

PERIPERI U

Phase 2 Evaluation Report March 2011

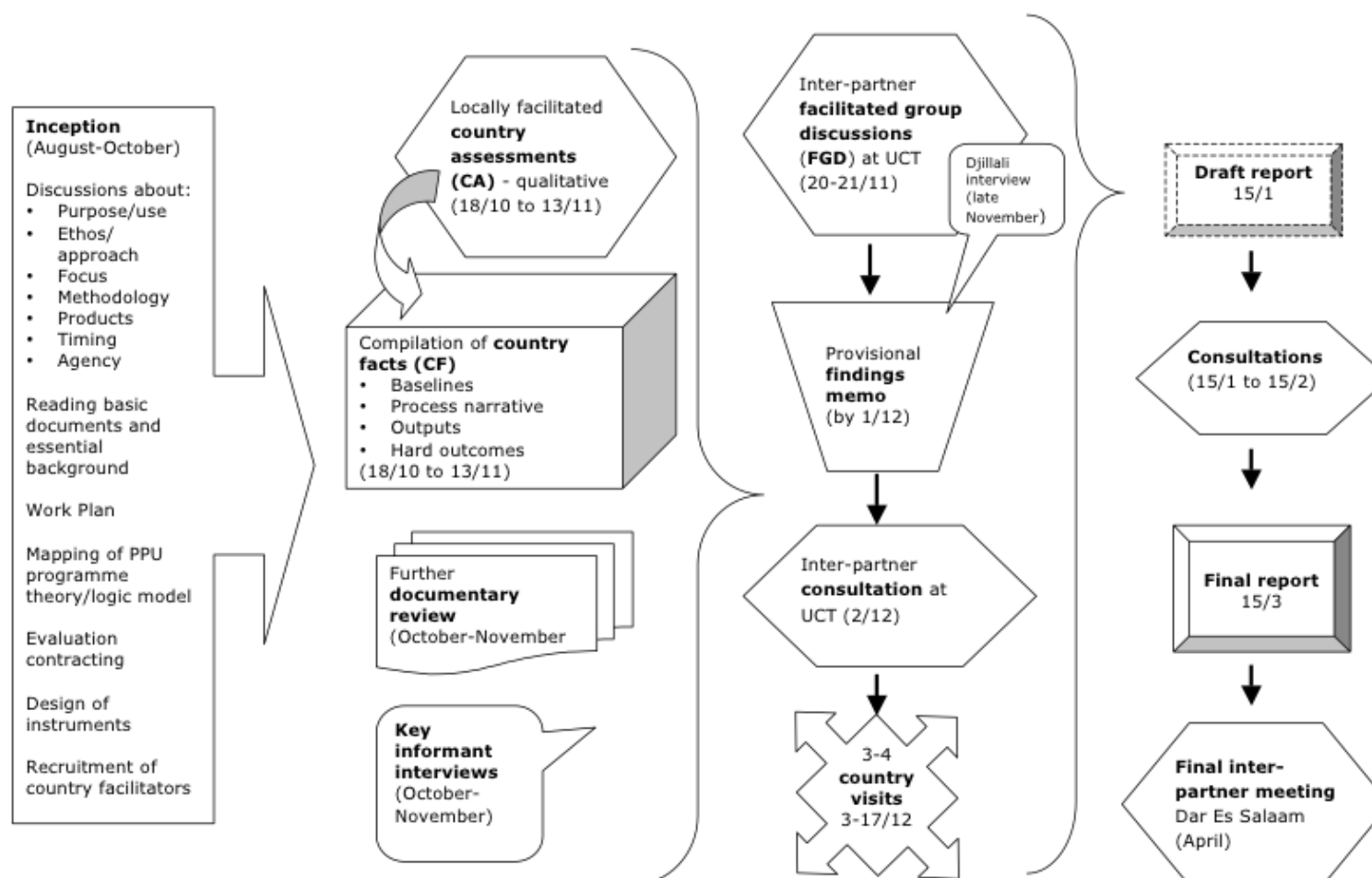
Annexes

Note: For confirmation and amendment at the
Consultative Meeting in Dar Es Salaam, 12 – 14 April
2011.



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ANNEX 1: PERIPERI U EVALUATION STRUCTURE AND METHODOLOGY



Evaluation methodology

The evaluation embodied the principle that, with innovative, devolved programmes like Periperi U, evaluation plans should be flexible, recognizing the nature of the partnership as a peer network.

It had eight main elements:

1. Document review for evaluation design and contributions to data collection.
2. 10 self-assessments (Country Assessments - CA) using a standard set of questionnaires, which were designed to capture qualitative data. They addressed eight possible stakeholder groups:

- Core project academic staff
- External teaching staff
- Project support staff (these could be dedicated to the project unit or support staff from other institutional service departments on whom the project relied)
- Institutional senior management
- Current students on academic programmes
- Graduates
- Short course participants
- Clients for consulting work

The self-assessments were designed to be facilitated by a local resource person commissioned by each partner. A guideline for the local facilitators and a few supporting documents were distributed to each project leader with a brief guideline for the leaders. The time frame for the self-assessments was mid-October to mid-November 2010.

3. An Excel spreadsheet designed to capture factual data about each partner (Country Facts – CF) was distributed to the project leaders. The fact sheet addressed:

- The demographic profile of staff in the project unit
- Short courses
- Academic programmes
- Internal research by academic staff and students
- Externally commissioned research
- Policy advocacy
- Consulting
- Inter-partner activity
- General issues not covered in the self-assessment

The time frame for completing the fact sheets was mid-November to mid-December.

4. Two Facilitated Group Discussions (FGD) on 20 and 21 November with representatives of the partner project units who attended short courses in Cape Town in November - December. A total of fifteen academics and project support staff took part. A separate interview covering the same

topics was conducted with Prof Djillali Benouar, the USTHB project leader because he could not attend the focus groups.

5. An inter-partner consultative meeting with eight partner representatives on 2 December to review preliminary findings.
6. Site visits by two members of the evaluation team to a sample of four of the partners, excluding DiMP. The four partners were chosen to represent “older/younger” members, the three official languages, different parts of Africa and partners perceived by the Secretariat to have been either very successful in implementing their projects or to have experienced significant difficulties or been less productive in terms of the programme objectives. The partners visited were Ardhi University in Tanzania, Makerere University in Uganda, The Technical University of Moçambique and the University of Antananarivo in Madagascar.
7. Interviews with key informants: Mr Harlan Hale, USAID OFDA Regional Director for Southern Africa; Dr Ailsa Holloway and Ms Trish Zweig in their respective capacities as Periperi U Programme Director and Programme Manager; Prof Hannes van der Merwe, Head of the Department of Geography and Environmental Science at Stellenbosch University.
8. A workshop with DiMP staff to produce a logic model for the programme.

Findings from the data gathering tools were triangulated, synthesized and summarized to create the evaluation report.

Evaluation constraints and limitations

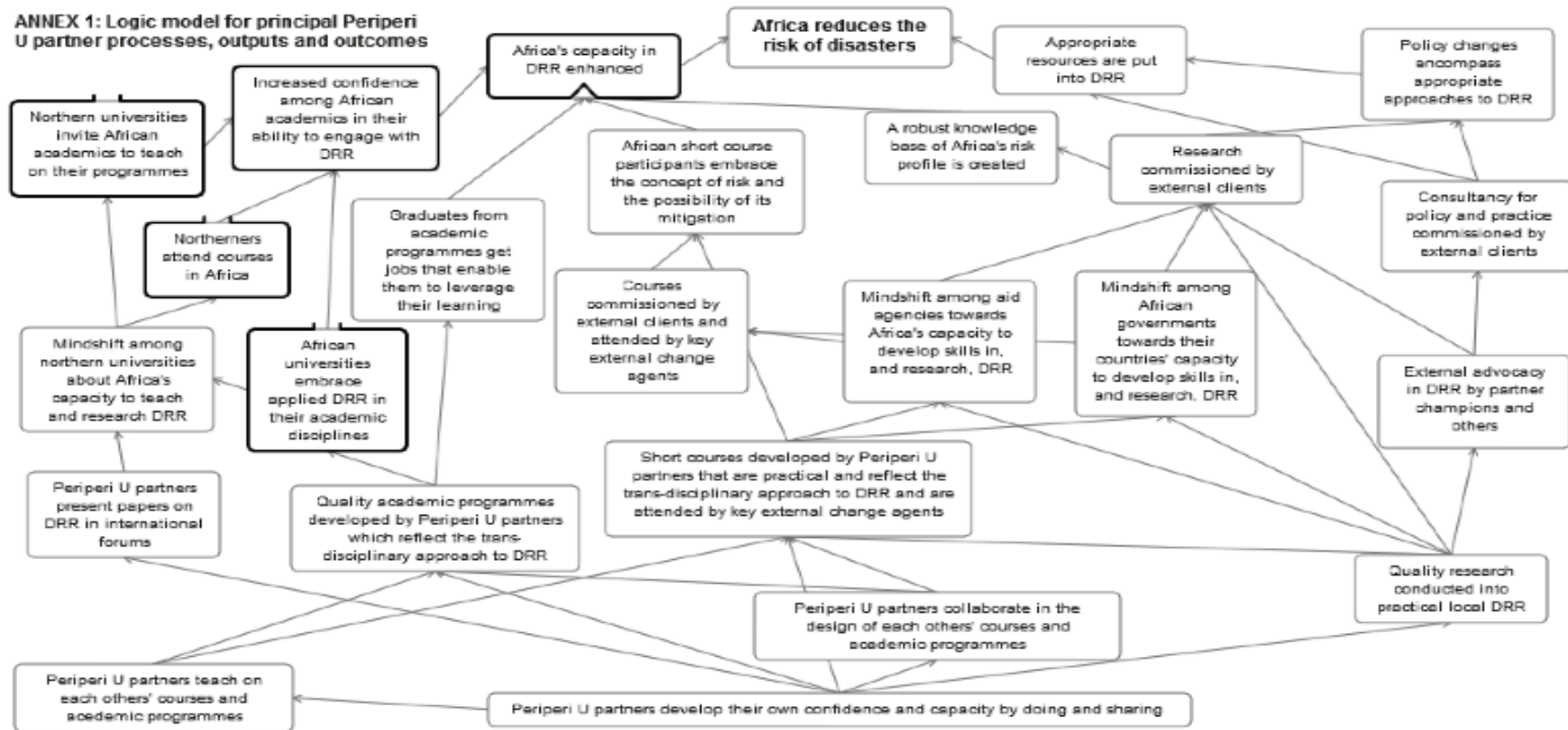
The main constraint was time, which was limited, and timing because the evaluation took place at the end of the academic year when many of the partners, including the Secretariat, were winding up academic programmes and running short courses. As a result of this and other factors, the evaluation ran late and took more time than estimated. This reduced the time available for consultation on the draft report.

The devolved process had limitations, especially combined with the lack of time. Suitable local facilitators were not available in all cases at short notice and this was reflected in the quality of some of the self-assessments. With limited central facilitation, it was not possible to ensure a standardised approach across ten different facilitators spread throughout Africa. The written guidelines and questionnaires were interpreted differently, even in the English contexts.

Despite these constraints and limitations, the evaluation generated a substantial amount of data that could be triangulated. The findings are based on detailed examples and were tested with the partners to some extent, although not as extensively as envisaged.

We recommend that evaluation in Phase 3 should be planned and implemented with much more time and that capacity building in monitoring and evaluation should be a component of Phase 3.

ANNEX 2: PERIPERI U LOGIC MODEL



darview.com model

ANNEX 3: PERIPERI U PHASE 2 PARTNER PROFILES

Summary Profile – All Partners

| Country | Institution/Faculty/Department | Project Unit | Champion | Core discipline | Other networks | Joining date | Public/Private |
|------------|---|--|---|---------------------------------------|------------------|-----------------|------------------------------------|
| Algeria | University of Houari Boumediene (USTHB)/ Civil Engineering | Built Environment Research Laboratory (LBE) | Prof Djillali Benouar, Director | Seismic Engineering | AURAN | Founding member | Public |
| Ethiopia | Bahir Dar University (BDU)/ College of Agriculture and Environmental Sciences | Department of Disaster Risk Management & Sustainable Development | Mr Tarekegn Ayalew, Head of Department | Agriculture and Environmental Science | | 2009 * | Public |
| Ghana | University of Ghana | Institute of African Studies, Urban Environmental Management and Disaster Risk Reduction Study Group | Mr Osman Alhassan , Research Fellow | Urban Studies | AURAN ProVention | 2007 | Public |
| Kenya | Moi University/ School of Public Health | Dept. of Epidemiology and Nutrition | Dr Diana Menya, Dean | Public Health | | 2009 | Public |
| Madagascar | University of Antananarivo/ Faculty of Law, Economics, Management and Sociology | Centre for Development Economics Study and Research (CERED) | Dr Mahefasoa Randrianalijaon, Deputy Director | Development Economics | | 2009 | Public |
| Mozambique | Technical University of Mozambique/ Faculty of Engineering and Technology / department of Environmental Engineering and Disaster Management | Production Unit for Disaster Risk Management (UPGRD) | Dr Rui Da Maia, Academic Dean | Environmental Engineering | | 2008 | Private For-profit |
| Senegal | Gaston Berger University | Agricultural Enterprise Management | Dr Mateugue Diack, Lecturer in Agriculture | Food security | | Nov 2009 | Private - Corporate status unknown |

| Country | Institution/Faculty/Department | Project Unit | Champion | Core discipline | Other networks | Joining date | Public/Private |
|--------------|--|--|-------------------------------|---|--|-----------------|----------------|
| South Africa | University of Cape Town/ Faculty of Science/ Department of Environmental Science and Geography | Disaster Mitigation for Sustainable Livelihoods Programme (DiMP) | Dr Ailsa Holloway, Director | Environmental Science and Geography | AURAN ProVention PHREE-Way UNW (SA) African Centre for Disaster Studies | Founding member | Public |
| Tanzania | Ardhi University | Disaster Management Training Centre | Dr Gabriel Kassenga, Director | Disaster Management | AURAN ProVention UNW (SA) African Centre for Disaster Studies | Founding member | Public |
| Uganda | Makerere University/ School of Public Health | Dept. of Community Health & Behavioural Sciences | Dr Christopher Orach | Public Health with a displaced people community health emphasis | | Early 2008 | Public |

* Although BDU participated in Phase 1, it only signed its Phase 2 agreement in 2010. The reason for this is unknown, but it is significant that since 2007, BDU has had a relationship with the University of Arizona for delivery of a blended (face-to-face and distance learning) MSc in DRR and Sustainable Development.

