

LASER PULSE

Long-term Assistance and Services for Research (LASER)
Partners for University -Led Solutions Engine (PULSE)

Personas for Understanding Commitment in a Ugandan Community

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About LASER PULSE

LASER (Long-term Services for Research) PULSE (Partners for University-Led Solutions Engine) is a five-year, \$70M program funded through USAID's Innovation, Technology, and Research Hub, that delivers research-driven solutions to field-sourced development challenges in USAID interest countries.


A consortium led by Purdue University, with core partners Indiana University, the University of Notre Dame, Makerere University, and Catholic Relief Services, implements the LASER PULSE program through a growing network of 2,300+ researchers and development practitioners in 56 countries.

LASER PULSE collaborates with USAID missions, bureaus, and independent offices and other local stakeholders to identify research needs for critical development challenges, and funds and strengthens capacity of researcher-practitioner teams to co-design solutions that translate into policy and practice. For more information, please visit laserpulse.org.

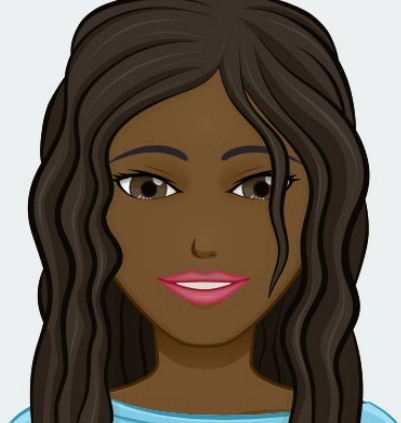
Personas for understanding commitment in a Ugandan community

These four personas are based on the research conducted and the data collected from different people (leaders and participants) in a local Ugandan community. These four personas reflect the aggregate data analysis and help understand respondents’ indigenous experiences and approaches/expectations regarding commitment- a complex construct.

Detailed below are two female personas, Community Leader Lindia and Program Participant Pasua, and two male personas, Community Leader Mukasa and Program Participant Ochen, based on reflections of local individuals according to data analysis.

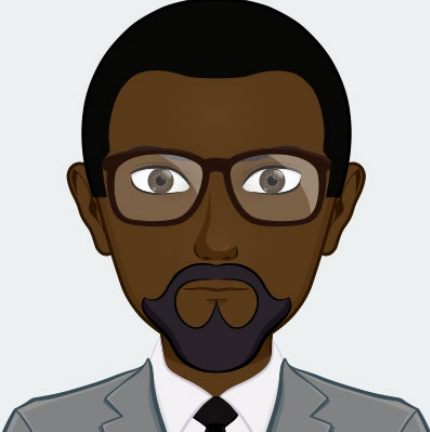
Persona	About the Person	What the person thinks needs to happen regarding commitment
 <p>Community Leader Lindia</p> <p>Female local community leader. Leads a local clinic turned into a teaching hospital officially recognized by the Ugandan government’s Ministry of Health</p> <p>Well-educated individual, in her late 40s/early 50s. Married with four kids, three teenage girls and a young boy, and a supporting husband. A credible individual in the community and her status enables her to understand local health, education, and gender issues</p> <p>Emotionally intelligent, understands the local norms and traditions and understands the rule of law. She also understands how these factors sometimes are in conflict and become challenges for education</p>	<p>Works effectively to create awareness within the community (community sensitization)</p> <p>Understands effectiveness of group/committee work</p> <p>Takes personal responsibility towards women’s health issues</p> <p>Empowers parents/women/young adults by involving them in community-based activities such as connecting low-income, young women (who are pregnant or mothers of young children) with existing educational and health services or with other families who can directly provide services to the young women</p> <p>Supports giving and receiving feedback to teachers and doctors/health providers and implements mechanisms to provide</p>	<p>Implementing rules and bylaws</p> <p>Building individuals’ capacity in the local community</p> <p>Effectively communicating and engaging individuals about:</p> <ul style="list-style-type: none"> - Benefits of programs - Challenges of programs <p>Building community support for women’s health and health insurance</p> <p>Participatory planning with community engagement to solve more urgent issues</p> <p>Systematically assessing learning and using evidence to set priorities and inform policies</p> <p>Building accountability through assessment and feedback loop and following transparency procedures</p> <ul style="list-style-type: none"> - Periodic meetings - Check-ins - Board meetings - Having a budget - Maintaining attendance - Record keeping - Generating reports <p>Understanding that procedures should be built into a system, so community “participants” do not</p>

