

A REPORT OF THE APPLIED RESEARCH SKILLS AND REPORT WRITING TRAINING

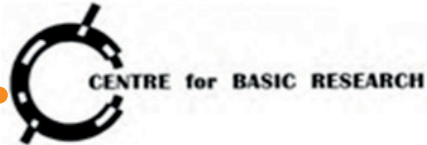
 **STRONGMINDS UGANDA
PROGRAMME STAFF**



Prepared by:

CENTRE FOR BASIC RESEARCH (CBR), KAMPALA

AUGUST 2022



STRONGMINDS MENTAL
HEALTH
AFRICA

Prepared by:
CENTRE FOR BASIC RESEARCH (CBR), KAMPALA
August 30, 2022

TABLE *of* CONTENTS

SECTION ONE	5
1 BACKGROUND	5
1.1 Brief about StrongMinds Uganda (SMU).....	5
1.2 The Applied Research Skills and Report Writing training programme	6
1.3 Training Programme Components and Modules	9
1.4 Harmonization of Expectations between Participants and Facilitators	10
SECTION TWO	12
2 DESIGNING RESEARCH AND DEVELOPMENT PROJECTS	12
2.1 Context Analysis in Research and Development Projects	12
2.2 Formulating a Research Problem	14
2.3 Formulating Research and Development Project Objectives.....	15
2.4 Essentials of a Literature Review	15
2.5 Writing Research and Development Project Proposals	16
SECTION THREE	19
3 IMPLEMENTING RESEARCH FOR DEVELOPMENT PROJECTS	19
3.1 Sampling Techniques	19
3.2 Design of Research Tools and Instruments.....	20
3.3 Quantitative Data Collection, Data Management and Analysis.....	20
3.4 Qualitative Data Collection, Data Management and Data Analysis.....	21
SECTION FOUR	23
4 WRITING A RESEARCH REPORT FOR DEVELOPMENT PROJECTS	23
4.1 Report Formats and Audience Targeting.....	23
4.2 Report Writing Styles, Summaries and Conclusions	23
SECTION FIVE	25
5 MONITORING AND EVALUATION.....	25
5.1 Key Concepts used in Monitoring and Evaluation	25
5.2 Monitoring and Evaluation reporting.....	26
SECTION SIX	27
6 POLICY ADVOCACY AND ENGAGEMENT.....	27
6.1 Essentials of Policy Advocacy and Engagement	27
6.2 Stakeholder Analysis in Policy Engagement	27
SECTION SEVEN	29
7 RESEARCH UTILISATION AND DISSEMINATION	29
7.1 Research and Online Platforms	29
7.2 Research Packaging for Dissemination and Engagement.....	30
SECTION EIGHT	31
8 TRAINING EVALUATION BY STRONGMINDS UGANDA STAFF	31
8.1 Participants' Feedback on the Training Sessions	31
8.2 Key Takeaways and Recommendations from the SMU Training	36
SECTION NINE	37
Concluding Remarks	37
SECTION TEN	39
Appendix I: StrongMinds Uganda Training Participants	40
Appendix II: Centre for Basic Research Training Facilitators	40
Appendix III: StrongMinds Uganda Training Program.....	40
Appendix IV: StrongMinds Uganda Training Programme Course Components and Modules.....	44

LIST OF ABBREVIATIONS

CBR	Centre for Basic Research
DRC	Democratic Republic of Congo
HIV/AIDS	Hommono-Immune Virus/Acquired Immune Deficiency Syndrome
M&E	Monitoring and Evaluation
MEAL	Monitoring, Evaluation, Accountability and Learning
MoU	Memorandum of Understanding
NDPIII	National Development Plan III
PDM	Parish Development Model
SMART	Specific, Measurable, Achievable, Reliable & Time-bound
SMU	StrongMinds Uganda
SPSS	Statistical Package for The Social Sciences
SWOT	Strength Weaknesses Opportunities and Threats
WHO	World Health Organization

LIST OF FIGURES

Figure 1: CBR Executive Director, Dr. Frank Emmanuel Muhereza, while making opening remarks at the start of the SMU Training on Monday August 8, 2022.	7
Figure 2: SMU Training Participants on Monday August 8, 2022 (Day 1)	8
Figure 3: Mr. John Ssenkumba presenting on Qualitative data collection and analysis on Day 2, August 9, 2022	22
Figure 4: Dr. Frank Emmanuel Muhereza making a presentation on M&E at the Training on Day 3, August 10, 2022.....	25
Figure 5: Mr. Richard Ssewakiryanga presenting on Essentials of Policy Advocacy and Engagement on Day 4, August 11, 2022	28
Figure 6: Dr. Muhammad Kibuuka making a presentation on Research online platforms on Day 4, August 11, 2022	29
Figure 7: Ms. Rebecca Nabirabwa, one of the training participants giving her views on the training during an evaluation session on Day 5, August 12, 2022	35

SECTION ONE

1 BACKGROUND

1.1 Brief about StrongMinds Uganda (SMU)

This is a report of the training on Applied Research Skills and Report Writing for sixteen (16) programme staff of StrongMinds Uganda (SMU) which was undertaken by the Centre for Basic Research (CBR) between 8th and 12th August 2022. The training was conducted at the SMU head office located at Plot 32, Luthuli Rise, Bugolobi, Kampala.

StrongMinds is a social enterprise founded in early 2013 that provides life-changing mental health services to impoverished African women. In Uganda, one out of every four women suffers from depression. With a mission to improve the mental health of women in Africa, StrongMinds which focuses on treating women who suffer from this pervasive and debilitating mental illness using a proven therapeutic model, aims to treat and improve the lives of two hundred and fifty thousand African women suffering from depression by 2025. This is in order to enable these women and their families to lead healthier, productive and satisfying lives.

This training was commissioned under the Monitoring, Evaluation, and Learning Department at SMU, following an advert calling for applications for the Applied Research Skills and Report Writing Course by the Centre for Basic Research which run in the Daily Monitor Newspaper on April 5, 2022. It was envisaged by SMU that the training, considered as a part of its staff capacity-building agenda, would contribute to the overall success of the StrongMinds Uganda Program's strategic objectives. It was anticipated at SMU that the training would result in improved documentation and dissemination, as well as cross departmental appreciation of data as a programming, strategic, and advocacy tool.

1.2 The Applied Research Skills and Report Writing training programme

The Applied Research Skills and Report Writing training programme for SMU is part of a series of tailored training programmes provided by Centre for Basic Research (CBR) targeting institutions interested in strengthening the capacities of their programme staff.

The training programme is in line with the mission of CBR, which is: to generate and disseminate knowledge by conducting research of social, economic, and political significance to Uganda in particular and Africa in general, so as to influence policy, raise consciousness and improve quality of life’.

CBR conducts basic and applied social research on a wide range of thematic areas. In the past, CBR research findings were disseminated mainly through peer review workshops and seminars and subsequently published as Books, Working Papers and Occasional Working Papers. CBR has so far published 5 books and 103 working papers. CBR also provides a documentation services of newspaper clippings around topical issues organized in various thematic areas.

Increasingly, it was realized that training in Applied Research and Report Writing could be a useful avenue for further dissemination of CBR research findings. Through these trainings, CBR supports capacity strengthening of all those involved generating knowledge through conventional as well as tailored training programmes in basic and applied social research skills. These trainings target civil society, district leaders as well as interested members of the general public. The detailed course outline, course components and modules are available at: <https://cbr.ug/cbr-certificate-course-in-research-skills-and-report-writing/>.