Individual Partner Profiles

Algeria

| | |
|---|---|
| Biographical Information | |
| Home Institution | University of Houari Boumediene (USTHB) |
| Periperi U partner entity name | Built Environment Res. Laboratory (LBE) |
| Date joined PPU | Phase 1 |
| Language of Instruction | French |
| Academic Staff | |
| Number of Core Academic Staff | 4 |
| Qualifications | PhD (4) |
| Number of External Staff | 6 |
| Qualifications | |
| Number of Support Staff | 2 |
| Disciplinary Specialisation | Engineering and Seismology |
| Short Courses | |
| Number of Courses | 9 |
| Total Number of Participants | 326 |
| Professional/Academic Credits | None |
| Funding | Own funding/Tuition free/No information |
| Academic Programs | |
| Number of Academic Programs | 1 Post-Graduate |
| Number of Current Students | 0 |
| Number of Graduates | 0 |
| Quality Assurance | None |
| Internal Research | |
| Number of Publications | 9 |
| Dominant Media of Publication | Earthquake Spectra, International Journal of Architectural Heritage |
| Externally-Commissioned Research | |
| Number of Research Projects | 1 |
| Clients | UNICEF |
| Policy Advocacy | |
| Number of Advocacy Projects | 0 |
| Outcomes | |
| Consultancy | |
| Number of Consultancy Projects | 1 |
| Outcome | Invited to work on Dam Safety project |
| Inter-Partner Visits | |
| Number of Visits | 9 |
| Partners Visited (no of times) | South Africa (3), Madagascar (2), Mozambique (2), Ghana (1), Ethiopia (1) |

Ethiopia

| | |
|---|--|
| Biographical Information | |
| Home Institution | Bahir Dar University |
| Periperi U partner entity name | Department of Disaster Risk Management & Sustainable Development |
| Date joined PPU | 2008 |
| Language of Instruction | English |
| Academic Staff | |
| Number of Core Academic Staff | 1 |
| Qualifications | PhD (1) |
| Number of External Staff | 0 |
| Qualifications | |
| Number of Support Staff | 3 |
| Disciplinary Specialisation | Not specified |
| Short Courses | |
| Number of Courses | 2 |
| Total Number of Participants | 100 |
| Professional/Academic Credits | None |
| Funding | Not specified |
| Academic Programs | |
| Number of Academic Programs | 1 Undergraduate, 1 Post-Graduate |
| Number of Current Students | 210 Undergraduates, 15 Postgraduates |
| Number of Graduates | 195 Undergraduates, 13 Postgraduates |
| Quality Assurance | None |
| Internal Research | |
| Number of Publications | 12 |
| Dominant Media of Publication | Internal publication |
| Externally-Commissioned Research | |
| Number of Research Projects | 0 |
| Clients | |
| Policy Advocacy | |
| Number of Advocacy Projects | 0 |
| Outcomes | |
| Consultancy | |
| Number of Consultancy Projects | 0 |
| Outcome | Not specified |
| Inter-Partner Visits | |
| Number of Visits | 2 |
| Partners Visited (no of times) | South Africa (1), USAID regional office (1) |

Ghana

| | |
|---|---|
| Biographical Information | |
| Home Institution | University of Ghana |
| Periperi U partner entity name | Department of Geography and Resource Development/Institute of African Studies |
| Date joined PPU | 2007 |
| Language of Instruction | English |
| Academic Staff | |
| Number of Core Academic Staff | 4 |
| Qualifications | PhD (4) |
| Number of External Staff | 4 |
| Qualifications | PhD (4) |
| Number of Support Staff | 1 |
| Disciplinary Specialisation | Geography and Natural Resource Management |
| Short Courses | |
| Number of Courses | 2 |
| Total Number of Participants | 31 |
| Professional/Academic Credits | Certificates were issued |
| Funding | Own funding/No Information |
| Academic Programs | |
| Number of Academic Programs | 2 Undergraduate |
| Number of Current Students | 34 |
| Number of Graduates | 0 |
| Quality Assurance | University Quality Assurance |
| Internal Research | |
| Number of Publications | 3 |
| Dominant Media of Publication | Not specified |
| Externally-Commissioned Research | |
| Number of Research Projects | 0 |
| Clients | |
| Policy Advocacy | |
| Number of Advocacy Projects | 0 |
| Outcomes | |
| Consultancy | |
| Number of Consultancy Projects | 0 |
| Outcome | |
| Inter-Partner Visits | |
| Number of Visits | 2 |
| Partners Visited (no of times) | South Africa (1), Tanzania (1) |

Kenya

| | |
|---|--|
| Biographical Information | |
| Home Institution | Moi University |
| Periperi U partner entity name | Department of Epidemiology and Nutrition |
| Date joined PPU | 2009 |
| Language of Instruction | English |
| Academic Staff | |
| Number of Core Academic Staff | 1 |
| Qualifications | PhD (1) |
| Number of External Staff | 0 |
| Qualifications | Not specified |
| Number of Support Staff | 0 |
| Disciplinary Specialisation | Not specified |
| Short Courses | |
| Number of Courses | 3 |
| Total Number of Participants | 150 |
| Professional/Academic Credits | None offered |
| Funding | Free |
| Academic Programs | |
| Number of Academic Programs | 2 Post-Graduate (Planned for 2011) |
| Number of Current Students | 0 |
| Number of Graduates | 0 |
| Quality Assurance | Not specified |
| Internal Research | |
| Number of Publications | 5 |
| Dominant Media of Publication | Not specified |
| Externally-Commissioned Research | |
| Number of Research Projects | 0 |
| Clients | |
| Policy Advocacy | |
| Number of Advocacy Projects | 0 |
| Outcomes | |
| Consultancy | |
| Number of Consultancy Projects | 0 |
| Outcome | |
| Inter-Partner Visits | |
| Number of Visits | 3 |
| Partners Visited (no of times) | Uganda (1), South Africa (1), Ethiopia (1) |

Madagascar

| | |
|---|---|
| Biographical Information | |
| Home Institution | University of Antananarivo |
| Periperi U partner entity name | Centre d'Etudes et de Recherches Economiques pour le Développement (CERED) |
| Date joined PPU | 2009 |
| Language of Instruction | English |
| Academic Staff | |
| Number of Core Academic Staff | 11 |
| Qualifications | PhD (10), D.E.A (1) |
| Number of External Staff | 6 |
| Qualifications | PhD (4), D.E.A (2) |
| Number of Support Staff | 4 |
| Disciplinary Specialisation | Economics and Law |
| Short Courses | |
| Number of Courses | 2 |
| Total Number of Participants | 58 |
| Professional/Academic Credits | Certificates signed by Dean of the Faculty of Law and Economics |
| Funding | Participants paid all fees |
| Academic Programs | |
| Number of Academic Programs | 1 Post-Graduate |
| Number of Current Students | 40 |
| Number of Graduates | 0 |
| Quality Assurance | University Quality Assurance Policy |
| Internal Research | |
| Number of Publications | 2 |
| Dominant Media of Publication | Ballet J. and Randrianalijaona T. M. Eds (Book) |
| Externally-Commissioned Research | |
| Number of Research Projects | 0 |
| Clients | |
| Policy Advocacy | |
| Number of Advocacy Projects | 3 |
| Outcomes | University became steering member for national Risk Atlas and Agricultural Conservation project and member of IFA mid-term evaluation |
| Consultancy | |
| Number of Consultancy Projects | 0 |
| Outcome | Not specified |
| Inter-Partner Visits | |
| Number of Visits | 4 |
| Partners Visited (no of times) | South Africa (1), Ghana (1), Algeria (2) |

Moçambique

| | |
|---|---|
| Biographical Information | |
| Home Institution | Universidade Tecnica de Moçambique (UDM) |
| Periperi U partner entity name | Unidade de Produção e Gestão de Riscos de Desastres (UPGRD) |
| Date joined PPU | 2008 |
| Language of Instruction | Portuguese |
| Academic Staff | |
| Number of Core Academic Staff | 4 |
| Qualifications | PhD (1), BSc (2), MSc (1) |
| Number of External Staff | 5 |
| Qualifications | BSc (3), MSc (1), PhD (1) |
| Number of Support Staff | 5 |
| Disciplinary Specialisation | Broad Array of Disciplines |
| Short Courses | |
| Number of Courses | 5 |
| Total Number of Participants | 85 |
| Professional/Academic Credits | None offered |
| Funding | Ministry of Coordination of Environment Affairs, UNDP, Periperi U |
| Academic Programs | |
| Number of Academic Programs | 1 Undergraduate, 1 Post-Graduate |
| Number of Current Students | 60 |
| Number of Graduates | 14 |
| Quality Assurance | Certification through Ministry of Education's National Council of Quality in Education (CNES) |
| Internal Research | |
| Number of Publications | 9 |
| Dominant Media of Publication | UDM Thesis Abstracts 2009-2010 |
| Externally-Commissioned Research | |
| Number of Research Projects | 8 |
| Clients | FEWSNET/USAID, District Authorities, Ministry of Health, Ministry of Education, INGC |
| Policy Advocacy | |
| Number of Advocacy Projects | 4 |
| Outcomes | Awareness and skills development |
| Consultancy | |
| Number of Consultancy Projects | 4 |
| Outcome | Improvement of disaster response and agricultural policy, Cholera/Malaria maps |
| Inter-Partner Visits | |
| Number of Visits | 3 |
| Partners Visited (no of times) | Uganda (1), South Africa (2) |

Senegal

| | |
|---|---|
| Biographical Information | |
| Home Institution | Université Gaston Berger |
| Periperi U partner entity name | UFR de Sciences Agronomiques, d'Aquaculture et de Technologie Alimentaire |
| Date joined PPU | 2009 |
| Language of Instruction | English |
| Academic Staff | |
| Number of Core Academic Staff | 8 |
| Qualifications | PhD (8) |
| Number of External Staff | 0 |
| Qualifications | 0 |
| Number of Support Staff | 4 |
| Disciplinary Specialisation | Soil Science and Bio statistics |
| Short Courses | |
| Number of Courses | 3 |
| Total Number of Participants | 25 |
| Professional/Academic Credits | None |
| Funding | PPU funds were used to cover accommodation, food, consumables |
| Academic Programs | |
| Number of Academic Programs | 0 |
| Number of Current Students | 0 |
| Number of Graduates | 0 |
| Quality Assurance | |
| Internal Research | |
| Number of Publications | 8 |
| Dominant Media of Publication | Research article |
| Externally-Commissioned Research | |
| Number of Research Projects | 0 |
| Clients | |
| Policy Advocacy | |
| Number of Advocacy Projects | 0 |
| Outcomes | Not specified |
| Consultancy | |
| Number of Consultancy Projects | 1 |
| Outcome | Critical review of programs intended to develop on DRR |
| Inter-Partner Visits | |
| Number of Visits | 10 |
| Partners Visited (no of times) | Ghana (1), Moçambique (1), Unspecified (8) |

