocial	Psychosocial	Psychosocial	Psychosocial	Psychosocial Conditions	Psychosocial	Psychosocial	Psychosocial	Psychosocial	Psychosocial	Psychosocial	Psychosocial	Psychosocial	Psychosocial Health	-	Immediate Causes and Effects
Health/Health Services	Health	Health and HIV/AIDS	Health	-	Health	Health/Healthcare Services	Health/Healthcare Services	Health	Health	Health	Health	Health/Health Services	Health/Health Services	Health	Underlying Causes
Natural Resources/ Environment	Environment	Environment	Environment	Environment	Natural Resources/Environment	Natural Resources/Environment	Natural Resources/Environment	-	-	Natural Resources/Environment	-	Natural Resources/Environment	Natural Resources/Environment	Natural Resources/Environment	Support and Enabling
Infrastructure	Infrastructure	Infrastructure	Infrastructure	Infrastructure and Social Services	Infrastructure	Infrastructure/ Shelter	Infrastructure	Infrastructure	-	Infrastructure	Infrastructure	Infrastructure	Infrastructure	-	Not present in context
Governance	Institutional Factors	Institutional Factors and Governance	Institutions/ Governance	Governance, Peace, and Security	Governance	Governance	Governance	Governance	Governance	Governance	Governance	Governance	Governance	Governance	
Security, Protection, and Advocacy	-	Security and protection	-		Security	-	Security	Physical Security	Physical Security	-	-	Security, protection, and Advocacy	Security, protection, and Advocacy	Security, protection, and Advocacy	
Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	Human Capital	
Social Capital/ Community Networks	Social Capital	Social Capital	Social Capital/ support	Community Networks/ Social Capital	Social Capital/Community Networks	Social Capital/ Community Networks	Social Capital/ Community Networks	Social Capital/ Community Networks	Social Capital/ Community Networks	Social Networks	Social Environment	Social Capital	Social Capital	Social Capital	
Other Dimensions	-	-	-	-	-	-	-	Understanding Communication and Access to Information	Understanding Communication and Access to Information	-	-	-	-	Spirituality	



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**MAKERERE UNIVERSITY
COLLEGE OF HEALTH SCIENCES – SCHOOL OF PUBLIC HEALTH**

RESILIENTAFRICA NETWORK (RAN)

**EA RILAB
NEEDFINDING SURVEY REPORT**

INNOVATION: LOW COST SOLAR IRRIGATION

AREA: PALISA DISTRICT-EASTERN UGANDA

DATE: APRIL 07-11, 2015

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1.1 Introduction and Background

The study is being conducted by the Low Cost Solar Irrigation project with support from ResilientAfrica Network (RAN), Makerere University School of Public Health.

RAN's thematic issue of focus is on resilience to the shocks and stresses arising out of climate variability in the Eastern Africa region (manifested as landslides, floods and droughts) and their effect on the livelihoods of rural populations.

The costs of irrigation pumps currently on the market are prohibitive to the average rural farmer while the cheap pumps often powered by kerosene pose environmental and noise pollution calling for advanced technologies in this field.

Pallisa district has been chosen as a target district because it faces a major problem of poor water coverage which stands at 25% compared to the national average of 47% with an average walking distance to access water being 3 km. The district has many minor lakes which form part of the Kyoga system; extensive wetland of the rivers Mpologoma, water bodies (open water and swamps) which act as surface water aquifers. The biggest challenge lies in accessing low cost technology to transfer the water from the water sources to the gardens for irrigation of crops.

The study was conducted from April 07-11, 2015 in Gogonyo and Butebo sub-Counties, Pallisa district. This study was approved by the Makerere University, School of Public Health, Higher Degrees and Ethics Committee.

1.2 Rationale

The rationale for conducting this study is that it provides the community with an opportunity to adopt solutions that have incorporated human centeredness in their designs, solutions that address their actual needs. This is done by developing empathy with the target users and designing solutions while taking into account the actual needs of these target users rather than the project simply imposing their solution on the

community. These insights will then be used to refine the prototype in a way that is acceptable and addresses the community's actual needs.

The Low cost irrigation project team and RAN members conducted the research in Pallisa district. The study started from 7th April, 2015 and ended on 11th April, 2015. The irrigation team developed a solar water pump but still needed optimization. So, the research targeted end-users' perceptions and insights of the solar water pumps. The insights derived from this survey will be used to refine the prototype, devise mechanisms to substantially increase access to low cost solutions for local irrigation and water transfer for other purposes and in future transmit water over longer distances through serial reservoirs. This information will also be used by RAN to highlight existing innovations in the target communities that can potentially build the resilience of communities to specific shocks and stresses.

1.3 Main Objective

To assess major factors influencing the design and uptake of solar powered water pump technology among farmers in Pallisa district.

1.3.1 Specific Objectives

- (i) To identify the main constraints to water access among small holder farmers in Gogonyo and Butebo sub-counties, Pallisa district
- (ii) To identify the management strategies being used by the farmers to address this constraints/problems to water access in Gogonyo and Butebo sub-counties, Pallisa district
- (iii) To determine the average distance between the water source and the farmer's garden in Gogonyo and Butebo sub-counties, Pallisa district
- (iv) To determine the average water consumption demand of a particular farmer in Gogonyo and Butebo sub-counties, Pallisa district
- (v) To assess the perceptions of farmers towards the solar water pump system in Gogonyo and Butebo sub-counties, Pallisa district
- (vi) To assess factors affecting farmer's willingness to adopt the new solar water pump system among small holder farmers in Gogonyo and Butebo sub-counties, Pallisa district

2.1 Methods

A half day training was conducted with the team before the actual study. The team comprised of 5 people: Two student innovators, 1 research assistant and two RAN staff. The team reviewed the interview guides and adjusted them accordingly. The team was trained on how to conduct needfinding interviews using MKITs and model interviews. All administrative arrangements were done by the RAN team. Mobilization of

study participants was conducted prior to the travel through district community development officer. The team paid a courtesy call to the Pallisa District deputy CAO, Mr. N Robert Robert Nkugwa explaining the purpose of the study and seeking permission to conduct the research in the district. Introduction letters and information Education and Communication (IEC) materials were delivered.

The study was conducted in two sub-counties namely Gogonyo and Butebo. The study population included end-users which consisted of local farmers, district officers, community leaders as well as the local NGO's. Two categories of interviews were conducted:

- (i) Focus Group Discussions (FGDs) and
- (ii) Key Informant Interviews

Focus Group Discussions were comprised of a homogeneous mix which included males and female farmers, local opinion leaders, local religious leaders and both male and female youth farmers. Key informant interviews were conducted among model farmers (active, influential with substantial income) who have demonstrated techniques of handling the challenge of water stress in their communities.

Multiple techniques were employed to collect data and these included field observations, videography, and prototype demonstrations. Each interview lasted approximately 1.5 to 2 hours. The team split into two groups, one group conversant in local language and the other in English. Two vehicles were used to traverse the communities.

The team used the following tools: Consent forms (English and Lugwere), Interview guides (English and Lugwere), Recorders and Cameras. Privacy and Confidentiality were ensured through signing consent forms between interviewers and interviewee. All interviews were recorded.

3.1 Results

Two FGDs and 17 KIIs were conducted for three days. Participants revealed that the main crops grown are maize, cassava, rice, citrus, ground nuts, mangoes, green gram, sorghum and they also rear live stock (goats, cows, pigs, and poultry).

3.1.2 Sources of water

- Rain water
- Boreholes
- Springs
- Wells
- Lakes
- Rivers
- Swamps

3.1.3 Main constraints to water access

These included drought coupled with unpredictable rains, few water sources (Long distances to water sources), Lack of knowledge and technology, high population.

3.1.4 Strategies to water access

- Waiting for rainfall
- Excavation of water wells (Shadoofs, solar water pump)
- Rain water harvest

3.1.5 Average Water Consumption Demand

Majority of participants revealed that they use about 40 to 350 litres averaging to 195 litres per day for domestic consumption. For agricultural purposes, total consumption ranged between 4000 to 10,000 litres per day per farmer especially those involved in citrus, poultry and vegetables (onions ,cabbage) farming.

The distance between the water source and the crop fields ranges from 0 to 6Km. For those who extract water from the ground, the depth ranges from 15 to 35ft.

4.1 Key Insights

4.1.1 Perceptions

- People are welcoming the innovation (Solar water pump system) because it is addressing a pertinent need of water access in the community.They insisted that the innovation is overdue.
- Negative attitudes towards buying the product by themselves rather they want free products distributed to them.
- People believe in seeing the technology work first before risking their investments
- There is an abundance of water bodies within the district yet there is still a glaring need of water stress among farmers

4.1.2 Willingness

- Majority of the respondents are willing to pay for the product on a cost recovery basis (installments)
- Commercial farmers are willing to pay for the product on individual basis while subsistence farmers are willing to pay in groups
- Farmers are willing to pay for the whole system rather than parts of the system
- Farmers are willing to buy from trusted agents of the solar pump system
- Farmers are willing to pay for the solar water pump at a preferred cost ranging from Shs 50,000 to Shs 500,000
- Farmers are willing to set up Water User Committees (WUC) to collect community contributions towards operation and maintenance to ensure acceptability and sustainability

4.1.3 Threats

- Negative attitude from the community towards the cost of the product
- Seasonal water sources
- Security issues
- Operation and maintenance of the system
- Lack of knowledge on operation of pump

- Negative attitude from the community towards work
- Marketing and distribution model

4.1.4 Stakeholders

- Local Farmers
- Farmer associations
- Religious and community leaders
- Government
- Local NGO's/Donors
- Private agents

4.1.5 Proposed Strategies

- Pilot with model farmers
- Mixed messages on use of private agents and farmers' associations
- Continuous sensitization to change community attitudes and perceptions
- Need for continuous training on how to use the solar water pump
- Farmers to set up Water User Committees (WUC) to collect community contributions towards operation and maintenance to ensure acceptability and sustainability
- Free distribution of products
- Working with multiple stakeholders

4.1.6 Field Demonstrations: Questions arising

- Does it work?
- What is its capacity?
- Over what distance in km, and head (depth) can it deliver?
- Size of the pipes?
- How will the product perform in muddy water? Will it not suck mud into the pump?
- How can the tripods be placed to ensure the pump doesn't touch the ground?
- What materials will the product be made of?
- What is the cost of the product? To be contributed by each group?
- Whose land do the pipes pass through?
- Who will service the product?
- How is the wiring done?
- What is the size of the wire that connects from the panel to the water?
- What is the color?
- How will we solve issues of security of the solar pump?
- How will we ensure the pump works well and is maintained?
- How many solar panels to be used?
- Is there a possibility of getting a smaller powerful solar panel than the current ones?
- How do you select the water user committees? And how do you keep them motivated?
- How do you decide what amount will be contributed by the community as community contribution?

5.1 Conclusions and Recommendations

- The problem exists. This Needfinding study has validated that there is a major problem of channeling water to the crop fields.
- The team to go back to the drawing board and address the challenges raised by the community
- There is need for continuous sensitization to change community attitudes and perceptions towards handouts from the govt and other organizations
- There is need for continuous training on how to use the solar water pump
- There is need to devise means to harvest rain water and tap into the existing lake water sources
- There is need to conduct another Needfinding study after the prototype has been optimized

Thank you

Appendices

Appendix A: Field interviews



Figure 1: Team interviewing a farmer

Figure 2: Team interviewing a farmer



Figure 3: Water source

Figure 4: Team interviewing Deputy CAO for Pallisa District



Figure 5: Field demonstration to farmers

Appendix B: Questionnaire tool

INTERVIEW GUIDE ON NEEDFINDING SURVEY ON LOW COST SOLAR IRRIGATION PROJECT AMONG THE RAN SELECTED PILOT COMMUNITIES IN UGANDA: A CASE STUDY OF PALLISA DISTRICT

Interview Guide

Main Objective

To assess major factors influencing the design and uptake of solar powered water pump technology among farmers in Pallisa district.

Specific Objectives

- (vii) To identify the main constraints to water access among small holder farmers in Pallisa district
- (viii) To identify the management strategies being used by the farmers to address this constraints/problems to water access
- (ix) To determine the average distance between the water source and the farmer's garden
- (x) To determine the average water consumption demand of a particular farmer in Pallisa district
- (xi) To assess the perceptions of farmers towards the solar water pump system-what do you think of this new approach?
- (xii) To assess factors affecting farmer's willingness to adopt the new solar water pump system among small holder farmers in Pallisa district Probe for why or why not?

Interview Guide

Identification information:

SECTION A: SOCIO DEMOGRAPHICS

Date: _____ Interviewer name: _____

Sex _____ Age _____

Level of Education _____

Location:

Sub-County _____ Parish _____ Village _____

Interviewee name _____

SECTION B

1. Tell us about yourself and what you do? Probe for number of people in the household, crops grown, main source of income, main source of labor
2. Why are you involved in Agriculture?
3. What is the average proportion of land you are currently using for farming?
4. Tell us, what crops are you growing? Which other crops are you planning to grow?
5. What are the main challenges you are facing in agriculture? Probe for challenges with water access
6. What are the main sources of water in this community? Probe for farmer's water source for agriculture? Probe whether water source is seasonal/permanent
7. How far is this water source from the field/garden (measure after)?
8. How do you get this water to your garden?
9. What other activities do you use the water for?
10. On average, how much water do you use per day in the field?
11. In light of all these challenges with water access, tell us what strategies have you been using to address this constraints/problems to water access (probe for existing practices as a strategy to solving the problem of water access in Pallisa District; probe for how local farmers get assistance)
12. What are the existing Farmers' associations in this community?
13. Which are the most popular with farmers? Why?
14. Which are the least popular? Why?
15. Which kind of assistance do you receive from the Farmers' associations?
16. How do they help you?

17. What is your understanding of the solar pump? (after a detailed elaboration of the water pump)
Probe for; have you heard about this technology in the community? If yes, where did you hear about it from?
18. What are your perceptions of the solar water pump? probe for existing attitudes towards solar irrigation
19. If you had a water pump, how would you want to move it to the water source?
20. In your opinion, what would be the major challenges associated with the solar water pump?
21. In your opinion, how best would you deal with the challenges mentioned to the solar water pump?
22. Having heard about this technology, what is your willingness to adopt it? Probe for Why? Probe for issues of portability, convenience, appropriate weight of the solar water pump system farmers can carry with ease,
23. What is your capacity to adopt this new technology? Probe for materials, source of income, and management of the pump.
24. Considering your earnings from agriculture, how much are you willing to spend on a solar pump? Why?

