BSU Phase II Inception Report
2015-2016

Gulu University

APRIL 2015

GULU UNIVERSITY

P. O. Box 166, Gulu,
Uganda Tel: +256 471

1. Summary Fact Sheet

The partners in the collaborative programme under BSU II will be:

a) Gulu University (GU)

    Contact person: Ambrose Okot eaokot@gmail.com; +256 775 867 111 / +256 754 550 787; Department of Education Management, Faculty of Education and Humanities, Gulu University, P. O. Box 166, Gulu, Uganda

b) **Consortium of Danish Universities (CDU):** Lead University – University of Copenhagen, Department of Anthropology

    Contact persons: Assoc. Prof. Emeritus Michael Whyte; +45 61705580 / +45 35323476 michael@whyte.dk, Michael.A.Whyte@anthro.ku.dk, Department of Anthropology, University of Copenhagen.

        Professor Susan Reynolds Whyte; +45 61685580/+45 35323477

    susan.reynolds.whyte@anthro.ku.dk, Department of Anthropology, University of Copenhagen.

Partners at Gulu University are drawn from the Institute of Peace and Strategic Studies, the Faculty of Business and Development, and the Faculty of Education and Humanities. The Danish partners include researchers from seven departments at five Danish Universities: Anthropology (University of Copenhagen); Culture and Society (Aarhus University); Law (University of Southern Denmark); Society and Globalisation (Roskilde University); and Culture and Global Studies, Communication and Psychology, Education, Learning and Philosophy (Aalborg University).

2. Objectives, outcomes, outputs and activities

The overall purpose of the collaborative programme is to support Gulu University in its efforts to strengthen research capacityat PhD level and research-based education,with a special emphasis on research 'for community transformation'. In addressing the broad overall purpose, three thematic areas are in focus: i) Stability, democracy and rights; ii) Quality, equity and innovation in education; and iii) Culture, education and development. Gulu University is located in a region recovering from more than 20 years of war and encampment, and has a commitment to outreach and community engagement. However, very few faculty members hold PhD degrees, the training of PhDs is in its infancy, and there is a general shortage of resources.

The project has two objectives:

        A) Strengthening research and PhD education;

        B) Strengthening services and facilities that support research.

These two objectives will be achieved through four outcomes each targeted by a work package (WP). WP 1 and WP 2 address the first objective, while WP 3 and WP 4 aim to achieve the second objective.

OBJECTIVE A: STRENGTHENING RESEARCH AND PhD EDUCATION

Work Package 1: Strengthening PhD education and completion Outcome 1: Strengthened PhD Education at Gulu University

This work package will enhance research capacity and facilitate PhD research education in social science and the humanities. As a young university, Gulu does not yet have a set of course offerings for PhD students, much less PhD courses that combine research skills with engaging communities for transformation, which is the vision of the university. It has a skewed academic demography; some lecturers have started PhD studies, but few have completed them.

This work package will produce two outputs that address these challenges.

Output 1.1. Core elements of PhD curriculum for social sciences and humanities ready to be offered

Activities 1.1-1.5: 5 courses introduced and taught at least once before 31.12.2016

The activities under this output are courses and workshops that will be co-developed and co-taught with Danish partners; where appropriate, GU researchers and PhD candidates will also be integrated into the courses as presenters. The majority of participants are active researchers from social sciences and humanities at GU; selected participants from other universities in Uganda and from Maseno University will be invited.

All courses and workshops will be evaluated by participants (using questionnaires); teachers and invited lectures will hold review discussions after their courses/workshops and submit written reports, focusing on lessons learned. Course/workshop evaluations are a major input both for Activity 1.1.7 (South-South Workshop on Improving Quality of PhD Education: Setting an Agenda) and for Activity 4.3.2 (Two-day workshop on structuring of PhD education and supervision at Gulu University) that will be held ultimo 2016.

Three kinds of courses will be planned and delivered: generic core courses, workshops on methods and academic skills and elective thematic courses. In order to minimise conflicts with other teaching activities in Gulu and in Denmark teaching will be intensive (9AM to 2PM) and offered in blocks: 510 days for courses and 2-4 days for workshops. As the programme for PhD education at Gulu develops, intensive courses may be replaced by semester-length courses.

Core courses include*:*

*Activity 1.1: Course in Philosophy of science: an introduction to research in social science and humanitie*s *(3 modules of 2 weeks each)*

The course will be open to post-MA students and junior faculty and will focus on kinds and forms of scientific inquiry—objectivism, positivism and beyond. It will explore the links between methodologies (e.g. discourse analysis) and scientific enquiry, and provide an intellectual and historical context for current methods and theories. The course will be developed over the next year and offered as two intensive modules, with readings and exercises extending over the course of an academic year.

Modules: September2015 and January 2016, first module repeated again in September 2016

Activity 1.2: Course in Qualitative research methods in practice (2 weeks)

Here there are two sets of short courses/workshops dealing, respectively, with research methodology and research skills. Research methods teaching will present qualitative field research and will include practical exercises focusing on current social problems and emphasizing

community engagement. Research methods will be offered in connection with the Philosophy of science course and will also explore logical and theoretical links between methods and theory.

