



PLEASE READ CAREFULLY

Reporting guidelines

FIRE PROGRAMME Reports should focus on reflecting on the lessons learned during the project implementation, while documenting what was achieved with the money and time invested during the life of the project.

FIRE PROGRAMME understands that reporting can be a demanding, time-consuming exercise that if conducted for the benefit of the funding agency alone, might overlook aspects of project implementation of great relevance for the project team and their future work.

FIRE PROGRAMME encourages recipients to experience the benefits of developing reports for their own use, by identifying the main area(s) where the project team wants to focus their evaluation efforts to gain a deeper understanding of the project implementation for the benefit of the project team and the organization as a whole.

FIRE PROGRAMME requires two types of reports -financial and technical- to be submitted to the FIRE secretariat:

- **Progress report:** Internal document (not for public distribution) focusing on processes and operational issues, providing context for project implementation and revised timeframes. Progress reports should be short, concise (maximum 20 pages long excluding guidelines, project factsheet information and content table). Findings documented as part of the progress report, as part of the progress reports will be used by the FIRE secretariat to promote the supported project. Only selected content from the technical report will be used for promotion purposes. Recipients are encouraged to define the ways they want to use the reports for their own benefits. Progress reports are reviewed and approved by the FIRE Steering Committee to be able to process disbursements as per the signed contract. No disbursements will be processed until progress reports are submitted,

reviewed and approved.

- **Final report:** Document for public distribution. The final reporting is an opportunity to synthesize and assess the activities conducted as part of the grant, while reflecting on the project's management, limitations, and achievements during the project lifecycle. It should include a review of the findings included in the progress report. Short, concise (maximum 30 pages long excluding guidelines, project factsheet information and content table). Findings documented as part of the final report, as part of the progress reports will be used by the FIRE secretariat to promote the supported project. Final technical reports will be edited by AFRINIC Communications Unit to be made available for the general public for download on the FIRE PROGRAMME website.

Reports must be submitted by email to fireprogram@afinic.net using the following **template**, as per the proposal originally approved for funding.

Please **do not modify the template** layout and use the structure provided to guide your reporting process. All the *Tips* colored boxes at the beginning of every section in the template will be removed by AFRINIC from your reports before public distribution.

Please use only *Heading 2 and below* for formatting your project report, so when you update the Table of contents all requested information is easily located through out the document. *Heading 1* has been used when designing this template, to define the sections requested by FIRE PROGRAMME.

FIRE PROGRAMME Grant Recipients are encouraged to share the progress of the project through fireprogram@afinic.net mailing list, where former and current recipients are subscribed.

FIRE PROGRAMME encourages project teams to document project activities using other forms of information sharing, such as blogs, wikis, collaborative tools, social media feeds, etc. The reports should include a brief description of the communications strategy implemented by the project team. Please share the links for additional documentation efforts conducted as part of your technical reports.

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Tips for effective reporting

Reports are a tool to learn from the project implementation, bring about change to beneficiaries and partnering organizations, share information, promote accountability and transparency. They provide evidence of the project development and implementation helping others to understand the rationale behind the project, the challenges faced, the processes and procedures involved, the solutions provided, the lessons learned, among other uses. Other donors, sponsors and investors used them as a tool to allocated new funding to organizations, award prizes, etc. so is in your best interest to produce good quality reports.

- Project leader should **inform all members of the project team** about the reporting requirements so everyone can effectively contribute.
- Discuss with your project team what is the **theory of change** behind your project. What do you want to achieve through the project activities? What do you want to learn through the project implementation? Who is going to use the findings?
- Discuss with your project team the **plans for future users and use of the findings** throughout the project lifecycle. The uses identified should support the theory of change that you have discussed with your project team. The discussion can feed into your organization's communication strategy. For example, if the findings users are policy makers and the use is related to policy work, which communication approach will work the best?
- Remind the reader of the context where the project planned to intervene. This **baseline information** will help the project team to identify the changes that can be attributed to the project intervention.
- **Document the project cycle and its activities.** It is recommended to keep a project diary about the activities conducted and all the financial records related to those activities on file, to be able to write a narrative of the project implementation.
- **Compare project records with the approved proposal** will allow you to track progress, keeping the project and its budget on track and making any necessary adjustments.
- Reflect on the lessons learned by the project team and identify the **key messages** that the project team would like to convey through the project reports, especially in the Overall Assessment section of the report.
- **Reports should be self-explanatory**, which mean that you should not exclude information, which has been already included in either the proposal, grant agreement or

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any previous report, as the reader probably might not have access to any additional documents.

- **Share templates created for your project.** Sometimes the most innovative aspects of a project reside in the processes and procedures used to implement the project activities. The templates your organization has created to collect data, analyze it, store it might hold the key of your project success.
- **Be creative and use online resources to share** the lessons learned through the project, document the project lifecycle and that best serve the key messages you want to convey. For example:
 - Provide online access to materials produced as part of the project for easy access;
 - Create online photo gallery for your project activities.
 - Keep attendance records to document an event and organize mailing lists to facilitate communication and encourage exchange of information.
 - Design surveys that fit your project activities. Write clear and direct questions to avoid misunderstandings in the collection of responses. Identify the key people that should participate in the survey as the source of information.
 - Capture interviews in short videos, structuring their script in a way that you can minimize the need for editing, to facilitate access and use.
 - Create info-graphics to explain your research findings (qualitative and/or quantitative).
 - Generate diagrams to explain the project timeline and how milestones have been achieved during the life of the project.