South Africa

| | |
|---|--|
| Biographical Information | |
| Home Institution | University of Cape Town |
| Periperi U partner entity name | DiMP |
| Date joined PPU | Phase 1 |
| Language of Instruction | English |
| Academic Staff | |
| Number of Core Academic Staff | 3 |
| Qualifications | DrPH (1), MA (1), ND (1) |
| Number of External Staff | 6 |
| Qualifications | MD (1), MSc (1), Unspecified (4) |
| Number of Support Staff | 2 |
| Disciplinary Specialisation | Broad-based |
| Short Courses | |
| Number of Courses | 2 |
| Total Number of Participants | 530 |
| Professional/Academic Credits | None |
| Funding | Combined Periperi U, company, govt or self funding |
| Academic Programs | |
| Number of Academic Programs | 1 Undergraduate, 4 Post-Graduate |
| Number of Current Students | 8 Postgraduates |
| Number of Graduates | 44 Postgraduates |
| Quality Assurance | Faculty-mandated external examination of all course materials, marks and Master's theses |
| Internal Research | |
| Number of Publications | 43 |
| Dominant Media of Publication | Internal publication, Periperi Publications |
| Externally-Commissioned Research | |
| Number of Research Projects | 13 |
| Clients | ProVention, Tearfund, South African Government, international academic journals |
| Policy Advocacy | |
| Number of Advocacy Projects | 3 |
| Outcomes | Incorporating disaster risk management into Western Cape Strategic Plan |
| Consultancy | |
| Number of Consultancy Projects | 8 |
| Outcome | Administration and training |
| Inter-Partner Visits | |
| Number of Visits | 4 |
| Partners Visited (no of times) | Kenya (1), Ethiopia (1), Mozambique (2) |

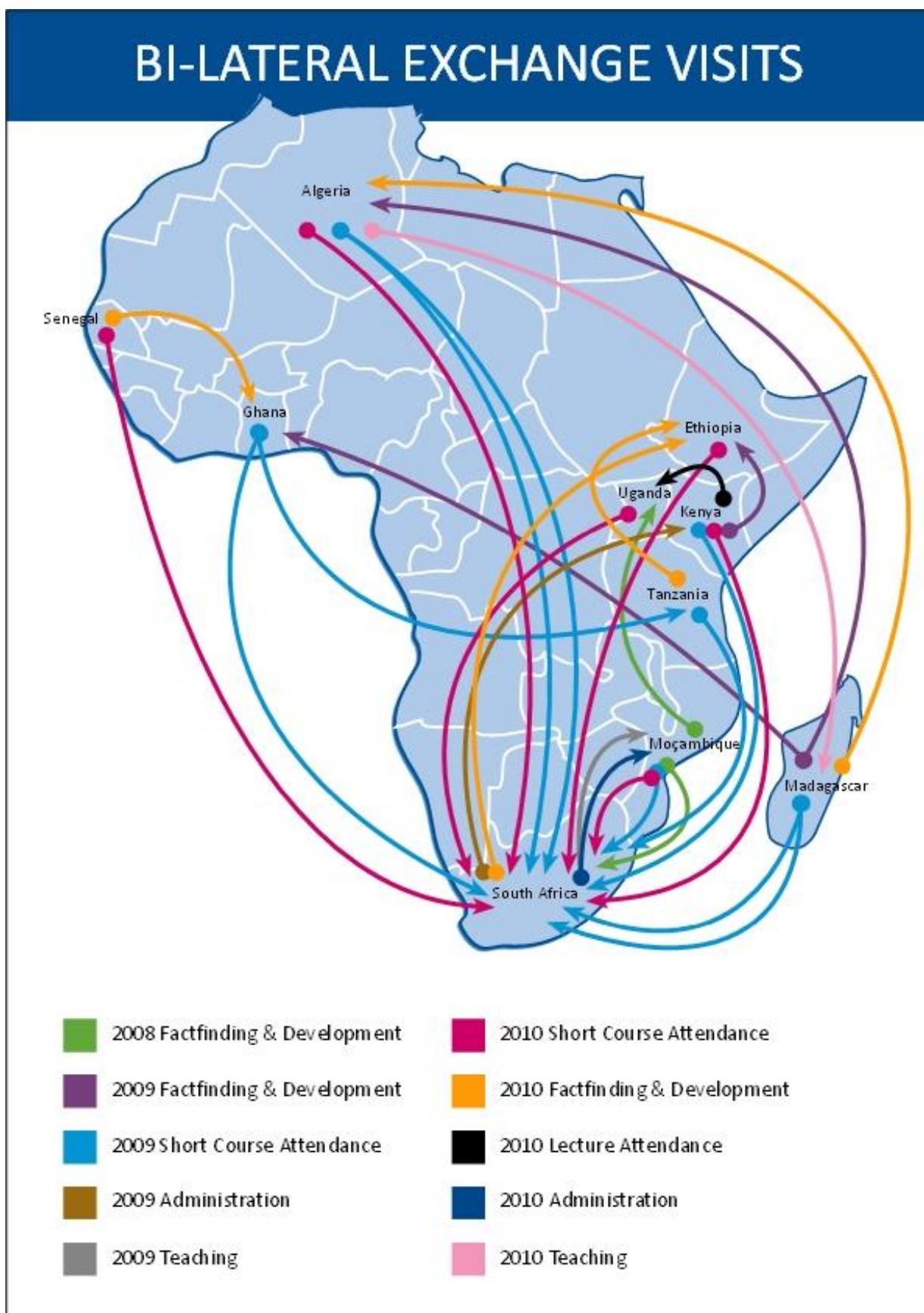
Tanzania

| | |
|---|--|
| Biographical Information | |
| Home Institution | Ardhi University |
| Periperi U partner entity name | Disaster Management Training Centre |
| Date joined PPU | Phase 1 |
| Language of Instruction | English |
| Academic Staff | |
| Number of Core Academic Staff | 1 |
| Qualifications | PhD (1) |
| Number of External Staff | 0 |
| Qualifications | Not specified |
| Number of Support Staff | 0 |
| Disciplinary Specialisation | Not specified |
| Short Courses | |
| Number of Courses | 5 |
| Total Number of Participants | 344 |
| Professional/Academic Credits | None |
| Funding | Free |
| Academic Programs | |
| Number of Academic Programs | 1 Post-Graduate |
| Number of Current Students | 2 |
| Number of Graduates | 0 |
| Quality Assurance | University Quality Assurance Policy |
| Internal Research | |
| Number of Publications | 5 |
| Dominant Media of Publication | Journal of Disaster Risk Studies |
| Externally-Commissioned Research | |
| Number of Research Projects | 1 |
| Clients | Revolutionary Government of Zanzibar and Government of Tanzania & UNDP |
| Policy Advocacy | |
| Number of Advocacy Projects | 0 |
| Outcomes | |
| Consultancy | |
| Number of Consultancy Projects | 2 |
| Outcome | Not specified |
| Inter-Partner Visits | |
| Number of Visits | 2 |
| Partners Visited (no of times) | South Africa (1), Ethiopia (1) |

Uganda

| | |
|---|--|
| Biographical Information | |
| Home Institution | Makerere University |
| Periperi U partner entity name | Dept. of Community Health & Behavioural Sciences |
| Date joined PPU | 2008 |
| Language of Instruction | English |
| Academic Staff | |
| Number of Core Academic Staff | 4 |
| Qualifications | PhD (1), MSc (2), MB ChB (1) |
| Number of External Staff | 3 |
| Qualifications | PhD (2), MSc (1) |
| Number of Support Staff | 1 |
| Disciplinary Specialisation | Health and Nutrition |
| Short Courses | |
| Number of Courses | 2 |
| Total Number of Participants | 180 |
| Professional/Academic Credits | None |
| Funding | Self-funded/Periperi U funds |
| Academic Programs | |
| Number of Academic Programs | 1 Post-Graduate |
| Number of Current Students | 30 |
| Number of Graduates | 300 |
| Quality Assurance | None |
| Internal Research | |
| Number of Publications | 12 |
| Dominant Media of Publication | African Health Studies |
| Externally-Commissioned Research | |
| Number of Research Projects | 2 |
| Clients | ITM/Antwerp, Makerere University |
| Policy Advocacy | |
| Number of Advocacy Projects | 2 |
| Outcomes | Partnership building and raising awareness |
| Consultancy | |
| Number of Consultancy Projects | 1 |
| Outcome | Government made aware of landslide outcomes on public health |
| Inter-Partner Visits | |
| Number of Visits | 1 |
| Partners Visited (no of times) | South Africa (1) |

ANNEX 4: BI- AND MULTI-LATERAL EXCHANGE VISITS 2008 - 2010



MULTI-LATERAL EXCHANGE VISITS

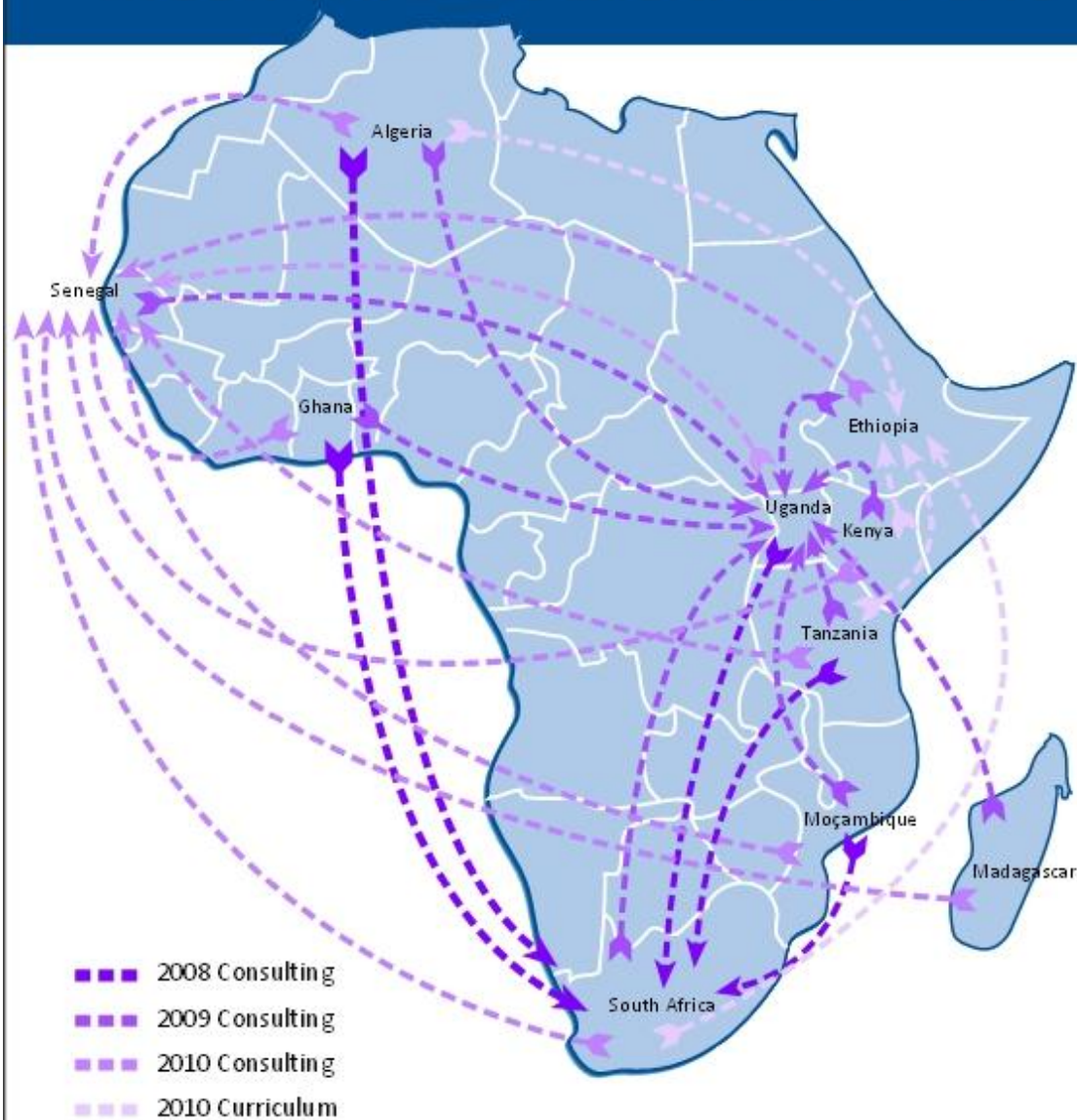


Table 6: Summary of bi-lateral meetings, 2008 – 2010

| Visiting partner | Partner visited | | | | | | | | | | |
|------------------|-----------------|-----|----|-----|-----------|-----|-----|------|-------|----------|-------|
| | USTHB | BDU | UG | Moi | Univ-Tana | UDM | UGB | DiMP | Ardhi | Makerere | Total |
| USTHB | | | | | 2 | | | 3 | | | 5 |
| BDU | | | | | | | | 1 | | | 1 |
| UG | | | | | | | | 1 | 1 | | 2 |
| Moi | | 1 | | | | | | 1 | | 1 | 3 |
| Univ-Tana | 2 | | | | | | | 2 | | 1 | 5 |
| UDM | | | | | | | | 2 | | 1 | 3 |
| UGB | | | 1 | | | 1 | | | | | 2 |
| DiMP | | 2 | | 1 | | 1 | | | | | 4 |
| Ardhi | | 1 | | | | | | 1 | | | 1 |
| Makerere | | | | | | | | 1 | | | 1 |
| Total | 2 | 4 | 1 | 1 | 2 | 2 | | 12 | 1 | 3 | |