Research skills workshops will focus on developing academic competences and practical experience with regard to proposal development, academic writing, literature search and the use and management of references. (Some of this teaching may be done in collaboration with MAGAART).

Thematic elective courses include:

Activity 1.3: Course in Legal pluralism and transitional justice in post-conflict environments
Activity 1.4: Course in Anthropology of education: newer research in schooling and education
Activity 1.5: Course in Culture, gender and development: discourses and practice

By taking up theoretical and analytical issues of general importance within the BSU II thematic focus areas, thematic courses provide examples of research capacity development through teaching. They emphasise comparative perspectives and include exercises links to the method workshops. There will be opportunity for participants to present and develop research concepts. All thematic courses will draw on principles of problem-based learning (PBL). They will normally be held for 1-2 weeks and may be offered in two parts in the course of the academic year. Planning and executing a relevant community outreach exercise will be included as an aspect of each thematic course.

The core and elective courses will secure a basis for further development of the PhD curriculum in BSU III. They will also provide opportunities for students and teachers to explore PBL pedagogies.

Activity 1.6: South-South Workshop on structuring PhD Education at Gulu University: Setting a quality improvement agenda

The workshop (Activity *1.2.3*above mentioned) to be carried out in Q1 of 2016 (January-March) presents critical analyses of collaboration to improve the quality of PhD education. This would also be useful to consolidate the benefits of South-South engagements between Gulu and Maseno Universities, building on the partnerships established in BSU I. Ten case studies/analyses, solicited from GU and from other Ugandan and East African universities, will be discussed over 2-3 days and edited results collected and distributed. GU cases will build on the evaluations and lessons learned during teaching in 2015 and 2016.

Output 1.2. 12 Faculty members are on track to complete their PhDs.

Activity 1.2.1: 12 PhD fieldwork / completion Grants award (This will include provision of Tuition, supervision expenses, teaching replacements expenses and living expenses for students away from home).

Due to heavy workloads and limited financial support, faculty in the humanities and social sciences have been unable to complete PhD projects they have begun. Project completion grants will be offered to Gulu faculty fully registered (proposals accepted) at a Ugandan university. Assessment criteria will include: quality of PhD project; relevance to the three thematic areas; progress to date; previous support; feasibility of completion; grant of study leave by Faculty; recommendation by supervisor.

The selection committee will be composed of independent members from other institutions than Gulu University. The committee will do double-blind selection of coded candidates unknown to them and upon independent reviews, they will submit their results to the Task Management Group (TMG) responsible for such awards. As far as possible, at least 30% will be awarded to qualified female applicants.

Support will be offered to 12 PhD students towards completion of their researches for periods of 6 months. Depending on the student's stage, two 6-month periods may be necessary. The grants can be used for fieldwork expenses, tuition fees, supervision fees (including co-supervision from Denmark), teaching replacements while the faculty member is on study leave, and living expenses in cases where the student is away from home.

Activity 1.2.2: Five study-stays in Denmark (1 month each)

Study stays in Denmark will focus on developing research skills through collaboration with DK researchers and through access to DK academic resources. Awards will be advertised in September 2015. Successful applications link study stays to improving research capacity and gaining insight into different models for post-graduate teaching. Documentation is in the form a report and copies of written work as agreed in the application.

Output 1.3. Approved PhD Policy, Procedures and Supervision best practices in use

Activity 1.3.1. Situational analysis (PhD policy, procedures and supervision) Activity 1.3.2. Workshop on PhD supervision Best Practices

Eventually Gulu University may establish a doctoral school in social science and humanities. The first step will be a small baseline study on existing policy guidelines and current procedures for PhD education at Gulu University. The study will examine the extent to which policies are known and implemented. This material will form the basis for a workshop dealing with the structuring of PhD education in GU and elsewhere. The purpose is to provide GU planners with information on PhD education that can guide decision-making. Different solutions to issues such as criteria for enrolment, procedures for monitoring progress and for final assessment will be explored. In the baseline study and the workshop, special attention will be given to selection and training of PhD supervisors/advisors. In collaboration with MAGAART, Danish and Gulu colleagues will develop guidelines, training and opportunities for exchange of experience in PhD supervision to be discussed at the workshop.

Work Package 2: Building staff capacity for applying new pedagogical approaches (PBL) Outcome 2: Staff are able to carry out new pedagogic approaches in PhD education and postgraduate research training

This work package focuses on building staff research capacity by qualifying teachers, including PhD students, for using new pedagogical approaches in their research, teaching and supervision practices. At Gulu University a few courses at MA level apply a problem-based approach that focuses on societal problems (without referring to the approach as PBL), but most courses are based on a traditional textbook-oriented approach. Gulu University wants more problem-based teaching as well as blended learning and action-based research approaches. Strengthened research supervision is also a priority. New learning approaches are of paramount importance for qualified supervision of PhD and MA students and for improving research proposals and projects at all levels from BA through Masters to PhD level.