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Project factsheet information

Project title	An Electronic Platform for East African Universities to Enhance Training and Research in maternal health and gender.
Grant recipient	Uganda Christian University (UCU) Postal address PO Box 4 Mukono, Uganda EAST AFRICA Phone- +256 782 105445 fax+256 41 429 0800 Website www.ucu.ac.ug
Dates covered by this report	01-05-2013 - 31-05-2014
Report submission date	24-07-2014
Country where project was implemented	Uganda
Project leader name	Dr Jean Chamberlain jchamber@mcmaster.ca
Team members (list)	Dr Mary Ssonko maryssonko@yahoo.co.uk Dr Eve Nakabembe drevena@yahoo.co.uk
Partner organizations	Save the Mothers
Total budget	\$10,000 USD

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approved

Project summary

In 200 words, please describe your project.

Enhancing an electronic information gathering and sharing platform for training and research in maternal health/gender for East African universities is a unique and first of its kind electronic resource to promote maternal and gender health education/mobilization amongst East African influential leadership. The project enhances the already established resource (initially sponsored by the Association of African University's Mobilizing Regional Capacity Initiative) by supporting a part-time individual to promote and expanding the impact of this important resource. The project is managed by the Save the Mothers program which is an academic program at the Uganda Christian University.

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Project Summary

Tips: *It is recommended to **complete this section once you have finalized the text of the report**. It will be easier to go back through to build the summary based on the highlights of the report the project team just put together.*

*The Project Summary can be up to **one page long**.*

It should include a brief justification; an outline of the project objectives to be achieved; the project real timeline and the main activities conducted.

The abstract of the project written when FIRE PROGRAMME initially approved the project and the objectives listed in the Grants Agreement signed by AFRINIC and your organization should be useful inputs when preparing this section of the report.

Please write the project summary here...

Brief Justification:

In East Africa, mothers continue to die from largely preventable causes of maternal death with at least 32,000 dying each year. Centres of Higher Education can be vital in providing leadership to ensure significant and sustainable change for maternal health through research, training of skilled attendants, advocates for safe motherhood and policy development. The contribution of East African Universities to the attainment of Millennium Development Goal Five (improvement of maternal health) requires further investment and coordination especially using modern electronic and social media technologies.

Main Objective:

To foster and enhance an electronic information gathering and sharing platform for training and research in maternal health (Millennium Development Goal-5) and gender in East African universities

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Specific Objectives:

- 1. Increase dialogue among university faculty regarding the need for universities to engage in maternal health care training and research**
- 2. Provide forum for best practices for maternal health care curriculum/teaching materials to be shared**
- 3. Seek ongoing financial support for this electronic advocacy tool for safe motherhood**

Timeline:

May 2013 - April 2014

Activities:

- 1) Dedicated personnel have been contracted and mobilized to generate user-friendly electronic means of contact with university audiences. These included a technical person and a mobilizer.**
- 2) Use of social media: a Facebook group account was formed and currently runs with over 450 members. The average age is between 18 and 24 years of age. Messages are posted on it and members comment, like and share. The visits also known as "Reach of our posts", depending on the formation of the message and the creativity, has ranged between 20-60 per day. Some particular posts have attracted over 1200 visits in a period of two months. Besides posts, there are also questions and polls that peoples members are engaged in. Over 15 questionnaires in the form of polls have been posted since the opening of the group with an average of 14 people responding to the polls/questions asked.**

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3) Optimization of MDG-5 website: The Website domain name (relating to MDG-5 and its related research) was changed to www.mdg-5.com to ease the access of those that want to access it. The layout and appeal of the website was revamped to appeal more to E. African university youth and leaders. Links from the website are also posted on the Facebook group page so that Facebook followers can be led to more information (research and potential MDG-5 related curriculum) which is contained on the website.

Background and Justification

*Tips: The reader should be reminded of the **context** your organization is working, and where the project has been developed in.*

*This section provides a window to **understand the challenges** faced by the community you are working with.*

*Include a detailed description about the situation **before the project start**, describing any relevant aspects that make the project relevant in such a particular scenario.*

The reader should be provided with a clear description about the problem(s) to be addressed through this project and the motivation from your organization and team members to get involved and offer a solution.

Please write about the project background and justification here...

In Sub-Saharan Africa, mothers continue to die from largely preventable causes of maternal death with at least 32,000 dying each year. An African woman faces a 1 in 15 lifetime risk of dying from pregnancy complications. For every one woman who dies, there are another 30 who suffer permanent disabilities as a result of pregnancy. The promotion of women's rights and education along with a trans-disciplinary approach to safe motherhood, play an important role in realizing sustainable and real improvement in the lives of thousands of mothers and their dependent children. Centres of Higher Education can be vital in providing leadership to ensure significant and sustainable

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change for maternal health through research, training of skilled attendants, advocates for safe motherhood and policy development. The contribution of East African Universities to the attainment of Millennium Development Goal Five (improvement of maternal health) requires further investment and coordination!

Maternal mortality is high in East Africa with maternal mortality ratios that range from 550-1300 maternal deaths/100,000 live births (Hill, 2007). Universities and institutions of higher education have a social and ethical responsibility to contribute to the reduction of maternal mortality both for the future and benefit of its own constituents as well as the country as a whole. The health of mothers is critical in the health of the nation which ultimately leads to economic and social development.

Poor maternal health is one of the very vulnerabilities that women are exposed to Universities can be an important driver to explore solutions as well as refine and educate future leaders for safe motherhood and the important development that healthy mothers contribute to society. Uganda and Kenya were chosen as representative countries of East Africa, recognizing some national differences between other East African countries but being limited by financial resources to adequately evaluate all five countries (Kenya, Uganda, Tanzania, Rwanda, Burundi).