SECTION C: FIELD OBSERVATIONS

25. Observe land size by estimation (tour of the farm)
26. Observe the ideal pump for the nature of the water source (clear water, muddy or silty)
27. Number of farmers near water source
28. Number of farmers doing commercial farming
29. Number of farmers with water storage reservoir
30. How clear the water source area is from bushes and trees
31. How deep the water wells are
32. Visual maps



Tools in the M-KIT tool box could be images, video, PPT decks, brief text, or audio.

M-KITS Tip Sheet #1

Definition, Tips on learning module development and Use

Definition

M-KITS (Micro Knowledge, Information, Teaching Systems) are flexible, information modules and platforms that can serve multiple functions ranging from quickly informing an audience about a specific topic, a semester long set of courses, or a way for a community to share best practices. M-KITS can leverage simple digital technologies such as cell phone based video capture, voice-overs on a slideshow, and social-network platforms in order to lower the threshold for the creation of modules. Once created,

these modules can be quickly disseminated over a range of hosting platforms such as standalone websites, organizational intranets, and popular channels such as YouTube or even radio channels. Smaller M-KITS modules can be combined to create larger courses. It is a way to distribute the knowledge much faster than would be feasible through traditional person to person means. M-KITS are also envisioned as supporting two-way interaction, peer-to-peer communication, data collection, real-time feedback, crowd-sourcing, open-

source development, and transactions.

M-KITs tools are flexible information modules that can be configured in multiple ways to create learning programs. Tools in the M-KIT tool box could be images, video, Powerpoint (PPT) decks, brief text, or audio. For example, a Root Cause Analysis Learning program could be of a PPT video lecture on what is root cause analysis, a short video workshop respondents on how to complete the root cause analysis “tool”, a PPT of images of the “tool” in varying stages of completion, and a video of a participant testifying to the learning from and utility of the root cause analysis tool, and finally for those ambitious learners the M-KIT could

provide a link to additional root cause analysis research and conduct. These information tools could be deployed on a platform such as **Blackboard**, over email, on a website, or in the mail or perhaps over the phone.

Key to the success of M-KIT are a well-defined audience, specific learning and /or behavior objectives, quality content and ease of use delivery, as well as a communication venue that is easily accessible to your audience and allows for them to communicate with one another and the instructor/s.



Tips on creation of video modules for M-KITS

The types of video for M-KITs can vary depending on your technical resources such as cameras, microphones, lighting, editing software and media expertise, and time.

Video formats can vary greatly consider: Interviews, testimonials, lectures, role plays, acted narratives and more.

Take Advantage of Workshops & Training Events

To date we find great utility in taking advantage of occurring events. We piloted this process in the Design Thinking Workshop in Kampala, Uganda in February, 2014. In general we videotape these multi-day events, do pull out interviews, and pay particular attention to team reports. In addition we take high resolution photographs of the tools that

participants work with and show them in various stages of completion. From this footage of process, project reports, lecture slide, scripted interviews and photo's we are able – with a little editing elbow grease to create an array of motivational and educational modules. Our current thinking is that lectures are best completed in the studio where various types of lecture formats are available – such as Khan Academy type videos with hand drawn notes on white or black or on for example and image of a tool. These hand drawn elements can be accompanied by video of the teacher or voice over or both. Other options include using a method to simultaneously show the lecture slide and then put in the teacher in large or small images – current research show that small images of teacher in corner of screen are better than no image.



Interviews

Because lite scripting of interviews of participants yields much better interviews as well as reduced post production. We should some sample interview questions below, note their general objective in a learning environment, and the tone that generally results from the response to the question.

Interview Question Examples	Objective	Tone
"Tell me how you were before coming today(thinking about your project, thinking about your ability to carry out the project) and how you are now "...(regarding thinking about your project, your ability to carry out project or other related questions)	Motivational Evaluative Learning	Is generally more emotional in tone
"What were the three most important things you learned today?"	Descriptive Informative	Cognitive/cool
"How would the principles you learned today such as prototyping help you in your work?"	Evaluative Descriptive	Emotional/cognitive
"Describe the project you and your team created "	Descriptive	Cognitive
"Describe the process you when through to create your project"	Descriptive	Emotional/cognitive
"How will you teach others about what you learned here today"	Informational	Cognitive
"Describe the specific tools and how each one was used to generate your project".	Informational	Cognitive
"What was your favorite process that we went through today?"	Motivational	Emotional/hot

Tips on videotaping interviews

There are lots of YouTube videos on how to create your own videos. These instructional videos can be classified as

- **Technical production videos** that teach you how to manage the shooting of video, audio capture, and lighting and
- **Content organization and narrative videos** that teach you how to script and direct an interview as well as how to edit a video.

I include links to each type below in the [Video Production Resources](#) section of this tipsheet.

Tips for videotaping on iPad/iPhone/SmartPhone

- **Get close to the interviewee**, as the audio is not the best.
- **Make the first version the best version.** Try to get as good of an interview as you can the first time – it reduces need for editing. One way to improve quality is to get the interviewee to practice one time with

Do I Need An Expensive Video Camera?

The camera you use will affect the quality of the video – the resolution, image quality, the audio quality, etc. However, short videos such as interviews

can be taped on iPads and iPhone. The videos can be produced inexpensively on iPad and edited quickly in iMovie and they look very good. Videos can also be produced with much more



expensive cameras, and sophisticated editing programs such as Adobe Premiere. The idea here is to have no fear and learn by doing if experts are in short supply or not in your budget.

camera off – get feedback if needed and *then* do in front of the camera.

- **Capture the interviews in a series of short videos.** Your subject will inevitably make a mistake or want to reword an explanation or sentence. In order to minimize your editing work, have your interviewee

- **Experiment with Video Formats.** Depending on your editing capacity there are some fun things you can do with nice, tight video, You can use one side of the screen to draw or write some of the principles explicated by the Interviewee. If you want to see this process in action – check out some of the Khan

Academy videos – all are open access (one link is below). This process allows the viewer to be engaged by watching a person but to cognitively organize or consolidate the information in the being give the principles in text.

Video Production Resources

<https://www.youtube.com/watch?v=LqAEEUBYrho>

How to record video with your iPad

<https://www.youtube.com/watch?v=ladFHrKAeu0>

Audio lecture recordings

https://www.youtube.com/watch?v=K5v_uSQ-JXg

Another way to record lectures

<https://www.youtube.com/watch?v=XQaXx01r4Gg>

Adobe presenter 9 to create video

<https://www.youtube.com/watch?v=kUgpDC7fs9Y>

Creating Khan Academy like video/sketching on Mac

<https://www.youtube.com/watch?v=Hsuy4cUJe9o>

How to make a YouTube video 1

<https://www.youtube.com/watch?v=tRPYagK1F1Y>

How to make a YouTube video 2

<https://www.youtube.com/watch?v=r4gnfaQj3Cl>

Shooting a two person video with one camera

More to come on integrating footage, slides and images in Tip Sheet #2

MKIT TIP SHEET #2

Leveraging Workshops and Conferences Through Video MKITS

OVERVIEW

In this tip sheet, we will describe three different types of MKITS that can be created from your conferences and workshops. We also provide some concrete examples for the planning and strategy of these MKITs.

Workshop or conference derived MKITs serve three general purposes:

- 1) *Showcase your work* for funders and interested parties,
- 2) *Teaching tools* for others, and
- 3) *Train the trainers* for future workshops.

It is critical to decide the goal guiding your MKIT production. Once your goal(s) are determined, you can select the appropriate MKIT type, from the three options below.

MKIT TYPES

1) Showcase MKIT

The objective of this type of MKIT is to advance your *promotion and public relations*.

Short synopses of a workshop's process, as well as participant testimonials, can serve to *showcase work* for current funders, future funders, and other interested partners and collaborators as well as current participants.

In these short, generally 2-3 minute MKITs, you will want to tell the story of your work using an "effective story structure"¹ which will include the characters, goals or motives, the antagonist/s (challenges), the climax and resolutions. For more on using story concepts in making MKITS (see Tip Sheet #3 – coming soon.)

The primary tasks of the showcase purpose are:

- Conceptualizing and deciding on the promotional purpose and audience of your video,
- Scripting the speakers to hit the key desired talking points, and
- Editing.

¹ Drawn from the presentation and slides of Kendall Haven at MediaX at Stanford University in March 2015



2) Teaching Tool MKIT

The primary objective of this type of MKIT is learning: the acquisition of workshop-produced knowledge.

Workshop-derived videos and other materials (such as photos and audiotapes) can be packaged to become *teaching tools* for interested individuals unable to attend the workshop.

The Teaching Tool MKITs can include:

- Leader and team presentations.
- Presentation materials (slides and photos of workshop “work documents.”)
- Participant interviews. (These can be packaged together or in separate modules – for example, videos, reading materials, and PPT presentations.)
- Guidelines about how to view and read these presentations to get the most from the educational content.
- Prompts to invite commentary on use and dissemination via other platforms, such as blogs or forums (see Communication Plan/Strategy recommendations).

These MKIT teaching tools will be longer, but be aware that hour-long videos rarely retain their audience throughout the full hour. (You may consider packaging materials into fifteen-minute modules). It may be useful to create DVDs for delivery to participants and interested others.

The primary tasks for Teaching Tool MKITS are:

- Capturing good quality video,
- Editing video content, and
- Inserting instructional slides to guide the viewer through transitions and key concepts.

3) Train the Trainers MKIT

Train the trainers MKITs vary in their objective from purposes one and two above. They focus not just on the presentations but the process of how to deliver presentations and teach participants how to use and learn from the workshop “tool.” A primary focus of Train the Trainers MKIT is behavior in addition to learning.

Workshop-based video and other materials can be packaged as tools for *training future workshop leaders* or Train the Trainer tools. In both the “Teaching” and “Train the Trainer” MKITs, you can include interview testimonials.

To date, several Train the Trainers MKIT series have been produced. These provide good examples of what does and does not work. For example, in the first Train the Trainer series, we showcased the RAN Deputy of Party and Innovation Director teaching the purpose of and how-to-use each of the tools in the Intervention Strategy Workshop in June 2014 at Stanford. You can view these MKITs here: <https://www.youtube.com/user/ResilientAfrica/videos>.



Train the Trainer MKITS will need some pre-production planning. You will need to devote time to capture leaders or knowledgeable participants reviewing each tool (capture it on video, or photographs to use later as video assets).

For this type of MKIT, it is ideal to include slates or slides indicating the learning objectives and the key takeaway points of the MKIT. Note the example slides embedded in the Intervention Strategy Workshop MKIT series.

These next two points, title and closing slides and licensing, also play a role in both the promotion and teaching of MKITs.

For production purposes of Train the Trainers MKIT you will need:

➤ **Auxiliary Materials (title and closing slides)**

Title: The MKIT title tells the viewer what is coming (See General MKIT Recommendations from Comm. Plan Strategy). This title slide should include the logos of funders and partners, and acknowledgment of producers, videographers, and other individuals helping to produce the video.

Table 1: Sample MKIT Title and Closing Slides for “Train the Trainers” MKIT







 <p>RAN Lab Large Scale Transformation workshop Stanford University</p> <p>Banny Banerjee: Workshop leader Dr. Roy William Mayega: M-KIT Unit Instructor Dr. Wanjiku Nganga: M-KIT Unit Instructor</p> <p>ChangeLabs. </p> <p>  </p>	<p>The RAN Lab Large Scale Transformation M-Kit Series</p>  <p>This M-Kit series was made possible by the generous support of the American people through the United States Agency for International Development (USAID). The content are the responsibility of ResilientAfrica Network and do not necessarily reflect the views of USAID or the United States Government.</p>  <p>These materials are licensed under Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. Noncommercial Noderivative uses are thus permitted without any further permission from the copyright owner</p>
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Table 2: Sample MKIT Train the trainers teaching slides



<p>THE LARGE SCALE TRANSFORMATION SERIES (module 2 of 6)</p> <p>Purpose of the Stakeholder Identification Tool</p> <ol style="list-style-type: none"> 1. Identify the stakeholders you believe play a dominant role in driving current system outcomes. 2. Visualize (at a high-level) the relationships and resource flows between those stakeholders. 3. Assess information gaps that may benefit from additional ethnography with key stakeholders. 	<p>THE LARGE SCALE TRANSFORMATION SERIES (module 2 of 6)</p> <p>Review of the Stakeholder Identification Tool & Next Steps</p> <ol style="list-style-type: none"> 1. You have identified many stakeholders with distinct roles in the system. 2. After selecting several of the most influential stakeholders, you will use the next tool to understand their motivations and resources in greater detail. 
--	--

Table 2 above shows an initial slide with learning and training objectives, as well as a closing slide presenting key take away learning and behavior objectives.

➤ **Appropriate Use of Materials:**

We advocate the use of Creative Commons (CC) licensing which allows users to reuse materials according to the type of CC licensing selected.

The CC licensing use needs to be clearly visible in the video as well as on the site where video is posted – website, YouTube etc. Information on Creative Commons free licensing is available here <http://creativecommons.org/choose/>.

In the closing slide above we use the Creative Commons license that allows only non-commercial use. It does not allow users to modify or adapt materials (non-derivative) and requires attribution – that is, if the video is used or posted on another site, the video must be attributed according to your specifications (typically a link to the original site that shows attribution).

Hint: These Creative Commons licensing categories, attribution, commercial/non-commercial use, and modifiability, may apply to any images that you use in videos. Only CCO or public domain images are considered “non-attribution,” and can be used for commercial or non-commercial purposes.

MKIT EXAMPLE

Workshop Video Plan for “Teaching Tools” and “Showcase” Videos

Below is a sample plan from the recent RAN Needfinding Workshop. In contrast to the Intervention Strategy Workshop MKIT videos, which walk through each tool in granular detail, this plan is higher-level. It is focused on capturing the key learnings and experiences of the participants, so that they can be shared and communicated to other innovator teams and RAN members.

Note that this content can also be edited to produce a promotional video for RAN’s activities.

Please note that this is a more conceptual and strategic plan, rather than a tactical plan. It is also necessary and important to create a tactical plan before capturing video content. A tactical plan is about pre-production logistics: equipment (number of cameras, type, audio needs etc.), electrical needs, personnel, location, video releases etc.; production would include set-up, video-taping schedule, interview schedule, photography, collecting video releases, and taping management; and post production such as downloading material from cameras and uploading to editing software, scripting, editing, producing slides for embedding (see above), finding music, investigating licensing and attribution needs (See General MKIT Recommendations in Comm. Strategy Recs).

Example Media Production Plan for the Needfinding Workshop

The goals of the video taping of the Needfinding workshop include:

1. Produce video modules on Needfinding that can be distributed in MKITs as training materials; this will be participants describing the tools and process of the workshop. These could complement existing MKITs produced by ChangeLabs and RAN on the basics of Needfinding.
2. Produce video material that describe the outcomes of the workshop by taping the team projects resulting from the workshop.
3. Produce a video MKIT showing participants views prior to workshop and after the workshop, these interviews can be used as promotional materials posted on RAN and USAID websites.