Training programmes by Centre for Basic Research commenced in June 2006, and by 2010, a total of over 1000 participants had been trained in 24 consecutive intakes. The participants came from not only Uganda, Kenya, Ethiopia, Eritrea, Rwanda, Burundi, Somalia, Zimbabwe, Germany, the Netherlands, and the Democratic Republic of Congo (DRC). Due to overwhelming response from a stakeholder audience hitherto unanticipated, the training was put on hold in 2012 so as to properly re-align its content and scope with dynamic contexts and changing demands from participants.

In April 2022, the training was resumed as a response to the ever-increasing demand for analytical, organizational, and presentation skills for development workers, political leaders at national and district local government levels, students at tertiary institutions particularly those pursuing Master's and Doctoral studies. The original content was revised and improved to offer a unique, comprehensive and readily useable research skills training package to a wider audience.



Figure 1: CBR Executive Director, Dr. Frank Emmanuel Muhereza, while making opening remarks at the start of the SMU Training on Monday August 8, 2022.

Currently, the course comprehensively covers the entire spectrum of a research process, right from generating a concept note, writing a research proposal, undertaking data collection, data processing and analysis, to producing a wide range of research outputs including: books, articles, and policy briefs of exceptional excellence. Packaging research outputs to render them readily and effectively **usable** in advocacy and policy engagement, using on-line platforms for research, as well as monitoring and evaluation have been added to the original content. Finally, optional training packages have been crafted to cater for core needs of: (a) capacity strengthening for Local government leaders; (b) practitioners involved with pastoralist development; (c) Gender Theories and Analyses, and; (e) Conflict Management and Analysis.

Ordinarily, CBR offers weekend training programs on Saturdays (from 9:00a.m. to 5:00p.m.) and Sunday (10:00a.m. to 4:00p.m.) for a period of eight weeks.

The training programme for SMU was the second of its kind under the CBR Applied Research Skills and Report Writing training programme. The five-day training at SMU was a very intensive tailored course whose content was agreed upon with the SMU management.

CBR also offered to continue mentoring and guiding SMU staff to ensure those trained make the most of the opportunity that was offered through the training. The tools and instruments of research that the training was providing were expected to improve staff performance, but also equip SMU staff with weapons to further their academic careers in future if they so wish. SMU staff who will seek further education will particularly benefit from the training, as it will enhance their ability to accomplish the research component of graduate work.

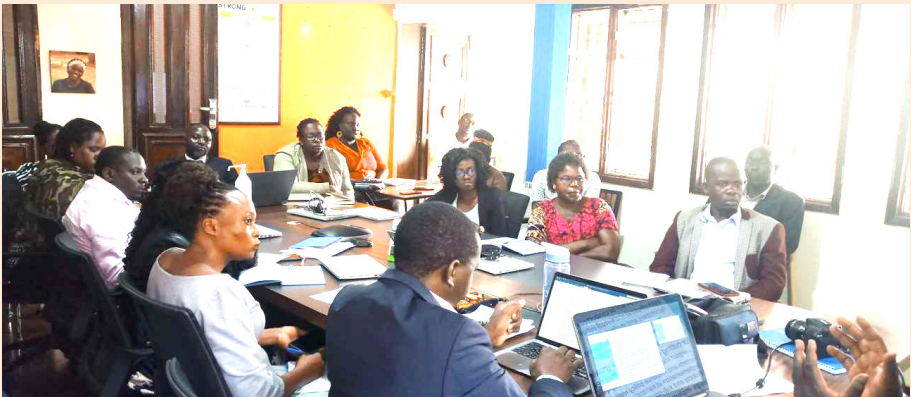


Figure 2: SMU Training Participants on Monday August 8, 2022 (Day 1)

A compendium of the modules and other relevant materials was prepared for the training participants as hand outs and reference materials for those keen to continue improving on what they will have gained from the training.

This report is a highlight of the key process and content issues from the five days of training. The report not only sums up the gist of the presentations by facilitators, it also documents the responses and reactions of the trainees, while paying particular attention to the utility and likely applications of the knowledge and skills imparted among the staff of StrongMinds Uganda.

1.3 Training Programme Components and Modules

The StrongMinds Uganda Training programme was organized in seven components and 19 modules delivered by eight CBR Facilitators. The details of the StrongMinds Uganda Training Programme Course Components and Modules are listed in Appendix IV. Training participants at SMU were told how the modules and components are logically sequenced and linked together.

The CBR training at SMU was organized in a way that enabled participants comprehend the centrality of research in development programming. The understanding of the entire research cycle is unpacked and simplified to make it easier to relate research with development programming. The CBR training commences with explaining how a research idea is developed based on appreciation of an actual need. A research or development project aims to address a particular issue or problem. Training participants are inducted into processes through which a research or development project idea gets transformed into a concept note; and how developing a concept note hinges on the design of a problem statement. In order for a good problem statement to be developed, the problem has to be properly identified based on a good understanding of factors in the context.

Designing a problem statement for either a research or development project requires understanding the context within which the research or planned development intervention is to be undertaken. It calls for a context analysis to unravel key political, economic, social, environment and other factors in the operating environment that are likely to influence the outcomes of the development interventions.

This is the basis of providing justification as to why a problem is a problem, which forms the basis of designing a research or development project proposal. Once it is clear what the problem to be addressed is, it becomes possible to formulate objectives of the research or development project; defining the results to be achieved, as well as the strategies and approaches through which results will be achieved. Research and development projects entail use of evidence generated from data collected, managed and analyzed on the basis of which proposals for influencing policy or interventions are made; or implementation of a development project proceeds.

In the case of a development project, interventions undertaken are based on evidence provided from research. Interventions culminate into explanations about changes that are likely to take place as a result of the research or development interventions undertaken, including outcomes and impacts. The function of monitoring and evaluation determines how the change will be identified, deciphered and measured, as implementation progresses, as well as after it has been accomplished.

The SMU training participants heard that the idea about implementing a research project hinged upon the understanding of how to conduct a research. Documenting the implementation of the research or development project involves understanding what to document and report about through training on writing good research and development project reports.

SMU training participants were introduced to the idea that as research is being conducted or a project being implemented, it is always essential to document what is being done. There are standard guidelines how documentation of interventions is conducted, which is informed by the intended use of research results and how they will be communicated effectively.

The implementation of a research or development project is not complete until it is clear the results from the research or development project will be utilized to better the lives of those who are the subject of the respective undertakings.

1.4 Harmonization of Expectations between Participants and Facilitators

The training participants at StrongMinds Uganda (SMU) acknowledged their readiness to engage policies and laws, but also acknowledged the need for systematic reviews of these policies and laws, and hoped the training would equip them with the tools they need to produce irrefutable evidence. SMU expressed interest in being supported by CBR to strengthen their capacity to generate evidence for engagement with duty bearers. CBR training facilitators explained that the training was an effort in that direction, and whether that will be achieved depended on how much the training participants will be able to absorb during the week-long training.

The SMU training participants were keen to understand how best they can influence policy makers without being compromised. It was explained that entrenched positions are difficult to influence, but all SMU can do is to remain objective and armed with irrefutable evidence to engage with policy makers.