This project will provide for the ongoing promotion of an electronic information gathering and sharing platform on maternal health among East African universities and maternal key stakeholders. A baseline survey of University programs, curricula and resources related to safe motherhood was carried out under the auspices of the Mobilizing Regional Capacity Initiative (sponsored by Department for International Development) and the Association of African Universities (AAU). As part of the policy recommendations from this baseline research, a platform was developed as a result of this research and international multi-university initiative. Now in place, this established platform will be able to contribute to the capacity of Universities to share resources and information to promote safe motherhood within the curricula, research initiatives and social outreaches which are part of all East African Universities.

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Project objectives

Tips: Please include here the **original objectives** as listed on the Grant Agreement.

If any objectives were modified, added or removed during the reported period this should be explained/justified.

Please write the project objectives here...

MAIN OBJECTIVE:

To foster and enhance an electronic information gathering and sharing platform for training and research in maternal health (Millennium Development Goal-5) and gender in East African universities

Specific Objectives:

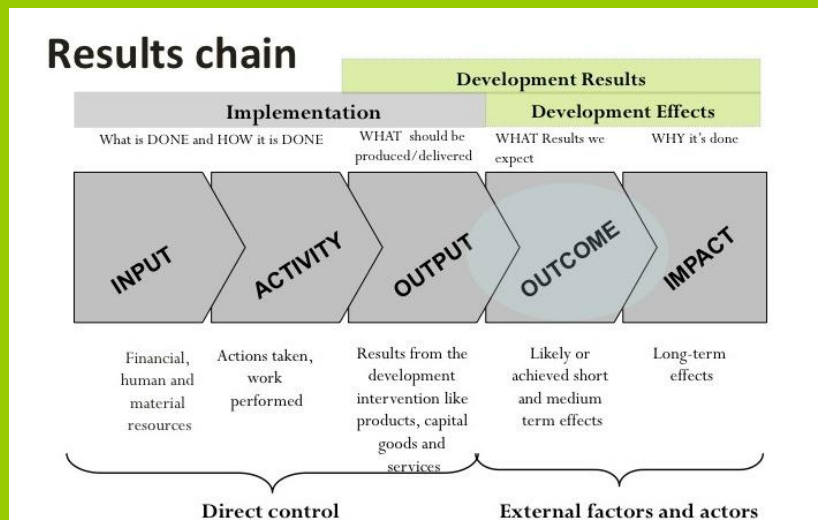
1. Increase dialogue among university faculty regarding the need for universities to engage in maternal health care training and research
2. Provide forum for best practices for maternal health care curriculum/teaching materials to be shared
3. Seek ongoing financial support for this electronic advocacy tool for safe motherhood

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Project implementation: understanding the chain that leads to results

Tips: *This is the most important section of the report. Here, the reader will **understand the processes and operational issues** of your project and how they contribute to the achievement of the objectives and the theory of change behind the project implementation.*

*Is possible that the project team's understanding of the development problems to be addressed with this project will have evolved or **changed** from those described when the project was originally submitted and approved. If that is the case, please share what motivated the change and what course of action has the project team identified.*



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Results chain diagram provided by In Develop

Please use the table below to report about project implementation...

Input	Project activities	Outputs	Outcomes	Timeline	Status	Assessment
1. Financial support from FIRE	-personnel contracted for a) website management b) mobilization	-monies received by UCU from FIRE and documented	-personnel supported and committed	Nov 2013	received	Financial contribution of \$10,000 on UCU financial books
2. Personnel (co-team leader)	-Participated in FIRE workshop Lusaka	a) Presentation of electronic platform to all participants b) increased training in M and E, reporting	a) participants from all over Africa learn about electronic platform	June 18, 2013	Complete	Minutes of meeting circulated

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3. Personnel contracted	-formalized contracts (signed by team leader and UCU)	- contracts signed and available	Commitment of personnel to activities	May 2013	May 2013-Apr 2014	-Financial obligation (by UCU) fulfilled -Personnel fulfilled roles and responsibilities
4. Team players	a. regular team meetings (face to face, electronic, telephone)	a. assignment of tasks b. accountability c. sharpening strategies d. reviewing results and feedback	a. good coordination of activities b. reconfigure website focus (to increase appeal to university students/faculty) c. increased ideas of how to expand impact eg. other audiences to approach re website/facebook	May 2013 to Apr 2014 (biweekly meetings then monthly)	May 2013 - Apr 2014 (post project -- still involved)	Identified need to increase appeal of website (more attractive photos on website-- better than initially less youth friendly/ attractive photos used)