We can accomplish these goals by strategically videotaping aspects of the workshop and conducting selective interviews. We also want to make the production of the MKITS as easy as possible -- that is, we want to reduce the amount of time needed to edit materials but at the same time have as high a quality of video material as possible.

In Table 3 below we show a workshop MKIT production plan that includes a video taping schedule, participants, timing, and sample questions. This plan guides the allocation of equipment and personnel during a workshop in order to capture the target content for MKIT creation. We also include other slide, video, and photo suggestions that will enhance the MKIT engagement, learning, and training potential. We encourage you to use a similar format when creating a video production plan for future workshops and events.

Table 3: Video Production Plan for Needfinding Workshop

Need Finding workshop	Who	When	Number of questions/Sample questions
Pre-workshop interviews For promotional material and MKITs	Innovation officers (4) Innovators (3)	Morning of Day 1 of workshop	Innovation Officers: In your own view right now, what is needfinding? What role does needfinding play in innovation development? When you are thinking about a project, how would you advise innovators to select the best people to talk to in order to advance their innovation? Innovators (Q1 & 2 same as above; different question 3): When you are thinking about your project, how would you select the best people to talk to in order to advance your innovation?
Innovator reflection interviews for promotional material and teaching and training MKITs	Innovators (3)	Breaks toward end of day 2 or after workshop	2-3 depending on time Now that you have completed the workshop: What is needfinding? What role does needfinding play in innovation development? When you are thinking about your project, how would you select the best people to talk to in order to advance your innovation? Other potential questions What was the most important thing you learned from this workshop? How has your perspective on community engagement in innovation development changed?
Innovation officer describing tools for training MKITs	Innovation officers (4)	5-6 PM on Day 2 plus on breaks in subsequent days	Perhaps have key leaders introduce themselves and the MKIT Needfinding series Have each officer introduce themselves and the tool/s they will describe Try to have each officer talk about and point to aspects of the tool – insure that you have good b-roll and/or photos of the tool to insert into the MKIT. See below mention of use of slides at the beginning and end of each module – a module could be two tools if it does not run over 8-9 minutes
Lab director reflections for promotional and teaching MKITs	Lab director(4)	End of Day 4	Similar to innovator questions – above under innovator reflections
b-roll of teams filling out tools on the financial management challenge	All participants	During day 2	B-roll can be of teams as well as Banny and Theo. B-roll can also be close ups of tools for use in the teaching MKITs modules
Photos	Tools of each team	Breaks and end of day	High resolution photos are helpful to inserting into MKITs It may be that other photos are good for inserting into MKITs such as team photos and all workshop participant photos
PPT slides	See above for description	Post production	Attached is a PPT deck we created for the Large Scale Transformation workshop MKITs. There are three types of slides: introduction of module, credits at end of module, and interim slides illustrating purpose of each tool and next steps. Use this format or create your own –noting all of the necessary logo's and attributions
Music		Post-Production	Consider some low key background music in the background of some of the MKITs – it seems to increase engagement and shorten the perceived length of the video.



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ResilientAfrica Network (RAN)
Horn of Africa Resilience Innovation Lab

Memorandum of Understanding (MoU)



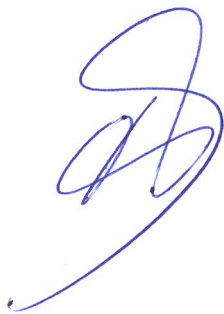
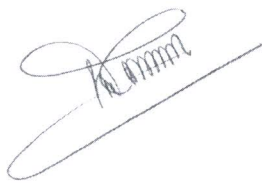
Memorandum of Understanding (MoU)

This Memorandum of Understanding has been signed between **School of Public Health at Addis Ababa University, Addis Ababa, Ethiopia**, hereafter referred to as **The Partner**

And

Horn of Africa Resilience Innovation Lab, Jimma University, Jimma, Ethiopia, hereafter referred to as **HoA RILab**.

[This project has been made possible by the generous support of the American people, through the United States Agency for International Development (USAID). The contents of this MoU are the responsibility of the Horn of Africa Sub-region RILab Teams in Ethiopia, and do not necessarily reflect the views of USAID or the United States Government].



1. Duties and Responsibilities of The Partner:

- Ensures the availability of the Focal Person and other necessary resources to support studies, interventions, and publications of efforts related to the project titled "**ResilientAfrica Network**" (RAN) with particular emphasis on Horn of Africa.
- Follows up and supports Resilience Studies, Interventions, and Evaluations in Ethiopia in particular and in the Horn of Africa at large;
- Ensures regular communications and cooperation with the HoA RILab staff, and provides updates through the Focal Person;
- Works out and submits the budget breakdown for resilience studies, interventions, and program evaluation when required;
- Actively supports the identification, prototyping, incubation and scaling up of resilience innovations in Ethiopia in particular and in the Horn of Africa at large;
- Encourages and supports the HoA RILab Focal Person to prepare, document, scan and submit all financial and related documents to HoA RILab when required; and
- Follows up, promotes and supports any other activities that are relevant to RAN Resilience Programs.

2. Duties and Responsibilities of HoA RILab

- Plans, coordinates, oversees and facilitates the activities of "**ResilientAfrica Network**" in the Horn of Africa Sub-region;
- Provides The Partner with the information, materials and guidance that come from the overall coordinator of "**ResilientAfrica Network**", based at Makerere University, Kampala, Uganda;
- Communicates with The Partner staff and provide regular updates;
- Assesses the plans of The Partner pertaining to resilience program activities, and provides timely feedback;
- Ensures the transfer of budget allocated to remunerate the HoA RILab Focal Person;
- Promotes the participation of The Partner in various Resilience Grants Programs;
- Assesses the reports of The Partner and provides timely feedback;
- Facilitates the participation of relevant staff of The Partner in Workshops and Forums that are considered vital for the resilience programs in the sub-region;
- Provides the necessary supports to The Partner in realizing the objectives of "**ResilientAfrica Network**" program in Africa in general and in the Sub-region in particular; and
- Carry out any other activities that strengthen the partnership and enhance the progress of RAN program.



3. Duration of the Partnership

This partnership shall be renewed every year at the beginning of the USAID fiscal year, based on the mutual agreement of the two parties and the overall progress of RAN resilience programs.

For Horn of Africa Resilience Innovations
Lab, Jimma University, Jimma, Ethiopia

Name: **Prof Kifle Woldemichael,**
HoA Resilience Innovations
Lab Director

Position:

Signature: _____

Date: 29/11/14

For School of Public Health,
Addis Ababa University,
Addis Ababa, Ethiopia

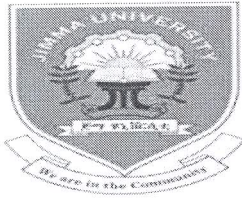
Name: Dr Wategah Debesa

Position: Dean

Signature: _____

Date: 27/11/2014





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ResilientAfrica Network (RAN)
Horn of Africa Resilience Innovation Lab

Memorandum of Understanding (MoU)



Memorandum of Understanding (MoU)

This Memorandum of Understanding has been signed between **Benadir University, Mogadishu, Somalia**, hereafter referred to as **The Partner**

And

Horn of Africa Resilience Innovation Lab, Jimma University, Jimma, Ethiopia, hereafter referred to as **HoA RILab**.

[This project has been made possible by the generous support of the American people, through the United States Agency for International Development (USAID). The contents of this MoU are the responsibility of the Horn of Africa Sub-region RILab Teams in Ethiopia and Somalia, and do not necessarily reflect the views of USAID or the United States Government].



1. Duties and Responsibilities of The Partner:

- Ensures the availability of the necessary personnel, equipment, facilities, and supplies to support the studies, interventions, and publications of efforts related to the project titled "**ResilientAfrica Network**" (RAN) with particular emphasis on Horn of Africa;
- Plans, coordinates, oversees and facilitates the resilience program activities, such as resilience publications, survey, and intervention projects in Somalia in particular and in the Horn of Africa at large, in collaboration with HoA RILab;
- Works out and submits the budget breakdown for resilience studies, interventions, and program evaluation;
- Ensures resilience data collection, organization, writing and submitting preliminary reports in time;
- Communicates with the HoA RILab staff and provide regular updates on resilience programs;
- Initiates, coordinates and leads the identification, incubation and scaling up of resilience innovations in Somalia in particular and in the Horn of Africa at large;
- Coordinates and facilitates the evaluation of the resilience programs;
- Encourages and supports the HoA RILab Focal Person to prepare, document, scan and submit all financial and related documents to HoA RILab; and
- Carry out any other activities that are relevant to RAN resilience programs in the Horn of Africa.

2. Duties and Responsibilities of HoA RILab

- Plans, coordinates, oversees and facilitates the activities of "**ResilientAfrica Network**" in the Horn of Africa Sub-region.
- Provides The Partner with the information, materials and guidance that come from the coordinator of "**ResilientAfrica Network**", based at Makerere University, Kampala, Uganda;
- Communicates with The Partner staff and provide regular updates on resilience programs in the Horn of Africa;
- Assesses the plans of The Partner pertaining to resilience program activities, and provides timely feedback;
- Assesses the budget breakdown prepared by The Partner and provides timely feedback;
- Ensures the transfer of approved budgets to The Partner;
- Promotes the participation of The Partner in various Resilience Grants Programs;
- Assesses the reports of The Partner and provides timely feedback;



- Facilitates the participation of relevant staff of The Partner in Workshops and Forums that are considered vital for the resilience programs in the sub-region;
- Provides the necessary supports to The Partner in realizing the objectives of "ResilientAfrica Network" programs in Africa in general and in the Sub-region in particular; and
- Carry out any other activities that strengthen the partnership and enhance the progress of RAN resilience programs.

3. Duration of the Partnership

This partnership shall be renewed every year at the beginning of the USAID fiscal year, based on the mutual agreement of the two parties and the overall progress of RAN resilience programs.

**For Horn of Africa Resilience Innovations
Lab, Jimma University, Jimma, Ethiopia**

**For Benadir University,
Mogadishu, Somalia**

Name:

Name: Prof Abdirisak Ahmed
Dalmar,

Position:

**Prof Kifle Woldemichael,
HoA Resilience Innovations
Lab Director**

Position: Rector of Benadir
University

Signature:



Signature:



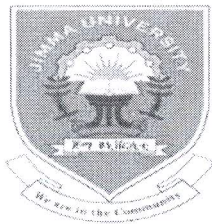
Date:

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12.01.2015





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ResilientAfrica Network (RAN)
Horn of Africa Resilience Innovation Lab

Memorandum of Understanding (MoU)



A handwritten signature in black ink.



Memorandum of Understanding (MoU)

This Memorandum of Understanding has been signed between **Bule Hora University, Bule Hora, Ethiopia**, hereafter referred to as **The Partner**

And

Horn of Africa Resilience Innovations Lab, Jimma University, Jimma, Ethiopia, hereafter referred to as **HoA RILab**.

[This project has been made possible by the generous support of the American people, through the United States Agency for International Development (USAID). The contents of this MoU are the responsibility of the Horn of Africa Sub-region RILab Teams in Ethiopia, and do not necessarily reflect the views of USAID or the United States Government].



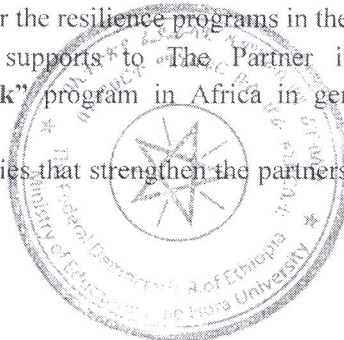
A handwritten signature in black ink, consisting of several loops and a long horizontal stroke.

1. Duties and Responsibilities of The Partner:

- Ensures the availability of the Focal Person and other necessary resources to support studies, interventions, and publications of efforts related to the project titled "**ResilientAfrica Network**" (RAN) with particular emphasis on Horn of Africa.
- Follows up and supports Resilience Studies, Interventions, and Evaluations in Ethiopia in particular and in the Horn of Africa at large;
- Ensures regular communications and cooperation with the HoA RILab staff, and provides updates through the Focal Person;
- Works out and submits the budget breakdown for specific resilience studies, interventions, and program evaluation when required;
- Actively supports the identification, prototyping, incubation and scaling up of resilience innovations in Ethiopia in particular and in the Horn of Africa at large;
- Encourages and supports the HoA RILab Focal Person to prepare, document, scan and submit all financial and related documents to HoA RILab when required; and
- Follows up, promotes and supports any other activities that are relevant to RAN Resilience Programs.

2. Duties and Responsibilities of HoA RILab

- Plans, coordinates, oversees and facilitates the activities of "**ResilientAfrica Network**" in the Horn of Africa Sub-region.
- Provides The Partner with the information, materials and guidance that come from the overall coordinator of "**ResilientAfrica Network**", based at Makerere University, Kampala, Uganda;
- Communicates with The Partner staff and provide regular updates on resilience programs;
- Assesses the activity plans of The Partner regarding resilience studies and interventions; provides timely feedback;
- Assesses the plans of The Partner pertaining to resilience program activities, and provides timely feedback;
- Ensures the transfer of budget allocated to remunerate the HoA RILab Focal Person;
- Promotes the participation of The Partner in various Resilience Grants Programs;
- Assesses the reports of The Partner and provides timely feedback;
- Facilitates the participation of relevant staff of The Partner in Workshops and Forums that are considered vital for the resilience programs in the sub-region;
- Provides the necessary supports to The Partner in realizing the objectives of "**ResilientAfrica Network**" program in Africa in general and in the Sub-region in particular.
- Carry out any other activities that strengthen the partnership and enhance the progress of RAN program.



3. Duration of the Partnership

This partnership shall be renewed every year at the beginning of the USAID fiscal year, based on the mutual agreement of the two parties and the overall progress of RAN resilience programs.

For **Horn of Africa Resilience Innovations
Lab, Jimma University, Jimma, Ethiopia**

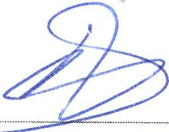
For **Bule Hora University,
Bule Hora, Ethiopia**

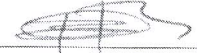
Name: **Prof Kifle Woldemichael,
HoA Resilience Innovations
Lab Director**

Name: **Balako Gumi (Ph.D)
Academic & Research V/President**

Position:

Position:

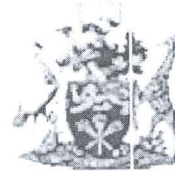
Signature: 

Signature: 

Date: 03-02-2015

Date: 02-02-2015





ResilientAfrica Network (RAN)
Horn of Africa Resilience Innovation Lab

Memorandum of Understanding (MoU)



Memorandum of Understanding (MoU)

This Memorandum of Understanding has been signed between **Department of Clinical Studies at University of Nairobi, Nairobi, Kenya**, hereafter referred to as **The Partner**

And

Horn of Africa Resilience Innovation Lab, Jimma University, Jimma, Ethiopia, hereafter referred to as **HoA RILab**.

