

PLATFORM FOR

STABILITY, DEMOCRACY & RIGHTS

 DANSKE UNIVERSITETER
UNIVERSITIES DENMARK

Building Stronger Universities Platform for Stability, Democracy & Rights

Description, Activity Plan and Budget

TABLE OF CONTENTS

List of Abbreviations	ii
Executive Summary.....	iii
1. Introduction.....	1
1.1. Working Process and Partner selection	1
1.2. Project selection	2
2. Addressing the Needs of Partner Institutions.....	2
2.1. Nepal.....	2
2.2. Uganda.....	3
2.3. Kenya.....	4
3. Relevance of the Academic Focus Areas.....	6
3.1. Academic Focus Areas	6
3.2. National Priorities.....	7
3.3. Match with Danida Strategy and Country-Specific Activities	9
4. Academic Strength of Danish Partners.....	10
4.1. Quality of research within Academic Focus Areas	10
4.2. Overview of Ongoing Research	11
4.3. Key Staff Resources	11
5. Documented Experiences With Capacity-Building Among Danish Partners	13
5.1. Projects with emphasis on human and institutional capacity building in developing countries	13
5.2. Experiences with capacity building.....	14
5.3. Relevance of the documented experiences vis-à-vis proposed activities.....	14
6. Proposed Activity Plan and Budget.....	14
6.1. Concise description of proposed activities.....	14
6.2. Budget and co-financing	26
6.3. Synergies and collaboration.....	27
7. Management Structure.....	29
7.1. Decision-making structures.....	29
7.2. Measures for monitoring and evaluation	30
7.3. Structures for internal communication	30
7.4. Structures for external communication and dissemination	30
Appendix 1 – Detailed Budgets.....	31
Appendix 2 – Selected CVs	43

LIST OF ABBREVIATIONS

AU	Aarhus University	PSC	Partnership Steering Committee
BA	Bachelor of Arts	PC	Project Component
BSU	Building Stronger Universities	Ph.D.	Doctor of Philosophy
CBO	Community-Based Organization	PNC	Prithvi Narayan Campus
CBS	Copenhagen Business School	RUC	Roskilde University
CNAS	Centre for Nepal and Asian Studies	SC	Steering Committee
Danida	Danish International Development Assistance	PSDR	Platform for Stability, Democracy & Rights
DIHR	Danish Institute for Human Rights	SDU	University of Southern Denmark
DJPP	Danish Democracy, Justice & Peace Programme (Uganda)	ToT	Training of Trainers
DK	Denmark	TU	Tribhuvan University
DKK	Danish Kroner	UC	University of Copenhagen
DTU	Technical University of Denmark	UDSM	University of Dar es Salaam
ENRECA	Danida's Bilateral Programme for Enhancement of Research Capacity in Developing Countries	UJAS	Uganda Joint Assistance Strategy
GU	Gulu University	UN	United Nations
IPSS	Institute of Peace and Strategic Studies (GU)	UoN	University of Nairobi
IT	Information technology	AAU	Aalborg University
KU	Kathmandu University		
LIC	Low-income Countries		
LRA	Lord's Resistance Army		
MA	Master of Arts		
MASU	Maseno University		
MDGs	Millennium Development Goals		
MOIU	Moi University		
MoU	Memorandum of Understanding		
M.Sc.	Master of Science		
MUCCeP	Moi University Collaborative Centre for Peace Studies		
NDP	National Development Plan (Uganda)		
NGO	Nongovernmental Organization		

EXECUTIVE SUMMARY

The Platform for Stability, Democracy & Rights (PSDR) has as its goal to strengthen human and institutional capacity in partner universities in line with the overall objectives of the Building Stronger Universities (BSU) initiative, and with a specific focus on academic focus areas that can feed into three of the priorities identified in the newly revised strategy for Denmark's development cooperation, namely: 1) Freedom, Democracy and Human Rights; 2) Gender Equality; and 3) Stability and Fragility.

Whereas the academic focus area of gender equality directly addresses Millennium Development Goal (MDG) 3, the other two academic focus areas concern necessary framework conditions that have dramatic consequences for the ability to pursue any of the MDGs in affected countries and regions, such as relative absence of armed conflict and the ability of the state to guarantee basic rights of citizens.

The Platform's three partner countries are all characterised by recent experiences with armed conflict and political instability. In a post-conflict scenario, universities have a special responsibility to contribute to the surrounding environment as providers of sound analysis of societal and cultural developments of national priority and as producers of future policy- and decision-makers. Universities in such countries also face special challenges during conflicts and in post-conflict scenarios that affect their position as centres of critical thinking.

Long-term international collaboration based on national and institutional needs, and with a strong emphasis on capacity strengthening is a key to building stronger universities that are capable of increasing their contributions towards democratic and peaceful developments in their respective societies.

While the general understanding is that sustainable development of research capacity can only be a long-term activity, the present document is a description of planned activities to be carried out over an initial two-year period during 2011-13. It discusses the relevance of the plan, the Platform's collaborative framework and its academic strength. The document serves as an application for one of three funding levels to be assessed and recommended by a panel of international experts in May 2011. It is organized in accordance with predefined assessment criteria to facilitate the assessment process.

Based on inclusive discussions across seven Danish universities and a consultative process with potential partner universities, the following universities were identified as core partners: Tribhuvan University (Nepal), Gulu University (Uganda) and Maseno University, Moi University and University of Nairobi (all Kenya). The selection was guided by a set of principles that stress long-term sustainability; needs and priorities at institutional and national levels; institutional commitment; existence of a critical mass of dedicated researchers in Denmark with an excellent academic track record within the relevant focus areas and countries; and overlap with Danida partner countries and country programmes.

