Building the Next Generation of Researchers: Why does it Matter?
Prof. Fred Wabwire Mangen
Lead Trainer
Makerere University
Overview of Inter-University Child Focused Research Training

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Introduction

• In 2017 OAK Foundation funded AfriChild Centre to train 30 mid-level researchers in child-focused research methods, grant acquisition and publication

• Outcomes:
  1. Trainees utilize the skills acquired to undertake child-focused research
  2. Trainees integrate the knowledge and skills acquired into their lectures and guide students to write research projects and dissertations.
Strategies to Achieve Outcomes

Using a consultative process AfriChild developed a plan to achieve the grant objectives through;

1. Conduct a training needs assessment (TNA) to identify knowledge, skills and competency gaps
2. Establish inter-university collaboration for knowledge sharing
3. Link trainees to mentors within their local universities
4. Rigorous training of university staff in child focused research methods, grant acquisition and scientific writing
Training Needs Assessment - Knowledge

Knowledge Gaps

- Criteria for publication
- IRB requirements
- Research ethics
- QL Data analysis
- Data mgmt
- Child focused Surveys
- FGDs with children
- Det. sample size
- conducting QL studies

Knowledge Levels: Exceptional, Moderate, Gap
Training Needs Assessment - Skills

Level of skills and existing Gaps

<table>
<thead>
<tr>
<th>Skill</th>
<th>Exceptional</th>
<th>Moderate</th>
<th>Gap</th>
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<tbody>
<tr>
<td>Teaching QL RMs</td>
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<tr>
<td>Teaching Quant RMs</td>
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<tr>
<td>Research protocol Devt</td>
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<td>Manuscript Devt</td>
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<tr>
<td>Qual data analysis</td>
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<tr>
<td>Quant data analysis</td>
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<tr>
<td>Code QL data</td>
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<tr>
<td>Data mgmt</td>
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<tr>
<td>Design child focused surveys</td>
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0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Training Needs Assessment - Competence

Perceived competence in Research methods

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not competent</th>
<th>Competent</th>
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<tbody>
<tr>
<td>Design QL studies</td>
<td>40</td>
<td>43</td>
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<tr>
<td>Design Quant studies</td>
<td>43</td>
<td>47</td>
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<tr>
<td>Determine sample size</td>
<td>33</td>
<td>47</td>
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<tr>
<td>Manage survey data</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>Analysing QL data</td>
<td>43</td>
<td>33</td>
</tr>
<tr>
<td>Analysing Quant data</td>
<td>33</td>
<td>43</td>
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<tr>
<td>Drafting a manuscript</td>
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<td>60</td>
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<tr>
<td>Research protocol</td>
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<td>50</td>
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<tr>
<td>Teach quantitative RMs</td>
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<td>24</td>
</tr>
<tr>
<td>Teach Qualitative RMs</td>
<td>50</td>
<td>24</td>
</tr>
<tr>
<td>Supervise student research</td>
<td>24</td>
<td>24</td>
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Inter-University Collaboration

- Makerere University
- Uganda Christian University
- Kyambogo University
- Muni University
- Uganda Martyrs University
- Gulu University
- Nsamizi Training Institute
# Inter-University Collaborating Team

## Facilitators
1. Prof. Fred Wabwire-Mangen
2. Prof. Anne Katahoire
3. Prof. Peter Ubomba Jaswa
4. Rev. Fr. Dr. Epiphany Odubukker Picho
5. Prof. Glynis Clacherty
6. Dr. Aggrey Mukose
7. Dr. David Mafigiri

## Mentors
1. Dr. David Onen
2. Dr. Rosalind N. Lubanga
3. Dr. Deborah Ojiambo
4. Dr. Modest K. Odama
5. Dr. Godfrey Ejuu
6. Dr. Christine Oryema
7. Dr Uzziah K. Matte
Child Focused Research

• For purposes of training, we defined a child as “a person who has not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted”

• In Uganda 18 years of age is the legal age of adulthood

• Child focused research is research in which children are actively involved and recognised as important participants. It is research with children and not on children or by children
Three years at a glance

Year 1: 1\textsuperscript{st} April 2017- March 31\textsuperscript{st} 2018
• Conduct Training Needs Assessment
• Identify 4 expert trainers, 6 mentors and 30 trainees from collaborating universities
• Review meeting of draft program plan and training schedule
• Documentation: Training Guide, Mentors’ Manual and Training Schedule

• \textbf{First Workshop: January 22\textsuperscript{nd} to February 2\textsuperscript{nd} 2018}
  o Week 1: Module 1: Research Methods Training
  o Week 2: Module 2: Grants Writing Training I

• Call for letters of intent issued, due dates and other timelines set
• Review meeting to shortlist letters of intent
Outcomes from Module 1

• Participants appreciated the structure of a research proposal that was harmonized across the 7 Universities

• Individual research proposals addressing a child-focussed research area were written based on skills acquired from the module

• Participants were introduced to a standardized proposal review and scoring system

• Participants used the standardized proposal review and scoring system to peer-review and score each others proposal
Outcomes from Module 2

• Participants learned how to review a funding opportunity announcement (call) and develop a checklist

• Participants responded to a call for applications prepared by AfriChild with deadlines simulating a real FOA

• Mentors applied the NIH proposal review criteria to score the calls received from the participants and provided comments

• Participants responded to reviewers’ comments in writing and in keeping with deadlines
Three years at a glance (Cont’d)