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<p>5. Website for MDG-5</p>	<p>a. Previous MRCI website revamped</p> <p>b. new photos obtained and new layout</p> <p>c. site changed to increase link to MDG name</p> <p>http://www.mdg-5.org/</p> <p>4. invitation for more articles to be posted to website</p>	<p>-New 'face' on the website with more appeal to university audiences</p> <p>-invitations to various researchers to post their work in website</p>	<p>-Increased appeal to university audiences</p> <p>-new research works soon to be posted</p>	<p>Sept 2013 - Apr 2014</p>	<p>-feedback obtained from users and changes implemented</p> <p>-research posted (with opportunity for more to be posted)</p> <p>-space on site for curriculum to be posted (waiting for appropriate curriculum to be offered -- ?may need to be generated)</p>	<p>-Website more appealing for younger people</p> <p>-Website now linked in name to MDG5 (maternal mortality) increasing google search finds on this site</p> <p>-few syllabi in maternal mortality available to share-- concerns also re intellectual rights</p>
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<p>6. Facebook (FB) for MDG-5</p>	<p>-Facebook (FB) page started https://www.facebook.com/groups/MRCIMDG5/ -invitations to join sent to strategic university audiences in East Africa eg. social scientists, public health, education</p>	<p>-Strategic members joined (450 to date -- increasing daily) -Range of posts: 20-60 per day. with some particular posts have attracting over 1200 visits in a period of two months -15 questionnaires included</p>	<p>-Members become aware and engaged on various issues of maternal health and rights -Variety of topics covered including access to care, multidisciplinary approach to MDG-5, obstetric fistula</p>	<p>July 31 to Apr 30, 2014 (and available post project)</p>	<p>Ongoing (available post project)</p>	<p>-Regular updates to facebook by mobilizer -mobilizer is now full time staff with safe motherhood initiative (STM) so ongoing input into site -challenge to always know geographical distribution of FB users as not trackable -hard to measure impact of knowledge gained through FB conversations</p>
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<p>7. Utilization of other social media (twitter etc)</p>	<p>Disqus set up on website -twitter account not set</p>	<p>Disqus capacity available for discussions</p>	<p>Increased discussion using these media</p>	<p>May 2013 to ongoing (post project)</p>	<p>Ongoing (post project)</p>	<p>User awareness of Disqus not yet optimized so users prefer FB -twitter media limits thorough discussion and may not be appropriate for more meaningful engagement- -will continue to review this over time</p>
<p>8. Personal invitations to university faculty</p>	<p>Invitations via email and in person sent to diverse faculty and universities in East Africa</p>	<p>Invitations received</p>	<p>Little response to email invitations</p>	<p>September 2013 and January 2014</p>	<p>Ongoing periodically</p>	<p>-Need to be able to capture attention of busy academics in East Africa-- if they are unfamiliar with the initiative, they don't seem to respond to invitation -students</p>

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						<p>seem to be bigger users of social media than faculty but there is recognition that the initiative must also impact faculty decisions re curriculum</p>
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Narrative - project implementation

Please write a narrative description about the project implementation, starting from the problem statement you develop on your approved proposal. Please use this section of the report to provide context to the work conducted. For example:

PROBLEM: In East Africa, mothers continue to die from largely preventable causes of maternal death with at least 32,000 dying each year. For every one woman who dies, there are another 30 who suffer permanent disabilities as a result of pregnancy. Centres of Higher Education can be vital in providing leadership to ensure significant and sustainable change for maternal health through research, training of skilled attendants, advocates for safe motherhood and policy development. The contribution of East African Universities to the attainment of Millennium Development Goal Five (improvement of maternal

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health) requires further investment and coordination!

PROJECT: The project provided for the ongoing promotion of an electronic information gathering and sharing platform on maternal health among East African universities and maternal key stakeholders.

1. The project's objectives were enhanced by strengthening the partnership between various university leaders and organizations. Save the Mothers at the Uganda Christian University (UCU) gave leadership to this initiative within UCU but engaged other faculties within the university to participate (eg. social sciences). Other university leaders and researchers in East Africa contributed to the facebook conversations and were encouraged to continue to contribute to the website postings. Members of the facebook were from all over East Africa (including Uganda, Kenya, Rwanda, Tanzania) as well as from other parts of Africa (Nigeria) and around the world (UK, US, Canada).
2. Beneficiaries were involved through postings (both writing and reading) on facebook as well as engagement with the website where other resources are available. More contacts of different stake holders were generated and invited to the platform so that they could participate in all that takes place online. Students, Graduates of different programs and members of different Universities both Staff and students were invited to join the platform.
3. The one generation gap that seemed to be significant in this program is the use of social media by senior lecturers and faculty within East African universities. The majority of the FB members were younger people. We appealed to faculty members using emails as noticed being the most commonly used by these individuals but the response rate to these invitations was poor. Inevitably, that 'human' connection is lost with an email

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transmission. In our modern world, people are bombarded with communications and so it was challenging to gain their attention in a meaningful way especially to a message that can sometimes be foreign or appear unrelated to their field of work or interest.

4. Adjustments that have been required include:

a) Restructuring the website so that it is more appealing to youth. The previous design was more focused on the needs of poor mothers and their babies. Instead, we needed to attract the youth to this page through more appealing photos and layout. So the site was revamped as is seen in attached change (APPENDIX ONE)

b) Encouraging discussions: through progressive evaluation, we found that Facebook (FB) was the method most preferred by our targeted audience. Disqus and other means of discussion did not seem to be so popular and easy to use by our audience. In addition, snappy social media such as twitter were difficult to use as they don't allow in-depth discussion but rather quick news flashes. Improving maternal health required more than 200 characters.

c) Engaging participants: the purpose of this initiative was to try to engage university audiences (including faculty who teach and generate course content) about safe motherhood (MDG-5). Since these audiences were not previously engaged, it was difficult to stimulate conversation about the issue. As a project, we were on a learning curve to know how to do this more effectively. Carrying out surveys on FB regarding questions of safe motherhood was one way that has seems to generate more interest.

d) Lack of course curriculum and syllabi and research (in EAST AFRICA) on safe motherhood: this lack of content made it challenging to adequately fill the www.MDG-5.org website with relevant and useful information for East

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African universities. More is available than is currently posted but it was challenging to discover where it was and at times, to have the academics share it in an open forum (due to issues of intellectual property--especially if it isn't previously published)

Communication and dissemination efforts

Tips: *Take into account that the reader of your report has not been involved in project implementation, so readers do not have any further knowledge besides the information you are providing here.*

This section of the report will allow you document the communication and dissemination efforts that the project team has conducted, which might be part of a specific communication strategy design as part of the project, or in place for the organization as a whole. When possible, please provide information about strategies in place and the rationale behind them.