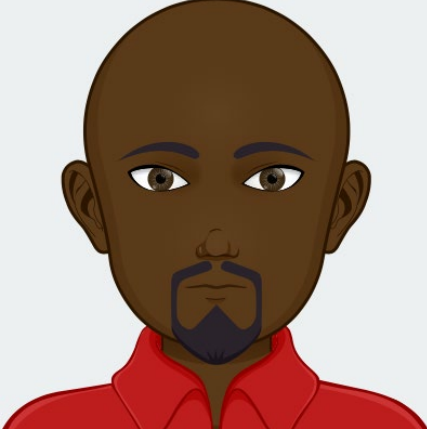
<p>and health among locals, especially among women and young females</p> <p>Supports group work as an effective way for community development/change. Very savvy with financial numbers, independent, and does not shy away from voicing her opinion</p>	<p>ongoing support to local families and local teachers and doctors</p> <p>Believes planning is the key to success</p> <p>Understands local culture/norms</p> <p>Understands rule of law</p> <p>Worries about disease outbreaks</p> <p>Comfortable with navigating between the local culture and the rule of law.</p> <p>Advocates for women’s empowerment within family and community</p> <p>Financially savvy</p>	<p>have to create them or raise concerns on their own!</p> <p>Working on having available and accessible community health and education centers/institutions</p> <p>Building trust with the local community for families to buy-in (such as parental buy-in to send kids to school)</p> <p>Empowering women to take control (within their own families) and make decisions</p> <p>Having budgets that reflect programs’ attention to women</p>
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Persona	About the Person	What the person thinks needs to happen regarding commitment
 <p>Program Participant Pasua</p> <p>Female local community participant</p>	<p>Understands the importance of awareness and awareness creation among families to help improve the health and educational status of family members and individuals in the community</p> <p>Actively supports and sometimes participates in capacity building trainings and learning activities such as parent</p>	<p>Willingness of local parents to send students to school</p> <p>Availability of:</p> <ul style="list-style-type: none"> - Resources (health and education) - Information about service programs such as services provided, where to access them, target population, and how to get enrolled <p>Accessibility of programs to all locals</p> <p>Understanding programs’ benefits</p>