SMU training participants were conscious about the potential to undertake effective advocacy and lobbying. CBR Facilitators drew the attention of the training participants to sessions on advocacy and policy engagement wherein the process and steps of successful engagement will be discussed in detail.

SMU is operating in Karamoja. The training participants wondered what they need to do to create visible impact in places such as Karamoja which have the worst development indicators despite all the massive investment and advocacy to advance the cause of uplifting their wellbeing.

The more the development problems persist in the region, the more cases of trauma and depression afflicts both the people who live there, as well as the development workers who go there to intervene and improve their conditions. It was explained that the root cause of the multi-dimensional challenges facing Karamoja are partly the consequence of an inability for research to reveal how the complex challenges can be addressed in a sustainable manner.

There was however consensus in terms of expectations of the SMU training participants. It was acknowledged that one entry point into policy influence for SMU is to leverage engagement with the national development frameworks, particularly the Parish Development Model (PDM) and the National Development Plan III (NDPIII), where ample resources allocated for mindset change provide a window of opportunity which can be exploited by SMU, to further their interventions to address widespread depression among not only women but also men in communities in different parts of Uganda.

SECTION TWO

2 DESIGNING RESEARCH AND DEVELOPMENT PROJECTS

This was component 2 of the StrongMinds Uganda Training Programme. The key highlights from the presentations and discussions that ensued under the various modules were as follows:

2.1 Context Analysis in Research and Development Projects

This module was one of the most appreciated during the entire training, largely because it was something which training participants indicated they often took for granted. Context analysis was introduced as a careful consideration of the total environment in which research or an intervention is to be done. As a tool, it is used to analyze the entire setting in which an organization operates. It is conducted to ensure a project is informed about all the contextual factors that may affect performance and sustainability of interventions and outcomes.

The training facilitator underscored the rationale for undertaking context analysis, and explained that while undertaking a context analysis, it was important to map the stakeholders as well as to identify the internal factors that determine analysis of stakeholders alongside the external factors. The training facilitators elaborated the importance of undertaking a trend analysis and risk analysis as invaluable tools before any research or intervention is embarked on because they increase the understanding of key factors that are likely to impact on the interventions.

In the discussions that ensued, SMU Training participants explained that in one of the communities where SMU is intervening, they discovered that no government officials had ever mentioned to them mental health as an important health issue. The CBR Training Facilitator guided that to explain the meaning of mental health in such situations, it is always necessary that the concept is simplified to the very basic to enable stakeholders at community level to understand it's challenges. This is because an appreciable level of awareness about mental health **messages needs to be reached for potential**

adverse effects to be amplified to the desired level for commensurate action to be taken.

The training heard that in Karamoja, majority of the people are traumatized by armed conflicts and stigmatized by high levels of poverty and food insecurity, hence the need for more awareness campaigns about mental health issues. It was noted during the training that recently, a Member of Parliament reported high levels of suicide in his constituency, suggesting that suicide was a proxy indicator of mental ill-health. Many mental health cases never get to reach Butabika Hospital, apart from the extreme ones. For most cases, early phases of manifestation of mental ill-health are usually ignored in the communities by majority of stakeholders.

A training participant inquired how one can assist clients who request for income generating activities after undergoing mental health treatment. The training was guided that it was important for SMU to stick to their original mandate of rehabilitating people with depression, and once they overcome the condition, SMU can approach other partners that handle livelihood issues as their specialization. SMU needs to create partnerships for referral of such cases where livelihood support is required.

The training **participants** learnt that SMU had developed a screening tool which can measure the degree of depression in a person, and hence, there is capacity for early detection of signs and manifestation of depression. It was suggested that SMU could consider collecting and analyzing this data, which can then be used for influencing policy.

SMU staff attending the training heard that the knowledge from the training can be used to develop criteria for weaning beneficiaries of depression rehabilitation support from SMU. A good exit strategy is beneficial to both SMU and those who have recovered from depression. An abrupt exit result into a relapse back into depression, hence existing requires proper management using carefully collected research data. SMU should start thinking about research studies for generating data that can be used to model sustainability projection as part of SMU project design.

The SWOT analysis as part of the context analysis is a good way to profile how SMU can leverage internal and external factors in optimally actualizing their reason for existence (mission).

2.2 Formulating a Research Problem

This module elicited a lot of responses and discussions. Proper formulation of the problem statement is a key aspect of not only an entire research process, but also development projects. This is because research as well as development interventions are undertaken to address critical social needs. It is through well-written problem statements that funders are convinced that we have a good understanding of the nature and complexity of the specific problems to be solved and that our organizations have investigated all the various possible solutions. A problem statement should therefore demonstrate the extent to which a problem is a problem, its dimensions and trends, and its degree of severity. All the latter are based on availability of correct current statistics. The problem statement is where the researchers and development workers demonstrate that the issue they have chosen to tackle is critical and is possible to solve the problem, using the approach proposed by the intervening organization.

SMU Training participants learnt that the source of ideas from which a problem is formulated can be diverse. It may arise from a specialized focus of the organization or researcher; from discussions and brainstorming with colleagues in an organization, from previous researches undertaken; from original and creative idea of an individual researcher; as well as from the existing challenges an organization's experiences. It was observed that a good problem statement should be persuasive in terms of uniqueness and innovativeness. It can be an idea that one may reflect over deeply, but it can also arise from real life experiences.

One of Training participants requested for a sample of a research problem with its formulated objective. A sample was shared the following day, with caution that problem statements are always specific to a particular context in which they occur. Training participants requested to be guided on where to look for information on an identified research problem such as 'stigma'. In a brainstorming session that followed, the following were identified as possible sources of information:

- Journals on Mental Health issues
- Mental health hospital records that provides statistic of mental health patients
- Volunteers health workers at Community level
- Local Council leaders

- Newspapers and online sources
- Media /broadcast houses
- Credible reports such as those from World Health Organization (WHO)
- Case books found in universities
- Police Annual Crime reports
- Academic dissertations on mental health issues at Masters and Doctoral level
- HIV/AIDS reports

2.3 Formulating Research and Development Project Objectives

Under this module, the key highlight of the training was that objectives of a research or development project are aspirational statements that provide direction for solutions that are under consideration. They specify the reason for carrying out the research, and focus on the actual information needs of the research. This implies that objectives need to be (SMART) - **Specific** on what will be changed after the research (or development intervention); **Measurable** to the extent they can be quantified, with clear baselines and targets; **Achievable** within the capacities and resources at hand; **Realistic** to the extent that the required change is feasible and achievable, and are **Time-bound**.

Training participants appreciated the knowledge acquired since it was in the past not evidently clear why they require objectives as part of the design of a research or development project.

2.4 Essentials of a Literature Review

This module was a prelude to the writing of proposals for research and development projects. Training participants were engaged to explain what a literature review entails. It was explained that literature review is a work of synthesis that summarizes, evaluates, integrates different bodies of writings about a specific topic, or, alternatively, as, a critical summary and assessment of the range of existing materials dealing with knowledge and understanding in a given field. Training participants heard that one could also define it as a concise summary of findings or claims emerging from prior research on a given subject. In either way, literature review is an informed conclusion about accuracy, completeness, and relevancy of existing knowledge.

The main aspects of the review that were discussed included the following: (a) the functions of a literature Review; (b) the goals of a literature Review; (c) Sources that can be used when constructing a literature Review; (d) the three common approaches to making a literature review, and; (e) the six proposed steps to undertaking a literature review.