Table 7: Timing and purpose of bi-lateral visits

| Visiting Partner | Partner Visited | Purpose |
|------------------|------------------|---------------------------------------|
| USTHB | DiMP (2009) | Short Course Attendance |
| | DiMP (2009) | Short Course Attendance |
| | DiMP (2010) | Short Course Attendance |
| | Univ-Tana (2010) | Teaching / Fact finding & Development |
| BDU | DiMP (2010) | Short Course Attendance |
| UG | DiMP (2009) | Short Course Attendance |
| | Ardhi (2009) | Short Course Attendance |
| Moi | BDU (2009) | Fact finding & Development |
| | DiMP (2009) | Short Course Attendance |
| | Makerere (2010) | Lecture Attendance |
| | (DiMP 2010) | Short Course Attendance |
| Univ-Tana | DiMP (2009) | Short Course Attendance |
| | DiMP (2009) | Short Course Attendance |
| | UG (2009) | Fact finding & Development |
| | USTHB (2009) | Fact finding & Development |
| | USTHB (2010) | Fact finding & Development |
| UDM | DiMP (2008) | Fact finding & Development |
| | DiMP (2009) | Short Course Attendance |
| | Makerere (2008) | Fact finding & Development |
| | DiMP (2010) | Short Course Attendance |
| UGB | UG (2010) | Fact finding & Development |
| | DiMP (2010) | Short Course Attendance |
| DiMP | BDU (2010) | Fact finding & Development |
| | UDM (2010) | Administration |
| | UDM (2009) | Teaching |
| | Moi (2009) | Administration |
| Ardhi | DiMP (2009) | Short Course Attendance |
| | BDU (2010) | Fact finding & Development |
| Makerere | DiMP (2010) | Short Course Attendance |

ANNEX 5: RESEARCH OUTPUT

| University of Science & Technology Houari Boumediene, Algeria | | | | | |
|---|--|---|--------------------------------|---|-------------------------------------|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| 2009 | Not specified | Vulnerability Assessment of Lifelines in Algeria | Paper under writing and review | | PhD Thesis |
| 2009 | Not specified | Assessment Of Damage Using High Resolution Satellites Images | Paper | | PhD Thesis |
| Not specified | A. Abdessemed-Foufa and D Benouar | Investigation of the 1716 Algiers (Algeria) Earthquake from Historical Sources: Effect, Damages, and Vulnerability. | Journal | International Journal of Architectural Heritage, Volume 4, No.3, pp. 270-293, April 2010. | Research paper |
| Not specified | A. Meslem, F. Yamazaki, Y. Maruyama, D. Benouar, N. Laouami and N. Benkaci | Site-Response Characteristics Evaluated from Strong Motion Records of the 2003 Boumerdes, Algeria Earthquake. | Journal | Earthquake Spectra, Volume 26, No.3, pp. 803-823, August 2010 | Research paper |
| Research Conducted by Post-Graduate Students | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | |
| 2010 | Abdessemed-Foufa, Amina A. and Benouar, Djillali | Investigation of the 1716 Algiers (Algeria) Earthquake from Historical Sources: Effect, Damages, and | Journal | International Journal of Architectural Heritage, Volume 4, No.3, pp. 270-293, April 2010. | |

| | | | | |
|------|---|--|---------------|---|
| | | Vulnerability | | |
| 2010 | Meslem, F. Yamazaki, Y. Maruyama, D. Benouar, N. Laouami and N. Benkaci | Site-Response Characteristics Evaluated from Strong Motion Records of the 2003 Boumerdes, Algeria Earthquake | Journal | Earthquake Spectra, Volume 26, No.3, pp. 803-823, august 2010 |
| 2009 | Hammoud Zelloum | Urban seismic risk management: A methodology | Not specified | |
| 2010 | Meslem, F. Yamazaki, Y. Maruyama, D. Benouar, A. Kibboua and Y. Mehani | Building Characteristics and Site Conditions in Damage Distribution in Boumerdes City during the 2003 Algeria Earthquake | Journal | Submitted to Earthquake Spectra in 2010 |
| | JC Gaillard et al. | Alternatives for sustained disaster risk reduction | Journal | Human Geography, Volume 3, No.1, 2010 |

| Bahir Dar University, Ethiopia | | | | | |
|---|----------------|---|------------------------------|----------------------------------|--|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| None indicated | | | | | |
| Research Conducted by Post-Graduate Students | | | | | |
| Year | Authors | Title | Media of Publication | Journal/Edited book title | |
| 2010 | Not specified | Drought, vulnerability and public response in Gidan Woreda of North Wollo zone | Thesis | | |
| 2010 | Not specified | Investigating factors that predict community vulnerability to urban fire: the case of Bahir Dar | Thesis | | |

| | | | | |
|------|---------------|--|--------|--|
| 2010 | Not specified | People's vulnerability dimensions to disaster risk: the case of flooding in Adama district | Thesis | |
| 2010 | Not specified | Flood risk perception in low-lying Kebeles of Libokemkem district, South Gondar zone | Thesis | |
| 2010 | Not specified | Vulnerability of female-headed households in achieving household food security in local context | Thesis | |
| 2010 | Not specified | The impact of awarded model farmers on other farmers in achieving household resilience | Thesis | |
| 2010 | Not specified | Spatio-temporal nexus among changes in vegetation cover, drought and temperature in local contexts | Thesis | |
| 2010 | Not specified | Flood trends and household livelihood security risk assessment: the case of Fogera, ANRS | Thesis | |
| 2010 | Not specified | Urban flood perceptions in Kebena and Bella, Addis Ababa | Thesis | |
| 2010 | Not specified | Ethnic conflict and their impacts on livelihood system: focus on frequent ethnic conflicts | Thesis | |
| 2010 | Not specified | Impact of deforestation on coffee-based livelihoods | Thesis | |
| 2010 | Not specified | Evaluating the effectiveness of productive safety nets programme in assuring food security | Thesis | |

| University of Ghana | | | | | |
|--|---------------|--|-----------------------|---------------------------|-------------------------------------|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| 2010 | Not specified | Seismic vulnerability mapping | Not specified | | |
| 2010 | Not specified | The integration of base maps on hydrometeorology (flooding in Accra) maps with seismic vulnerability maps of same area | Not specified | | |
| Research Conducted by Post-Graduate Students | | | | | |
| Year | Authors | Title | Media of Publication | Journal/Edited book title | |
| Programme yet to commence | | | | | |

| Moi University, Kenya | | | | | |
|----------------------------|---------------|---|-----------------------|---------------------------|---|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| 2010 | Not specified | Situation analysis of fire preparedness in the university focusing on the School of Medicine, Student Hostels and main university | Presentation | N/A | Creating awareness of fire risks and fire readiness amongst university staff and students |

| | | | | | |
|--|---------------|--|----------------------|---------------------------|---|
| 2010 | Not specified | Fire education to Members of the University Community including fire drills. | Presentation | N/A | Creating awareness of fire risks and fire readiness amongst university staff and students |
| 2010 | Not specified | Community risk Assessment in the DSS | Paper | | |
| 2010 | Not specified | Nutritional Status of children under five years in the DSS | Paper | | |
| 2010 | Not specified | Comparison of four different compounds to treat jiggers - a major re-emerging health risk in Kenya | Paper | | |
| Research Conducted by Post-Graduate Students | | | | | |
| Year | Authors | Title | Media of Publication | Journal/Edited book title | |
| None indicated | | | | | |

| University of Antananarivo, Madagascar | | | | | |
|--|--------------------|---------------|-----------------------|--|-------------------------------------|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| 2010 | Razanakoto Thierry | Not specified | Edited book | Ballet J. and Randrianalijaona T. M. Eds | |

| Research output largely in edited books and journals yet to be published or submitted & awaiting feedback | | | | |
|---|---------------------|--|----------------------|---------------------------|
| Research Conducted by Post-Graduate Students | | | | |
| Year | Authors | Title | Media of Publication | Journal/Edited book title |
| 2010 | Kardas Zandritsivry | Réduction de la vulnérabilité des ménages face à la sécheresse : Cas de la Région Androy | Dissertation | |

| Technical University of Mozambique | | | | | |
|------------------------------------|--------------------------------------|---|---------------------------------|---------------------------|-------------------------------------|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| 2008 | Rui da Maia and Arsénio Banze | Disaster Management in Mozambique. The case of the floods of 2007-2008 | UDM Thesis Abstracts, 2009-2010 | Thesis | |
| 2009 | Rui da Maia and Fatima Matsimbe | Influence of drought in agricultural activities in the district of Funhalouro | UDM Thesis Abstracts, 2009-2010 | Thesis | |
| 2009 | Rui da Maia and Moisés Sigauque | Health and Sanitation profile of periphery zones of Maputo | UDM Thesis Abstracts, 2009-2010 | Thesis | |
| 2009 | Rui da Maia and Wilson Mujovo | Water supply in periphery of Maputo | UDM Thesis Abstracts, 2009-2010 | Thesis | |
| 2009 | Hafido Abacassamo and Mauro da Costa | Urban risks. The question of sanitation in zones of high population density in the town of Maputo | UDM Thesis Abstracts, 2009-2010 | Thesis | |

| | | | | | |
|--|---|--|---|---------------------------|--|
| 2010 | Fernanda Cossa & Rui da Maia | Assessment of Public Health Risks | UDM Thesis Abstracts, 2009-2010 | Graduate Degree Thesis | |
| 2009 | Rui da Maia and Luís Artur | Disaster Management in Education Sector | Book to be published by the Ministry of Education | Book | |
| 2009 | Rui da Maia , Agostinho Vilanculos and Agostinho Chavana | Report on the situation of the implementation of Hyogo Framework in Mozambique 2008-2009 | Submitted to UNDP | UNDP report | |
| 2009 | Rui da Maia , Agostinho Vilanculos, Arsénio Banze, António Zunguze and Constantino Nassel | GIS/GPS/RIS in Disaster Management | Being revised for publication | Book | |
| Research Conducted by Post-Graduate Students | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | |
| First BSc cohort yet to complete research | | | | | |

| Gaston-Berger University, Senegal | | | | | |
|--|---------|-------|-----------------------|---------------------------|-------------------------------------|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| None indicated | | | | | |
| Research Conducted by Post-Graduate Students | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | |
| None indicated | | | | | |

| University of Cape Town, South Africa | | | | | |
|--|---|---|--|---|--|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| 2009 | Holloway, A | Environmental and Geographical Science Sans Frontieres: Unfolding disaster risk science in the Western Cape' Gateways | Published article | International Journal of Community Research and Engagement, vol. 2, November 2009 | Advocate for disaster risk-related education |
| 2008 | Holloway, A. with Roomaney, R. | Weathering the storm: participatory risk assessment in informal settlements | Published book | PeriPeri Publications | Not specified |
| 2002 | De Satgé, R., Holloway, A., Mullins, D., Nchabaleng, L. and | Learning about Livelihoods: Insights from southern Africa | Published book + 5 short teach documentary | Oxfam GB and PeriPeri Publications | Not specified |

| | | | | | |
|------|-------------------------------|---|---|--|---------------|
| | Ward, P | | films | | |
| 2006 | Holloway, A. | Disaster Mitigation | Published article | The Elgar Companion to Development Studies, Clark, D.A. (ed) | Not specified |
| 2003 | Holloway, A. | Disaster Risk Reduction in southern Africa: hot rhetoric, cold reality | Published article | African Security Review, Vol 12, No. 1 | Not specified |
| 2000 | Holloway, A. | Drought Emergency, Yes ... Drought Disaster, No: Southern Africa 1991-93' | Published article | Kelman, I. and T. Koukis (eds). 2000. 'Disaster Diplomacy', special section in Cambridge Review of International Affairs (edited by Charlotte Lindberg Clausen), vol. XIV, no. 1, pp. 214-294. | Not specified |
| 2009 | Pelling, M. and Holloway, A. | Legislation for Mainstreaming Disaster Risk Reduction | Published article | Tearfund | Not specified |
| 1998 | Von Kotze, A. and Holloway, A | Living with Drought: Drought mitigation for sustainable livelihoods | Published book + 3 short teaching documentary films | Cape Town and Intermediate Technology Publications | Not specified |

| 1996 | Von Kotze, A. and Holloway, A. | Reducing Risk: participatory learning activities for disaster mitigation in southern Africa | Published book | International Federation of the Red Cross & Red Crescent Societies & Dept. of Adult and Community Education | Not specified |
|--|--------------------------------|--|-----------------------|---|---------------|
| Research Conducted by Post-Graduate Students | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | |
| 2006 | Bauer, Janine | Susceptibility of municipal infrastructure and related services to extreme weather events in the Western Cape: A comparative study of three towns | Honours Thesis | | |
| 2006 | Daams, Francisco | A study of the 2006 Overberg Fire: Application of the wildfire risk management framework to two wildflower farms and two wildflower businesses | Honours Thesis | | |
| 2006 | Hackland, Louise | An integrated approach to investigating climate-driven risk: A case study of climate risks facing critical water and sanitation infrastructure in the Greater Gaansbaai area, Western Cape, South Africa | Honours Thesis | | |
| 2006 | Lawson, Lyndi | Vulnerability as a component of risk: A case study of the 2006 Southern Cape floods | Honours Thesis | | |
| 2006 | Price, Penny | The 2004 Duiwenhoks Flood: | Honours | | |