PBL is particularly important in view of the university's commitment to community transformation. It is known to be an effective way of engaging stakeholders (students, supervisors, researchers) in solving societal problems. With community outreach as an important component, the PBL approach encourages collaboration between the university and the local community.

To ensure successful implementation, PBL will be introduced gradually through pilot projects where existing course units are tested on an experimental basis for up-scaling at a later stage (BSU III). Study tours to DK (activity 1.11) will also provide experience with new pedagogic approaches

and PBL and contribute to capacity building.Introducing PBL will require further training of teaching staff to guarantee a sufficient number of qualified supervisors. The implementation process will be monitored and assessed at the end of the implementation stage to pave the way for up-scaling to a wider range of staff

Output 2.1. Endorsed Follow-up recommendations of baseline study of research elements of three masters programmes in the three thematic areas under implementation

Activity 2.1.1. Mapping of curricula content and pedagogic approaches particularly in relation to Masters-level education and research elements

Existing curricula and courses at MA level across the three thematic areas will be mapped in order to obtain a sound foundation for initiating activities under WP2. As the first activity (spring 2015) a short report (5 pages) based upon curriculum data provided from the three faculties at GULU University prepared jointly between participants from Gulu and Denmark. The report and the follow up recommendations will be endorsed by the Gulu Steering committee. (Mapping done by Gulu University, April 2015; results reported jointly by the partner researchers to produce a short summary of findings early May 2015.)

Output 2.2: 12 Academic Staff of which at least 30% of each gender able to start the process of integrating PBL across the Humanities, Social Science and Education at Gulu University.

A minimum of 8members of the academic staff (at least 30% of either gender)are able to start the process of integrating PBL in their respective departments across the Humanities, Social Science and education at Gulu University. Gulu academic staff selected from the Humanities, Social Sciences and Education will plan, develop, and implement an experimental course using new learning approaches such as PBL and blended learning.

Activity 2.2.1 Planning and implementing two weeks PBL course for 12 participants

Gulu academic staff selected from the Humanities, Social Sciences and Education will, in cooperation with Danish partners, plan, develop, and implement an experimental course using new learning approaches such as PBL and blended learning. The course will be within the area of Education and will provide input for research-based learning elements to the Masters Course in Educational Management currently under revision at the Faculty of Education and Humanities. The content of the course will be specified in a participatory course development process. The experimental course will function as a prototype to be scaled up in other departments in a 'training of trainers' course in BSU III and should be seen as an activity preparing for the 'recess' school described in 2.3. [2-week intensive course followed by assessment of project work: Gulu and DK; initial planning and preparation of intensive course for staff via e-mail or Skype; finalizing course planning and initiation process: first two weeks of August 2015; supervisors from DK and Gulu]

Output 2.3. Gulu staff able to plan the introduction of problem-based research and learning methodology and e-learning approaches into traditional course units

At the end of the PBL practice course (September 2016) 15 Gulu staff members are able to make a plan for introducing action research, PBL and blended learning elements (including community outreach) into traditional course units under the three thematic areas. In addition, 4 potential PhD candidates (staff members) are able to use a problem-based approach in PhD proposals addressing any of the three thematic areas.

Activity 2.3.1 Two-week course for 20 participants

Gulu academic staff from the Institute of Peace and Strategic Studies, Faculty of Business and Development Studies and Faculty of Education and Humanities participate in a 'recess' school with a participatory design that focuses on new approaches to learning. These will include action research, PBL and blended learning. An important part of the course will be practising outreach with the purpose of introducing community-directed pedagogies into the postgraduate research agenda at Gulu University. Potential community impact and the importance to Gulu University of working with external stakeholders such as local leaders, small-scale enterprises and NGOs in northern Uganda will be explored.

The effect of the practice-oriented 'recess' school is twofold: 1) strengthened outreach in Gulu University curricula through an initial course on PBL focused on historical, theoretical, methodological and political aspects, including examples of practice; and 2) staff members engaged in introducing PBL and outreach elements into a traditional course curriculum.

Plan and preparations: April-June; offered in first two weeks of August 2016; 2-week intensive workshop; participating from DK: 2-3 researchers.

Output 2.4: PBL integrated into masters courses and the courses are ready to be offered

Activity 2.4.1 Workshops to revise curricula Activity 2.4.2. Presentation of the revised curricula (to be implemented after 2016)

In a pilot teaching project, senior level students will be exposed to a test run of a PBL/action researchbased course. The pilot teaching project is a further outcome of the experimental course and the 'recess' school (see 2.2 and 2.3). As an important part of the pilot teaching project, a model for course evaluation will be developed and implemented during the project work period that follows the 'recess' school (see 2.3.). The pilot teaching project will involve PhD students and MA-students enrolled in Social Science, Humanities and Education at Gulu University.