2.5 Writing Research and Development Project Proposals

This module laid out the basics of proposals and proposal writing for research and development projects. Three definitions of a proposal were presented and the difference between a research and development project proposals were underlined clearly. The following were highlighted as key aspects of any type of proposal:

- It should stipulate a problem to solve, and this can be a knowledge-gap, existential, contemporary, or futuristic issue;
- It should provide a background articulating the problem (problematization);
- It should clarify what the problem is, why/how is it problematic – its dimensions;
- Whoever is affected has to be identified, and the way in which that happens (how);
- Who has addressed it before, how, whether it was solved, and if not why?
- Articulate the gaps in existing solutions – review pre-existing responses
- Make an attempt at proposing better interventions
- Provide a theoretical/conceptual framework – or articulate a possible theory [of Change]
- How such interventions will be effectuated including how it will be done – methodology
- It should elaborate the implementation modalities, as well as resources required to implement it, work plans, M&E strategies, exit strategies, etc.

The training learnt that there are different types of proposal, and may include:

- Academic, Consultancy, Business, & Project funding proposals. Considering that there are different types of proposals, the structure of these proposals also varies from one to another. The essentials of a proposal structure were stated as follows:

- The Title – Why & How to write a convincing one ... Capture Key Variables
- Abstracts and their types – e.g. Indicative, Informative, Indicative-informative, etc.
- The Executive Summary – putting 30 pages on 2-3 pages
- The Introduction (or “Backgrounding”?) – What Problem is to be addressed? Why? How? So, what?
- Problem Statement – Articulation of the Gap to be filled
- Research/Project Objectives – SMART [Specific, Measurable, Achievable, Time-Bound] Objectives?
- Research Questions/Project Issues – What needs to be answered/addressed to “meet” objectives?
- Significance & Justification: the bigger picture – what is amiss without this study/project?
- Literature Review – What is it? Why & how to review literature? Finding relevant literature?
- Basics in academic literature review – Tracing philosophical traditions; Theoretical Literature; Empirical Applications; cross-, trans-, multi-disciplinary applications; Case Studies, etc.
- Frameworks – Theoretical, conceptual & analytical: What “thinking” informs your project & why? What is it that you intend to do/study? What assumptions, what implications?
- Hypotheses (quantitative research?) – what “informed guesses” do you want to test?
- Study/Project scope – Empirical, Geographical, Time scoping: What do you cover/not cover?
- Why place limits? What implications for generalization & inference?
- Work Plan of activities & durations [The Gantt chart] – think about future activities & tasks
- Financing and Budgeting – budget lines, resource allocations, justifications & budget notes

The Training participants were exposed to the detailed steps that ought to be followed in constructing a proposal, underlining the details to attend to at each stage, as well as the conventional format of presentation and why it matters.

A take home assignment was handed out to the training participants. They were required to write a three paged proposal on a topic of their choice with sections; Background, Problem statement, Objectives, Justification/ significance and the methodology.

During a recap session, the following critical issues were observed: Training participants acknowledged that proposal writing steps were elaborated well, with practical examples related to SMU, which made it look a lot simpler than what was learnt at university. A Training participant noted that relevant examples were used in explaining proposal writing, which helped trainees grasp the issues at involved in proposal writing.

SECTION THREE

3 IMPLEMENTING RESEARCH FOR DEVELOPMENT PROJECTS

This was component 3 of the StrongMinds Uganda Training Programme. The key highlights from the presentations and discussions that ensued under the various modules were as follows:

3.1 Sampling Techniques

This module engaged the training participants the most, with several practical sessions. The training participants were asked to explain how Strong Minds Uganda collects data, the type of data collected, and the tools used for data collection. The training **participants** learnt that although SMU collects both quantitative and qualitative data, appreciation of the various tools available for data collections was still limited. The training heard that while SMU relies on phone calls to collect data from clients, there were standard data collection tools, instruments and protocols that need to be deployed.

The trainees were taken through sampling techniques, including being introduced to key concepts entailed in sampling including a sample population and universe. Reasons for sampling were explained. Examples of sampling in daily life were provided. Participants were taken through practical sessions of determination of sample sizes, and the different types of sampling techniques.

Training participants were introduced to the following sampling techniques: Un-representative samples; Simple random sampling; The Lottery Method; Systematic Random sampling; Stratified Random Sampling; Cluster sampling; Multi-stage sampling; Non-probability sampling; Non probability sampling; Purposive sampling; Quota sampling, and; Snowball sampling.

3.2 Design of Research Tools and Instruments

Training participants were introduced to the two types of data collection: primary data and secondary data; the use of a questionnaire to collect data. Training participants learnt principles of questionnaire design, with elaboration of why close ended questions may be necessary in some case while open ended questions are used in other cases. Training participants learnt about the different types of questions in questionnaires, ranging from: vague/ambiguous questions, double barreled questions, leading questions to sensitive and embarrassing questions. The importance of the ordering and sequencing of questions was also explained, in addition to coding and pre-testing.

A take home assignment was given to the training participants. They were asked to design a questionnaire on the topic: *"Knowledge, Attitudes and Practices of Measures for Prevention of Communicable Diseases among Displaced Persons"*.

3.3 Quantitative Data Collection, Data Management and Analysis

This module directly addressed key aspects of quantitative data collection, data management and analysis. Training participants were introduced to the different types of variables used in quantitative data and their measurement; the differences between descriptive and inferential statistics. Training participants learnt how to design questionnaires for quantitative data collection, in addition to understanding the key design features of the computer software called Statistical Package for The Social Sciences (SPSS) which is used for analysis of quantitative data. SPSS software was installed on laptop computers of all training participants for the demo exercises.

The Training participants were taken through processes of coding, entering and editing data in SPSS, in addition to how SPSS is used during data analysis, processing and presentation. Training participants were taken through the practical steps followed to open a new SPSS session. It was emphasized that they will only perfect their SPSS skills through constant practice. Training participants were taken through sessions where independent variables and dependent variables were correlated during data analysis, and how the statistics generated from SPSS analyses were presented during discussions on findings.

During the discussions that ensued, training participants requested that data sets collected by SMU be used during elaboration of how SPSS can be used for descriptive data analysis practice sessions in order to drive the messages from the training home. Training participants requested for further support from CBR with the use of SPSS during their routine work. This was because the amount of time for the training programme was limited, hence training participants couldn't measure and analyze the data they have been collecting under their various dockets in any much detail. Training participants wanted to know when they can deploy the different statistical correlation variants such as the Pearson or Spearman's correlation. It was explained that when the data is ranked, then Spearman's correlation is used, when the data is not ranked, Pearson's correlation is used.

3.4 Qualitative Data Collection, Data Management and Data Analysis

Under this module, the differences and similarities between qualitative and quantitative research were highlighted to the training participants. Training participants learnt the differences in the design of each type of research, the tools used for collection of qualitative data; the challenges and limitations in qualitative research; as well as the complimentary between quantitative and qualitative research.

Training participants were also taken through the genesis and context of qualitative research; what qualitative data is all about; the role of the researcher in qualitative research; the design of a qualitative research undertaking; the skills and competences required in undertaking qualitative research. Training participants learnt about the different tools used in qualitative research, including tools for analyzing livelihoods, ranking and prioritizing, analyzing power and institutional relationships, analyzing gender relationships, among others. Challenges and limitations in analyzing qualitative data were also highlighted.