<p>Pasua means “a child delivered by cesarean operation.” While this represents the pain and challenges women face in a patriarchal social system, it also represents how they are actively working within their communities to create change and a better future for themselves and their families!</p> <p>Pasua is in her thirties, literate/basic education, got married at age 18 and has two daughters and two sons. Her husband is the sole breadwinner and she mainly takes care of her kids and the house. Her older daughter helps with house chores and with taking care of the younger siblings</p> <p>Pasua, has hope for her kids to have better educational opportunities and understands that higher education levels will help her kids attain a better life and earn respect in the community. At the same time, she worries for her family’s health especially after the pandemic</p> <p>Usually attends/participates in local events that focus on women’s issues such as health and education. She respects and trusts the local leaders, especially the few local female leaders</p>	<p>education programs and preventing pregnancy complications awareness programs</p> <p>Participates in community activities such as volunteering to provide health related support to young females and/or involvement in school governance</p> <ul style="list-style-type: none"> - Supports the empowerment of locals - Self-confident and financially literate <p>Encourages kids’ education</p> <p>Has relative power in family relations and decision making, which is not usually the norm in Ugandan families but trending up</p> <p>Worries about the health of her family and community, especially after the spread of COVID-19, and the availability of health facilities (and financial resources) for care if family members get sick</p> <p>Suspicious towards donors and non-local NGOs working on gender-based issues due to past experiences with politically driven agendas or due to promises not fulfilled</p>	<p>Having a support structure within the family and/or minimal barriers to education and health services</p> <p>Being able to trust the system because funding/decisions are transparent</p> <p>Transparency of program goals, especially funded programs</p> <p>Having self-motivation for change</p> <ul style="list-style-type: none"> - Engagement with local leaders’ initiatives - Active participation in different health and education activities <p>Giving authority to women (within kinship and in a male dominant society):</p> <ul style="list-style-type: none"> - To make decisions related to the education and health of their kids - To take leadership roles in implementing programs especially those that are gender based
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	Supports female leadership and women’s authority to make decisions	
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Persona	About the Person	What the person thinks needs to happen regarding commitment
 <p>Community Leader Mukasa</p> <p>Male local community leader.</p> <p>Mukassa means “chief administrator of the gods,” which represents the characteristics of male community leaders in the context of Uganda.</p> <p>Mukasa is in his 40s, married with three kids. Mukasa is an educated male and comes from a literate family, he was influenced by his parents, especially his strong mother who pushed him to go to school and change his life through education.</p> <p>Mukasa promotes gender sensitive practices such as shared decision making and fights violence against women and children.</p>	<p>Understands the relative influence of patriarchal systems (such as the absence of women’s mobility) and is comfortable with challenging the status quo</p> <p>Supports implementing robust government strategies because he believes they provide a systemic and effective way to produce lasting health and education outcomes. Especially, strategies that are gender related such as teen pregnancy programs and violence against women awareness programs</p> <p>Supports implementing existing policies related to health and education</p> <p>Supports women’s empowerment based on his own experiences growing up in a stable household where women (his mother) had a voice/say</p> <p>Supports kids’ education</p>	<p>Leadership endorsement and support of:</p> <ul style="list-style-type: none"> - Women’s empowerment to have shared decision making within their families - Women’s mobility <p>Availability and accessibility of education and health systems at the local community</p> <p>Utilization of local resources (such as local facilities) to conduct meetings to raise awareness and have dialogues on family health and education</p> <p>Creating new policies and/or implementing existing policies in education and health (such as girls’ school dropout, child marriage, etc.)</p> <p>Implementing existing government strategies for health and education sectors</p> <p>Increasing local families’ awareness about the importance of education (sending all kids, boys and girls, to school) and health</p>

Persona	About the Person	What the person thinks needs to happen regarding commitment
 <p>Community Member Ochen</p> <p>Male local community Member.</p> <p>Ochen means “one of twins,” in this case it is a metaphor for the more dominant ethos among men in the context of Uganda</p> <p>Ochen is in his 30s, married. He is a well-respected man (also called Emanzi in the local language) who is willing to learn and participate in changing some of the local traditions especially those related to gender issues. He gets involved with family planning activities with his wife.</p>	<p>Worries about outbreaks of new diseases especially with new Covid-19 crises</p> <ul style="list-style-type: none"> - Concerned about health care system’s ability to cope due to lack of medical equipment - Concerned that family may get the disease - concerned that there might not be financial resources to pay medical bills <p>Supports more female involvement in decision making at the family level (financial decisions, health and education, etc.)</p> <p>Worries about the shortage of healthcare resources and/or local healthcare facilities</p>	<p>Buy-in from local communities to participate in:</p> <ul style="list-style-type: none"> - Gender sensitive and gender related activities - Sharing opinions about health and education services in the local community <p>Willingness to send kids to school</p> <p>Willingness of local citizens to pay for health and education services</p> <p>Granting autonomy/authority/trust for schoolteachers and local leaders to make decisions related to curriculum and instructions that are gender related</p> <p>Receiving support from local leaders for educational attainment and healthcare services such as setting aside communal real estate for schools and/or using parts of school facilities as health-serving facilities on weekends and breaks</p>