| | | | | |
|------|------------------|--|----------------|--|
| | | institutional dimensions | Thesis | |
| 2006 | Pharaoh, Robyn | An assessment of the city of Cape Town's 2006 winter preparedness strategy | Honours Thesis | |
| 2006 | Roomaney, Rifqah | Risk reduction and sustainability in an artisanal fishing "community": A case study of Hangberg, Hout Bay, Cape Town | Honours Thesis | |
| 2006 | Solomon, F. J | Developing an asset estimation methodologies for fire-prone informal settlements | Honours Thesis | |
| 2007 | Bahry, Mihret | The relationship between household livelihood profile and fire and flood-related vulnerability | Honours Thesis | |
| 2007 | Drowley, Michael | Analysis of land-use changes in the Knysna river catchment and the associated flood risks: A focus on the Salt River | Honours Thesis | |
| 2007 | Kasie, Tesfahun | A descriptive analysis of environmental health risks and household livelihoods: A case study in the informal settlement of Khayelitsha TR Section | Honours Thesis | |
| 2007 | Smith, Mark | A descriptive analysis of post-fire mitigation measures for steep slopes: A case study of Cape Town's mudslide and mountain flood risk mitigation programme following vegetation fires in 2006 | Honours Thesis | |
| 2008 | Munnik, Oliver | The progression of vulnerability to informal fire risk: An Imizamo Yethu case study with a specific fire risk comparison between informal freestanding dwellings | Honours Thesis | |

| | | | | |
|------|--------------------|--|----------------|--|
| | | and backyard dwellings | | |
| 2008 | DeBoer, Jessie | An analysis of food insecurity amongst Zimbabwean refugees in Cape Town, South Africa | Honours Thesis | |
| 2008 | Barret, Laura | Vegetative debris loading as a critical risk factor for riverine damage to infrastructure: A case study of the July 2008 flood event in the Western Cape | Honours Thesis | |
| 2009 | Chasi, Vimbai | A livelihoods approach to understanding and describing the impact of cholera on food security of fishers at Lake Chivero: Zimbabwe | Honours Thesis | |
| 2009 | Davies, Craig | Fire risk in a formalised settlement: A case study of Vrygrond | Honours Thesis | |
| 2009 | Donaldson, Richard | Rainfall, Flooding and Infrastructure Damage in the Breede River Winelands Municipality: A Focus on Cut-off Low Events 2003 – 2008 | Honours Thesis | |
| 2009 | Mavengere, Chiedza | Comparing the livelihood strategies between women teachers in Food Security in Harare Zimbabwe | Honours Thesis | |
| 2009 | Moir, Shaun | Fire risk management contingencies in the cape Winelands Region: A study if the 2009 Jonkershoek Wildfire | Honours Thesis | |
| 2009 | Redinger, Vivienne | Environmental health hazards, household practices and under-five childhood illnesses: A comparative study of Sweet Home Farm informal settlement, Section D. | Honours Thesis | |
| 2009 | Mbuvundula, Ekari | Investigating the Relationship between Household and State Responses to | Honours Thesis | |

| | | | | |
|------|------------------------|---|----------------|--|
| | | Flooding in Sweet Home Farm | | |
| 2010 | Sabela, Phindile | Flood risk in the Keisie River catchment, Montagu | Honours Thesis | |
| 2010 | Fitt, Michael | Assessing future drought frequency in the Eden District Municipality in Western Cape, South Africa | Honours Thesis | |
| 2010 | de Waal, Jan | The Duiwenhoks River: An analysis of flood causation | Honours Thesis | |
| 2010 | Wicht, Cabral | Rebuilding lives after informal settlement fires: a case study of coping strategies in Vrygrond | Honours Thesis | |
| 2010 | Petersen, Aa-ishah | Assessing the TB prevalence in Uitsig, a comparison of formal low cost housing structures and informal backyard dwellings | Honours Thesis | |
| 2010 | Anderson, Kirsten | Managing disasters in the context of climate change: towards sustainable urban flood management in the City of Cape Town | Honours Thesis | |
| 2010 | Machiridza, Rumbidzayi | Exploring how women living with HIV/AIDS in Harare, Zimbabwe access nutritional and adequate food that conforms to their antiretrovirals (ARVs) treatment regimes. | Honours Thesis | |
| 2010 | Taylor, Sarah | Examining the role that school feeding plays as a protective and promotive form of social protection in the nutrition of children and their households: A case study from Zimbabwe. | Honours Thesis | |

| | | | | |
|------|-----------------|--|--------------|--|
| 2007 | Durham, Caryn | Riverine flood risk reduction in the Western Cape: A case study of the Baths River | MPhil Thesis | |
| 2008 | Benjamin, Ameen | Analysing Urban Flood Risk in Low-Cost Settlements of George, Western Cape, South Africa: Investigating physical and social dimensions | MA Thesis | |
| 2009 | Kasie, Tesfahun | Vulnerability to food insecurity in three agro-ecological zones in Sayint District, Ethiopia | MSc Thesis | |
| 2010 | Bahry, Mihret | Resettlement, household vulnerability, livelihood adaptation and opportunities in Ethiopia: A case study of the Metema Resettlement Area | MSc Thesis | |

| Ardhi University, Tanzania | | | | | |
|----------------------------|---------------|---|-----------------------|---|-------------------------------------|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| 2010 | Not specified | Assessing urban fire risk in the Central Business District of Dar es Salaam | Journal | Journal of Disaster Risk Studies Vol. 3 Issue 1 pp321-334 | Not specified |

| Research Conducted by Post-Graduate Students | | | | |
|--|---------------|---|-----------------------|---|
| Year | Authors | Title | Medium of Publication | Journal/Edited book title |
| Not specified | Not specified | Mainstreaming Disaster Risk Reduction in Urban Planning Practice in Tanzania | Not specified | |
| 2009 | Not specified | Assessing public awareness on the use of fire fighting facilities | Journal | Journal of Disaster Risk Studies Vol. 3 Issue 1 pp 321-334 |
| 2009 | Not specified | Exploration of adaptive strategies applied by local communities to cope with flooding in informal settlements | Not specified | |
| Not specified | Not specified | Application of ICT in Disaster Risk Management in Tanzania" (Advancing ICT for DRM in Africa | Not specified | Information and Communication Technologies (ICT) and Disaster Risk Management (DRM) In Tanzania -- A Case Study |

| Makerere University, Uganda | | | | | |
|-----------------------------|--------------------------|---|-----------------------|------------------------------|-------------------------------------|
| Research by Academic Staff | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | Purpose for which research was used |
| 2009 | Abwola, Orach, Muhoorizi | An assessment of the nutritional status in children under five in the Gulu district. | Journal | African Health Sciences 2009 | Not specified |
| 2009 | Kirabira, Orach, Mayega | Health in the aftermath of a flood event, assessing the health effects and district coping strategies in the Kimu district of eastern Uganda. | Thesis | N/A | Not specified |

| | | | | | |
|------|---|---|---------|--|---|
| 2009 | Orach | Assessment of post-emergency resettlements of IDPs in northern Uganda in six district including Gulu, Amuru, Kitgum, Pader, Lira and Oyam districts | Paper | N/A | An evaluation. The study explored how the internally displaced persons in the northern districts are being resettled in the region-completed. |
| 2009 | Enzama, Orach | Factors affecting the utilization of family planning services in Pabbo internally displaced persons camps, Amuru district, northern Uganda | Thesis | N/A | Not specified |
| 2009 | Aber, Orach | Study of the causes and trends of disease outbreaks in internally displaced persons affected persons, Kitgum district, northern Uganda - completed | Paper | N/A | Undergraduate Thesis |
| 2009 | Orach, G.C. | Health equity: challenges in low income countries | Journal | African Health Sciences 2009; Vol. 9, Number 2, pp S49-S51 | Not specified |
| 2009 | Orach, G.C., Byamukama, N., Musoba, M., Luyombo, A., Mutambi, R., Rostedt, A. | Perceptions about human rights, sexual and reproductive health services by internally displaced persons in northern Uganda | Journal | African Health Sciences, Vol. 9, Issue 2, pp 572-580 | Evaluative research on integration of human rights & health in emergencies |

| | | | | | |
|--|-----------------------|--|------------------------------|--|----------|
| 2009 | Orach, G. C. | Climate change and migration: effects and adaptation mechanisms in Africa | Journal | Centre for Internal Governance Innovation, Special report, pp 31-35. | Advocacy |
| Research Conducted by Post-Graduate Students | | | | | |
| Year | Authors | Title | Medium of Publication | Journal/Edited book title | |
| 2010 | Oyo, Nakku, Orach | Unmet obstetrical needs in IDP camps affected in Northern Uganda Kitgum and Pader | Manuscript | N/A | |
| 2010 | Ochola, Ochama, Orach | Study of prevalence and risk factors for Hepatitis B Virus in, Gulu Municipality | Manuscript | N/A | |
| 2008 | Angom, Orach | Types and trends of disease outbreaks during 2003-2008 in Kitgum IDP affected district | Manuscript | N/A | |
| 2009 | Orach | Prevalence and factors associated with utilization of insecticide treated bed nets among pregnant women in Gulu internally displaced persons camps | Manuscript | N/A | |

ANNEX 6: SHORT COURSES

Table 8: Summary of short courses offered 2008 - 2010

| Country/Partner | Number of Courses | Number of Participants | Primary focus |
|-----------------------|-------------------|------------------------|---|
| USTHB, Algeria | 9 | 326 | Earthquakes |
| BDU, Ethiopia * | 0 | 0 | Food security |
| UG, Ghana | 2 | 31 | Health |
| Moi, Kenya | 3 | 150 | Food security |
| Univ-Tanà, Madagascar | 2 | 58 | Economic valuation |
| UDM, Mozambique | 5 | 193 | GIS/GPS and Disaster management for secondary schools |
| UGB, Senegal | 1 | 25 | Food security |
| DiMP, South Africa | 2 | 194 | Disasters and development |
| Ardhi, Tanzania | 5 | 344 | Disasters related to climate change |
| Makerere, Uganda | 2 | 151 | Health |
| TOTAL | 31 | 1472 | |

* BDU had not yet run any short courses by the end of 2010 but had two planned for 2011.

Detailed list of short courses per partner

University of Science & Technology Houari Boumediene, Algeria

| Title | Content | Duration (days) | Times Offered | Total Intake | Participant Funding |
|---|--|-----------------|---------------|--------------|---------------------|
| Reduction du risque sismique: Scientific and practical methods | The course had an engineering focus with respect to disaster risk reduction | 5 | 1 | 40 (+/-) | Free |
| Strategie de la reduction des risques de catastrophes | The course had an engineering focus with respect to disaster risk reduction | 5 | 1 | 40 (+/-) | Free |
| Earthquake design for architects | The course had an engineering focus with respect to disaster risk reduction | 5 | 1 | 60 | Not specified |
| Earthquake design for Engineers | The course had an engineering focus with respect to disaster risk reduction | 5 | 1 | 60 | Not specified |
| Disaster Risk Management for Journalists | Not specified | 3 | 1 | 15 | Not specified |
| Day seminar for social science researchers and post-grad students to illustrate role of social science in DRR and to promote short courses | Not specified | 1 | 1 | 45 | Not specified |
| Half-Day lectures at University of Mostaganem | A course on the strategy for earthquake risk reduction for students willing to study disaster management | 0.5 | 1 | 15 | Own funding |
| Strategie Pour La Reduction du Risque Sismique: Un Cours Pour Les Ingenieurs (Strategy for earthquake risk reduction: A course for engineers) | A course on the strategy for earthquake risk reduction for students willing to study disaster management | 5 | 1 | 15 | Not specified |
| Conception Parasismique Des Structures : Un Cours Pour Les Architectes | Not specified | 5 | 1 | 36 | Not specified |

Bahir Dar University, Ethiopia

| Title | Summary | Duration (days) | Times Offered | Total Intake | Participant Funding |
|---|---------------|-----------------|---------------|--------------|---------------------|
| Community-based disaster risk reduction | Not specified | Not specified | 0 | n/a | Not specified |
| Food livelihood security | Not specified | Not specified | 0 | n/a | Not specified |

University of Ghana

| Title | Summary | Duration (days) | Times Offered | Total Intake | Participant Funding |
|--|--|-----------------|---------------|--------------|---------------------|
| Introduction to Disaster Risk Reduction (DRR) in Urban Areas | Definition and concepts in Disaster Risk Reduction (disaster events, disaster risk reduction), risk continuum, environmental health risks and vulnerability assessments, methods and tools for assessing environmental health and disaster risks, institutional arrangements for HER and DRR efforts and challenges, proposed strategy for HER and in urban Ghana (institutional arrangements, stakeholder involvement, coordination of DR activities, networking, etc) | 5 | 1 | 17 | Not specified |
| Community Information Base for Environmental Health Management (EHM) and DRR | Definition of concepts (community information base, environmental management, disaster risk reduction, vulnerability mapping, etc), participatory methods and tools for community mapping, vulnerability assessment, and early warning signal identification, networking, experience sharing and process documentation, strategies for social preparation and community sensitization. Participants' careers not mainstreamed to deal with disasters or DRR. Information gained complements their existing capacity & enables them also pass on information to others. | 5 | 1 | 14 | Not specified |