Outputs are immediate, visible, concrete developmental change that is the tangible consequence of project activities, under direct control of the project team.

Example of possible outputs to report are:

- *New products and Services (software, online platforms, applications);*
- *Information sharing and dissemination (publications, conferences, multimedia, social media);*
- *Knowledge creation (new knowledge embodied in forms other than publications or reports, such as new technologies, new methodologies, new curricula, new policies);*
- *Training (short-term training, internships or fellowships, training seminars and workshops) and*
- *Research Capacity (research skills; research management capacity and capacity to link research to utilization of research results).*

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Please use the table below to report about project dissemination...

Project outputs	Status	Assessment	Dissemination efforts
1. Financial support received by UCU from FIRE	- complete	-documentation completed by UCU	-feedback to FIRE
2. Participation in FIRE workshop	- complete	-presentation about electronic platform was well received	-final presentation submitted to FIRE
3. Signed contracts for project personnel	- complete	-commitments being fulfilled	-copies submitted to UCU, STM and personnel
4. Tasks assigned, strategies sharpened with feedback and accountability	- complete	-regular meetings to review progress and recommend changes	-meetings of minutes circulated as appropriate

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5. Restructuring of website for more appeal	- complete though will require ongoing work post project	-more appealing to youth and university audiences with change in address	-posted on website
6. Invitation to academics to post research and curricula	- complete but needs to be ongoing post project	-slow progress	-electronic appeals and snail mail appeals
7. Facebook page generated with members invited	- complete but needs to be ongoing post project	-450 members to date from all over world but especially E Africa	-electronic appeals ongoing
8. Utilization of other social media	- complete but needs to be ongoing post project	-not readily taken up	- monitor facebook and website for interest as expressed by users

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Indicators

Tips: Indicators help to **measure project's progress**.

Indicators help the objectives that were set by the project team to be affordable, tangible, and measurable.

They help to verify the success and rewrite the course in case we are not achieving it.

An indicator could be quantitative (percentage, amount) or qualitative (perception, opinion).

The FIRE PROGRAMME secretariat suggests the SMART approach to indicators:

- S** **Specific**
- M** **Measurable**
- A** **Achievable (acceptable, applicable, appropriate, attainable or agreed upon)**
- R** **Relevant (reliable, realistic)**
- T** **Time-bound**

Please use the table below to share your project indicators...

Baseline	Indicators	Progress	Assessment	Course of action
Internet presence promoting MDG5 in EA universities	Website available	Website available and improved	-Website more appealing to potential users -activities recognized by UCU (included as part of UCU's strategic plan	Final report submitted to FIRE Ongoing assessment and feedback to improve website

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			for research)	
No Facebook presence	Facebook group created FB members join FB members interact	Group created and ongoing 450 members joined FB members interacting	FB group well established but needs ongoing input and promotion post project	Post project: Continue to advertise FB through various electronic means and encouraging current members to ask others to join
No non-FB social media presence	-other non-FB social media options are functioning eg. LinkedIn, twitter	-exploratory only as seems to be very little interest	-little interest in target population (prefer FB)	-will continue to monitor and expand into these options if there is a demand
Little Information about research and curriculum shared on website	# of postings of research or curriculum for MDG-5 posted on website	Baseline = 7 postings with no increase	Poor progress but still early in project as most focus has been on FB	Need to encourage more postings to website in order to disseminate information
Inadequate funding for sustainable electronic platform for MDG-5	Amount of funding available	10,000 US\$ from FIRE Award	Utilizing funding according to agreement -need other sources	Seek other sources of funding with results from this project as evidence

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				<p>-We have informally approached National Council of Higher Education (NCHE) in Ug about formalizing this curriculum focus in the future--interest has been generated and we'll follow up</p> <p>-NCHE (Ug)is important 'standard' setter for all ugandan centres for higher education -- potential to reach other NCHE in E Africa</p>
--	--	--	--	--

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Lessons learned and use of report findings

Tips: *Lessons can be learned from many aspects of project implementation, covering a wide variety of aspects such as technical, social, cultural and economical. Taking the rationale behind the project and its objectives can serve as a framework to draw your conclusions. Lessons can be identified by project partners, beneficiaries and general staff from the organization.*

A project diary and other activity records can serve as a tool to reflect during project team meetings and immediately after project activities are conducted.

What are the 2 more relevant things do the project team wants to learn about or evaluate through the lifecycle of this project?

Who will be the user of these findings?

Please write about the lessons learned during the project lifecycle here...

TWO LESSONS LEARNED:

1) Social media is an important and powerful tool to reach university audiences but due to the large amounts of IT options and messages being targeted to these individuals, it is challenging to grasp their attention about an issue that can sometimes seem unrelated to them (ie. maternal mortality and morbidity). We must learn how to effectively catch their attention in a meaningful way. It seems that using polls as part of the facebook page is a good way to engage participants. Simply posting an article is not always sufficient. University audiences appreciate being

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more personally engaged and giving their opinion. This seems in line with the nature and environment of most modern universities.

2) Quantifying and measuring impact from education and initiatives gained through the social media is not easily measured. It requires MORE than traditional outputs and outcomes. A whole new set of indicators/outputs and outcomes (with the research and models to support them) is required.