Plan and preparations: September/October 2016; test run in 2017 (BSU III). Supervised by GULU and DK staff-

OBJECTIVE B: STRENGTHENING SERVICES AND FACILITIES THAT SUPPORT RESEARCH

WP3: Strengthening electronic research infrastructure and competence

Outcome 2: Gulu research staff and senior level students use ICT infrastructure for research at a level comparable to peer Universities in Uganda and the region

E-learning is a learning approach created through interaction with digitally delivered content and network based services, with tutoring and support. GU at present does not offer teaching that makes use of e-learning. However, the university is in the process of adopting an e-learning strategy based on incremental increase in e-learning through prototyping. Such initiatives provide an excellent basis for wider adoption of e-learning in BSU III.

The Gulu Main Library has a key role to play in developing e-learning courses and facilities and as a major player in on-going efforts to improve research-based education, especially at the post-graduate level. Strengthening capacity is based on improving the capacity of existing library services and facilities and on developing appropriate pedagogic support at the library. Problem-based learning approaches are particularly suitable as stated in WP 2.

A prerequisite for successful implementation of improved library capacity is ensuring that teachers and students themselves make use of the facilities. Expanded catalogues of e-books and the capacity to carry out literature searches on international data bases must be established in user-accessible form, increasing research capacity as students and their supervisors make use of the facilities. Again, PBL approaches will be deployed here (see above, WP2).

Improvement in facilities will be supported by enhancing bandwidth centrally, by selective support (data bundles) to researchers and supervisors, and by using dedicated e-literature servers to reduce demands on bandwidth.

It is especially important to follow the process of capacity development in the GU context and to link GU experience to developments and possibilities in the broader field of e-learning. Therefore a PhD study in the field '*Humanities and Social Sciences related to Electronic Learning and Problem Based Learning'* will be undertaken in collaboration with Aalborg University.

Output 3.1: An endorsed recommendation ready for implementation based on review of electronic facilities, their use and policies

Activity 3.1.1:   Situational analysis on electronic facilities, their use and policies(meetings, document review, data collection, analysis and reporting) Activity 3.1.2:   Workshop on policies and protocols on Electronic Facilities at GU, participation from Maseno University

The status of the Information and Communication Technology policy at GU, the level of its implementation, and current resources available will be documented as a supplement to the recent MAGAART report on e-learning needs assessment. Use of smart phones and modems amongst the students will be noted in order to explore their relevance to e-learning among staff and students at Gulu University

Output 3.2. Improvement in learning through innovative pedagogic approaches (PBL/Elearning and distance learning)

Activity 3.2.1. Increasing bandwidth for a two year period

Gulu University and Gulu District Administration are completing a cable connection to the national netthat will significantly improve access to the internet. Effectively increasing bandwidth for GU in 2015-16 will involve ensuring connectivity and probably the acquisition of routers and modems. Short-term support for increasing effective bandwidth will be supported as a first step in strengthening human capacity.

Activity 3.2.2.   Training 15 academic staff in eLearning methodology (5 working days at GU) Activity 3.2.3.   Training 3 technical staff in handling e-learning resources (data, hardware, software and procedure)

There is a wealth of teaching resources already available for lecturers at Gulu University and these resources will be explored, emphasizing experimentation and repurposing, drawing on existing material, notably in the form of OERs (Open Educational Resources) and MOOCs (Massive Open Online Courses). This is an important input for the theme *Innovation in education*, and will stimulate research proposals in a research area, *new ways of building and sharing learning material*. Danish researchers will conduct training and Gulu teachers and technical staff will be taught how to keep up to date with the development of new digital resources, with the goal of reducing the dependence on external training in the long term. This will be executed in a trainer-of trainer approach, with lecturers as the starting point, and with supervision of them in the training sessions.

Activity 3.2.4. Implementing at least one course in an e-learning platform (Moodle

The Gulu main library, in collaboration with the IT Department and Aalborg University, will beginthe systematic process of implementing an e-learning strategy building on an incremental increase in elearning through prototyping. Wider adoption of e-learning and concrete implementation of distance teaching for GU's satellite campuses will be undertaken and assessed, anduniversity-wide use of the e-learning platform Moodle, which students can access at home, will be enabled, drawing on practical training sessions guided by experts from both Danish and East African partners, including Maseno University. By 2016, staff in humanities and social sciences will have delivered at least one course on the electronic learning platform to serve as a prototype for analysis and roll out.

Activity 3.2.5. Setting up a Learning Management System (MOODLE) and e-Learning Support Services

For effective e-learning to take place as envisaged throughout work package 2, Gulu University needs to set up an e-learning platform and establish its own support services. Setting up the learning management system will be essential for the accomplishment of Work Packages 2 and 3. The success of training in problem-based learning methodology and e-learning and their application (output 2.3); modelling courses in some academic programmes into e-learning modes (output 3.2) and full-scale training a staff at PhD level in e-learning and PBL methodology (output 3.3) will particularly depend on a well set-up e-learning platform.

Output 3.3: One staff (less than 40 years old) on track to complete PhD (in 3 years) in eLearning and PBL methodology

Activity 3.3.1: Selection of the PhD student of e-Learning and PBL methodology Activity 3.3.2: Concept and proposal development for the PhD training

Activity 3.3.3: Travel and study stays in Denmark Activity 3.3.4: Supervision of the PhD student Activity 3.3.5: Fieldwork component of the PhD training Activity 3.3.6: Tuition for the PhD training in e-learning and PBL methodology

One PhD candidate will be recruited among staff at Gulu University and the above mentioned activities. The PhD will be in the fields of eLearning and PBL methodology with a focus on design and implementation of educational programmes at university and/or in the broader community. This student will be co-supervised in both Gulu University and a Danish University under South budget line.