Training participants wondered whether there were packages for qualitative data analysis, when one can use both qualitative and quantitative data research methods. The training learnt that when dealing with qualitative data, one is not likely to gather information which one may not need. This is because data collection targets specific data needs. Participants noted that there is always a bias with qualitative research data collection, but the training heard that there are ways this can be handled.



Figure 3: Mr. John Ssenkumba presenting on Qualitative data collection and analysis on Day 2, August 9, 2022.

Participants wondered how they can verify qualitative data which they get from consultants, and how one can determine sample sizes for qualitative data. The training was informed that sample sizes are never determined subjectively, and that is why statisticians use formulas on quantitative tools to arrive at the sample sizes. The same principles apply in qualitative research.

The training heard that qualitative data collected can be validated using a number of strategies. One of these strategies involves conducting pre-visits before data collection starts to understand the situation on the ground. Working with large numbers is useful in reducing bias in qualitative data collection. To minimize collection of excess data, researchers should learn to sort out information at point of collection, so that data deemed not immediately useful could be stored for other future purposes.

SECTION FOUR

4 WRITING A RESEARCH REPORT FOR DEVELOPMENT PROJECTS

This was component 4 of the StrongMinds Uganda Training Programme. The key highlights from the presentations and discussions that ensued under the various modules were as follows:


4.1 Report Formats and Audience Targeting

This module took training participants through techniques for writing reports for development projects using data collected through various methods. It is concerned with the processing of data and packaging it for various audiences. The training was introduced to the key attributes of research reports and ways of analyzing one's target audience.

Participants were introduced to the various criteria for targeting audiences with different research products. The training was introduced to different research report types and their different formats. These included: project reports, project annual reports, project Monitoring and Evaluation reports, as well as Minutes of meetings.

4.2 Report Writing Styles, Summaries and Conclusions

This module introduced the training participants to referencing and citation styles used in report writing. The 'in-text citation' and detailed referencing at the end of the report were the main focus. Four referencing styles were singled out for very detailed treatment: Harvard; Vancouver, American Psychological Association, Modern Language Association and Chicago. General rules for 'in-text' citation were explained, followed by the key principles to be followed when generating a reference list at the end of a report.



Training participants were guided on how to write full references; how name of authors are arranged; the use of capital letters in referencing; and how quotations are cited. Training participants were given a general format for the diverse information sources accessible to the researcher, including online sources.

Participants were also instructed on the process of writing an executive summary. A recap on the various types of reports was made, highlighting the beginning of the report that clarifies the purpose of the research/intervention accomplished, the middle of the report that presents the actual findings and issues that emerged, as well as the end of the report which draws conclusions and recommendation for action or improvement.

Two sample reports (an accounting report and a marketing report) were used to demonstrate how an executive summary is built.

SECTION FIVE

5 MONITORING AND EVALUATION

This was component 5 of the StrongMinds Uganda Training Programme. The key highlights from the presentations and discussions that ensued under the various modules were as follows:

5.1 Key Concepts used in Monitoring and Evaluation

In this module, participants were instructed on the meaning of the key concepts used in monitoring and evaluation, as well as the differences between monitoring, evaluation, assessment, and review; the relationship/complimentary between monitoring and evaluation, the monitoring process. The training learnt about the key elements of a good M&E framework, types of M&E frameworks, the logical framework matrix, its principles and basic requirements including the meaning of clarifying higher level objectives and lower level objectives in the design of an M&E framework.



Figure 4: Dr. Frank Emmanuel Muhereza making a presentation on M&E at the Training on Day 3, August 10, 2022

A take home assignment was given. Participants were asked to imagine they have been hired as the Monitoring, Evaluation, Accountability and Learning (MEAL) Technical Advisor for an imaginary International Company called AVENGERS INTERNATIONAL. This company seeks to undertake interventions to reduce depression levels in Karamoja.

The overall goal is to improve the well-being of the population in (of Karamoja. Training participants were asked to: (a) Design a project to deliver on the overall goal of this company, and; (b) to Develop a MEAL Framework for the project that AVENGERS International intends to implement in Karamoja

It was agreed with participants that Centre for Basic Research will follow up with the Head of M&E at Strong Minds to see how well the assignment was handled in due course, as part of accountability for the investment in this training. Other elements covered during this module included: the theory of change and how it is developed and the 10 steps in operationalizing an M&E framework.

5.2 Monitoring and Evaluation reporting

This module instructed participants on the specifics of writing a good M&E report. It focused on the basics of M&E reporting, the types of M&E reports; and the elements and formats of a good M&E report, which include the following: The Introduction; Program Overview; Program M&E Findings; Analysis of Outcomes and Impacts; Conclusion to the M&E report.

SECTION SIX

6 POLICY ADVOCACY AND ENGAGEMENT

This was component 6 of the StrongMinds Uganda Training Programme. The key highlights from the presentations and discussions that ensued under the various modules were as follows:

6.1 Essentials of Policy Advocacy and Engagement

This module introduced participants to the essentials of policy advocacy, the logic and steps of policy advocacy; and stakeholder analysis in policy engagement. The first session enabled participants to understand what advocacy is, why engagement is necessary, and how to succeed in engaging. Three motives for advocacy were discussed: solving specific problems, empowering civil society, and consolidating democracy.

Finally, the factors that contribute to successful engagement were analyzed. The second session addressed the logic and steps in conducting a successful engagement. Eight key determinants of a successful policy advocacy campaign were separately discussed in detail.

6.2 Stakeholder Analysis in Policy Engagement

This module took training participants through what stakeholder analysis is all about. They learnt that Stakeholder analysis was a process of identifying stakeholders during and after the re-search begins and grouping them according to their levels of participation, interest and influence to the research project.

Training participants learnt that stakeholder analysis is used for mobilizing support of key players; gain early buy-in among all stakeholders on the goals and plans of your research/projects; and help address conflicts or issues early on.

Training participants were also taken through steps followed when conducting stakeholder analysis, starting with stakeholder mapping.

They learnt that stakeholder mapping is a collaborative process of research, debate and discussion that draws from multiple perspective to determine a key list of stakeholders across the entire stakeholder spectrum. The module also took the training participants through the best practices of stakeholder mapping.



Figure 5: Mr. Richard Ssewakiryanga presenting on Essentials of Policy Advocacy and Engagement on Day 4, August 11, 2022

SECTION SEVEN

7 RESEARCH UTILISATION AND DISSEMINATION

This was component 7 of the StrongMinds Uganda Training Programme. The key highlights from the presentations and discussions that ensued under the various modules were as follows:

7.1 Research and Online Platforms

In this module, training participants learnt that data collection process is a time consuming process, costly and tiresome. This means that any method/ tool invented that can be used to reduce the cost and energy or its fatigue should always be highly welcome. Participants heard that there are many online tools for data collection made possible by advances in communication technology. These modern tools enable researchers to collect relevant data, quickly, in a cost effective way and with more accuracy. Some of the tools include: Survey Monkey, LimeSurvey, QuickTabSurvey, eSurv, Google Forms, Survey Gizmo, Simple Survey, Kwik Surveys, Voxco, and KoBo Tool box. Training participants heard that other tools in this category include: Teamscope, REDcap, Magpi, Jotforms mobile, Survey CTO, CommCare, etc.