Project management and sustainability

***Tips:** Please comment on the general project administration, staffing, procurement, etc. specially those aspects contributing to the fulfillment of the project objectives as well as those that have delayed project implementation. Have you done anything different to provide administrative support for this project besides your “business as usual” processes and procedures? Has the project inspired change inside your organization?*

Sustainability is to be examined not only in terms of staff retention and financial stability of the organization supporting the project but about the communities’ appropriation of benefits perceived from project implementation. The FIRE PROGRAMME Secretariat is very interested to learn if this project has generated opportunities for future development (new funding from partnerships, sponsorships, investment or other funding mechanisms), please provide details.

Please explain if the FIRE PROGRAMME grant has helped to consolidate your organization and how. If any of the project activities will continue after the end of the FIRE PROGRAMME grant, please describe how your organization is planning to support future developments.

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Please write about project's management and sustainability here...

The project's management and sustainability was enhanced by the fact that it was based within a university in East Africa that would continue to function past the duration of this one year project. It was also supported by a NGO (Save the Mothers) that operates within the university-- a NGO whose primary objective is to improve maternal health (MDG-5). The leadership of this project were full time faculty at the university (Uganda Christian University). They were building global interest in the urgency of improving maternal health around the world so it was anticipated that this initiative could get ongoing funding to help it sustain its current and future activities.

Impact

Tips: *This section should be completed ONLY for the final report.*

Impact refers to the influence the project may had on the way people does things through the use or adoption of the project outputs; changes in the context the project was implemented; changes in the community the project has been working with; and/or changes inside the organizations that have participated in the implementation or the relationships established through the project's implementation.

Impact is often impossible to measure in the short term and is rarely attributable to a single activity.

Project team is encouraged to discuss the questions provided below to guide the reflection about impact:

- *Have you identify any impact your project had in social, economic, cultural and/or political aspects?*
- *Have you consider the magnitude of these impacts and how to measure*

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them?

- *Can you describe the relationship between the costs and benefits of your project implementation?*
- *Indicate what capacity-building impact the project may have had on institutional reinforcement and sustainability of the supported organisation (new equipment, training, improved administrative skills, lessons learned); Increased research or administrative skills of the team involved; and any particular contribution to capacity building of women or marginalized social groups.*
- *Special attention should be paid to the expected or unexpected impact on marginalized social groups.*

Please write about the project's impact here...

a) Impact of project on social, economic, cultural and/or political aspects with magnitude of measurement

Maternal mortality (death) and morbidity (illness) is a major cause of poor health and economic loss in East Africa. Mothers who die or who are in poor health as a result of poor maternal care, can no longer be productive citizens and often have children who become either orphans or lack access to quality education and economic advantages. This project targeted future leaders in East Africa through providing enhanced electronic information gathering so that these African university students would be able to share and discuss how to improve maternal health in their own sphere of influence. This electronic platform encouraged participants to share experiences for the promotion of maternal health and gender issues in East African Universities. It was also a platform to disseminate research related to maternal health. As is true for many educational initiatives, it is difficult to exactly measure the impact of the initiative on the educational experience of political and social leaders who are currently studying in East African universities. But it would be reasonable to conclude that this very inexpensive initiative has been an important tool in helping to change

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(and will continue to change) the educational priorities and content of University education in East Africa. These leaders will be those who decide how monies are spent in the future for safe motherhood in East Africa.

b) Relationship between the costs and benefits of project implementation

This initiative was a very cost effective way to reach large numbers of university students and faculty. Most people associated with a modern East African university, have access to the internet. The website continue to function well past the duration of the project. In previous years, when a project had been scheduled to finish, the monies stopped flowing and immediately, it all crashed. The strength of this proposal is for the website to continue to stimulate change. As time moves forward, we will continue to search for East African sponsorship for the ongoing improvement and hosting of the website/facebook.

The project created a platform for people to share what was happening and affecting Mothers in the communities on the site and Facebook. Through sharing what was running in local papers, media and on other sites on the web.

c) Capacity Building (project coordinator, researchers, students)

There was an increase in the capacity of the project coordinator to upload and engage the participants in online discussions, updating the website and professional communication of maternal health information. This capacity will continue to be nurtured as the coordinator has been hired to work full time with the University in the area of safe motherhood. He will be able to teach others these skills and share lessons learnt.

A reasonable number of young researchers and participants have gradually been interested and more educated in the area of maternal health issues. As one follows their electronic posts which they post on their personal accounts, one sees the increased capacity to discuss and understand key maternal/child health issues. This is also reflected in the level of discussions on the MRCI group and page. The numbers of clicks and visits on the website have been improving daily .

The project has also increased dialogue among University Faculty regarding the need for

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universities to engage in maternal health care training and research, as a result, faculties in some universities (Uganda and Kenya) have already appreciated and incorporated maternal health in their curriculum using the little info and guide they could access while others promising to address the issues in their next curriculum reviews.

More students and faculty (about 640) across East Africa and other parts of the world have picked interest in doing research about maternal health problems with the attitude that they can contribute to the solving of this problem.

d) Special attention should be paid to the expected or unexpected impact on marginalized social groups

Many myths and stereotypes exist among the targeted group regarding gender and maternal health. Online discussions created a forum where these stereotypes, especially around issues of gender (which then lead to prejudice or marginalization of women) could be addressed and discussed. For example, participants often expressed the perception that they thought gender issues affect only women who are poorly educated but have little relevancy to women with higher education. This is not true--education does not completely protect women from gender discrimination or of inadequate/unsafe treatment during pregnancy. The forum was an opportunity for participants to consider the widespread impact of gender inequality. It is not just a poor women's issue.