[This project has been made possible by the generous support of the American people, through the United States Agency for International Development (USAID). The contents of this MoU are the responsibility of the Horn of Africa Sub-region RILab Teams in Ethiopia and the Partner in Kenya, and do not necessarily reflect the views of USAID or the United States Government].



1. Duties and Responsibilities of The Partner:

- Ensures the availability of the Focal Person (**Dr. Andrew G. Thaiyah**) and other necessary resources to support studies, interventions, and publications of efforts related to the project titled "**ResilientAfrica Network**" (**RAN**) with particular emphasis on Horn of Africa.
- Follows up and supports Resilience Studies, Interventions, and Evaluations in the Horn of Africa;
- Ensures regular communications and cooperation with the HoA RILab staff, and provides updates through the Focal Person;
- Ensures that the focal person works out and submits the budget breakdown for resilience studies, interventions, and program evaluation when required;
- Actively supports the identification, prototyping, incubation and scaling up of resilience innovations in Kenya in particular and in the Horn of Africa at large;
- Encourages and supports the HoA RILab Focal Person to prepare, document, scan and submit all financial and related documents to HoA RILab when required; and
- Follows up, promotes and supports any other activities that are relevant to RAN Resilience Programs.

2. Duties and Responsibilities of HoA RILab

- Plans, coordinates, oversees and facilitates the activities of "**ResilientAfrica Network**" in the Horn of Africa Sub-region;
- Provides The Partner with the information, materials and guidance that come from the overall coordinator of "**ResilientAfrica Network**", based at Makerere University, Kampala, Uganda;
- Communicates with The Partner staff and provide regular updates on resilience programs.
- Assesses the plans of The Partner pertaining to resilience program activities, and provides timely feedback;
- Ensures the transfer of budget allocated to remunerate the HoA RILab Focal Person;
- Promotes the participation of The Partner in various Resilience Grants Programs;
- Assesses the reports of The Partner and provides timely feedback;
- Facilitates the participation of relevant staff of The Partner in Workshops and Forums that are considered vital for the resilience programs in the sub-region;
- Provides the necessary supports to The Partner in realizing the objectives of "**ResilientAfrica Network**" program in Africa in general and in the Sub-region in particular; and
- Carry out any other activities that strengthen the partnership and enhance the progress of RAN resilience programs.



3. Duration of the Partnership

This partnership shall be renewed every year at the beginning of the USAID fiscal year, based on the mutual agreement of the two parties and the overall progress of RAN resilience programs.

For **Horn of Africa Resilience Innovations
Lab, Jimma University, Jimma, Ethiopia**

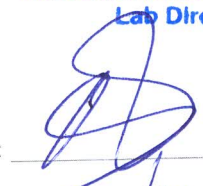
For **Dept. of Clinical studies
University of Nairobi,
Nairobi, Kenya**

Name: **Prof Kifle Woldemichael,
HoA Resilience Innovations
Lab Director**

Position:

Signature:

Date:

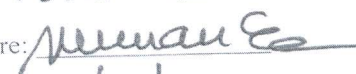

29/11/14

Name: **PROF J D MANDE**

Position: **CHAIRMAN OF
DEPARTMENT**

Signature:

Date:


27/4/2014





MAKERERE UNIVERSITY
COLLEGE OF HEALTH SCIENCES – SCHOOL OF PUBLIC HEALTH

RESILIENTAFRICA NETWORK (RAN)

EA RILAB

Activity Report

Name of activity	Peer to Peer Learning
Theme of activity	Embracing community lead innovations
Date	8 th - 9 th April 2015
Venue	Gulu University – Northern Uganda

Introduction

Peer education is when children, young people, or adults educate others of similar age, background, culture, or social status, including those from disadvantaged social groups. The approach can take different forms, but in many cases entails providing academic support, enhancing communication and interpersonal skills, or counseling. For this particular activity, the outreach team took this approach by inviting already existing local innovators to inspire their fellow students and faculty staff to join or support them in their efforts to sustainably transform their societies. The approach is based on the premise that people, especially young people, are more likely to listen to and respond to information when it comes from their peers.

Purpose

Northern Uganda, where Gulu University is located, just like other areas around the country Uganda, are faced with various but (some) unique challenges as a community and a region. Among others these include; post war land resettlement wrangles, outbreaks of disease, little or no mechanization and value addition on agricultural activities, a lacking educative and sufficient health care system, inadequate and inefficient education services, poorly executed governance/leadership system, post war psychosocial and psychological challenges; and all these pose as a risk to the efforts being made to sustainably develop the communities and region as a whole.

This being the first activity the innovation lab was hosting at Gulu University, the team thought it prudent to get to know the innovators breaking ground in the community, ask them the motivation behind their actions, their perceived future goals, current challenges, lessons learnt and most importantly how RAN can leap frog their innovations to scale. The Peer to peer session was the best and most interactive the team could get its hands on.



Event Objectives

1. Introduce RAN as an organization, its objectives, methodologies of work, communities they are working with, other partnering institutions, achievements and how RAN intends to work with the Gulu University community.
2. Find out innovations /innovators that are within the Gulu university community and how they can be successfully scaled.
3. Conduct a needs finding activity to find out if the innovations presented match the needs presented.

The event was coordinated by Dr. Daniel Komakech the head of the Institute of Peace and Strategic Studies and RAN focal contact person at Gulu University with the help of a team of student representatives. The event had a registered attendance of 73 participants for the student engagement on day one and 8 participants for the faculty staff engagement on day two. Only 11 ladies were in attendance. The RAN team was comprised of Nathan Tumuhanye, the RAN Research officer, Brian Ndyaguma the EA RILab outreach consultant and led by Ronald Kayiwa the EA RILab Innovations officer.

Observation

- The attendance of females was low just like the other events I have been a part of. The general observation here is that the females displayed a low self-esteem for example low projected voices when asked questions and unease to make a response in large crowds.

Day 1

The day started off with early morning showers but that didn't interrupt the energy levels for the event ahead. We (RAN Team) engaged the student representatives for the morning session beginning at 10:30am to midday. This engagement was an opportunity to formally introduce the two teams to each other by Dr.Komakech, and begin preparations for the main activity in the afternoon. Brian led the preparatory session where he explained key parameters to have a successful engagement with the students in the



afternoon. The RAN team worked with 7 enthusiastic students (5males and 2ladies) to successfully organize the activity.

Our preparation protocol was as follows;

- The organizing team had to keep time. The 2 teams agreed show early up to organize the main hall immediately after the lecture ending at 12noon.
- The roles were split and assigned to the team (Please see attached program)
- Students that had been prior identified with innovations were met by Brian and Ronald before the lunch break and oriented through how pitch their ideas/ innovations
- Mobilization was intensified to have more participants so as to get a variety of critiquing for the innovations/ ideas to be pitched. We exceeded our attendance target of 60 students.
- The RAN team also had an interaction with 2 faculty staff from the faculty of Information technology as they gathered insights on the status quo of the IT department. Weak and unstable internet was an outstanding challenge not just to the department but the university as a whole. As an observation, this reduces the chances of exposure to online knowledge and expertise especially to the students.

At exactly 2pm, the afternoon session kicked off with introductions from all participants in the format; name-course/job-something interesting about you. The RAN team led by Ronald and Nathan then expounded on RAN as a project supported by different partner universities by USAID, CSIS, Stanfrond University, and TulaneUniversity among others with headquarters at Makerere University, School of Public Health. RAN emphasizes the areas of innovations and resilience and has provided labs where innovators meet and present their ideas. These same labs provide an opportunity to network both locally and across the African region between students, faculty members and knowledge experts in various lines of service. Nathan encouraged the students to involve the community in their ideation an innovation development stages because at the end of the day the innovation uptake is largely dependent on the users (community). Dr. Komakech Daniel was introduced by Ronald as the coordinator for RAN activities at GuluUniversity and encouraged the students to approach him for mentorship as well as linkages between Gulu and Makerere



University. Ronald also clarified that ideas have to be creative before the authoring team can be co-opted in the innovation lab. There has to be a new way getting the challenge solved; it could be the technology use, the communication channels, process/ factors of production used in making the innovation, or the value added/ achievement at the after its utilization.

Observation

- Students don't take simple tasks like introducing themselves seriously. For most, Brian had to request them to do it once again with an explanation that it's with such congregations that their excellence and profile is passed on at no cost, an opportunity to make themselves known.

Pitch session – Before the students could pitch, Brian loosely defined 'Peer to Peer' learning as 'for everyone, by everyone about almost everything.' Using the example of the [One Laptop per Child](#) project in Ethiopia, he explained to the participants that these young children learnt how to use the electronic tablet by observing and constantly probing their colleagues for help and knowledge. The pitching activity was going to be an opportunity for other students to learn as well as critique what will have been presented. The pitch format was as follows;

- Name the idea/ innovation
- State the problem and its Brief background
- State the solution with emphasis in the innovation
- What would it take to get it implemented?

The students had 3minutes to make their presentations and below are some outstanding ones;

Presenter's name	Idea/innovation name	Brief narrative	Stage of development
Ochora Moses	Fighting hepatitis B	Gulu has the highest prevalence of Hep B. Aim is reach out the community do sensitization and	Have held over 3 sensitization workshops

		vaccination	
Moses	Land conflict resolution inn Northern Uganda	Back log in court cases prevents justice, increases conflict	Have held above 2 activities
Mike Mugude	Biogas production	Load shedding is a challenge in Gulu town and yet rubbish is also poorly disposed of. This can be recycled to generate electricity	Concept documentation
Ambrose	Online classroom	Enable lecturers to record and upload class material that students can obtain through the University Local Area Network	Software being developed
Julius Tumwiine	Online central notice board for the University	This would be accessible online and enable both students and faculty staff to upload information. This would be useful in other places like hospitals.	Web application finished. Ready for testing
Patrick	Electronic student registration system	Inspired by the delays and inefficiencies of the university administration. This will keep data, access results, and student financial records among others.	Platform being developed
Ernest Okot	Point Of Sale (POS) system	Built for the small and medium sized businesses to keep and compute business records for the user.	Software already developed, ready for testing

Observations

- Most of the students who pitched were confident and articulate about their ideas but they lacked factual information when asked about similar innovations elsewhere in world.
- Research is taken lightly and there is a lot of information out of hearsay.
- Like other academic environments, students innovate alone and don't involve their colleagues from the same class or other faculties.
- Lecturers didn't show interest in this activity. Only two (2) were present.
- We received over 15 submissions for pitching as opposed to 3 that we had the day before. More activities like these formulate ground for better innovations.

Needs-finding session– In this session, Nathan presented explicitly about the process of needs finding. He defined it as a process of gathering deep insights that can be used to guide and organize the problem and consequently design solutions. Nathan mentioned that in most cases what is visible with the community as a challenge is not enough. Using the example of the tip of an iceberg and its base immersed in water, Nathan explained that people have tacit, implicit and latent challenges that always go unmentioned and it's the duty of the innovator to use smarter and more efficient ways to dig out that information. These he mentioned as interviews, observations, stakeholder involvement which the innovator has to engage the community personally, keep probing with questions like 'why', 'how' and sure to get to the bottom of the challenge. As an innovator as well as a researcher, empathy is a very key aspect in building a disruptive innovation. Nathan emphasized that unless the innovator 'fits him/her-self in the shoes of the user', the innovator will miss out great information that may have become a hindrance for the uptake of the innovations. It's very important to identify the stakeholders identify they know and potential in regard to task at hand. It's from this that the participants were engaged in a breakout brainstorming discussion.

Breakout session – At 4:17pm we began our most heated session, the breakout groups. To the participant's surprise, the random technic of numbering 1-5 to team them up (and team up all 1s, 2s, 3s, etc) was used. It was interesting getting most of them off guard, having to start afresh but nonetheless, the



brainstorming process was rolled into motion by Nathan as I clarified thematic areas for discussion. These were;

Thematic areas – groups were free to choose any number of thematic areas but only allowed to present an innovation from one category.

- ✓ Governance
- ✓ Health
- ✓ Education
- ✓ Land and conflict management
- ✓ Climate change

Brainstorming Process

- ✓ Identify the innovation
- ✓ Identify the relating community needs
- ✓ Does the innovation meet the needs of the community generated?
- ✓ What are the challenges in relation to the needs and the innovation?
- ✓ Identify the users of your innovation

Each group had a time keeper, secretary and a leader and all together had 30 minutes to finalize their presentations.

- It was observed that most ladies preferred the secretarial position even when some of them could have performed better than their male leaders.
- It was also observed that the use of and general knowledge of using technology was lacking and few computer science students could articulate
- As the group discussions transpired, Ronald emphasized the need to clearly iron out the ‘what makes their idea unique from what is already being implemented’ as well as its relatedness the challenge at hand. This among other factors is what positively facilitates the users and organizations like RAN to identify and support various innovations with their innovators.

At exactly a quarter to 5pm, groups started their presentations that are summarized in the table below.

Group/Category	Idea	Need(s) to be addressed	Challenges	End users
One/Health	<ul style="list-style-type: none"> -Fight against Hepatitis B in Gulu town using social media as a communication channel. -Same media channels would be used to deliver educative content to the users 	<ul style="list-style-type: none"> -High rate of Hep B prevalence -High risk of infection -Need for increased screening -Increased and safe vaccination 	<ul style="list-style-type: none"> -Very expensive exercise to organize -Stigmatization of the patients -lack of access to the services by those who need them 	-Students ages of 12 and above
Two/Education	<ul style="list-style-type: none"> E-Room – online classroom -Operates on a Local Area Network -Allows students to not to miss any lectures 	<ul style="list-style-type: none"> -Inadequate projecting equipment in classes for lectures -Absence of lecturers -Uncertainties like sicknesses that lead students to miss class. -Inadequate seats in class 	<ul style="list-style-type: none"> -Limited and poor internet connectivity -few computers owned -Electricity load-shedding 	-Students, faculty staff
Three/Land conflict	Human settlement lobbyist movement	-No formal allocation of land especially for the people that were	-Geographical location is vast which makes it	-District authorities and local residents

		<p>dispersed by the war</p> <ul style="list-style-type: none"> -Corruption by the elders in dispute resolution -Basic knowledge dissemination on land management 	<p>expensive to cover</p> <ul style="list-style-type: none"> -Cultural rigid land tenure system - 	
Four/ Waste Mgt	<p>Cooking gas and Electricity generated from a domestic and urban waste management system</p>	<ul style="list-style-type: none"> -High costs of electricity -Poorly managed drainage systems 	<ul style="list-style-type: none"> -Rigid acceptability of innovation by locals -High initial cost of setting up -Political interference from leader 	<ul style="list-style-type: none"> -Public and private institutions -Domestic families -Large accommodation areas like hostels
Five/Education	<p>School fees management system</p>	<ul style="list-style-type: none"> -General difficulty in checking balances with the finance office and clearance by the financial administrative offices --Create a web portal with login pages for student and the relevant university administration 	<ul style="list-style-type: none"> -Bureaucracy in uptake of the innovation -High costs of setting up the system -Poor and unreliable internet connection 	<ul style="list-style-type: none"> -Parents -Students -University administration

		-Synchronize the accounts system with the academic registrars system to make clearing easier		
--	--	--	--	--

Wrap up session- 5:30pm

At the end of day 1, below were the comments, observations and lessons learnt from the participants;

1. “This (pitching and brainstorming) was challenging but insightful. As a matter of fact I have come to realize the importance of engaging the grassroots community persons in every project”, Carolyn a 2nd year student
2. “We need a student club or faculty partnership between Makerere University and our very own Gulu University just like the Google developer groups do it. I feel, there is a lot we miss out.” Vincent, an Information technology student in 2nd year.
3. Most of the students stayed in groups discussing their ideas even after the session was closed, a lot positive criticism was observed.
4. The student guild president invited the RAN team to come back and have another session in other thematic areas like governance.