Output 3.4. Library e-resources for teaching and research available for access and use

Gulu University aspires to improve librarian skills and to support the development of a level of electronic infrastructure for library service that significantly increases access to academic resources for research and teaching. Therefore, situation analysis of current e-resources and their use in the library needs to be done.

Procurement of additional server for e-resources will enable researchers and students to access eresources when the new internet backbone is temporarily unavailable on the main campus. New and updated software and peripherals will improve the level of availability of electronic copies of dissertations, theses and articles and will allow access to the e-resources on an intranet, thus saving on bandwidth.

Activity 3.4.1. Situational analysis of the current e-resources and their use at the library

As the first activity (spring 2015) a short report (5 pages) will jointly be worked out between the research librarian at Gulu and Aalborg University. The report will make a situational analysis of the current e-resources and their use at the library with a special focus on e-resources in relation to the three faculties at Gulu University. The report and the follow up recommendations will be endorsed by the Gulu Steering committee.

Activity 3.4.2. Training two academic / research librarians on managing e-resources

Two academic/research librarians will be invited to go to DK for a concentrated study stay where they will get an opportunity to explore the available of e-resources and open content within the three faculty area. Moreover they will explore the training modules in information literacy skills, literature search and reference management.

Activity 3.4.3. Procurement of additional server

Gulu University and the District Administration are completing a cable connection to the national net that will significantly improve access to the internet. Short-term support for increasing effective bandwith at the library will be supported as a first step in strengthening human capacity

Activity 3.4.4. Librarians provide training to library users in information literacy skills, literature search and reference management, followed up by continuing support.

Skill levels among key librarians and staff can be increased via electronic collaboration, training and supervision from Danish librarians. The trained librarians will then train researchers and students in areas such as information literacy skills, literature search and reference management. The potential impact of introducing PBL in academic programmes is linked to improvements in access to electronic resources and improvement in skill sets.

Output 3.5. E-learning best practices in use as a result of incorporating Southern experiences in e-learning

Activity 3.5.1. Visits to Maseno University, State University of Zanzibar (SUZA) and Uganda Technology and Management University (UTAMU)

As Gulu University ventures into integrating e-learning into existing delivery approaches of its academic programmes, as part of experience sharing, we find it essential to closely work with Maseno University, SUZA and UTAMU that have already well set e-learning platforms. Both Maseno and SUZA are using MOODLE that Gulu University intends to adopt. Gulu University will be sending one set of training teams (of three) once to each of these universities or invite teams from those universities to come to Gulu once.

Work Package 4: Strengthening management of the BSU project and of PhD education

Outcome 4: The BSU project functions effectively and provides a sound basis for possible subsequent phases.

This work package will concentrate on establishing an effective secretariat for BSUII. That will entail close collaboration with the Institute of Research and Graduate Studies and the Directorate of Planning and Development. In future phases, the management structures and experience gained may be scaled up to strengthen management university-wide.

Output 4.1. Improvement in coordination of BSU activities as a result of establishing effective project secretariat and office space

Activity 4.1.1. Procuring a prefabricated container office to provide project work space

There is a serious shortage of office space at GU. Although funding has been promised for campus expansion, this has a longer timeline. It will be necessary to procure office space for the project at Gulu University and to furnish it. The simplest solution is to procure a portable unit and install it on main campus. This will be the base for the project secretariat; small meetings can be held and materials stored here. Desk space for the project coordinator, deputy coordinator, PhD students and part-time secretary as well as document storage facilities will be provided.

Output 4.2. Improvement in financial management and administrative capacity of BSU Project

Activity 4.2.1. Developing a BSU project activities and management handbook

Strengthened management and administrative capacity begins with developing simple and comprehensive project procedures for financial reporting and budgeting for good governance. The project coordinator, deputy coordinator and chairman of the project board will develop a project management handbook, on a model already in use on another Danida-funded project at Gulu.

Activity 4.2.2.Mentorship with external auditors

Annual mentoring sessions with the project auditors will be arranged in order to clarify financial requirements and procedures. These activities will be coordinated with the Directorate of Planning and Development and the University Bursar.

Activity 4.2.3. Supporting the acquisition of a computerized accounting system and user-training for BSU II

A computerized accounting system is to be bought for BSU project and support for user-training will be offered to this undertaking. Currently GU does not have such computerised system, the issue of integration cannot therefore affect BSU II project budget. In case GU decides to acquire one for University wide usage, it will have to budget for integration with the already would be existing BSU System.

3. Partnership Management and Governance
BSU II Organisation structure at Gulu University (GU)

The **Vice Chancellor** (VC) will be the overall head of the BSU partnership and will play a policylevel oversight role. The VC signs partnership documents on behalf of Gulu University and handles diplomatic issues with partner Universities and DFC.