Most of these are mainly used to collect quantitative data. Many of them have some limited space for qualitative data collection.

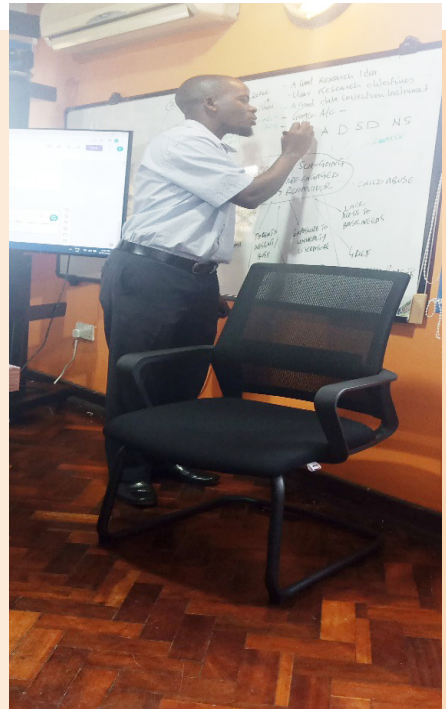


Figure 6: Dr. Muhammad Kibuuka making a presentation on Research online platforms on Day 4, August 11, 2022

Training participants benefited immensely from practical demonstration of the different ways that zoom can be used as a tool for data collection. Specific treatment was taken to the process, technicalities, as well as privacy and security controls.

7.2 Research Packaging for Dissemination and Engagement

This module allowed training participants appreciate the three steps entailed in the packaging of research for dissemination and engagement, starting from the design of the research project and production of research product outputs, subsequently leading to dissemination and engagement.

Participants heard that for dissemination to succeed, it is important to determine the different packages which are best suited for specific stakeholders, as well as the different strategies and approaches for accessing and engaging them. Four steps in packaging for dissemination and engagement were highlighted, and included: (i) completing the research products; (ii) deciding the targeted stakeholders; (iii) considering the most effective engagement options, and, finally; (iv) undertaking engagement.

The training heard that there were differences between advocacy and lobbying, although ways in which the two are related were also elaborated. The demerits and limitations of using different advocacy packages individually or in combination with others was explained, in addition to the essentials of engagement processes and methods.

SECTION EIGHT

8 TRAINING EVALUATION BY STRONGMINDS UGANDA STAFF

8.1 Participants' Feedback on the Training Sessions

Before the close of the training programme, a session was arranged to give an opportunity to the training participants to express their views on the training by way of a feedback. Training participants were requested to provide an honest assessment of the content, the delivery and the facilitation of the training programme. On the whole, the training participants appreciated the knowledge that they had gained from the one-week training. It was quite categorical in the ways in which the training participants disclosed how after the training they had understood research better than they had before.

The training participants commended the manner of delivery of the training, particularly on the participatory, inductive and interactive nature of the training delivery methods. The training was appreciated particularly for bring key conceptual issues closer to the work done at SMU especially on the topic of addressing stigma and depression. For most of the training participants, the training was helpful as it would impact positively on their ability to deliver on the work Strong Minds has to accomplish. Some of the SMU staff had trained in the use of SPSS in quantitative data analysis. The inclusion of this module in the CBR training was appreciated as it clarified more on some of the challenges which continued to affect their use of the data analysis software. One participant remarked: 'it was a good opportunity to revise and clarify some of the issues we have learnt some time back'.

It was quite eliciting for the training participants to reveal that the modules on qualitative and quantitative data analysis had enabled them understand better how to integrate both methods. The programme staff involved in M&E appreciated the fact that they correlate and analyze data they collect to reveal the magnitude of the impact of SMU.

One of the training participants acknowledged that initially her perception of literature review was read, copy, cut and paste but now she understood how to go about it and use other people's ideas without plagiarizing. Said one of the training participants: *"this training has made it easy for us to understand how to integrate research with day to day work especially qualitative work"*.

Another training participant noted a qualitative difference from what she learnt in class at university and what she had learnt from the training. Said one of the training participants: *"The session on sampling techniques was too good; now I can test samples on my pending work. I can now dig data"*. It was refreshing to listen to SMU programme staff promise to read more to understand better data analysis which was affecting their programme work. Training participants declared that the training by CBR had enabled them repurpose and refocus in their forward movement towards their intended destinations in meeting their individual job descriptions. Each of the training participants had an opportunity to express their views on the training, and the following are the key highlights:

"All presentations done were great. I have learnt the application of research to our particular field of mental health, including: contextual analysis, proposal writing, advocacy, the use and importance of data, report writing (structuring, coherence and accessibility, dissemination, literature review, the problem/gaps. This training has been a serious intellectual journey. The mode of delivery was excellent, as each of the facilitators was unique. Practical examples were used by the facilitators well. The period was short but there was so much learning in five days. There was good audience engagement, the materials used tailored to practice, the content was precise, simplified. There was openness by facilitators, as they often listened well to the views of trainees. My confidence has been built. Generally, the training was very well coordinated", **Lucy Onen, SMU Partnership Coordinator.**

"Sampling techniques have been made easy for me. I have been able to relate advocacy and sampling to communication. I have learnt that without a plan you can't influence. There is need for team work hence a need to engage policy makers in government. You can't work alone, you need government, team work, patience, packaging The facilitators were amazing and clear and took us as children. My key take home; M&E is important and I would like advocacy to be part of me. Also research is needed in our day today lives. I have learnt that Zoom can be used to collect data.

I will endeavor to keep what I have learnt. What my head can contain, I will go with it home”, **Jamilah Oluka, SMU Communication officer.**

“The examples which were used by the facilitators really drove the messages home. The mode of delivery was very good. The sessions were practical. In proposal writing, for example, there are a lot of things I thought I knew yet I didn’t. I have learnt more about the problem statement, dissemination, stakeholders, and advocacy, as well as the art of being persuasive in undertaking advocacy. I have learnt that you can’t go on with your daily life without indulging in research, but there is need for sustainability, and trusting one’s evidence (Blowing own trumpet)”, **Sandrah Abbo, SMU Communication Assistant.**

“I thank you for exposing us and sharing personal experiences with us. You toned down and made sure all of us learn something. The content and the sessions were important and I have fallen in love with development of research tools. The modules were well delivered, and I have learnt a lot. With Online platforms I have learnt that we can keep a lot of data there. With this training, we will write better Quarterly reports for SMU. In advocacy, I have learnt that it is not just about talking to friends, but to be aware of the need to engage allies and foes. One has to be consistent. However, with data analysis, something inside me is telling me that more still needs to be done, and I will come to CBR to register for a special course on data analysis. Your participatory approach is good, you never left behind anyone. You double-checked everything with us to ensure all were on board. We are now going to think seriously about how we are going to ensure sustainability of the impact of our work”, **Christine Nanyondo, SMU Quality Assurance.**

“There has been so much learnt from the training. The advocacy modules were the highlight for me. For example, I enjoyed listening to ways in which the Strong Minds model can be integrated into Government Health Systems. The session on SPSS was a little brief, but I will keep on practicing until in perfect use of the software package. The session on advocacy triggered me a lot. The facilitators were very engaging, for example, each session was assessed. The facilitators made sure the trainees were always on the same page with them. I have received knowledge and skills that will move us forward as SMU”, **Rebecca Nabagala, SMU Program Coordinator Government partnership program.**