As a follow up session we scheduled a meeting with some students that need more guidance and mentorship in managing their innovations. We would have loved to host an ignite session the next day but most students intimated that they had lectures they couldn’t miss the next day. We opted for the former.



Day 2

After a successful day 1, we couldn't afford miss out on reaching the climax of day 2 activities. We began with a recap of yesterday at 9am together with the organizing team and agreed to meet at 2pm for the brainstorming and deeper discussion on the empathy map and business model canvas as tools for quick idea assessment and rating.

At 10:25am, our meeting with the lecturers commenced with introductions from the RAN team led by Ronald Kayiwa and 8 Gulu University faculty staff led by Dr.Komakech from the faculties of Education, Agriculture and Biology, Science, Peace and International Studies and Physics lab. Brian took them through our engagement with the students the previous day with specific emphasis on the following;

1. Students had & have great ideas that need close mentorship and guidance from their seniors. This not only builds good rapport, it enhances more opportunities for knowledge sharing.
2. I encouraged them to take lead and seek out potential partnerships like one with RAN to boost the exposure between faculties and students.

Nathan, 30mins later took the august house for a deep dive into how RAN is addressing resilience to effects of acute and chronic conflict in northern Uganda as well as effects of climate variability. As examples of manifestations of acute and chronic conflict, Nathan sighted Pader, Lamwo, Lira in Uganda and Democratic Republic of Congo as areas with a slow pace of socio-economic recovery and high effects of sexual and gender based violence respectively and its with the prevalence of such circumstances that RAN intends to apply science and technology to strengthen resilience against natural and man-made stress. He further defined resilience as the capacity of people and systems to mitigate, adapt to, recover and learn from shocks and stresses in a manner that reduces vulnerability and increases wellbeing. In summary the dimensions of resilience for Uganda after community consultations were carried out emerged as wealth, health, agriculture, infrastructure, governance, human capital, social networks, environment, and psychosocial support (presentation attached). As he closed his presentation, Nathan concluded by mentioning that crowd sourcing and the RAN innovation acceleration program were among the methods used to identify innovative solutions with potential to strengthen resilience.



Open discussion

I observed that the faculty staff were curious to know how to be a part of the various activities of RAN. We exchanged contacts although some were worried about the communication going numb after the RAN team heads back. This was quickly answered by Dr/ Knomakech who fully elaborated as he's the RAN coordinator for Gulu community. Another lecturer presented a wonderful project about cassava value addition in post-harvest handling and packaging. He presented factual evidence of what they had achieved so far. Nathan encouraged the lecturers to team up with students from various faculties to make stronger teams. This was the same with a waste management project that was also presented by a member of staff. This discussion got very interactive with more projects but as earlier advised, Nathan and Ronald encourage them to team up and then present their innovations.

It was also noticed that most students and some staff exhibited a mentality of asking for donations. One student commented that the university didn't have reliable internet and that RAN should speak to the administration about it. The lecturers on the other hand kept mentioning how 'we' had come at the right time when the university is expected to make some changes but practically, I feel only a handful would be able to implement all they were asking for.

Later on the same afternoon, Brian and Ronald met with 13 of the student innovators for the final follow session about their innovations. Exhaustion brought about by a cocktail of lectures, the morning sunny heat and our 2 day deep activity was evident on their faces. Nonetheless, we commenced with the discussion around the empathy map as soon as the figure got to 8 participants, the 5 joined us a couple of minutes later. In this session, I guided them to understand what the end user/ community thinks, feels, says, does, hears as well as what he/ she has to lose or gain when a particular innovation is presented before them. It's these sentiments (empathy) that should motivate the innovator to seek for more responses as they engage them. The students filled in their copies of the empathy map and business model canvas with guided mentorship.



In nutshell, It was great experience, observing the participants learn for the first time. The team's suggestion is to keep the mentorship consistent and accessible otherwise the innovators will relax and lose track.

The End



MAKERERE UNIVERSITY
COLLEGE OF HEALTH SCIENCES – SCHOOL OF PUBLIC HEALTH

RESILIENTAFRICA NETWORK (RAN)

EA RILAB

Activity Report

Name of activity	Ideas-In-Box
Theme of activity	Turn your idea into a start-up
Date	11 th March 2015

Introduction

Ideas-In-A-Box is 3 hours interactive learning session where RAN teaches its communities quick, easy and insightful ways of approaching life's common occurring challenges and opportunities using simple tool kits and methodologies. The student environment is littered with various ideas that with a good guidance and mentor-ship, these students have an opportunity to create a great impact on the community. It's was therefore a strategic and important objective for the RAN Outreach team to take the students through a "How to" process of ideation and rating.

International Health Sciences University is located in Namuwongo, Muyenga, Kampala. We had a registered attendance of 35 students and 2 lectures out of the 25 that we had earlier registered online. Michael Niyitegyeka a course director and Harry Barry a lecturer at the same university. The event was coordinated by Most of the students who were undertaking the six month ICT, Public Health and Entrepreneurship course. The event started at 1430hrs and ended at 1700hrs. The RAN team was comprised of three representatives; Ronald Kayiwa (Innovation officer), Natujuna Deborah (Engagement Manager), SheilaAgaba (Lab Technical officer) and Brian Ndyaguma (Innovation Lab Outreach officer).

Event Objective

The rationale of the event was to discuss the process of generating, developing and communicating your ideas. Additionally, learning will be centered on some of the tool kits you can use to quickly map your idea and rate it as an individual or with friends. The tool kits shared were simple and easy to work with. These included;

- **Ideation process session**

The process of brainstorming through a number of ideas to come up with one that best addresses a challenge/opportunity at hand. This can be done as an individual or a group. During this session which followed a presentation about RAN,the participants were divided into 3 groups and tasked come up with as many ideas as possible about challenges or opportunities around their environment. These were centered around health, education, and community socialization. Each group presented 3 ideas and picked out the most outstanding one namely;

- A) ***A mobile electronic land registry platform*** to connect the buyers to the sellers. This is kind of platform would capture the land owners data like location, size of land and previous owners. This platform would be accessible using a mobile phone because that's the most accessible and reliable source of technology for people in rural and semi-urban areas where the land trade business and wrangles are more prevalent even with less or no land registry offices. The group believe that with such a tool, it would be easy to crosscheck the legitimacy of the land before purchase, save the tedious process of verification and make the entire land ownership and trade more transparent.
- B) ***Student electronic card for health and academic records*** during their stay at school. The use of card system is synonymous with all universities in Uganda, IHSU inclusive. Various cards are issued to students to keep and track different sets of information like tuition payments, meals, health visits, accommodation, and examination authorization among others. These frustrations of such a system arise with loss of the card. For some universities the process involves police, and others paying a fee to access your own data. The students felt this could be smartly addressed using one single electronic card that would automatically be validated when the student updates his status/ data. With access points around the university and an online access point, this innovation would save both the students and university a lot of time, resources and build more credibility for the for the university.
- C) ***Drugtracking tool and delivery tool*** to monitor and track drug procurement orders made by the various clinics from the national drug stores. The government and other medical centers lose lots of resources and lives of patients when drugs are not fully delivered due to corruption in the procurement process or expiry of drugs in warehouses. This tool would use codes that are generated at the factory level before the drugs are flagged off after a purchase. This code is what the customer would use as a tracking number for a consignment of drugs from the ware house/ stores to the clinic/hospital. This code would be able to input various information like weight, date of manufacture, expiry, and source of manufacture among others. This information would be available online after login with the same code. In the event of a breach of service (e.g clinic orders for 1 ton of drugs and 800kgs arrive), the

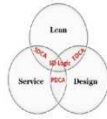
warehouse source, procurement person and delivery company would be held responsible. Such a system would be able to give constant notifications to the responsible person on the status of the procurement. The students were positive that this, in long run would make the process more transparent and efficient.

- **Empathy Mapping session**

This is a collaborative tool that teams/individuals use to gain deeper insight into what their customer feel, hear, say about their products or services. This tool also captures the pains and gains that the customer experiences during the same time. In this session, the students were tasked to empathize with the customer and make presentations. Some of the results included the following;

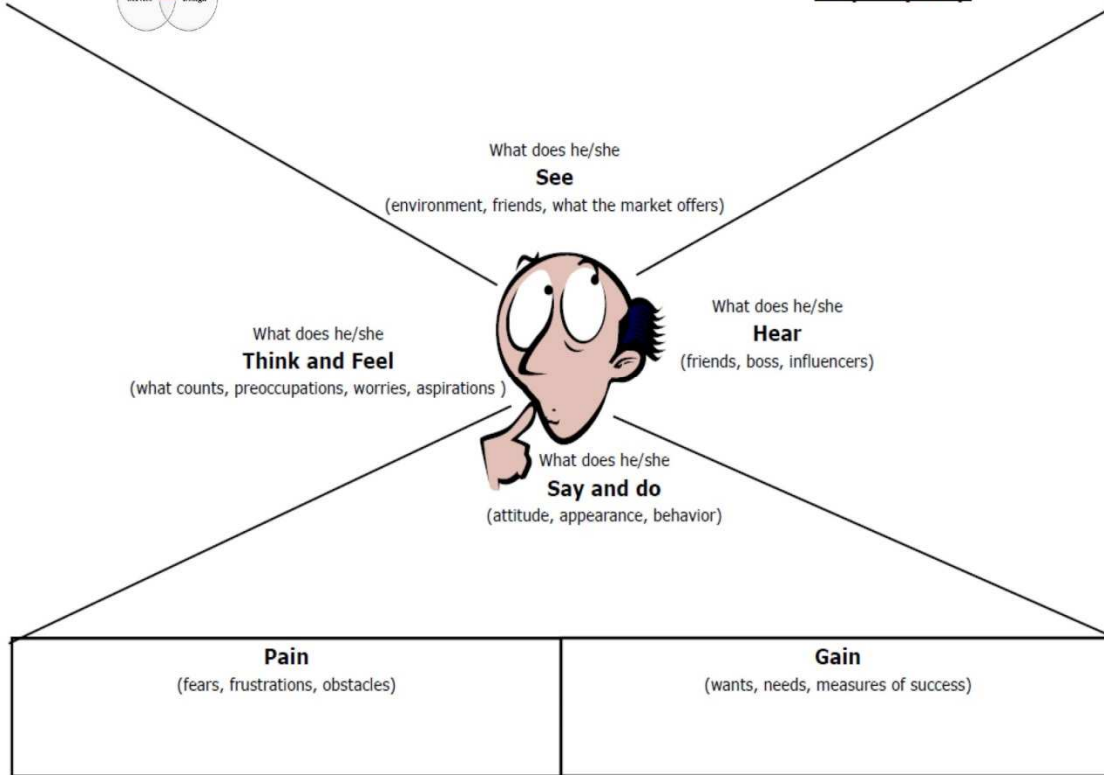
- 1) As a student, I should be able to access my information online using the electronic card
- 2) With this card I should be able to sit for my exams in the event that I lose my examination card or ban slips because the date will be on my account.
- 3) I should receive an automated email or phone text notifying me about the procurement and delivery status of the orders made.
- 4) I am uncomfortable and restless when I make an order for drugs because I always feel insecure about the whole process.
- 5) There's a lot of data manipulation about land titles. Land owners don't feel secure about their own.
- 6) The platform should be accessible using a mobile phone and affordable in terms of costs.

Below is a copy of the empathy map.



LSDT Workbook
 by Joe Dager, Business901
<http://Business901.com>

Empathy Map



Adapted from xplane.com

- **Business model canvas session.**

The business model canvas is strategic management and lean startup template for developing new or documenting ideas. It helps the owner of an idea to quickly rate his/her idea against important factors that are crucial to its success. The students were taken through the canvas and how it works and asked to discuss in groups but no presentations were made for this one due to time constraints. However, correspondence would be made on email.

The Business Model Canvas

Designed for:

Designed by:

Date: _____
Iteration: _____

<p>Key Partners</p> <p>Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform? <i>Examples:</i> Distribution partners Logistics providers Manufacturers</p>	<p>Key Activities</p> <p>What Key Activities do our Value Propositions require? Our Job-to-be Done? Customer Relationships? Revenue creation? <i>Examples:</i> Manufacturing Software development Retail</p>	<p>Value Propositions</p> <p>What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer resources are we substituting? <i>Examples:</i> Performance Reliability Customization Design Cost Convenience Accessibility Risk Reduction</p>	<p>Customer Relationships</p> <p>What types of relationships does each of our Customer Segments expect us to establish and maintain with them? Which one have we established? How are they integrated with the rest of our business model? How costly are they? <i>Examples:</i> Personal assistance Self-service Automated services Communities Co-creation Concierge</p>	<p>Customer Segments</p> <p>Who are we creating value for? Who are our most important customers? <i>Examples:</i> New Markets New Segments New Channels New Customer Groups</p>
	<p>Key Resources</p> <p>What Key Resources do our Value Propositions require? Our Job-to-be Done? Customer Relationships? Revenue Streams? <i>Examples:</i> Human Financial Physical Intellectual Social Channels Partners</p>		<p>Channels</p> <p>Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels Integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines? <i>Examples:</i> Retail Direct Partners Distributors Retailers Agents Sales Forces Resellers Intermediaries Co-ops Communities Partners Affiliates Retailers Agents Sales Forces Resellers Intermediaries Co-ops Communities</p>	
<p>Cost Structure</p> <p>What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive? <i>Examples:</i> Cost of Materials Cost of Labor Cost of Distribution Cost of Manufacturing Cost of Transportation Cost of Packaging Cost of Marketing Cost of Customer Support Cost of Research and Development Cost of Rent Cost of Utilities Cost of Insurance Cost of Taxes</p>		<p>Revenue Streams</p> <p>For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues? <i>Examples:</i> Sales Licensing Rental Subscription Advertising Commission Royalties Resale Leasing Usage-based Performance-based Freemium Donations Grants Sponsorships Advertising Commissions Licensing Rental Subscription Advertising Commission Royalties Resale Leasing Usage-based Performance-based Freemium Donations Grants Sponsorships</p>		

Progress after the event

- One of the attendees came to the RAN lab offices to pitch their idea about an e-learning platform.
- Others have made submissions to the on-going M-kits competition.