Moi University, Kenya

| Title | Summary | Duration (days) | Times Offered | Total Intake | Participant Funding |
|---------------------------------|---------------|-----------------|---------------|--------------|---------------------|
| Food Hygiene and Safety | Not specified | 5 | 2 | 50 | Free |
| Fire safety and risk assessment | Not specified | Not specified | 2 | 50 | Not specified |
| Nutrition in Emergencies | Not specified | Not specified | 2 | 50 | Not specified |

University of Antananarivo, Madagascar

| Title | Summary | Duration (days) | Times Offered | Total Intake | Participant Funding |
|---|---|-----------------|---------------|--------------|------------------------|
| Economic valuation methods and Disaster Risk Reduction | The course is an introduction to the DRM/R concepts addressing all related issues, especially the mainstreaming and to provide participants with economic tools for ex-ante and ex-post assessment. | 9 | 1 | 34 | Participants Self fund |
| Economic valuation and community based valuation applied to DRR/M | The course is an introduction to the DRM/R concepts addressing all related issues, especially the mainstreaming and to provide participants with economic tools for ex-ante and ex-post assessment. Community risk assessment framework was also introduced due its importance in terms of DRR. | 7 | 1 | 24 | Not specified |

Technical University of Mozambique

| Title | Summary | Duration (days) | Times Offered | Total Intake | Participant Funding |
|--|--|-----------------|---------------|--------------|---------------------------|
| GIS/GPS and RS Technologies for Disaster Risk Management | The aim of the course was to show participants from academic institutions and government offices dealing with disaster management about the role of spatial technologies GIS, GPS, RS as a tool for disaster preparedness as well as teach them to use GIS software. | 5 | 2 | 28 | UNDP |
| First Course on Applied Research | The course aimed to discuss about the research methodologies in coastal management, natural resources | 5 | 1 | 12 | Ministry of Environmental |

| | | | | | |
|---|---|---------------|----|-----|---------------|
| | management, and urban risk management, climate change and Disasters | | | | Affairs |
| Disaster and Development for Government Permanent Secretaries in Vulnerable Districts of South Mozambique | The aim of the course was to supply the participants with disaster mitigation tools for risk reduction, developing efficient techniques for disaster risk reduction in vulnerable districts of the south region of Mozambique | 5 | 1 | 30 | Periperi U |
| Disaster and Development for Secondary Schools teachers and NGO's Staff | To train teachers for safer schools that may help pupils and communities if a disaster occurs | 3 | 1? | 108 | Periperi U |
| GIS/GPS applied to Disasters Management for final year students | Not specified | Not specified | 1 | 15 | Not specified |

Gaston-Berger University, Senegal

| Title | Summary | Duration (days) | Times Offered | Total Intake | Participant Funding |
|---|---------|-----------------|---------------|--------------|---------------------|
| Management of Natural Risks and Vulnerability in Cropping Systems in the Senegal River Valley | | 5 | 1 | 25 | Periperi U |

University of Cape Town, South Africa

| Title | Summary | Duration (days) | Times Offered | Total Intake | Participant Funding |
|---------------------------|---|-----------------|---------------|--------------|---------------------------------------|
| Disasters in Development | Developmental risk reduction with focus on drought, extreme weather events, public health and urban disaster risk, illustrating critical interface between disaster risk reduction and adult education for development practice in disaster-prone areas. | 6 | 7 | 120 | Periperi U, self, government, company |
| Community Risk Assessment | Focuses on strengthening community-based risk assessment capabilities in disaster-prone informal settlements giving priority to assessing household and community risks using a range of participatory methods, quantitative and spatial risk-related data. | 8 | 4 | 74 | Periperi U, self, government, company |

Ardhi University, Tanzania

| Title | Summary | Duration (days) | Times Offered | Total Intake | Participant Funding |
|--|---------------|-----------------|---------------|--------------|---------------------|
| Introduction to DDR | Not specified | Not specified | 1 | 5 | Not specified |
| Emergency Planning | Not specified | Not specified | 1 | 5 | Not specified |
| Disaster Management | Not specified | Not specified | 2 | 67 | Not specified |
| Introduction to DRM | Not specified | Not specified | 1 | 227 | Not specified |
| Environmental management and disasters related to climate change | Not specified | Not specified | 1 | 40 | Not specified |

Makerere University, Uganda

| Title | Summary | Duration (days) | Times Offered | Total Intake | Participant Funding |
|--------------------------------------|--|-----------------|---------------|--------------|---------------------|
| Nutrition in emergencies | Course content includes: surveillance and early warnings, food security and livelihoods, emergency preparedness, advocacy and communication, actors and coordination in NIE, malnutrition, rapid assessments, M&E. | 12 | 2 | 42 | Self/Periperi U |
| Public health in complex emergencies | Course content: context of Public Emergencies; epidemiology; communicable disease control; nutrition; rep health; environmental health; protection and security; violence; weapons and trauma; psychological issues;, coordination | 13 | 4 | 109 | Self/Periperi U |

ANNEX 7: ACADEMIC PROGRAMMES

Table 9: Overview of academic programmes at the end of 2010

| | Under-graduate | Post-graduate | In development | Students in progress, Nov 2010 | Graduates produced during Phase 2 |
|------------------------------|--|----------------------------------|--|---------------------------------|-----------------------------------|
| USTHB | 0 | 1 | MSc | Not specified | Not specified |
| BDU | 1 | 1 | - | 225 | 195* |
| UG | 3 courses | 0 | 2 courses | 34 | 0 |
| Moi | 0 | 0 | 1 UG DRM elective 4 MPh courses | 0 | 0 |
| Univ-Tana | 0 | 1 | - | 37 | 0 |
| UDM | 1 | 0 | MSc DRR & Development | 60 | 14 ** |
| UGB | 0 | 0 | MSc in Risk Reduction & Food Crisis Mitigation | 0 | 0 |
| DiMP | 1 - topic in 3 rd year module | 3 | - | 7 Masters 1 PhD 7 Honours | 44 |
| Ardhi | 0 | 1 | MSc DRM MSc DRM&E | 2 | 0 |
| Makerere | 0 | Unknown number of courses on MPH | MPHDM | 300 | 0 |
| TOTAL COURSES/ TOPICS | 4 | Unknown | 7 | 702 at least | 217 at least * |
| TOTAL FULL PROGS | 2 | 7 | 6 | | |

* BDU reported having 195 graduates during Phase 2. The university only joined Periperi U officially in 2009 and the 2010 cohort were still studying at the time of the evaluation, so the number may be inflated.

** Graduates in 2009 of an adapted programme that included DRM elective.

Detailed list of academic programmes per partner

University of Science & Technology Houari Boumediene, Algeria

| Academic programmes offered in 2010 | | | | | | |
|---|---|--------------------|---------------|----------|------------------|-----------|
| Title | Summary | UG/PG ¹ | Qualification | Duration | Current Students | Graduates |
| Masters in Multidisciplinary Disaster and Risk Management programme | Not provided. | PG | MSc | 2 years | | |
| Academic programmes under development | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Earthquake Engineering & Disaster Risk Management | A full-time Master's course focusing on geological and geographical approaches to Disaster Risk Management and Seismic Risk Reduction | PG | MSc | 2 years | | |

Bahir Dar University, Ethiopia

| Academic programmes offered in 2010 | | | | | | |
|--|--------------|-------|---------------|----------|------------------|-----------|
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| BSc Disaster Risk Management & Sustainable Development | Not provided | UG | BSc | 3 years | 210 | 195 |

¹ UG = Undergraduate, PG = Post Graduate

| | | | | | | |
|---|----------------|--------------|----------------------|-----------------|-------------------------|------------------|
| MSc Disaster Risk Science & Sustainable Development | Not provided | PG | MSc | 2 years | 15 | 13 |
| Academic programmes under development | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| None under development | | | | | | |

University of Ghana

| | | | | | | |
|--|--|--------------|----------------------|-----------------|-------------------------|------------------|
| Academic programmes offered in 2010 | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Theories and Analytical Methods for Integrated Environmental Health (IEH) and Disaster Risk Reduction (DRR) in Urban Areas | This course poses questions about the notions and perceptions formed around disaster events, disaster prevention, and disaster preparedness and mitigation | UG | BA/BSC | 1 Semester | 17 | 0 |
| Policies and Strategies for in Integrated Environmental Health (IEH) and Disaster Risk Reduction (DRR) in Urban Areas | This course expands the discussions on concepts and methods to include relevant legislation, policies and strategies for understanding and dealing with environmental health and disaster risks in urban areas | UG | BA/BSC | 2 Semesters | Yet to start | 0 |
| Geography 443: Theories and Analytical Methods for Integrated Disaster Risk Reduction | Not specified | UG | BSc | 1 Semester | 17 | 0 |

| Academic programmes under development | | | | | | |
|---|--|-------|---------------|---------------|------------------|-----------|
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| GEOG 645 - Concepts and Methods in Advanced Integrated Disaster Risk Management (IDRM) in Urban Areas | This course is similar to the above courses but with deeper conceptual and theoretical rigour. | PG | Not specified | Not specified | | |
| GEOG 646 - Second Semester - Advanced Integrated Disaster Risk Management (IDRM) in Urban Ghana | This course is similar to the above courses but with deeper conceptual and theoretical rigour. | PG | Not specified | Not specified | | |

Moi University, Kenya

| Academic programmes offered in 2010 | | | | | | |
|---------------------------------------|---|-------|---------------|---------------|------------------|-----------|
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| No current academic programmes | | | | | | |
| Academic programmes under development | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Nutrition in Emergencies | Course as part of MPh degree, involving: <ul style="list-style-type: none"> □ Disaster Management □ Humanitarian Laws and Policies □ Health Services for Displaced Persons □ Environmental Health Issues in Disasters | PG | MPh | Not specified | | |

| | | | | | | |
|--------------------------|---|----|---------------------------------|---------------|--|--|
| | <input type="checkbox"/> Rehabilitation and Resettlement of Displaced Persons | | | | | |
| Disaster Risk Management | An elective course in DRM available to all university students | UG | Elective course, all UG degrees | Not specified | | |

University of Antananarivo, Madagascar

| Academic programmes offered in 2010 | | | | | | |
|--|---|-------|---------------|-----------|------------------|-----------|
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Disaster and Risk Management Multidisciplinary Graduate Training Programme (DMGRC) | The programme is aiming at giving large knowledge to students about natural, technological and sanitary hazards and risks and the way to intervene before during and after disasters occurred, with a specific focus on mitigation (long term measures) and prevention (short and mid term measures). | PG | MSc | 18 months | 40 | 0 |
| Academic programmes under development | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| None under development | | | | | | |

Technical University of Mozambique

| Academic programmes offered in 2010 | | | | | | |
|-------------------------------------|---|-------|---------------|----------|------------------|-----------|
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Environmental Engineering and | It is a hybrid course combining environmental engineering and | UG | BSc | 3 years | 60 | 14 |

| | | | | | | |
|--|--|-------|---------------|----------|------------------|-----------|
| Disaster Management | disaster risk management. The DRM component is composed by eight modules being the overall duration of the course 4 years. | | | | | |
| Academic programmes under development | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Master's Disaster Risk Reduction & Development | It is a Master degree in engineering, disaster risk reduction and development course made up by 12 modules, being seven compulsory and four optional. The last module is a dissertation with compulsory publication of a paper in speciality publications. | PG | MSc | 2 years | | |

Gaston-Berger University, Senegal

| | | | | | | |
|---|--|-------|---------------|----------|------------------|-----------|
| Academic programmes offered in 2010 | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| No current programs | | | | | | |
| Academic programmes under development | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Risk Reduction and Food Crisis Mitigation in Africa | A Master's programme focused on food risk management incorporating agriculture; economics; hydrology; geography; environment; rural sociology; agricultural statistics, law and jurisdiction,; mathematics and modelling | PG | MSc | 2 years | | |

University of Cape Town, South Africa

| Academic programmes offered in 2010 | | | | | | |
|--|--|-------|---------------|------------|------------------|-------------------|
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| 3rd Year Disaster Risk component as part of one module in BSc degree | 1-2 wk input in EGS 3020F 'Environmental change and challenge | UG | BSc | 1 Semester | Not specified | Not specified/N/A |
| Disaster Risk Science (Honours) | Postgraduate course focusing on Disaster Risk Science incorporating subjects drawn from the Geographical And Environmental Sciences Department | PG | BSc/BA (Hons) | 1 year | Not specified | 40 |
| Disaster Risk Science (MA/MSc) | Postgraduate course focusing on Disaster Risk Science incorporating subjects drawn from the Geographical And Environmental Sciences Department | PG | MSc/MA | 2 yeas | 1 | 3 |
| MPhil in Disaster Risk Science | The MPhil in DRS combines social and physical science approaches to create a holistic approach to Disaster Risk analysis and management focusing on strategic skills development | PG | MPhil | 2 years | 6 | 1 |
| PhD | Not specified | PG | PhD | 4 years | 1 | Not specified |
| Academic programmes under development | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| None under development | | | | | | |