"The content is rich and catered for every department in SMU, and showed how advocacy is important to the M&E department. The delivery of the training was good. Live examples made it easy to relate to individual disciplines. I have learnt that research is an integral part of not only our lives, but also our work. This training has really sparked off a fire among the SMU M&E team. Most critical to me was report writing, especially writing M&E reports. We write M&E reports, but it was not always clear why we were writing them and for what purpose. It was not always self-evident what we wanted to be reported about and why, and for whom. After this training, we shall write better M&E reports. At SMU, we used Zoom throughout the lockdown but we had never imagined zoom was an important tool for data collection. With advocacy, I have learnt that it is good to involve all stakeholders", **Ivan Katono, SMU M&E officer.**

"You people are really amazing. You guys are knowledgeable. You have command of the subject matter. All facilitators were knowledgeable about what they were talking about. We have benefitted immensely by learning from your rich knowledge. I liked the practical bit of the sessions. I have learnt how sampling is done. I loved it. It will help me supervise better the people who come in to do consultancy work. I will be able to provide proper supervision. I am going to better my narrative reports to donors. With proposal writing, our capacity levels had blocked, but today I feel I am able, you have really done it. Advocacy has stood up very well, very important learning from the 8 steps – trying to ensure government integrated Mental health into the curriculum. I now know how to influence the decision makers", **Rebecca Namuli, SMU Program coordinator.**

"I was asking myself how do I sell Tele-therapy on phone to all stakeholders? The quantitative reports – sometimes meaning was not easy to make out; some reports were difficult to digest. I have kept writing/noting everything in order to pick details and enrich my learning. Today, we are there in proposal writing, dissemination and packaging. Tele-therapy messages can be packaged and sold to stakeholders. Context analysis stood out for me. We get problems but we don't take trouble to analyze them. I have learnt that Literature Review is not about reading but understanding, identify gaps and make a contribution to those who wrote. I have learnt that advocacy is like body and blood. All this is to be integrated in our work. I have actually improved on my report writing. We appreciate the way you manage adult trainees", **Rebeccah Nabirabwa, SMU Program Coordinator.**



Figure 7: Ms. Rebecca Nabirabwa, one of the training participants giving her views on the training during an evaluation session on Day 5, August 12, 2022

“The content was very adequate. It is an honor to be trained by you people. People that are extremely knowledgeable. There was very limited time in which content was compressed. If given more time we would have learnt more. I had never learnt about advocacy, I have now learnt about advocacy, it was very enriching learning. The facilitators were clear and precise in explaining Literature review. The Problem statement was very clearly explained. Contextual analysis, research and project writing, this fed into the exact need we had. Writing English is not easy, as well as addressing specific needs, and targeting the right audiences. Practical sessions were very good, especially the session where the facilitators took us into the details of Zoom. It is data which is stored. Examples were very easy to understand and relatable. I have learnt that not everything is a problem, that a problem needs to be stated as a problem, how it can be solved and what can happen. I have learnt M&E application and writing M&E reports. You have inspired a reading culture in us. I was mesmerized at how much you know which shows reading culture is needed to sharpen and improve. I now understand that improving communication is key for clarity, precision, articulation, and feeding into interests and influences. I have learnt that advocacy is body and blood and any human being can be changed”, **Robinah Nabwire, SMU M&E officer.**

“I thank the training participants and facilitators. I am happy that the SMU team engaged and was interested. I was in an earlier meeting with a consultant hired by SMU, and when I looked at the report he submitted, it was very obvious to me that the title of the report did not speak to the content of the report. Immediately pointed it out, and rejected the report. How I wish we had the training before he brought it. 90% of my time is about writing - proposal writing, report writing and this training has really been useful. Report writing was outstanding for me because it is part of me. The delivery of the training was quite good. In future training in October 2022, try to manage the training content so there can be as much practicals as possible. Practical are better than reading and listening. The content was very helpful and needed”, **Shakirah Nakalungi, SMU Learning coordinator.**

8.2 Key Takeaways and Recommendations from the SMU Training

There was a sense in which training participants were unanimous in agreement regarding the manner in which the CBR training programme accorded them an in-depth understanding of the different aspects of the research cycle and research design processes, literature review and problem statement formulation. It was obvious that the training programme was relevant to work of StrongMinds Uganda. It was refreshing to hear training participants refer to the training as miles apart from the usual text book oriented trainings, or trainings that are akin university studies on research which is delivered through lecture modes. It was fulfilling for training participants to proclaim how the training enhanced their knowledge base, research skills as well as the ways in which the training revealed the importance of research in their day to day work at SMU.

While the content and delivery of the training programme was widely appreciated, there was a call for further and total customization of the training illustrations and examples used at SMU to make them more directly focused on mental health issues, to ease integration of the learning into daily work at SMU. In the various discussions that ensued during the training, the following were stand-out recommendations for consideration by StrongMinds:

1. SMU should consider developing mechanisms for quick detection of early signs of depression to stem the rising incidences of mental health issues in communities, and where they already exist, to prevent them from worsening that can be used by not only SMU but also other mental health stakeholders.
2. SMU should establish partnerships with stakeholders who are likely to support livelihood recovery for people rehabilitated from depression.
3. SMU needs to identify other mental health stakeholders to determine what **they are doing on the basis of which establish areas of collaboration for influencing at policy level.**
4. SMU needs to start a weekly or quarterly newsletter on mental health issues as a communication channel for disseminating the work that SMU is undertaking in addressing depression in different parts of the country.
5. SMU should consider starting an online library akin to Z-library that specifically focuses on mental health issues, particularly research products, working papers, Occasional and seminar papers.
6. It was observed that StrongMinds needs to consider coming up with an outline of research topics that can be covered in future trainings.

SECTION NINE

9 CLOSING REMARKS

The closing of the Training programme was presided over by the Executive Director, Centre for Basic Research, Dr. Frank Emmanuel Muhereza. For CBR, it was an honor to train Strong Minds Uganda programme staff. As an organization, the training had enabled them to begin to appreciate the subject matter of Mental health and would like to remain in partnership with StrongMinds Uganda to explore the possibility of research collaboration.

CBR has already agreed internally that a Memorandum of Understanding (MoU) be pursued with StrongMinds Uganda, and part of CBR's commitment will be to explore ways of working with and supporting SMU to transform their project reports on mental health issues into academic publications on mental health.

Dr. Muhereza stressed the need for SMU to consider writing the first book in Uganda by Ugandans on the subject of mental health using the many caseloads they have rehabilitated from depression. He advised StrongMinds to consider setting up the first private resource center on mental health issues in Uganda, and Centre for Basic Research can lend a hand in design of this resource center.

Dr. Muhereza said CBR looks forward to continuous collaborations with StrongMinds Uganda, and invited StrongMinds management to consider institutional affiliation with Centre for Basic Research for SMU staff can access its facilities for reading and research.

Following the successful completion of all the take home assignments by all training participants, Training Certificates were awarded to all the trainees. No failures were registered.