RESILIENTAFRICA NETWORK

NEEDFINDING PLAN

MARCH 2015

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1.0 NEEDFINDING

1.1 OVERVIEW OF NEEDFINDING

Resilient Africa Network (RAN) has locked in on two strategies for identifying innovations that will strengthen the resilience of communities in each of the 4 target regions within the broader RAN Network. These are the Crowd Sourcing approach and the Human Centered Design Thinking Based Co-creation approach. The Crowd Sourcing approach targets those already existing innovations which have the potential to impact on resilience through a variety of means for example innovation exhibitions, research etc. Their implementation platform is through the Resilience Innovation Acceleration Program (RIAP). The Design Thinking Co-creation approach is RAN's main approach to sourcing innovations. It relies heavily on stakeholder input in determining the most strategic and high priority interventions which if addressed would result in maximum transformational impact using minimal resources. So RAN, working with multiple stakeholders, is able to identify and prioritize specific intervention pathways which are developed into resilience innovation challenges which are supported through innovation grants. These resilience innovation challenges are widely publicized as Request for Applications (**RFAs**) on various platforms within the Network.

In both these approaches, RAN uses a Human Centered Design approach which largely employs Needfinding as a technique to understand the problem. Needfinding is the process of gathering deep human insights that can be used to explain the problem and design solutions. It employs ethnographic techniques utilized by anthropologists and sociologists and re-tools it for the next generation of designers. It largely involves studying the statements, actions, thoughts, culture and experiences of people through observing and interacting with them so as to gain an understanding of their needs, desires and aspirations. This requires going into the actual target communities and interacting with potential users of the innovation at every stage of the innovations pipeline. This empathetic interaction enables innovators to have a thorough understanding of the community's needs and design innovations that have adopted a human centered design by uncovering latent community needs which often transcends that which the people themselves actually realized. These key insights gained from the Needfinding help to drive/alter/adapt your proposed solution. Needfinding is critical since needs last longer than any specific solutions.

The Community Liaison Officer serves as the key contact and liaison between the innovator teams and the communities and is primarily responsible for planning and managing the community engagement and user involvement aspects of the innovation pipeline, in line with RAN's preferred approach for identifying, incubating and piloting resilience innovations.

1.2 RATIONALE FOR NEEDFINDING PLANNING GUIDE

This Needfinding plan document acts as a blue print to guide innovator teams as they plan for the Needfinding surveys for their respective projects at the various stages of the innovations pipeline. Before conducting a Needfinding survey, it is vital to develop a Needfinding plan with your team and have it reviewed together by the RAN Community Liaison Officer and the RILab Innovation officer.

In order to realize the critical importance of Needfinding, developing a Needfinding plan is paramount. Needfinding is more of an art than a science and employs a variety of methodologies depending on the situation. These include conducting in-depth interviews or FGDs, participant observations, photography, audio and visual methods, secondary literature review.

2.0 CONDUCTING A NEEDFINDING SURVEY

Needs finding is a simple and yet profound process. It is not just a one-off activity that is conducted at the beginning of an innovation rather it is a continuous activity that is conducted at the various stages of the innovation pipeline from design, prototype, pilot to scaling. The insights gained from each Needfinding activity help to refine the problem for the next stage of the innovation pipeline.

2.1 Needfinding Planning Steps

A successful Needfinding survey requires careful and thorough planning. This section details the steps that must be planned and prepared for well in advance.

2.1.1 Conceptualizing your design challenge and framing the research questions

This is the first step in planning for a Needfinding survey. The process of conceptualizing your problem is part of research planning which happens at least a couple weeks before the interviews begin. It may include conducting secondary literature review and observations to gain an understanding of the problem identified. Often times this step is characterized by generating many problems and it may be difficult to zero down on one but brainstorming with the team is one effective way to prioritize on the problem identified. Precisely how the problem is framed or stated can have sizable implications on the need, so it is advisable to try stating it multiple ways before deciding on the best approach. The first key outputs from this process should include a problem statement, the major objective, specific objectives which will be tested and refined in the actual Needfinding study

2.1.2 Identifying the Target community

This process also takes place at least a couple weeks before the interviews begin. The process of identifying a representative target community/location for research is a very critical step since the information gathered will augment your topic of interest throughout the innovations pipeline therefore it has to be representative. This is a very critical step as it can partly contribute to the success/failure of your solution.

Questions to ask yourself:

- What is the central issue that my team and I are trying to create impact on? (i.e. drought, maternal health, early childhood educational disparities). Articulate the challenge, not your hypothesized solution.
- Where do you see evidence that a community (or a smaller population within a larger community like a city) is struggling with this central issue? Which populations or communities struggle *the most* with this issue?

Actions:

Make a list (or a map) of these potential communities. Once you have this initial list, now is the hard part—you will have to choose several communities to visit. You will need to do some more research to make this decision. Questions to answer to help inform your choice:

- Which communities will be hardest for us to visit? Which will be easiest? Try to choose a mix of difficulties. The most remote communities are often the ones that are most frequently left behind, and have unique challenges that you need to understand.
- Has RAN already worked in any of these communities? Do they have existing

relationships that we can build on? It is very helpful to work in at least a few communities that are already familiar with RAN.

- Where would we have language barriers? Do we have resources to hire translators? Identify several sets of 2-4 communities that you feel would be a good mix, based on the above questions. Work with the RAN Community Liaison Officer to make the final selection.

2.1.3 Selecting the Target User Groups

The Insights from the interviews with target users in your selected communities will guide your design process, and may determine the success/failure of your solution ideas. When considering your selected communities, ask yourself:

- What variables do I think will have the biggest impact on a person's experience of my focus issue? For example, if my focus issue is maternal health, I might hypothesize that nutrition and access to quality food is a big determining variable. I would want to interview different mothers who vary in terms of that variable in order to understand the nuances of the challenge and the different needs of my potential users of a solution to improve maternal health.

Make a list of these variables. Choose the top 2-3 variables that you believe will exhibit the greatest variation. Variables might include demographic characteristic (their age, location, gender, etc), socio economic activities, behaviours and psychographics (personality, values, attitudes, interests, and lifestyles) and livelihood sources. These will guide the "target profiles" of the users that you would like to interview. This can range from an expert in the area of interest, someone completely unfamiliar with the area we're are working in, someone who has highly refined or particular needs in the area (Extreme users), people who demonstrate radical behaviours related to this area etc.

As a principle, roughly 60% of your Needfinding interviews should be conducted with potential users, who vary within the variables that you selected (i.e. the mothers with different food access levels).

Roughly 20% of your interviews should be done with "extreme users":

- Determine who is an extreme user by considering what aspect of your design challenge you want to explore to an extreme. List a number of facets to explore within your design space. Then think of people who may be extreme in those facets. For example, if you are redesigning the grocery store shopping experience you might consider the following aspects: how groceries are gathered, how payment is made, how purchase choices are made, how people get their groceries home, etc.
- Let's say we choose to focus on the aspect of gathering groceries. Extreme users in that aspect might be professional shoppers (who are paid to shop for other people or stores), someone who uses a shopping cart to gather recyclables (and thus overloads the cart), people who bring their kids shopping with them, or someone who never goes to grocery stores.
- Engage with them. Observe and interview your extreme user as you would other folks. Look for distinct and unique habits and tools that they use to meet their goals

(or other extreme behaviors). These can serve as inspiration and uncover insights about your “normal” users.

The remaining 20% of your interviews should be done with other stakeholders in the system, who you think have a big influence on the focus issue and any potential solutions to it. Sometimes these are called “Gatekeepers”. Using the maternal health example, I might predict that churches have a big influence on what young mothers are learning informally about health, nutrition, and child care. Therefore, I would aim to interview a church leader to better understand their perspective on the challenge of maternal health, and how they view their role in the issue. **My goal in interviewing them is not to “pitch” a certain solution or convince them to do something; rather, I am simply understanding their goals, motivations, and mental models of the challenge that I am focused on.**

Direct Observation and Immersion:

Interviewing is a primary method you will use to get quality insights. Direct observation is a crucial way to complement your interviews and get information about how people behave that you can’t get through talking to the person. See if you can arrange a full day or even just a few hours to observe 1-2 of your interviewees. If you are focusing on adoption of agricultural technology, that might include working in the field with a farmer for a day. If you are looking at maternal health, that might mean sitting in a community clinic and “shadowing” nurses, or just shadowing a mother for a day and observing the tasks, habits, and challenges that she encounters. Such insights about daily habits, routines, and social interactions may provide invaluable information on how you may wish to conceptualize or reframe your solution.

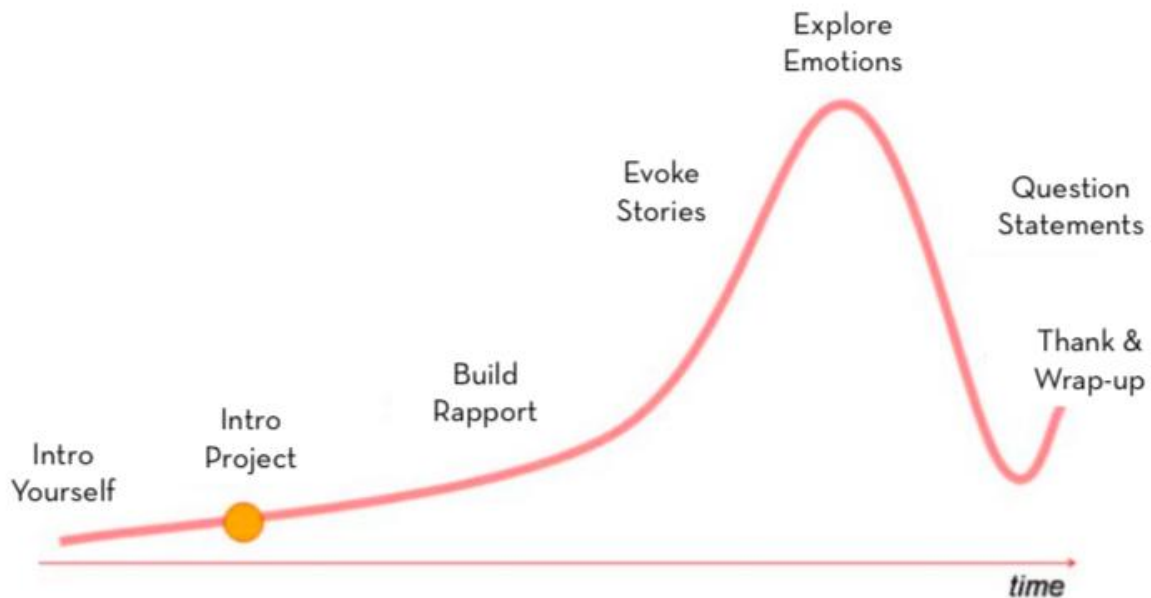
Share the profiles of the target users groups your team has develop with the RAN Community Liaison Officer who will be responsible for linking the teams to the identified communities and user groups, as most of these will be the same people engaged in time and again as the team refines their problem/solution. It therefore cannot be underscored enough for RAN and the innovator teams to work together towards maintaining positive and trusting relationships with the communities in which these ethnographic interviews will be conducted throughout the innovations pipeline.

2.1.4 Developing an Interview Guide

Once you have the objectives and the profile of the user groups, it is easy to develop an interview guide.

- **Brainstorm** questions for your target user groups. We recommend that you think about questions related to the following themes:
 - Goals, aspirations, and motivations
 - Barriers they face, particularly related to your focus challenge
 - What current solutions or local adaptive capacities or “tricks” they use to overcome barriers
- **Synthesize:** Once you have a list of questions, it’s time to organize them into an interview structure. As a team, identify themes or subject areas into which most questions fall.
- **Structure:** Once you’ve identified the themes of your question-pool, determine the

order that would allow the conversation to flow most naturally. This will enable you to structure the flow of your interview, and decrease the potential for hosting an awkward or bumpy interaction with your user. Remember this basic structure for an interview:



- **Remember:** You are not creating a formal, academic research survey! When you are actually conducting these interviews, your priority should be to establish a personal connection with the interviewee, rather than reading off of a list of questions.
- **Refine questions** Once you have all the questions grouped by theme and order, you may find that there are some redundant areas of conversation, or questions that seem strangely out of place. Take a few moments to make sure that you leave room in your planning to ask plenty of “why?” questions, plenty of “tell me about the last time you _____?” questions, and plenty of questions that are directed at how the user **FEELS** (not just what they do or what they think).

Three helpful resources that you should refer to when developing your interview guide and crafting your questions are:

- The sample interview guide prepared by Stanford and RAN in October 2014 (see appendix)
- Sample interview guide for farmers, developed by Ideo.org (see appendix)
- The “Interview for Empathy” one page method sheet (see appendix)

2.1.5 Sample size for interviews

A minimum sample size of at least 20 persons is ideal since you get a variety of powerful insights. It is important to always be flexible. Consider the available resources, time and other factors that may limit a bigger sample size. You may also consider having focus group discussions in addition to in-depth interviews with potential users of the innovation.

2.1.6 Preparing Prototypes

If your team already has some solution concepts that you have developed, you should prepare prototypes of your solution to bring to the field and get feedback from your target users. The understanding of the community needs gives an innovator more insights which could be used to redesign the prototype in a way that benefits the users.

Remember: you are not “selling” the prototypes to the users, or trying to convince them that this is the Magic Solution! You want to get their honest feedback, and understand all the ways that this “solution” could fail, so that you can quickly improve its design and increase its likelihood of success. For useful information on preparing prototypes, please refer to the Prototyping Method Cards, in the appendix.

2.1.7 IRB clearance and Consent Forms

The purpose of the review process is to assure, both in advance and by periodic review, that appropriate steps are taken to protect the rights and welfare of humans participating as subjects in a research study. A key goal of IRBs is to protect human subjects from physical or psychological harm, which they attempt to do by reviewing research protocols and related materials. The protocol review assesses the ethics of the research and its methods, promotes fully informed and voluntary participation by prospective subjects capable of making such choices (or, if that is not possible, informed permission given by a suitable proxy), and seeks to maximize the safety of subjects (please see sample IRB documents in the appendix).