A **BSU II Steering Committee** (SC) that shall be chaired by Dean of the Faculty of Education and Humanities oversees implementation of activities, supervises financial management, receives monthly reports from the Project Coordinator and meets periodically to review progress. The SC reports to the VC.

The SC is composed of a representative from each of the BSU II partners at GU: Faculty of Education and Humanities; Faculty of Business and Development Studies; Institute of Peace and Strategic Studies; Institute of Research and Graduate Studies; Directorate of Planning and Development. The BSU Project Coordinator and the Deputy Coordinator constitute the secretariat of the Steering Committee.

BSU II **Project Administration** is carried out by the **Project Coordinator** (PC) Ambrose Okot, Department of Education Management, Faculty of Education and Humanities, and the **Deputy Project Coordinator** (DPC), Agatha Alidri, Department of History, Faculty of Education and Humanities. They are appointed by the Vice Chancellor. The PC is responsible for implementing BSU II activities, and, assisted by the DPC and the project accounts staff, for managing finances, compiling reports and maintaining regular communication with DFC, the Danish management committee and the Danish partners.

Task Management Group (TMG) will be appointed by Steering Committee (SC) to provide specific input and help in implementing activities. The SC currently with Associate Professor Charles Okumu as Chair, and the PC (Ambrose Okot) and DPC (Agatha Alidri) as members, will provide a framework for leadership and coordination, and communicate regularly with the Danish consortium leadership. **Organisation of the Consortium of Danish Universities (CDU)**

On the Danish side, the Consortium of Danish Universities (CDU) consists of 5 partner universities: Copenhagen University (UCPH), Aalborg University (AaU), Aarhus University (AU), Roskilde University (RUC)and the University of Southern Denmark (SDU). Consortium activities will be coordinated by co-anchors Assoc. Prof. Emeritus Michael Whyte and Professor Susan Reynolds Whyte, based at the Department of Anthropology, University of Copenhagen.

At each university, a representative responsible for BSU activities has been identified and this group forms the **BSU II Management Committee in Denmark**. The committee is chaired by Michael Whyte (UCPH) with Professor Lone Dirckinck-Holmfeld (AaU) as vice-chairman. Other members are: Professor Susan Reynolds Whyte (UCPH), , Professor Preben Kaarsholm, Associate Professor Martin Mennecke (SDU) and Professor Lotte Meinert (AU). Overall responsibility for the DK side of the project lies with the management committee who will meet twice yearly to review progress and collect experience.

Consortium members have agreed that a high degree of autonomy in carrying out project activities is necessary and desirable. However, some project activities crosscut partner universities and will require additional coordination among partners; others involve direct collaboration among responsible individuals at different universities. An **executive committee**, consisting of the project co-anchors and the vice-chairman will consult electronically at regular intervals, follow project activities and facilitate partner cooperation.

Coordination

Coordinating the many project activities, and especially those, that link and cross-cut Work Packages is going to be a challenge for project management in Gulu and in Denmark. Therefore monthly Skype progress meetings will be held by a **Joint Management Executive Committee** that consists of the executive committees from Gulu and Denmark.

Financial management

Gulu University is the lead partner in the BSU II collaboration. Administration of the 60% South partner budget rests with GU while the CDU is responsible for a 40% share.

In Uganda, BSU funds are kept in a bank account at Standard Chartered Bank, Gulu Branch. The Project Coordinator is the Principal Signatory to all BSU accounts. The Project Accountant (who is Deputy University Bursar in-charge of projects) and the University Secretary (who is the University's Chief Accounting Officer) are co-signatories to BSU Grants Accounts.

For any transaction in the BSU Accounts, Task Management leaders (or the PC/DPC) develop a brief activity description and activity budget in order to request funds for the activity. The Project Coordinator approves the request, the University Secretary (Chief Accounting Officer) authorises it, the Project Accountant instructs the assigned Accounts Staff to prepare the voucher and cheque; and either the Project Accountant or University Secretary signs the cheque before the Principal Signatory (Project Coordinator) finally signs it. The Project Accountant keeps custody of the cheque book and all payment vouchers and assists the PC in compiling all financial reports. The PC periodically (quarterly or half yearly) compiles financial reports for inspection. The PC raises disbursement requests (using Appendix 2 – the Disbursement form) from DFC as need arises.

In Denmark, the administration of the approved 40% budget for BSU II will be the responsibility of CDU except for the activities that involve financing from the South budget. In the latter case, approval will be sought from the South partner (GU).

4. Risks and Mitigation Measures

The most significant risk factor is also the major justification for the BSU II project: Gulu University is a young university with severe budget constraints. There are relatively few PhDs on staff and there are very heavy workloads for all of the people that the project targets. We believe that we have designed activities and time plans that will make best possible use of limited human resources, but there is a real risk that some activities will not be fully implemented because of time pressures on GU staff.