SECTION TEN

10. APPENDICES

Appendix I: StrongMinds Uganda Training Participants

	Name of participant	Organization	Contact
1.	Rebecca Namuli	SMU, Program Coordinator, Adolescent's Program	0777550108
2.	Rebecca Nabirabwa	SMU, Program Coordinator, Tele-therapy Program	0774290685
3.	Rebecca Wasen	SMU, Program Assistant	0770561505
4.	Rebecca Nabaggala Kimuli	SMU, Program Coordinator Community Program	0772664523
5.	Ivan Katono	SMU, M&E Officer, Community Programs	0701508873
6.	Jamillah Oluka	SMU, Communications Officer	0771653163
7.	Christine Nanyondo	SMU, Quality Assurance Coordinator	0700346102
8.	Charlotte Oloya	SMU, Head CPA	0757260650
9.	Shakirah Nakalungi	SMU, Learning Coordinator	0789494579
10.	Robinah Nabwire	SMU, M&E Officer Tele-therapy Programs	0706701582
11.	Adoch Lucy Onen	SMU, Partnerships Coordinator	0772397872
12.	Costella Tindyebwa	SMU, Head MERL	0753333887
13.	Vincent Mujune	SMU, Head of Programs	0772841177
14.	Dora Akwi	SMU, Administrative Assistant	0701532538
15.	Joan Ejang	SMU, Executive Assistant	0759082054
16.	Sandra Abbo	SMU, Behavior Change Assistant	0701154274

Appendix II: Centre for Basic Research Training Facilitators

	Dr. Frank Emmanuel Muhereza	Facilitator	0781168808
	Mr. John Ssenkumba	Facilitator	0751384961
	Mr. Richard Ssewakiry-anga	Facilitator	0772408365
	Dr. Abel Nzabona	Facilitator	0772502405
	Dr. Mohammad Kibuuka	Facilitator	0701497484
	Dr. David Okurut	Facilitator	0752117811
	Dr. Sabastiano Rwen-gabo	Facilitator	0782808220
	Dr. Alone Kimwise	Facilitator	0706188210
	Ms. Rehema Mangi	Training Coordinator	0751878514
	Mr. William Kizito	Training Coordinator	0702190200

Appendix III: StrongMinds Uganda Training Program

Day 1- 8th August 2022	
9:00am-9:15am	Opening remarks (StrongMinds Uganda), and Introductions (All)
Component 1: Introduction to the Course	
9:15am-9:30 am	Module 1: Course Rationale, Dr. Frank Emmanuel Muhereza, Executive Director, Centre for Basic Research; Module 2: Background to the Course Components and modules, and how it benefits participants (Mr. John Ssenkumba)
Component 2: Research Design	

9:30am-12:00noon	Module 3: Context Analysis in Research (Mr. John Ssenkumba)
10:00am-10:30am	BREAK TEA
10:30am- 12 noon	Module 4: Identifying and formulating the problem (Mr. John Ssenkumba)
12 noon-1:00pm	Module 5: Formulating objectives of the research (Mr. John Ssenkumba)
1:00 pm – 2:00 pm	LUNCH
2:00pm – 3:00pm	Module 5: Essentials of a Literature Review (Dr. Sabastiano Rwengabo)
3:00pm- 5:00pm	Module 6: Writing proposals for research, and development (Dr. Sabastiano Rwengabo)
	Day 2- 9th August 2022
Component 3: Implementing a Research, and Development Project	
9:00am-10:30am	Module 6: Sampling techniques (Dr. Abel Nzabona)
10:00am-10:30am	BREAK TEA
10:30am-12 noon	Module 7: Developing research/project tools and instruments (Dr. Abel Nzabona)
12 noon -1:00pm	Module 8: Quantitative data collection, data management, and data analysis (Dr. Alone Kimwise)
1:00pm – 2:00pm	LUNCH
2:00pm – 3:00pm	Module 9: Quantitative data collection, data management, and data analysis (Dr. Alone Kimwise)
3:00pm- 5:00pm	Module 10: Qualitative data collection, data management, and data analysis (Mr. John Ssenkumba)
	Day 3- 10th August 2022

Component 4: Writing a Research, and Development Project Report	
9:00am – 10:30am	Module 11. Identifying your report audience and targets (Mr. John Ssenkumba); Module 12. Specifying research/project report components, format, and audience (Mr. John Ssenkumba)
10:30am–11:00am	BREAK TEA
10:30am – 1:00pm	Module 13. Research/project reporting writing styles and formats (Dr. David Okurut) Module 14: Writing a summary and conclusion for your report (Dr. David Okurut)
1:00pm – 2:00pm	LUNCH
Component 5: Monitoring and Evaluation (M&E) Frameworks for Research other development projects	
2:00pm – 3:30pm	Module 15: Designing and implementing an M&E framework for development projects (Dr. Frank Emmanuel Muhereza)
3:30pm – 5:00pm	Module 16: Module 2: Writing M&E reports (Dr. Frank Emmanuel Muhereza)
	Day 4– 11th August 2022
Component 6: Policy advocacy, and Engagement.	
9:00am– 1:00pm	Module 17: Essentials of policy advocacy and Engagement (Mr. Richard Ssewakiryanga)
10:00am–10:30am	BREAK TEA
	LUNCH
2:00pm–3:00pm	Module 18: Essentials of policy advocacy and Engagement (Mr. Richard Ssewakiryanga)
Component 7: Research utilization and dissemination	

3:00pm-4:00pm	Module 19: Research and Online platforms (Dr. Mohammed Kibuuka)
4:00pm- 5:00pm	Module 20: Research and Online platforms (Dr. Mohammed Kibuuka)
	Day 5- 12th August 2022
9:00am – 10:00am	Module 21: Research and Online platforms (Dr. Mohammed Kibuuka).
10:00am-10:30am	BREAK TEA
10:30am-11:30am	Module 22: Packaging research/project products for dissemination, advocacy, and engagement (Dr. Sabastiano Rwengabo)
11:30am- 1:00pm	Module 23: Packaging research/project products for dissemination, advocacy, and engagement (Dr. Sabastiano Rwengabo)
1:00pm-2:00pm	LUNCH
1:00pm-4:00pm	Participatory Evaluation

Appendix IV: StrongMinds Uganda Training Programme Course Components and Modules

Component 1: Introduction to the Course

Module 1: Course Rationale

Module 2: Background to the Course Components and modules

Component 2: Research Design

Module 3: Context Analysis in Research

Module 4: Identifying and formulating the problem

Module 5: Formulating objectives of the research

Module 6: Essentials of a Literature Review

Module 7: Writing proposals for research, and development

Component 3: Implementing a Research, and Development Project

Module 8: Sampling techniques

Module 9: Developing research/project tools and instruments

Module 10: Quantitative data collection, data management, and data analysis

Component 4: Writing a Research, and Development Project Report

Module 11: Identifying your report audience and targets

Module 12: Specifying research/project report components, format, and audience

Module 13: Research/project reporting writing styles and formats

Module 14: Writing a summary and conclusion for your report

Component 5: Monitoring and Evaluation (M&E) Frameworks for Development Projects

Module 15: Designing and implementing an M&E framework for development projects

Module 16: Module 2: Writing M&E reports

Component 6: Policy Advocacy, and Engagement

Module 17: Essentials of policy advocacy and Engagement

Component 7: Research Utilization and Dissemination

Module 18: Research and Online platforms

Module 19: Packaging research/project products for dissemination, advocacy, and engagement

CENTRE FOR BASIC RESEARCH

APPLIED RESEARCH SKILLS AND
REPORT WRITING TRAINING
PROGRAMME

AUGUST 2022