Ardhi University, Tanzania

| Academic programmes offered in 2010 | | | | | | |
|--|---|-------|---------------|---------------|------------------|-----------|
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Master of Disaster Risk Management (MDRM) | Disaster Risk Management Fundamental Courses for orienting students correctly with respect to DRM | PG | MSc | 18 months | 2 | 0 |
| Academic programmes under development | | | | | | |
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Master of Science in Disaster Risk Management (MSc. DRM) | Not specified | PG | Not specified | Not specified | | |
| Master of Science in Disaster Risk Management and Engineering (MSc. DRM & E) | Not specified | PG | Not specified | Not specified | | |

Makerere University, Uganda

| Academic programmes offered in 2010 | | | | | | |
|---|---|----|-----|---------|----|-----|
| MPH (incorporating Disaster Risk Management programs) | Health, nutrition, maternal and child health, reproductive health, leadership and coordination, monitoring and evaluation, all pertaining to disaster scenarios | PG | MPh | 2 years | 30 | 300 |

| Academic programmes under development | | | | | | |
|---|---|-------|---------------|----------|------------------|-----------|
| Title | Summary | UG/PG | Qualification | Duration | Current Students | Graduates |
| Master of Public Health Disaster Management | Content includes: concepts of public health and disasters; Disaster risk reduction; leadership, management; logistics; M&E, health services organisation, health and ethics; reproductive health, and nutrition in emergencies. | PG | MPHDM | 2 years | | |

ANNEX 8: NOTE ON THE HIGHER EDUCATION CONTEXT

Although the programme plans do not make specific reference to it, the Periperi U concept is in many ways an emerging expression of a new model of academic work, “engaged scholarship”. Disaster Risk Science is also an emerging multi-disciplinary knowledge domain and multi-disciplinarity challenges traditional university structures and ways of working. The difficulties of innovation in knowledge production in higher education are well documented and evident in the programme. A short overview of contemporary debates about the nature of academic work is relevant for understanding some of the difficulties and successes of Periperi U.

1. Universities’ relationship with society

Universities are remarkably resilient organisations. Several are counted among the longest surviving institutions in the world. Their longevity is a source of both strength and weakness. In times of profound change, universities serve as societies’ institutional memory, as points of stability, knowledge conservation and, to varying degrees, independent thought. The older they are, however, the more difficult it may be for them to change themselves.

Universities also serve as a microcosm of and lens on the critical issues of the human enterprise as it plays out in their contexts. As sites of leadership, service provision and critique, they occupy an intellectual and psychological space that is simultaneously heartland and borderland. Their relationship with society is a dynamic and delicate balancing act. As knowledge producers and users, their role is a complex interplay of conservation, preservation, expansion and innovation. As purveyors of education, they are challenged to serve political agendas for socialisation and economic development. Whether public or private, their relationships with government are crucial for their success.

2. Ideas of scholarship

All universities define their core business as teaching and research. Most add social or community contribution as a third element, called “extension work” or “outreach”. Depending on the discipline, the latter can range from free service to lucrative consulting. All three activities are the basis for measuring productivity and impact at various organisational levels, from the overall institution to the individual academic. In some institutions outreach is given equal weight with teaching and research. In others it is given less value and, as a result, can be a source of conflict. Dissent around social contribution is a function of two challenges: the assumption about what constitutes valid academic work and the need to generate income in a world where state funding for public higher education is shrinking.

In the past two decades two kinds of knowledge production have been defined. “Mode 1” knowledge production is based in individual academic

disciplines and driven mostly from inside the institution by academics' interests. "Mode 2" knowledge production is focused on problems and issues in the world "out there" and is context-driven and interdisciplinary². While in theory all universities accept both modes as valid, in practice tensions arise about the academic rigour and standing of mode 2 activities, mainly because of the nature of academics' professional identities, which are bound up with specialist disciplines that operate in silos that are hardwired in university organisational designs, and the resultant difficulty of integrating across disciplinary boundaries.

As new knowledge domains are multi- and interdisciplinary, their development tends to be conflictual because of concerns about rigour and adherence to standards in the face of fast-paced responsiveness to the "real" world of application, including social projects as is the case with DRS. A good example of a multi-disciplinary knowledge domain that emerged in the mid-twentieth century that has achieved a degree of maturity, if not universal respectability, is business administration. The reality is that rigour and standards emerge organically over time through careful cultivation, as knowledge domains mature and the network of peers essential for consensus about the domain boundaries and what constitutes good quality teaching and research grows to a critical mass. This may be overlooked in the cut and thrust of institutional politics as specialists from different fields vie for resources and acknowledgement.

3. Forms of research

There are three forms of academic research (Cooper, 2009), two of which are grounded in the world of application or practice:

- Pure basic research (PBR), which is curiosity-driven. It flows from a quest for fundamental understanding and is not preoccupied with the utility of the research. This kind of research is traditionally associated with the university-as-ivory-tower, which earns it undeserved bad press in the popular domain because the open-ended nature this kind of research can push the boundaries of knowledge and produce significant utility down the line.
- Pure applied research (PAR), which is concerned primarily with utility and does not seek to create or enhance fundamental understanding. This is the "better mousetrap" kind of research that drives business and is the province of consulting.
- Use-inspired basic research (UIBR), which simultaneously seeks to create fundamental understanding of problems and to consider the use of the research.

The concept of engaged scholarship has emerged within this debate about kinds of knowledge production and the university's responsibility to be

² These definitions are simplifications. There is substantial scholarly literature on the subject: see, for example, Michael Gibbons et al. *The New Production of Knowledge: the dynamics of science and research in contemporary societies*. Sage, 1994 and Helga Nowotny, Peter Scott and Michael Gibbons *Re-thinking Science: knowledge and the public in an age of uncertainty*. Polity, 2001.

socially relevant. Ernest Boyer (1996) defines the scholarship of engagement as “connecting the rich resources of the university to societies’ most pressing social, civic and ethical problems.” Engaged scholarship emphasises the inextricable relationship between research and teaching and brings the world of practice into the classroom and laboratory and vice versa by legitimising and encouraging various forms of curriculum delivery including short courses. Prof David Cooper, Head of the Sociology Department at UCT and Fulbright New Century Scholar 2009/10 whose research theme was “The University as Knowledge Centre and Innovation Driver” defines scholarship as engaged if it meets the following criteria³:

- It has an external audience that is not restricted to the academic’s disciplinary peers;
- It is directly related to the academic staff member’s position and responsibilities in his/her university department/unit;
- It embodies the academic’s specific scholarly expertise;
- It involves a two-way process of knowledge transfer between the people doing research and the people among whom the research is done.

Prof Cooper’s research suggests that engaged scholarship emerges out of more traditional forms of scholarship in the sense that it is conducted by academics who have achieved maturity in their base disciplines and thus secured their reputations and status within their home institution and the external network of disciplinary specialists that make up their professional work fields. In other words, they are people who have “made it” and no longer have to prove themselves to secure support. A similar process may characterise the emergence of new knowledge domains. While there is evidence within Periperi U of the contribution of enthusiastic young people to exploring and pushing the boundaries of DRS, the freedom to experiment seems to exist where there is engaged support of older, more experienced academics, who have substantial track records in research and teaching.

Despite the very long gestation periods that typify developments in higher education⁴, the Periperi U model shows early evidence of facilitating engaged scholarship on a continent-wide basis in Africa⁵. It is already supporting and leveraging initiatives by academics to establish networks that include academics in other African HEIs, expert researchers and practitioners outside the academy, institutions involved in disaster risk reduction, mitigation and management, including governments, and communities affected by hazards and disasters. These are learning partnerships that require time to grow.

³ Information derived from a presentation Prof Cooper made to the UCT Vice Chancellor’s Open Forum on 22 November 2010.


⁴ Michigan State (MSU), which has adopted a model of core business that extends the range of legitimate academic research to include pure, applied and use-inspired basic research, has been developing its model for 150 years.

⁵ With the caution that it was beyond the scope of the evaluation to determine the degree to which Periperi U research was pure applied versus use-inspired basic research.

ANNEX 9: BASELINE FOR PHASE 2

1. Table 10: Baseline summary

| Institution | Disaster risk-related academic programmes | Short courses | Research |
|-------------|--|---|--|
| USTHB | None | None | Ongoing LBE research |
| BDU | <ul style="list-style-type: none"> Undergraduate programme in DRM MSc in DRM in collaboration with UA | None | Unknown |
| UG | None | None | AURAN |
| Moi | 2 DM units included in BSc Environmental Health Studies | None | None |
| Univ-Tana | DMGRC under development | None | Ongoing CERED research |
| UDM | None | 2 in collaboration with UNDP | None |
| UGB | Master's level programme under development | None | Research contracts signed with unknown number of students |
| DiMP | <ul style="list-style-type: none"> DRS elective in BSc Environmental Science & Geography DRS (Hons) MA/MSc DRS MPhil DRS | <ul style="list-style-type: none"> Disasters & Development Community Risk Assessment | 1998 – 2006: 5 monographs 1 journal article |
| Ardhi | MSc under development | <ul style="list-style-type: none"> Introduction to DRR Introduction to Emergency Planning | 1 draft report submitted to Tanzanian government 3 additional projects identified |
| Makerere | None | <ul style="list-style-type: none"> Public Health in Complex Emergencies | Several pieces of research in the public health implications of post-disaster response, especially for refugees. |

 Phase 1 partners

2. Baseline activity details

USTHB was actively engaged in seminars and conference participation related to disaster risk. The USTHB Laboratory for the Built Environment (LBE) was a fully functioning research entity with eleven faculty and over thirty-five students, funded by research grants. Prof Benouar had been elaborating his knowledge of disasters and risk for several years and was teaching earthquake risk reduction.

BDU's Department of Disaster Risk Management and Sustainable Development dates from 2005, which is when it first made contact with DiMP. It offered undergraduate education through full-time, part-time and distance learning programs and was engaged in research. In 2007, it launched an MSc in DRM and Sustainable Development in collaboration with the University of Arizona.

UG was offering undergraduate programs and seven short courses in various aspects of Geography. It was engaged in research and was a member of AURAN (African Urban Risk Analysis Network, a partnership for applied research on patterns of risk in informal and poor urban settlements), which shaped its view of disaster risk. There was no specific focus on disaster risk reduction and thus no unit or group of people focused on the domain.

Moi had an elective course in DM as part of its master's program in public health. There was no unit focused on disaster risk and staff engaged in teaching and research were funded by the university and the Moi Teaching Hospital.

Univ-Tanà had two research centres focused on development economics⁶. The Periperi U project leader's work experience at the World Bank had grown his understanding of disaster risk reduction and although there was no specific funding for disaster risk-related work, he and his colleagues had started designing a post-graduate diploma in DRM. There were no short courses on offer.

UDM had been offering an undergraduate degree in Environmental Engineering since 2003. The project leader, Dr da Maia, worked for many years in the field of industrial disasters and from 2000 was working in flood-related disasters, which are common in Moçambique. MapAction, a UK NGO, helped UDM to establish its DM capability by bringing trainers and equipment to Maputo to run two free short courses. By 2007 Dr da Maia was looking for collaborators and at that time, his research, which had been disseminated by MapAction, attracted Ailsa Holloway's attention

⁶ Centre d'Étude et de Recherche Economique pour le Développement (CERED) and Centre d'Étude Économique et Environnementale pour le Développement à Madagascar (C3EDM)

At UGB the university farm was a site for teaching and research in agriculture and food security but there was no explicit disaster risk reduction focus.

The Ardhi Disaster Management Training Centre (DMTC) has its origins in a partnership project between USAID and the government's Disaster Management Department (DMD), established in the Prime Minister's Office in 1990. After a series of disasters in the mid- to late-1990s including the bombing of the US embassy in 1998, it was upgraded with the help of USAID. Between 1998 and 2003, USAID funded the Strengthening Tanzania's Disaster Response Project through the DMD. The DMTC was set up in 2002 to deliver the training component of the project with the Ministry of Health and the Tanzanian Red Cross as principal clients. When the project ended, the DMD decided to institutionalize the DMTC and Ardhi University won the tender. USAID funded a Disaster Vulnerability Assessment for Tanzania from DMTC in 2004. Ardhi was offering two public short courses and tailored in-house training for local government, police and the military. In the beginning its focus was on disaster management and planning.

Makerere's short course, Public Health in Complex Emergencies, had been offered for ten years. It had no disaster risk reduction focus at the time.