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Overall Assessment

This section of the report is extremely valuable for the FIRE PROGRAMME secretariat as it provides evidence about the role and relevance of FIRE PROGRAMME contributions in Africa.

Tips: Briefly provide **your own views** on the value and importance of the project relative to the proposed innovation, investment of time, effort and funding involved. Include the strengths and weaknesses of the project and the steps taken to strengthen the credibility and reliability. This is your opportunity to conduct a **team reflection about the value of the project for the organization**. The following questions might help you to prepare a substantive overall assessment.

- *To what extent the project meet its objectives?*
- *What were the most important findings and outputs of the project? What will be done with them?*
- *What contribution to development did the project make?*
- *Were certain aspects of project design, management and implementation particularly important to the degree of success of the project?*
- *To what extent the project help build up the research capacity of your institution or of the individuals involved?*
- *What lessons can be derived that would be useful in improving future performance?*

Please write the project's overall assessment here...

The project met its overall objective of fostering and enhancing an electronic information gathering and sharing platform for training and research in maternal health (MDG-5) and gender in East African universities. Prior to the project, there was no electronic platform.

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Two important findings were:

1) Social media is an important and powerful tool to reach university audiences but due to the large amounts of IT options and messages being targeted to these individuals, it is challenging to grasp their attention about an issue that can sometimes seem unrelated to them (ie. maternal mortality and morbidity). Internet users have less interest in academic discussion compared to social discussions. For many of the users, this electronic platform became an eye opener for them. Generating and maintaining their interest was challenging.

2) Quantifying and measuring impact from education and initiatives gained through the social media is not easily measured. Our traditional measurement approaches are not applicable to being able to effectively quantify the impact.

The most important output was the website for promoting maternal health research and education in addition to the forum generated through the related facebook page (where over 450 members have now subscribed and currently interact/post and contribute to opinion polls about maternal health in East Africa).

These important outputs will contribute to development by playing a part in ensuring that future East African leaders are more educated and advocating for maternal health within their own spheres of influence.

The project design utilized the strengths of team members and developed capacity in new members. These new members have become part of the permanent educational team at the Uganda Christian University. They will be able to carry on the work after the FIRE grant award has been completed. This is true sustainability. The team was also composed of multidisciplinary professionals which also emphasized the important cross-cutting approach of the project ie. reaching professionals from all disciplines and not simply medical.

Other important lessons learnt include the need to engage internet users with opportunities to interact and contribute. A static website will do little to motivate recurrent visitors. There needs to be a purpose in the participants REVISITING the educational site or discussion (eg. via facebook especially using opinion polls). In addition, it is also relevant that many East African University faculty members have not yet become regular users of some newer social

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media. There needs to be a more permanent and effective way of garnering their interest and participation in these kinds of more modern and interactive electronic fora and social media. This would have helped the performance of the initiative to be effective in garnering more research posts and possibly curriculum development/sharing amongst East African faculty users (and ultimately students).

The project was a source of information on maternal health and a platform for discussion. It was and continues to be a source of knowledge for both academic and non-academic audiences. It has sensitized and created general awareness in some individuals about MDGs and in particular those who had never linked the MDGS to a particular category of people in a specific field (eg. making the link that politicians impact maternal health through their policies and promotion of certain programs).

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Recommendations

Tips: *Include any recommendations in this section that you and your project team, the organizations supporting the project and the community you worked with, would like to make to other practitioners or researchers on the field facing similar problems or implementing similar solutions.*

Please take a minute to share recommendations with the FIRE PROGRAMME Secretariat that might help to improve the support provided.

The following are our recommendations:

- 1) Continue to support electronic and internet resources (on-line) for university and post-secondary institutions which promote both sharing of information (curriculum and research) and engagement (eg advocacy etc) in issues relating to maternal/child health (MDG-5 and 4 with subsequent 'post MDG goals')
- 2) Allow for more time for the on-line project to reach its potential and then be accurately quantified. This is especially true as one wants to observe the impact that students/faculty can have on improving maternal health in their own environments.
- 3) Continue to improve and generate creative messages about gender and maternal health which are not so purely medical nor academic in order that students/faculty may not only be able to comprehend the issues themselves but interpret and be able to discuss with audiences outside of the university.
- 4) This project should partner with other organizations like the Councils for Higher education to help them improve the participation of institutions of higher learning in the teaching and promotion of maternal health issues

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Bibliography

Tips: *Include complete bibliographic references to all sources (printed, on-line, quotes, etc) used to prepare the different sections of this report. The APA style guide offers examples about how to reference a variety of sources. <http://www.apastyle.org/learn/quick-guide-on-references.aspx> (as accessed on 3/7/2013).*

Please write the project's bibliography here...