2.1.8 Introduction letters

The RAN team is responsible for preparing the introduction letters for all innovator teams conducting Needfinding and any other community engagement throughout the innovations pipeline.

2.1.9 Budget requisition

Along with your team prepare a draft budget early for review by the RAN Community Liaison Officer, RAN Research officer and the RILab Innovations Officer as this may take long due to the bureaucratic processes involved.

2.1.10 Videography

It is critical to document all field interviews and proceedings. The Community Liaison Officer and the MKITs Developer should travel with the innovator teams to ensure proper documentation of community engagements with the innovator teams. As such, they should provide support to ensure quality materials are captured on video. However, the innovators are also encouraged to develop their skills by using multimedia to aid documentation of their field engagements-photos, videos etc. This enables capacity building of the innovator teams.

2.1.11 Field survey schedule

Develop a Field schedule of data collection activities because it gives a guideline of planned activities and share it for review with the RAN Research Officer and the Community Liaison Officer. Note: This is a flexible document and is subject to change depending on the situation on ground while in the field.

Day of week	Morning	Mid-morning	Afternoon	Mid Afternoon
Sunday	Travel day			
Monday	Courtesy call	Interview 001(male Farmer)	Interview 002(female Farmer)	
Tuesday	Interview 003(male Farmer)	FGD 001	Interview 004(Female extreme user)	FGD 002
Wednesday	Interview 005(male extreme user)	Interview 006(male Farmer)	Interview 007(Female extreme user)	Interview 008(Female extreme user)
Thursday	Interview 009(male non-extreme user)	Interview 010(Female non-extreme user)		
Friday	Return day			

2.2 Operationalizing the Needfinding Plan

2.2.1 Travel Dates

The team should agree with the RAN team on suitable travel dates and times when preparing for fieldwork.

OPERATIONALISING COMMUNITY ENTRY

2.2.2 Courtesy Call

At a bare minimum, paying a courtesy call to the top district officials is the first activity we conduct when we enter the target community to implement community engagement activities. The RAN Guidelines on entering target communities is explicit. RAN exercises a standardized way of entering these communities in order to protect the RAN image in the target communities. Paying a courtesy call includes meetings with at least two of the following; the LC V Chairperson, the Resident District Commissioner and the Chief Administrative Officer (CAO) accompanied by the RAN Focal person. Moving with a district person to meet these top officials is recommended. This involves paying a visit to the top district officials in their work stations at an agreed time and explaining the purpose of the visit, the objective of the research study and requesting for permission to be allowed to conduct research in the community. Moving with materials such as the RAN Introduction letter, RAN Internal Review Board (IRB) letter is essential at this stage. Establishing this initial contact with the district is critical as it ensures the district is aware of your activities and this enhances community acceptance of your solutions. From the district, proceeding to the sub-county, parish or village levels and meeting with one or two of the top leadership at those levels in which you will be working is also advisable.

2.2.3 Data collection

The RAN team will provide guidance and support to the innovator teams during the data collection process of Needfinding surveys.

Following a Field schedule for whom to interview, where to find them and what time to find them is advisable. However, it should also be noted that data collection is a highly dynamic stage where a lot of flexibility may need to be exercised. Ensure your dress code is decent and respect the social cultural beliefs of the community you are engaging with.

Always ensure your team arrives in time for the interviews at the appropriate location fully prepared with the logistics including the videography team.

Sometimes in an unfamiliar environment, moving with a Community person knowledgeable in the local language and of the local people is important since the local respondent is more likely to identify with him/her compared to a stranger. The moment you step foot in the respondent's home, it is essential to establish a personal connection by being warm and introducing yourselves and the purpose of the visit. Stressing that you want to learn from them also helps to break barriers and allow free flow of information. When collecting data, implement all the 6 key principles of Needfinding. Please click on the following link: <http://www.ranlab.org/resources/videos>.

Remember, needfinding employs a variety of methodologies as earlier explained. Ensure to immerse oneself in the Needer group, avoid intrusions to keep the behaviour natural. Use appropriate recording media.

Referring back to the Field schedule developed earlier and making adjustments helps to ensure progress.

Day of week	Morning	Mid morning	Afternoon	Mid Afternoon
Sunday	Travel day			
Monday	Courtesy call	Interview 001(male Farmer)	Interview 002(female Farmer)	
Tuesday	Interview 003(male Farmer)	FGD 001	Interview 004(Female extreme user)	FGD 002
Wednesday	Interview 005(male extreme user)	Interview 010(Female non-extreme user)	Interview 007(Female extreme user)	Interview 008(Female extreme user)
Thursday	Interview 009(male non-	Interview 006(male		

	extreme user)	Farmer)		
Friday	Return day			

9.

3.0 PROJECT LEVEL DOCUMENTATION

The Needfinding surveys present an ideal opportunity to collect, collate, refine and document experiences of innovator teams as they interact with the community end users and refine their solutions throughout the innovations pipeline.

3.1 Synthesizing the data to inform new insights

This process can also be done while in the field. Once data is collected, the final stage of the Needfinding process is to interpret the findings and revise the research questions. This is a very critical step and must be done extremely well since it helps to refine the solution from time to time. Documenting these insights is paramount. A variety of tools and materials will help you to synthesize insights from the field which you will use to refine your solutions. Please see appendix

3.2 Reframing the Needfinding statement

It is important to translate a problem into a need statement by asking a series of probing questions to reduce each problem to a simple, causal factor that results in an undesirable outcome. Evaluate what change in outcome or practice the problem calls for from the target user's perspective and determine how it can be measured. Capture the essence of the need in a one-sentence statement that defines the specific issue that requires a solution with a focus on the goal or desired endpoint. Writing an effective need statement may take multiple iterations. The key output from this process should include a Need statement. Confirm that the Need is solution independent

3.3 Using uncovered insights to drive the next innovation stage

It is not just a one-off activity that is conducted at the beginning of an innovation rather it is a continuous activity that is conducted at the various stages of the innovation pipeline from conception, prototype, and pilot to scaling. The insights gained from each Needfinding activity help to refine the problem for the next stage of the innovation pipeline.

3.4 Field Reports

The innovator teams are required to produce Needfinding reports according to the RAN template as an output from the Needfinding surveys conducted. The report should provide useful insights that the innovator teams were able to uncover to refine their solutions/approaches.

3.5 MKITS

RAN has built and developed capacity to use MKITS as an effective transactional knowledge creation and sharing model that other HESN partners can leverage on. Video recording innovator interactions with the potential end users as well as RAN working with communities can be packaged into MKITS and shared via YouTube on the RAN website as well as other social media platforms like Facebook and Twitter. This helps to keep track of the innovators journey throughout the innovations pipeline. [See Appendix on MKITS development](#)

3.6 Social media

While in the field, RAN enhances the capacity of innovators to actively engage in social media platforms to generate awareness within the broader local and international community by posting regular updates on Facebook and Twitter.

3.7 Case studies

RAN is committed to offering project level support to innovator teams by documenting their journey throughout the innovations pipeline at various engagements with the communities AND documenting case studies of transformative innovations.

APPENDICES

APPENDIX 1: MKITS on Scaled Innovations

Please click on the following links: <http://www.ranlab.org/resources/m-kits>

https://www.youtube.com/watch?v=1bygb6WVsPA&list=PL-j0GgDO9bs5wPtRscNsOve1qv4f4_OHeD

APPENDIX 2: MKITS on Needfinding Principles

Please click on the following link: <http://www.ranlab.org/resources/videos>

APPENDIX 3 Sample Video Release Form

VIDEO INTERVIEW RELEASE FORM

The Resilient Africa Network (RAN) would like to capture this interview in audio and/or video format in order to use it for educational and/or promotional purposes. Information, photographs, and audio and video recordings gathered during your interview may be included in learning materials being produced for RAN and its network.

The intended primary audience for the video footage is RAN staff and students. However, it is possible that the content may also be made available through the Internet to other audiences, such as University partners, students, and the general public, to help promote a better understanding of community needs. Users of the training program may be able to access, view, and download the content electronically.

By giving your permission and signing the form below, you agree that the materials and recordings discussed above, as well as any programs produced from these recordings are the property of RAN. You understand that RAN will have the right to copy, edit, copyright, display, distribute, publish (including on the Internet), archive and otherwise use the footage and materials, for the foregoing purposes, and other research and educational activities of RAN, without prior inspection or approval and free and clear of any claim whatsoever on your part. You hereby irrevocably give your permission to RAN and its distribution partners to capture, use and display the reproduction of video footage, photographs, images, likeness, voice recordings and written transcriptions of you without any payment or other consideration.. You hereby waive, on behalf of yourself, the right to inspect or approve the finished product.

I understand the above description and give my consent for the use of the videotape as indicated above.

Signature of Interviewee: _____

Date _____

Name (printed): _____

Location of Interview: _____



MULTIMEDIA INTERVIEW RELEASE FORM

The Resilient Africa Network (RAN) would like to capture this interview in audio and/or video format in order to use it for educational and/or promotional purposes. Information, photographs, and audio and video recordings gathered during your interview may be included in learning materials being produced for RAN and its network.

The intended primary audience for the video footage is RAN staff and students. However, it is possible that the content may also be made available through the Internet to other audiences, such as University partners, students, and the general public, to help promote a better understanding of community needs. Users of the training program may be able to access, view, and download the content electronically.

By giving your permission and signing the form below, you agree that the materials and recordings discussed above, as well as any programs produced from these recordings are the property of RAN. You understand that RAN will have the right to copy, edit, copyright, display, distribute, publish (including on the Internet), archive and otherwise use the footage and materials, for the foregoing purposes, and other research and educational activities of RAN, without prior inspection or approval and free and clear of any claim whatsoever on your part. You hereby irrevocably give your permission to RAN and its distribution partners to capture, use and display the reproduction of video footage, photographs, images, likeness, voice recordings and written transcriptions of you without any payment or other consideration. You hereby waive, on behalf of yourself, the right to inspect or approve the finished product.

I understand the above description and give my consent for the use of the videotape as indicated above.

Signature of Interviewee: _____

Date _____


Name (printed): _____

Location of Interview: _____

APPENDIX 4: Sample IRB letter

MAKERERE UNIVERSITY

P.O. Box 7072 Kampala Uganda
Website: www.musph.ac.ug



Tel: 256 414 537207/43872543437
Fax: 256 414 531807

COLLEGE OF HEALTH SCIENCES
SCHOOL OF PUBLIC HEALTH
HIGHER DEGREES, RESEARCH AND ETHICS COMMITTEE

23rd March, 2015

Assoc. Prof. William Bazeyo
Principal Investigator, ResilientAfrica Network
School of Public Health, Makerere University

Re: Exemption from IRB review for a study titled: Formative consultative meetings to gain information to align RAN projects with communities' actual needs in the eastern Africa Resilience Innovation Lab

The Higher Degrees, Research and Ethics Committee received your request for exemption from IRB review for the above referenced activity for the RAN projects and would like to inform you that your request has been approved.


It was noted that this would involve innovators to conduct need finding surveys by going to the target communities of Apac, Iganga, Wakiso and Pallisa in order to be able to gain a deeper understanding of the actual community needs.

Exemption for review of your study has been granted basing on the HDREC SOP section 1.1 which states as below

- section 1.1 B - page 63, which includes research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior ensuring confidentiality and that the responses of the participants do not place them at risk of civil liability, or be damaging to their financial standing, employability, or reputation.

Please note that studies exempt from IRB review still need to be registered with the Uganda National Council of Science and Technology.
The HDREC also requests that you share a **progress report or end of study report/ publication** after completion of this work on wtusiime@musph.ac.ug

Sincerely,



Assoc. Prof. Lynn Atuyamb
Vice Chairman: Higher Degrees, Research and Ethics Committee

APPENDIX 5: Sample Consent Form

CONSENT FORM

Needfinding survey to assess factors affecting the design and uptake of the low cost solar irrigation pump among farmers in Pallisa district

The study is being conducted by the **Low cost solar Irrigation project** with support from ResilientAfrica Network (RAN), Makerere University School of Public Health. RAN's thematic issue of focus is on resilience to the shocks and stresses arising out of climate variability in the Eastern Africa region (manifested as landslides, floods and droughts) and their effect on the livelihoods of rural populations.

Pallisa district has been chosen as a target district because it faces a major problem of poor water coverage which stands at 25% compared to the national average of 47% with an average walking distance to access water being 3 kms. The district has many minor lakes which form part of the Kyoga system; extensive wetland of the rivers Mpologoma, water bodies (open water and swamps) which act as surface water aquifers. The biggest challenge lies in accessing low cost technology to transfer the water from the water sources to the gardens for irrigation of crops in the most affected sub-Counties- Gogonyo among others.

The costs of irrigation pumps currently on the market are prohibitive to the average rural farmer while the cheap pumps often powered by kerosene pose environmental and noise pollution calling for advanced technologies in this field.

RAN has identified this Low cost Solar Irrigation pump as a viable solution to local irrigation. This study seeks to explore the factors influencing the design and uptake of the solar powered water technology in Pallisa district. The Irrigation pump is a solar powered prototype whose engine is undergoing optimisation. The pump can pump water from a water source to the garden in a distance of 200m.

The insights derived from this survey will be used to refine the prototype, devise mechanisms to substantially increase access to low cost solutions for local irrigation and water transfer

for other purposes and in future transmit water over longer distances through serial reservoirs.

Purpose of the study

The objective of this study is to gain a deeper understanding of the factor that could influence the design and uptake of the solar powered water pump technology. It is envisaged that this technology can revolutionize local irrigation methods among farmers in Pallisa district and beyond, leading to increased crop yield and livelihoods diversification in marginal communities in sub-Saharan Africa.

Risks

This assessment is expected to result in minimal harm to the study subjects.

Benefits

There are no direct benefits; however, the benefit of this assessment is that it provides the community with an opportunity to adopt solutions that have incorporated a human centeredness in their designs, solutions that address their actual needs. This is done by developing empathy with the target users and designing solutions while taking into account the actual needs of these target users rather than the project simply imposing their solution on the community. These insights will then be used to refine the prototype in a way that is acceptable address their needs. The success of this innovation will provide information on best practices that can be replicated to other cereals and other regions facing a similar challenge. This information will also be used by RAN to highlight existing innovations in the target communities that can potentially build the resilience of communities to specific shocks and stresses.

Alternatives to participation

In case you choose not to participate in this study, no benefits will be lost. You also have the right to withdraw from this study at anytime. The interview will take about 60-90 minutes.