Another risk factor involves timing. Many of the collaborative activities – courses, workshops and training sessions – are necessarily structured by the academic calendars in Gulu and in Denmark. These activities must necessarily be squeezed into seven months in Gulu – basically August-October, January-February and perhaps April. These are also busy academic months in Denmark and there is a risk that some Danish partners will not be able to coordinate travel with other partners in specific months. However this risk should be mitigated by careful planning, collaborative preparation in Denmark and the identification of alternative teachers.

Finally, there are always risks that lie outside of our control. An important part of the project and a focus in WP 3 is internet access. A fibre cable has reached Gulu and is being extended to the university at the moment. But the project may not be completed as scheduled, thereby putting a serious strain on internet access and the deployment of eLearning and PBL tools. Here mitigation is possible using existing wireless networks, but at significantly higher cost.

Annexes:

Annexure 1: Logical Frameworks

Impact	Gulu University has strong teaching and research capacity in social sciences and humanities to facilitate community transformation as a result of BSU Project
Impact indicator	─ Number of PhD students intake in Gulu University ─ Number of peer-reviewed publications ─ Completion rate of PhDs at Gulu University

Baseline	Year	2015	— 5 PhD students intake in Gulu University — Less than 7 peer-reviewed publications on actionbased/community-based research — Completion rate of less than 40% of PhDs at Gulu University
Target	Year	2018	— 10 PhD students intake in Gulu University, at least of which 30% of each gender — At least 15 peer-reviewed publications on actionbased/community-based research — Completion rate of at least 80% of PhDs at Gulu University

Work Package 1: Strengthening PhD Education at Gulu University

Outcome 1			**Strengthened PhD Education at Gulu University**
Outcome indicator			Number of Doctoral schools with approved PhD policy, curricula and basic action research methodologies in humanities and social sciences open for intake with compulsory courses, quality supervision and research focus on community transformation
Baseline	Year	2015	There is no Doctoral school with PhD policy, curriculum or supervision standard
Target	Year	2018	2 Doctoral schools based on approved PhD Policy, curricula and basic action research methodologies

Output 1.1.			**Core elements of PhD curriculum for social sciences and humanities ready to be offered**
Output indicator			Number of generic and thematic PhD courses in social Science and Humanities ready to be offered and taught by GU faculty
Baseline	Year	2015	There is no PhD course for Social Science and Humanities being offered
Target	Year	2016	2 generic and 3 thematic PhD courses in social Science and Humanities ready to be offered and taught by GU faculty.

Output 1.2.			**12 Faculty members are on track to complete their PhDs.**
Output indicator			Number of faculty members (PhD Candidates) who have submitted PhD progress reports showing they are on track to complete their PhDs.
Baseline	Year	2015	No programme for PhD completion in place and therefore no faculty member has submitted any report yet.
Target	Year	2016	12 faculty members (PhD Candidates) on track to complete their PhDs (at least 30% of whom from either gender).

Output 1.3.		Approved PhD Policy, Procedures and Supervision best practices in use
Output indicator		PhD policies and procedures for Social Science and Humanities
Baseline	Year	2015 - No University PhD policy. - No approved plan for revising and/or developing new PhD Policies and procedures.
Target	Year	2016 - An approved PhD policies and procedures for Social Science and Humanities

WP2:PBL and blended learning: Building staff capacity for new pedagogical approaches in PhD education and post graduate research training		
Outcome 2		Gulu University Staff are able and ready across three thematic areas to introduce PBL and outreach approaches in post-graduate research training by the end of 2016.
Outcome indicator		- Plans (guidelines) for incorporating PBL tools and techniques in course units in PhD education and post graduate research training. - A course assessment model
Baseline	Year	2015 - There is no plan(guideline) for incorporating PBL tools and techniques in course units across Humanities, Social Science and Education
		- There is no approved course assessment model
Target	Year	2016 - Approved Plans(Guidelines) for incorporating PBL tools and techniques in course units across Humanities, Social Science and Education developed by GU staff - An approved course assessment model

Output 2.1.		**Endorsed follow-up recommendations of baseline study of research elements of three masters programmes in the three thematic areas under implementation.**
Output indicator		Progress report providing recommendations following the baseline study showing the status of implementation
Baseline	Year	2015 No systematic knowledge on the possibilities and constraints in integrating PBL in the existing course programs.
Target	Year	2016 A clear and systematic knowledge on the possibilities and constraints in integrating PBL in the existing course programs
Output 2.2.		**12 Academic Staff of which at least 30% of each gender able to start the process of integrating PBL across the Humanities, Social Science and Education at Gulu University.**
Output indicator		Number of staff from relevant departments who have successfully designed plans for introducing PBL tools and techniques into a course unit in their department.

Baseline	Year	2015	No staff is able to integrate PBL tools and techniques in a course unit.
Target	Year	2016	At least 8 staffs (at least 30% from each gender) from relevant departments have successfully designed plans for introducing PBL tools and techniques into a course in their department.

Output 2.3.			**Gulu staff able to plan the introduction of problem-based research and learning methodology and e-learning approaches into traditional course units**
Output indicator			Number of Gulu staff members (at least 30% from each gender) who have contributed to plans for introducing action research, PBL and blended learning elements (including community outreach) into traditional course units under the three thematic areas
Baseline	Year	2015	No Staff has experience of introducing PBL approaches into course planning.
Target	Year	2016	15 Gulu staff members (at least 30% from each gender) have contributed to plans for introducing action research, PBL and blended learning elements (including community outreach) into traditional course units under the three thematic areas.