Year 2: 1\textsuperscript{st} April 2018 – 31\textsuperscript{st} March 2019

• Second Workshop June 18 – 29, 2018:
  • Week 1: Module 3: Grants Writing Training II
  • Week 2: Module 4: Data Management, Analysis and Reporting I

• This should be more detailed and practical oriented.
• All candidates had their proposals approved from first call to conduct research in year 2
• Because of the 100% success rate on the proposals, the second call for letters of intent planned to be issued at the end of Module 2 training was cancelled
• Instead participants given more time to polish up their proposals and plan for field work
• Participants to start dissemination of their research studies from first call at the end of year 2
Outcomes from Module 3

• Participants learnt how to register under the DUNS and eRA Commons systems

• Participants were able to search for grants under grants.gov and other grants websites

• Ethics: Participants undertook the NIH HSP course and obtained a certificate. Prepared protocols for submission to GUREC for review

• Participants learnt how to search google scholar and PubMed for references and organise them using endnote
Three years at a glance (Cont’d)

Year 3: 1\textsuperscript{st} April 2019 – 31\textsuperscript{st} March 2020

• Third Workshop (21\textsuperscript{st} January to 1\textsuperscript{st} February 2019)
  o Week 1: Module 5: Data Management, Analysis and Reporting II
  o Week 2: Module 6: Dissemination, Publication and Research Translation

• Fourth Workshop May 13\textsuperscript{th} to May 16\textsuperscript{th} 2019
  o Week 1: Dissemination, Publication and Research Translation
  o Dissemination Conference
THANK YOU!
DR. O’DAMA KAYI MODEST
(modakayi@gmail.com)
Contents
1) Experiences As Mentor,
2) Involvement In The Programme
3) The Benefits Of The Programme
4) Impact At Institutional Level
5) Opportunities For Other Universities
6) Learnings
Experience from Inter-University Training

- Inter-university Research Training was intense and exciting
- Trainees as experts in their respective disciplines (multi-disciplinary background),
- Trainees and Mentors weren’t conversant with research with children,
- Academic expertise of Mentors and Trainers,
- Trainers, Mentors, Trainees and AfriChild staff were cooperative and committed.
Mentorship: A cornerstone of the programme

- Who is a mentor? Roles & Responsibilities
- Support to team colleagues
- Team meetings
- Advocacy
- Attending AfriChild meetings
Benefits of the programme

- A new perspective on research with children i.e. Children are also experts
- More Research Methodology contents,
- The camaraderie between/among professional colleagues
- Development of academic writing skills
- Research as a human activity,
- Trainees as professional experts in research,
- AfriChild successfully conducted seven major research studies with Children.
Impact at institutional level

- Human resource capacity building (Knowledge, skills and attitude development)
- Institutions’ receipt of print and e-resources
- Support by institutional management (VCs, DVCs and Deans)
- Teaching, supervising, advising and external examinations
Opportunities for other universities

- Trainers of other university staff (in Research domain),
- Advice on management of inter-university and inter-disciplinary research,
- Improvement of University ranking based on research output and publications.
Learnings

- Research with Children is important, but challenging
- Research also needs professional collaboration
- Good health (physical, emotional and spiritual) for successful research projects
- Prompt financial support for research from Funders/AfriChild
Learnings

- Precious and long-lasting camaraderie among trainees, trainers and AfriCild staff
- Approval of research projects for funding is very long and frustrating process
- The need for functional computers/internet connectivity for research projects is vital
- Focus on quality research in spite of external pressure from, e.g. donors, etc
Conclusions

- The Inter-university Research Training Programme transformed us into professional researchers, teachers, consultants and colleagues.

- AfriChild and her donors offered us an opportunity to transform our institutions into centres for relevant research and publication.

- Respecting our children’s experiences and perspectives is vital for enhancing our research outputs and policies related to our Children.
Mathew Amollo
Researcher and M&E Specialist
The AfriChild Centre
Training of Next Generation of Researchers

• Learning from Inter-University Program

• Mathew Amollo
  mamollo@africhild.or.ug
## Recruitment

<table>
<thead>
<tr>
<th>Key Considerations</th>
<th>Passion; Mentors and Trainers enthusiastic to share their experience to build local capacity-about 60% unpaid time</th>
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<td>Availability; for all course modules and peer learning sessions</td>
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<td>Commitment (willing to commit resources such as time and finances)</td>
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<td>More evidence of single headed households indicating a vacuum in the contribution of both parents to child fathering</td>
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Training

<table>
<thead>
<tr>
<th>Resources and Processes</th>
<th>Resources available but minimally used for research among higher institutions e.g. learning centers, data analysis packages</th>
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<tr>
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<td>Timely monitoring of processes and outcomes and ensure these feedback is incorporated in next sessions.</td>
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<td>Use a mixture of approaches but the choice determined with learners’ needs</td>
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<td>Its more difficult to organize a fully Residential training for university faculty</td>
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# Training

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<th>Seed Grants</th>
<th>The gaps are recognized by university leadership and there is willingness to support faculty acquire key research competencies</th>
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<tr>
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<td>Facilitates practical application of knowledge and skills</td>
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<td>Motivates the trainees to conduct research and publish</td>
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<td>Reduced attrition of trainees in the first cohort of the program</td>
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<tr>
<td>Resources and Processes</td>
<td>The gaps are recognized by university leadership and there is willingness to support faculty acquire key research competencies</td>
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<td></td>
<td>Some resources are available to support research but minimally utilized by faculty</td>
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<td>There is a need to sustain capacity building and sharing efforts at institutional level to reach a critical mass</td>
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Thank you!!
Questions and Answers