Confidentiality

The answers you give us will only be known to the study team members and will be kept confidential. For the FGDs, participants' names shall not be used; instead, anonymous

identifiers will be assigned and referred to during the discussions, so that no names are tagged to particular responses. It will not be possible to keep key informants anonymous because their status is part of why they are selected as key informants. However, their answers will only be known to RAN and will be kept confidential.

Authorization to use and disclosure of your information

Signature: Signing below indicates that; you have been informed about the research study in which you volunteer to participate; that you have asked the questions about the study and that information given to you has permitted you to make a fully informed decision about the participation in the study. By signing this consent form, you, do not waive any legal rights. A copy of this consent form will be provided to you.

Respondent Signature/thumbprint Date.....

Research Assistant name.....Signature..... Date

During or after the interview you can contact Prof. William Bazeyo, the Principal Investigator

Telephone contact 0414543044 or email address wbazeyo@gmail.com.

The contact of Chair IRB, Makerere University Higher Degrees and Ethics Committee is

Dr Suzanne Kiwanuka. Telephone contact 0414532207 or email address skiwanuka@musph.ac.ug

Thank you

APPENDIX 6: MKITS on Needfinding Workshop

APPENDIX 7: How to successfully develop MKITS

The following must be addressed to successfully develop M-KITs from the ISW:

1. Identify a knowledge gap or information need that needs to be addressed
2. Determine the primary target and design the M-KIT with this ‘user group’ in mind
3. Design a story board that will guide the videography and documentation focus during the ISW; Determine what individual interviews will need to be conducted as part of the story board and schedule time to do this during the ISW; Determine what voice-overs and/or sub-titles if any, will be needed to accompany pictorials or ISW photos that may be included in the M-KIT
4. Determine the best dissemination channel for each M-KIT
5. Determine what type of assessment/evaluation will be appropriate, and this will be informed by the purpose of the M-KIT. For example, an M-KIT explaining a RILab’s thematic area need not have a formal assessment of content, but would require access statistics to be recorded. On the other hand, a course on resilience or design thinking may be accompanied by a formal content comprehension assessment if the purpose of the M-KIT was to build a specific skill or capacity.
6. Develop a clear work plan for M-KIT storyboarding, recording, editing, enhancement, assessment/evaluation, dissemination
7. Develop a clear human resource planning for M-KIT generation: Who will manage the entire M-KIT process (M-KIT project manager)? Who will decide which M-KITs? Who will craft the storyboards for each M-KIT? Who will prepare the interview guides to be used during the ISW participant/facilitator interviews? Who will conduct these interviews? When and where will they be conducted? Who will edit and compile the M-KITs from the ISW documentation and video? Who will design and implement assessment and/or evaluation of each M-KIT?



**MAKERERE UNIVERSITY
COLLEGE OF HEALTH SCIENCES – SCHOOL OF PUBLIC HEALTH**

RESILIENTAFRICA NETWORK (RAN)

EA RILAB

Outreach Activity Report for February 2015

Name of activity: #Ignite Innovator Series

Theme of activity: Creating an enabling ecosystem for resilience innovations

Date: 13th February 2015



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1.0 Introduction

The Ignite Innovator Series is an interactive session hosted by the Lab to bring together a community of resilience role models, innovators, agriculturalists, environmental experts, students, faculty, social scientists, policy makers, engineers, behavioral scientists, public health specialists and anthropologists to foster development of creative approaches and practices to address communities' most pressing challenges.

1.1 Event objective

The objective of the event was to bring the RAN community up to speed with what it takes to create innovations in our local ecosystem. It was also observed that the term 'resilience' was not clear to the community especially when it came to thinking and creation of more sustainable, affordable, feasible and innovative solutions to the challenges in our communities as identified by RAN. By the end of the event, attendees should have been able to;

- Understand the term 'resilience' and what are resilient innovations?
- When is one considered an innovator and (in addition) a resilient one?
- What does the ResilientAfrica Network do and what are its approaches?
- How does one join the RAN community of innovators?
- Where do innovators go wrong in the innovation process? How can we correct them?
- What is the role of academic institutions in the innovation process? Have they failed the process?

It's with that regard that the theme was arrived at. More still, the event marked as an opener to this year's upcoming events.

2.0 Panel discussion

RAN Ignite series was organized as a panel discussion with three (3) speakers/panelists; Dr. Roy William Mayega, Deputy Chief of Party RAN, Dr. Dorothy Okello, Director RAN Eastern Africa Resilience Innovation Lab, Dr. Moses Galukande, Associate Professor of Clinical Surgery, Department of Surgery/ Health Professionals Education Specialist and Micheal Niyitegeka (Accreditation Consultant ICDL, Uganda) as the chair and moderator.

Dr Roy spoke about the ***synopsis of our ecosystem and the RAN approach*** and defined resilience and the possibility of a community to normality after a disaster. To this end he stressed that to build resilience, it is very important to involve communities as part of the grass root approaches which he called the Human Centered Design. Communities like Bududa Rwenzori region have hugely been disrupted by floods and landslides and the first stage of the solution is to understand why the population around these areas is reluctant to relocate. On the question about why most the current innovations were not considered resilient, **Dr Dorothy** who spoke about ***the Innovators Dilemma*** intimated the creativity process is shared by both the student and tutors/lecturers and through initiatives like RAN, this will be achieved sooner than later. She encouraged students to do extensive research and networking to improve their skills and broaden their exposure. **Dr. Moses** who spoke about ***whether academic institutions were failing the innovation ecosystem*** was keen on emphasizing that its true schools give a lot of content and have not created enough room for co-creation and design (thinking). He challenged the institutions to create a needs based education system with a lot of practical sessions. This will encourage more research which informs the students (especially the creative and curious ones) hence growing the ecosystem early. Several other issues that arose from the audience were fear for creative ideas being 'stolen' by external organizations and individuals that the students go to for guidance and or partnerships. Dr. Roy advised and encouraged students to register with the Intellectual Property department at Makerere University. This office, he said had a very strong IP policy that also allowed a student innovator to partner with the university on a particular innovation and scale it. Surprisingly the audience sought clarity on whether innovation only referred to technology ideas but this was quickly nullified by Dr. Dorothy with an encouragement that innovation is a process of making or introducing changes in the way something has always been done and such a process is not limited to technology.

2.1 Publicity of the event

The event had a an online sign up 100 people via *Eventbrite* but was punctuated by a rain shower an hour to, reducing the attendance to 75 people with more gentle men in attendance (33% and 67 %). Dr Dorothy believes that through RAN4Gals, special program that has its focus on interesting more ladies into the innovation ecosystem, it's only a matter of time and this gap will be closed. 38,875 people were reached with 320,119 impressions on twitter alone. More than 100 people also joined the RAN community on twitter on that day.

<https://twitter.com/VictoriaMbabazi/status/566264384646041601>

<https://www.facebook.com/media/set/?set=a.986159214745446.1073741878.606597569368281&type=1>

2.2 Evaluation of the event

A couple of observations and sentiments were noted below by the RAN team at the end of the event

	Observation/Sentiment	Suggested solution
1	General positive agreement that the event was success.	
2	Reluctance to do other roles that are not within each other's departmental jurisdiction	Need to learn to share and chip in each other's work as a team
	General feeling that RAN team in other departments weren't involved from the start	Agreed to nominate someone from the secretariat to come to the Lab planning meetings. Define role assignments to avoid clashing.
3	Poor Time keeping by one of the panelists	Play various videos (not necessarily about RAN), have a threshold of attendees with which we can start next time.
4	Lack of enough engagement with the audience during the event	Encourage the moderato to be more prompting with questions, provide a printed copy of the program and speakers to inform the attendees.
5	Reluctance at the registration desk	Learn to fill for each other as a team, communicate when you're stepping out to s colleague for help, use online registration.
6	RAN (generally) is not well publicized and hence people out there don't know information about it and its activities.	The communication and engagement and RAN team (generally) need to be trained/coached on corporate branding & using different platforms like social media. This was agreed upon and added to the Lab's activity work plan.
7	Need to broaden the audience/ community to attract more university students, ladies and academics personalities.	Need to do more outreach workshops/events in institutions where these people are like universities and faculties. Engage the lectures and other

		academic stake holders meetings and workshops.
8	Feeling of crowded activities in one event – the SWOT, innovator presentation	Have more time for the whole event and share the program early so that participants come prepared.
9	Internet and live stream were poor and the stream was cut off at some time. The video quality was also poor.	Use other platforms next time like Google hangouts and Skype. Avail a more reliable internet connection.

Report on the Launch of the RAN MKITs at the Eastern Africa Resilience Innovations Lab on April 01, 2015

The Micro/Modular/Mobile Knowledge, Information and Teachings (MKITs) were launched by RAN in collaboration with the EA RILab under the theme **“The power of documentation”**. MKITs target to inform RAN’s 3rd objective which focuses on enhancing resilience-related knowledge and sharing it globally and engaging students, faculty, staff, and development experts from around the world to collaborate on solving resilience related problems.

The launch took place on April 1, 2015 at Makerere University School of Public Health (MakSPH)-ResilientAfrica Network (RAN) Innovation Lab space on Plot 30, Upper Kololo Terrace, Kampala Uganda. It was attended by faculty, students and development partners. It was preceded by a video and photo challenge which attracted 120 submissions. RAN believes in the notion that **“A picture is worth a thousand words”**. The contestants included among others students from Makerere University, Kyambogo University, Kisubi Brothers University, Public Health Ambassadors, Artfield Institute of Design in Kampala Uganda and Massachusetts Institute of Technology (MIT) in the United States of America.

The MKITs challenge winners were recognized during this very launch that brought together over 100 people in attendance. At RAN, MKITs aid documentation of innovator projects, scaling of team based learning and facilitate innovators to apply their scientific and technical ideas in knowledge sharing and dissemination. MKITs can leverage simple digital technologies such as cell phone based video captures, voice-overs on slideshows, and social-network platforms in order to lower the threshold for the creation of modules. Once created, these modules can be quickly disseminated over a range of hosting platforms such as standalone websites, organizational intranets, and popular channels such as YouTube or even radio channels.

M-KITs are flexible, information modules and platforms that can serve multiple functions ranging from quickly informing an audience about a specific topic, a semester long set of courses, innovator pitching their project ideas or a way for a community to share best practices.

To further strengthen and leverage from collaboration, Mr. Maurice Mugisha, a celebrated News Manager at NTV Uganda graced the occasion as Chief Guest.

The video and photo entries were evaluated by two judges, 1) Mr. Allan Tugume a Founder of Events Guru in Uganda and 2) Mr. Joseph Ssematimba, a Makerere University, Australian trained Lecturer and Professional designer from the College of Engineering, Design, Art and Technology (CEDAT), Department of Visual Communication Design and Multimedia.

At the launch, the judges and the Chief Guest shared motivational talks with the attendees, highlighting the importance of documentation in the innovation process. Mr. Mugisha emphasized that **“Documentation of every step of an innovation/ idea is as important as the idea itself”**. The speakers at the event highlighted the dos and don’ts in documenting using videos and photos and also reechoed the fact that visuals (such as videos and photos) speak louder than text. To drive the point home, Mr. Mugisha displayed on screen a popular photo by Kevin Carter of a starved African girl child with a vulture waiting for her death tells.

The MKITs (Short Videos) Category winners (in that order) included:

1. Derrick Wamutibi, a Bachelor of Information Technology student from Kyambogo University, Kampala Uganda with a Video highlighting how communities in rural parts of Uganda misuse Insecticide Treated Nets (ITNs) which are aimed to fight malaria causing mosquitoes.
2. Alex Lumu, a Bachelor of Information Technology Student from Makerere University with a Video on use of Information Communication and Technology (ICT) in disaster management titled “Global Eye”.
3. Kisakye Jingo, from a team of Software Engineering students at Makerere University with a Video on a Mobile Application that can aid quick diagnosis of tuberculosis codenamed “Macotuba”.

On the other hand, the photo category winners (in that order) included:

1. Denis Ssesanga, from Public Health Ambassadors with a photo illustrating a campaign on the use of female condoms to fight Sexually Transmitted Infections (STIs) including HIV/AIDS during the International Women’s Day.
1. Francis Matovu, a student of Bachelors of Environment at Makerere University whose photo was elucidating Water and Sanitation Campaign.
2. Boaz Kukundakwe, a student of Bachelors of Industrial Design and Fine Arts at Margaret Trowell School of Industrial and Fine Arts (MTSIFA), Makerere University with a photo on garbage management.

It was during the same event that 30 other students who had successfully completed the RAN Design Thinking (DT) Training of Trainers were recognized. These were equipped with DT skills using MKITs developed by the Stanford University’s ChangeLabs, one of RAN’s core partners. The students will serve as RAN Design Thinking Ambassadors to not only further publicize RAN and its activities but also front, uplift and pass on the Design Thinking skills acquired.

All these processes were aimed at augmenting e-learning, knowledge sharing on an open online platform with the related advantages. RAN with the support of Stanford University will continuously develop and share MKITs on the RAN YouTube account accessed at <https://www.youtube.com/channel/UCTrAhCIWygZwTyzYT8uf91A> and these are available for use by all.



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RAN SA RILab Grants call RIC4FIG is now open

ResilientAfrica Network (RAN) Southern Africa Resilience Innovation Lab (SA RILab) is pleased to invite you to apply for its Resilience Innovation Challenge for Food Security and Improved Income Generation (RIC4FIG) call for applications.

RIC4FIG focuses on the sourcing, developing, and scaling of transformative technologies and approaches that will strengthen resilience to food insecurity and limited opportunities for income generation that are associated with climate variability and limited infrastructure exacerbated by a high burden of HIV/AIDS. In particular, SA RILab is looking to select and incentivize the development of solutions that will impact on entrepreneurial and life skills, agricultural production and access to markets, as well as promote livelihood diversification while ensuring improved financial inclusion and community engagement in rural communities.

Grants ranging between US\$15,000 to US\$125,000 will be awarded under this call to support the development of innovative approaches and technologies that will strengthen resilience to food insecurity and limited opportunities for income generation within the Southern African Region.

The Southern Africa Resilience Innovation Lab, based at the University of Pretoria, will select and fund projects in three priority intervention pathways for resilience building around food insecurity and improved income generation.

Intervention Pathway 1: Improve life and entrepreneurship skills
Intervention Pathway 2: Diversify local economy for resilience
Intervention Pathway 3: Transform agricultural practices and markets for resilience

Two page applications should be submitted online by **30 January 2015** (5:00 pm CAT) using the template provided. No additions or modifications to the applications will be accepted after this submission deadline.

Visit grants.ranlab.org for details on the call, selection criteria and to apply. Please feel free to join the Webinar for the RIC4FIG Grants call which will be held on Tuesday, 9th December at 3pm CAT (Central Africa Time) to answer any questions on the challenge.

For queries contact support.sarilab@ranlab.org or +271 242 06884

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