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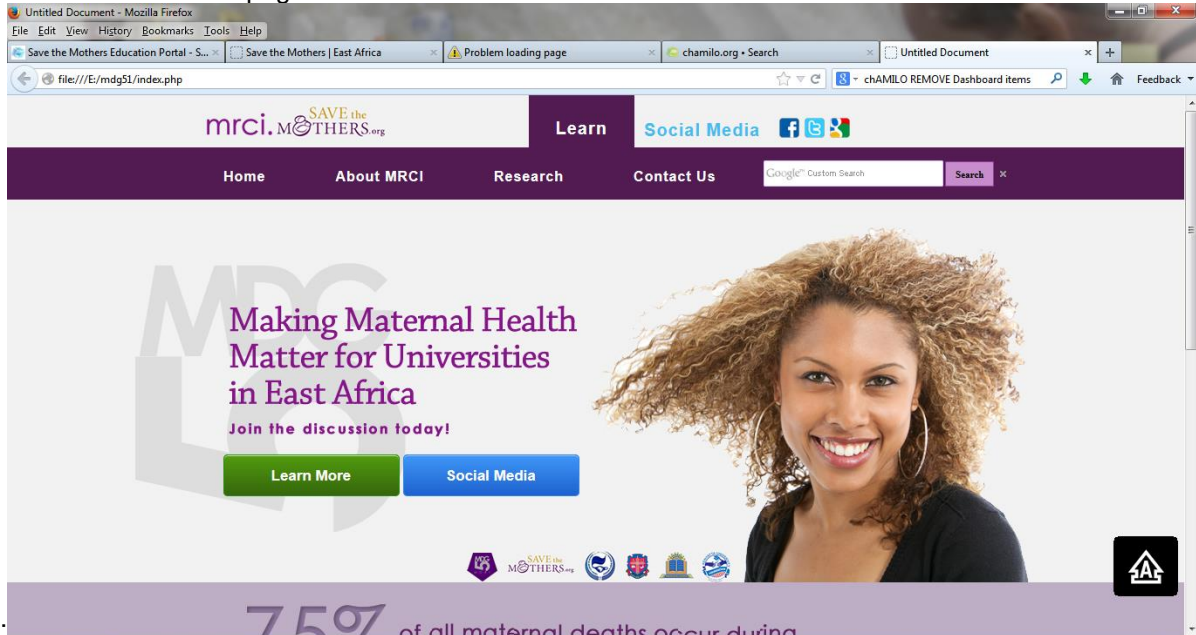
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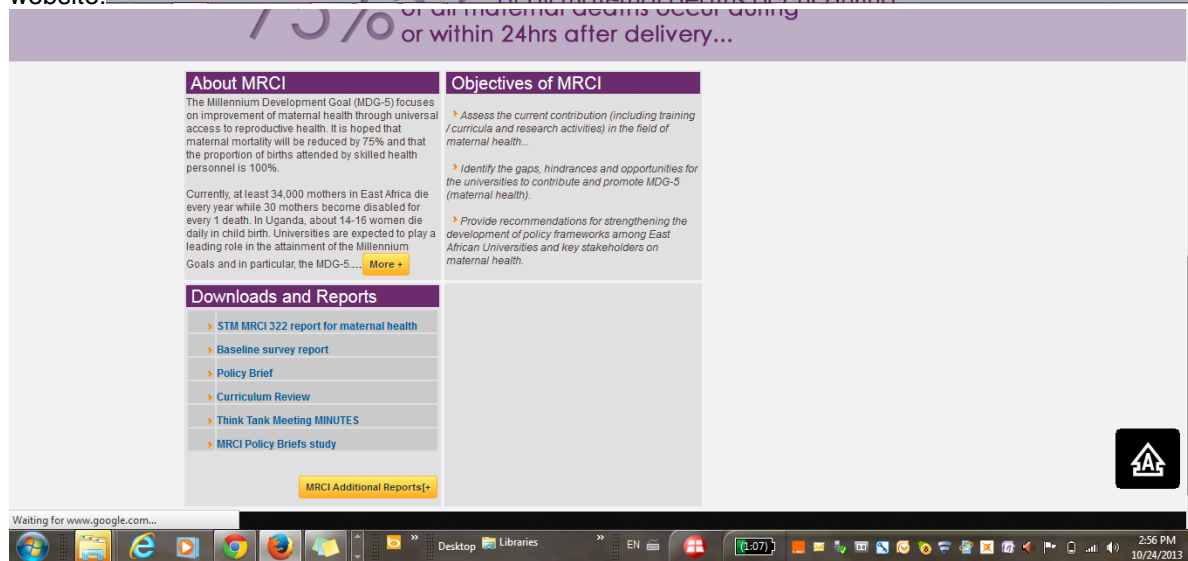
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APPENDIX ONE:

The attractive MDG-5 homepage



website:



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Previous LOOK to the MDG-5 homepage (MRCI--Mobilizing Regional Capacity Initiative website--originally funded by Association of African Universities). The FIRE Award allowed us to revamp the website look for a more appealing image to University audiences.



ASSOCIATION OF AFRICAN UNIVERSITIES / MRCI SAVE the MOTHERS.org

Making Maternal Health Matter for Universities in East Africa

Home Who we are What we do Discuss Research Methodology Take the Survey Research Findings Contact Us

3/4

Three quarters of all maternal deaths occur during or within 24 hrs after delivery...

GET

The Millennium Development Goal (MDG-5) focuses on improvement of maternal health through universal access to reproductive health. It is hoped that maternal mortality will be reduced by 75% and that the proportion of births attended by skilled health personnel is 100%. Currently, at least 34,000 mothers in East Africa die every year while 30 mothers become disabled for every 1 death. In Uganda, about 14-16 women die daily in child birth. Universities are expected to play a leading role in the attainment of the Millennium Goals and in particular, the MDG-5. The contribution of universities is expected to be in areas of training

Objectives of MRCI

- Assess the current contribution (including training/curricula and research activities) in the field of maternal health...
- Identify the gaps, hindrances and opportunities for the universities to contribute and promote MDG-5 (maternal health).
- Provide recommendations for strengthening

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what can
universities do?

MRCI

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Join the Discussion TODAY!

- Join the Debate on our social media pages
- Invite your friends to like and follow us
- Send us relevant Articles, Papers & Dissertations to our email so that we can post them
- Donate to our Cause to save mothers
- Visit our Safe Mother Friendly Hospitals to find out what is being done

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Save the Mothers is a programme at Uganda Christian University