ANNEX 10: PHASE 2 OBJECTIVES, EXPECTED RESULTS & INDICATORS

| Objectives | Expected Results | Process/Outcome Indicators |
|---|--|---|
| Objective 1 Institutional development and/or expansion of active teaching and training capacity on context-specific disaster risk and vulnerability reduction in ten African universities over three years. | Production/implementation of a consolidated three-year and yearly work-plans informed by detailed supportive work-plans for each of the participating institutions Formalisation of implementing agreements with partner institutions and timeous transfer of funds Yearly consultative meetings of partner organisations, including an evaluation or consolidation meeting in the final year of the programme. Completion of mid-term and summative evaluations Demonstrated evidence of greater collaboration, exchange and mutual support among the participating institutions in disaster risk and vulnerability reduction course design/teaching/training/research. | 1 consolidated three year work-plan 1 consolidated plan for each year 5 signed implementing agreements (Yr 1) and 9 implementing agreements (Yrs 2-3) 4 consultative meeting reports. 1 mid-term and summative evaluation report Number of exchange visits between participating institutions. |

| | | |
|--|--|--|
| | Development of sustainable institutional capacity to offer short courses and formal academic programmes on disaster risk and vulnerability reduction in each institution. | Number of events/training sessions with representatives from partner institutions |
| Objective 2 The establishment and/or development of sustainable capacity in each institution to provide at 1-2 short courses annually related to hydrometeorological hazards and urban risks | Generation of 1-2 short course core training modules related to hydrometeorological hazards and urban risks Convening of 1-2 short courses a year, reaching a minimum of 600 development and disaster risk management practitioners during 2008-2010. | Modules drafted, tested and finalised. Number of courses undertaken (≥ 22) Number of development and disaster risk management practitioners participating in each course. |
| Objective 3 Establishment and/or expansion of undergraduate and/or graduate programmes related to disaster risk reduction in the participating universities. | Successful introduction and expansion of undergraduate and/or graduate programmes on disaster risk reduction. Successful completion of the second year of graduate study by Ethiopian graduates expected to lead the Bahir Dar programme | A minimum of seven formal academic programmes on disaster risk reduction introduced. Graduation at masters level by 2 Bahir Dar students by December 2009. |

| | | |
|--|--|--|
| <p>Objective 4</p> <p>Generation of research to strengthen disaster risk reduction knowledge base to inform local/national policy development as well as humanitarian assistance.</p> | <p>Context specific research focusing on hydro-meteorological risk and/or urban risk.</p> <p>Identification of critical resources materials for studies relating to disaster risk and vulnerability.</p> <p>The dissemination of research and other related information to relevant stakeholders</p> | <p>At least 22 research reports on hydrometeorological hazards & urban risks</p> <p>Inventory of essential resource materials for the DRR field and translation into French and Portuguese.</p> <p>Developed and maintained website for Periperi U that is actively used.</p> <p>.</p> |
|--|--|--|

ANNEX 11: RESEARCH WITHIN PERIPERI U

Academics emphasize the importance of defining exactly what “research” means in this programme. There is universal agreement among the partners that producing applied, socially relevant, practical and impactful research and teaching outputs is a prime concern of the partners. Differences of opinion on the emphasis of the research exist in the consortium⁷.

One view is that, while the programme has three components - training, research and outreach/extension work - the main objective of Periperi U is education and training, primarily for outreach and advocacy. The value of research is to shape the message. In this view, the Periperi U research is not fundamental (i.e., pure or use-inspired basic research - see [Annex 8](#) for definitions of these concepts). Its purpose is to clarify concepts related to disaster and risk and provide output that support outreach.

The other view emphasises the importance of recognising that the programme is based in HEIs and that academics are expected to do research that conforms to the requirements of their jobs. This perspective emphasizes research that is both socially relevant and academically sound, i.e. that is published in peer-reviewed journals or presented at scholarly conferences. It conforms to the definition of use-inspired basic research. Academics who motivate this model believe that fulfilling both agendas will attract the institutions’ attention and sustained support as well as informing education and training.

Regardless of the view on the exact academic standing of research, the partners agree on four things:

- 1) Research as applied, serves a development agenda and is aligned with national priorities for disaster risk, which makes it different from pure (basic) academic research
- 2) It is a source of intellectual capital for curriculum design and teaching materials and
- 3) It ignites the potential for consulting work because it attracts the attention of governments.
- 4) Publishing is important because it *“opens a window for sharing research and consultancy results”* (Tarekegn Ayalew, BDU, Ethiopia).

⁷ [Annex 8](#) contains brief notes on forms of academic research and debates within higher education about the nature and value of different types of scholarship.

While Periperi U funding has stimulated and supported research that might have been difficult to fund from other sources. Some of DIMP's larger projects, such as the RADAR report, require cross funding, which is difficult to raise because the publication crosses disciplinary boundaries and "has a social conscience", combining hardcore science and soft issues that address multiple audiences. It has to be accessible, make complex problems simple and be relevant. It challenges South African higher education system and institutional norms around research standards and therefore what is recognized and funded (see [Annex 8](#)).

ANNEX 12: TOWARDS TRANS-DISCIPLINARITY

New knowledge domains tend to arise from combinations of existing disciplines. Theoretically, the process is a linear development, starting with a multi-disciplinary curriculum model in which a number of disciplines come together to make parallel contributions without any attempt at integration or dialogue. The next stage is an inter-disciplinary model, where multiple disciplines converge and integrate to some extent, while retaining their distinct bodies of knowledge and approaches, as is the case in medicine and traditional MBA programmes. The “final” stage is a trans-disciplinary curriculum, in which the orientation is around problems and needs: contributing disciplines are deconstructed and their methodologies used appropriately.

The process of moving from a disconnected, unitary discipline focus into the multi-, inter- and trans-disciplinary space is challenging for higher education because the independent structure of academic disciplines tends to be entrenched in university cultures and organisational structures. In addition to noting contributing institutional circumstances in cases where projects succeeded, struggled or failed to secure sufficient intellectual space to take root, the evaluation inquired lightly into thinking about curriculum integration. It seems likely that different institutions are at different stages of development in terms of the curriculum model. Emergence of the DRS domain is also not limited to Africa. Periperi U is an interesting site for learning about the process of new knowledge creation because its geographic, intellectual, cultural and linguistic diversity is a zone for the kind of “border-work” necessary for the development of a trans-disciplinary understanding (Horlick-Jones and Sime, 2004).

ANNEX 13: VIEWS ON THE DRS KNOWLEDGE DOMAIN

The programme goal, objectives and focus areas all refer to capacity building in and for disaster risk reduction. The academic “knowledge domain” is referred to, certainly by DiMP, as Disaster Risk Science. In practice, the emerging domain encompasses a very wide range of possible components and can be orientated to risk reduction and/or disaster management. The evaluation highlighted different views among participating academics on the domain construct.

In terms of actual applied shifts in thinking about disasters and risk as manifest in curriculum design and research work, the partners’ progress was uneven. Some, like UGB, appeared to have embraced fully the risk reduction agenda. Others were using a blend of disaster risk management and a risk reduction focus– Ardhi is an example. Others, like Makerere, were still focused almost exclusively on DM.

These approaches illustrate the very broad conceptual framework for the discipline in Periperi U, in particular the relationships among disaster management (DM), disaster risk reduction (DRR) and disaster risk science (DRS). The evaluation revealed indications of a debate that has perhaps not been foregrounded yet. While DiMP advocates disaster risk reduction as the overarching concept, some of the other partners seem to consider DM the super-ordinate construct. The reality of several countries is that demand for DM capacity building is high and the risk reduction concept may not yet have penetrated official thinking and practice enough to enable the universities to contribute meaningfully to practice and possibly to policy change unless they retain a DM focus. The evaluation shows that expanding the perspectives, understanding and practice of government decision-makers, disaster risk practitioners and professional teacher/researchers is time-consuming and demands patience, subtlety, resilience and diplomacy as well as activism and the willingness to challenge orthodoxy.

Given the early stage of development of the knowledge domain, a diversity views on DRS seems healthy for growth and development. The evaluation did not reveal the extent to which these perspectives have been surfaced and debated by the partners. If it is not happening overtly, this could be a fruitful area of work, which we recommend be considered early in Phase 3.

ANNEX 14: SUGGESTED ADDITIONAL INSTITUTIONS

The partners were asked to identify other universities in their countries with which they believe useful relationships in disaster risk related activity can be built and to give reasons for their recommendations.

| Country | Institutions | Reason for recommendation |
|------------|--|--|
| Algeria | <ul style="list-style-type: none"> University of Mostaganem University of Batna University of Bejaia University of Oran | None given |
| Ethiopia | <ul style="list-style-type: none"> Addis Ababa University Gondar University Mekele University | Offer Disaster risk reduction related courses such as Food Security, Arid Land Management, Public Health and Nutrition |
| Ghana | None suggested | |
| Kenya | Masinde Muliro University | Proximity to Moi University. Focus on Engineering could add a new dimension to Moi's work |
| Madagascar | None suggested | |
| Mozambique | <ul style="list-style-type: none"> Universidade Eduardo Mondlane Universidade Católica de Moçambique | UDM has historical collaboration with them including under Periperi U umbrella |
| Senegal | <ul style="list-style-type: none"> Cheikh Anta Diop University (Dakar) CIRAD (French Research Institute) Africa Rice (African Rice Research Organization) | Because they are convinced that DRR should be taken into account in their research programme as well. |

| Country | Institutions | Reason for recommendation |
|--------------|--|---|
| South Africa | University of the Free State University of North West University of Pretoria University of the Witwatersrand University of the Western Cape Cape Peninsula University of Technology Stellenbosch University (new home institution) | All interested - only likely to cooperate if leadership and facilitation came from outside the participating universities - i.e., from the NDMC |
| Tanzania | None suggested | |
| Uganda | Gulu University | Runs courses in conflict management; serves a population that has experienced 20 years of civil war; focuses on medicine and agriculture |

ANNEX 15: REFERENCES AND SOURCES

A substantial number of documents were consulted for the evaluation. The following are the main ones.

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- Unknown: University of Ghana
- Kangethe, S: Moi University, Kenya
- Olivaniaina, R D: University of Antananarivo, Madagascar
- Fall, J P Y: University of Gaston-Berger, Senegal
- Lewis, K M: DiMP, University of Cape Town/Stellenbosch University, South Africa
- Chaggu, E O and Makalle, A M P: Ardhi University, Tanzania
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ANNEX 15: ACRONYMS AND NAMES

| | |
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| Ardhi | Ardhi University, Dar Es Salaam, Tanzania |
| AURAN | African Urban Risk Analysis Network |
| BDU | Bahir Dar University |
| BSc | Bachelor of Science |
| BSc (Hons) | Bachelor of Science (honours) – South African postgraduate qualification between bachelors and masters degrees |
| CADRI | Capacity for Disaster Reduction Initiative |
| CVM | Moçambiquan Red Cross |
| DFID | Department for International Development (UK) |
| DiMP | Disaster Mitigation for Sustainable Livelihoods Programme |
| DM | Disaster Management |
| DMTC | Disaster Management Training Institute, Ardhi University, Tanzania |
| DRR | Disaster Risk Reduction |
| DRR/M | Disaster Risk Reduction and Management |
| DRS | Disaster Risk Science |
| DVC | Deputy Vice Chancellor |
| FGD | Facilitated Group Discussion |
| GIS | Geographic Information Systems |
| HEI | Higher Education Institution |
| IDP | Internally Displaced Persons |
| iNGO | International Non-Governmental Organisation |
| ISDR | International Strategy for Disaster Reduction |
| ICSU | International Council for Science |
| LBE | Built Environment Laboratory, USTHB |
| M&E | Monitoring and Evaluation |
| MA | Master of Arts |
| Makerere | Makerere University, Kampala, Uganda |
| MDRM | Masters in Disaster Risk Management |
| MPHDM | Master of Public Health in Disaster Management |
| MPhil | Master of Philosophy |
| Moi | Moi University, Eldoret, Kenya |
| MSc | Master of Science |
| NGO | Non-Governmental Organisation |
| ODA/DFID | Overseas Development Administration, Department for International Development (UK) |
| OFDA | Office of Foreign Disaster Assistance, USAID |
| Periperi U | Partners Enhancing Resilience to People Exposed to Risks |
| ProVention | Consortium to provide a forum for dialogue and for catalysing new ideas and collaborative initiatives on disaster risk reduction (http://www.proventionconsortium.org) |
| SU | Stellenbosch University, South Africa |

| | |
|-----------|--|
| UCT | University of Cape Town, South Africa |
| UDM | Universidade Técnica de Moçambique, Maputo, Moçambique |
| UG | University of Ghana, Accra, Ghana |
| UGB | Université Gaston-Berger, St Louis, Senegal |
| UN | United Nations |
| UNDP | United Nations Development Programme |
| UNEDRA | University Network for Disaster Risk Reduction Education in Africa |
| UNICEF | United Nations Children's Fund |
| Univ-Tanà | Université d'Antananarivo, Madagascar |
| UNU | United Nations University |
| USAID | United States Agency for International Development |
| USTHB | Université des Sciences et de la Technologie Houari Boumediene, Algiers, Algeria |
| Wits | University of the Witwatersrand, Johannesburg, South Africa |

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