Output 2.4.			**PBL integrated into masters courses and the courses are ready be offered**
Output indicator			- Number of masters courses revised and endorsed as having PBL integrated - A model for assessment by participants in a pilot teaching project developed by 15 academic staff members
Baseline	Year	2015	No masters course is being delivered using formally planned and endorsed PBL approach.
Target	Year	2016	- At least 3 masters courses revised with PBL integrated and endorsed. - A model for assessment by participants in a pilot teaching project developed by 15 academic staff (with at least 30% from either gender).

WP3: Strengthening electronic research infrastructure and competence

Outcome 3	Gulu research staff and senior level students use ICT infrastructure for research at a level comparable to peer universities in Uganda and the region
Outcome indicator	- Percentage of staff using University ICT infrastructure for research and teaching. - Percentage of senior level students using University ICT infrastructure for research and learning.

Baseline	Year	2015	- Less than 10% of staff use University ICT infrastructure for research and teaching. - Less than 40% of senior level students use University ICT infrastructure for research and learning
Target	Year	2016	- At least 80% of staff use University ICT infrastructure for research and teaching. - At least 80% of senior level students use University ICT infrastructure for research and learning.

Output 3.1			**An endorsed recommendation ready for implementation based on review of electronic facilities, their use and policies and policies**
Output indicator			- A Plan for enhancement of electronic facilities - Acceptable electronic (ICT) facility usage policies based on recommendations in the report on baseline survey.
Baseline	Year	2015	- No plan for improving electronic facilities is based on systematic analysis - No acceptable electronic (ICT) facility usage policy
Target	Year	2015	- An approved Plan for enhancement of electronic facilities
			- Approved acceptable electronic (ICT) facility usage policies based on recommendations in the report on baseline survey and the institutional policies.

Output 3. 2			**Improvement in learning through application of efficient and innovative pedagogic approaches (PBL/E-learning and distance learning)**
Output indicator			- Amount of bandwidth(in Mbps) in use - Number of masters courses being run on e-learning platform in the Department of Education Management
Baseline	Year	2015	- 2Mbps of bandwidth is in use - No masters course is running on e-learning platform
Target	Year	2016	- The bandwidth increased to 5Mbps - At least One(1) masters course running on e-Learning platform by academic and technical staff with sufficient methodological and support skills
Output 3.3			**One staff (less than 40 years old) on track to complete PhD (in 3 years) in eLearning and PBL methodology**
Output indicator			PhD Progress report submitted by the staff (PhD Student) showing he/she is on track
Baseline	Year	2015	No PhD candidate pursuing a PhD programme in e-learning and PBL
Target	Year	2016	The PhD candidate in eLearning has been enrolled in a PhD program with double supervision, and the progress report has been approved.

Output 3.4.		Library e-resources for teaching and research available for access and use	
Output indicator		Percentage of staff accessing and using library e-resources for teaching and research.	
Baseline	Year	2015	Less than 10% of staff access and use GU library e-resources for teaching and research.
Target	Year	2016	At least 80% of staff access and use GU library e-resources for teaching and research.

3.5 Output		E-learning best practices in use as a result of incorporating Southern experiences in e-learning	
Output indicator		- An endorsed consolidated best practices in managing e-learning - E-learning policy	
Baseline	Year	2014	- No experience with e-learning platform, management and /or usage. - No established e-learning policy or platform
Target	Year	2016	- Approved consolidated best practices in managing e-learning - An Approved e-learning policy

WP4: Strengthening of project management and coordination activities

Outcome 4:		The BSU project functions effectively and provides a sound basis for possible subsequent phase	
Outcome indicator		- An Endorsed evaluation report showing percentage of successful implementation - An Endorsed Audit reports showing the level of compliance	
Baseline	Year	2014	N/A (No BSU II in 2014)
Target	Year	2021	- 90% implementation success achieved - 100% compliancy with audit principles

Output 4.1		Improvement in coordination of BSU activities as a result of establishing effective project secretariat and office space	
Output indicator		- Presence of project management secretariat - A fully furnished work and meeting space for project administration staff - A convenient work space for PhD students.	

Baseline	Year	2014	No office space for BSU Project
Target	Year	2016	- Presence of active project management secretariat - Project administration staff working and meeting at the established office space - PhD students conveniently working and meeting at the established work space.

Output 4.2	**Improvement in financial management and administrative capacity of BSU Project**
Output indicator	Timely implementation of activities and delivery of reports in compliance with the project manuals.

Baseline	Year	2014	Due to absence of project manuals, the current project management system consumes so much time resulting untimely implementation of activities and delivery of reports.
Target	Year	2016	At least 90% of activities implemented and reports delivered in time.

Annexure 2: Budget (see Budget Form 1 attached)

Annexure 3: Activities Timeline (see Gantt chart attached)