The proposed activity plan has been developed during collaborative workshops conducted in North and South. While the broader academic focus areas are the same across the countries, the specific projects proposed in each country/institution address national and institutional needs and are in accordance with national strategies and priorities. They have been grouped under the following four Project Components:

- 1) Generic research capacity strengthening;
- 2) Research within academic focus areas;
- 3) Strategic educational strengthening;
- 4) North-South-South collaboration.

The main emphasis is on research, but activities also include education and training infrastructure of strategic importance for future research capacity. Hence, the components are not separate entities but function in mutually reinforcing ways to increase output and impact. Activities are coordinated with other planned or ongoing research projects at the participating institutions to maximize synergies and avoid undue duplication.

In addition to the North-South collaboration that is at the centre of the BSU initiative, substantial emphasis has been given to support of South-South collaboration through staff mobility, networking and consortium building, as well as to effective communication of research and engagement with decision-makers and society at large.

1. INTRODUCTION

The Platform for Stability, Democracy and Rights (PSDR) has as its goal to strengthen human and institutional capacity in partner universities in line with the overall objectives of the Building Stronger Universities (BSU) initiative, and with a specific focus on the academic focus areas of the Platform: Stability and Fragility; Gender Equality; and Freedom, Democracy and Rights.

This document describes the activity plan for the initial two-year phase of the Platform that has been developed jointly by university partners in Denmark, Kenya, Nepal and Uganda; the process through which this plan has been developed; its background and rationale; and it gives a profile of the partner institutions in South and of the research community across the Danish Universities that are partners in the platform. It is expected that the number of partner institutions and countries will increase in subsequent phases, depending on priorities and available resources.

1.1. WORKING PROCESS AND PARTNER SELECTION

The seven participating universities in Denmark appointed the Steering Committees (SC) with effect on August 16, 2010, and the first SC meeting was held September 9. The SC has met regularly, including meetings in connection with workshops and telephone conferences. The SC organized a survey in autumn 2010 to map the resource base within the academic focus areas of the platform to identify potential South partner countries, using the following criteria:

<i>Principle</i>	<i>Criterion</i>	<i>Rationale</i>
Long-term sustainability	Existence of critical mass of researchers in DK to carry the collaboration forward	A critical mass of researchers in Danish universities is necessary in order to be able to contribute substantially to long-term capacity strengthening.
Overlap with Danida presence	University is located in current Danida partner country	The BSU initiative contributes to Denmark's development activities through strengthening of university capacity in LICs of high priority for DK
Excellence	Track record of group of researchers engaging in a given collaboration	BSU engages in an international scenario where South partners should choose those North partners who have an edge within the relevant fields. We need to ensure that we engage in fields and areas where we have such an edge.
Institutional commitment	Plans fit into strategic institutional plans	Political/institutional commitment in both North and South are essential to ensure long-term collaboration.
Local needs	Platform activities match identified local needs not covered (sufficiently) by other partnerships	Both generic (staff and institutional) and research-specific capacity building need to be demand-driven on the basis of established local needs. The platform will focus on those local needs that can be successfully addressed by the participating partners, taking the sum of existing capacities into account.
Research interests in platform themes	Involved institutions in both North and South should have strong research interests in relevant academic focus areas	Agreement on core research interests is important for long-term researcher commitment and scientific exchange.

On this basis, Nepal (Tribhuvan and Kathmandu universities), Uganda (Gulu, Mbarara and Makerere universities), Kenya (Nairobi, Moi and Maseno universities) and Tanzania (University of Dar es Salaam) were selected for fact-finding missions undertaken by SC members and key researchers. The final selection was made on the basis of a match between a) existing research groups in Denmark with collaboration in candidate countries, b) existence of Danida activities within the Platform theme, c) expressed needs identified during direct dialogue, and d) whether capacity building within the academic focus areas of PSDR already received substantial funding from other sources. In Nepal and Uganda, it was decided to initially focus resources on one university. In Nepal, at Tribhuvan University, it was decided to focus on two peripheral campuses and one research centre, and, Kathmandu University, being a private university, was assigned status as an associate partner.

Three workshops were conducted in the preparation phase. A launching workshop in October 2010 served to discuss the Platform with the relevant Danish research community; based on this workshop, a 'Road Map' was developed to guide the planning process. Following the fact findings missions in October-December 2010, a workshop was conducted in Denmark in January 2011 for participants from Danish and southern partner universities to develop concept papers and define common ground in terms of needs and priorities. A final workshop was conducted in Nairobi in March to develop activity plans, management structures and budgets. Subsequent project development has been conducted by joint Danish-South partner working groups and via email. Detailed documentation of the process is available at the platform website (<http://www.stability-democracy-rights.dk/>).

1.2. PROJECT SELECTION

The project selection has focused on institutional needs of partners and key research priorities of each country. Each participating South partner institution has written a concept paper, detailing current status and priority needs for research and capacity strengthening. Also, thematic research groups have developed concept papers focusing on the specific research themes under the platform. Thus, concept papers have combined country needs, institutional needs and research themes and have informed discussions at the joint North-South workshops. Discussions have focused on specific activities that would address priority needs, and these have been grouped in the following *Project Components*: 1) Generic research capacity strengthening; 2) Research within academic focus areas; 3) Strategic educational strengthening; and 4) North-South-South collaboration. In addition, the Platform Secretariat ensures overall project coordination; develops and implements a Communication Strategy with emphasis on open communication channels among partners and visibility for all interested parties; and initiates specific fund-raising activities for external funding.

2. ADDRESSING THE NEEDS OF PARTNER INSTITUTIONS

2.1. NEPAL

2.1.1. *Institutional Profile and Needs – Tribhuvan University (TU)*

With 369,880 students, Tribhuvan is not only the premier national institution for higher education in Nepal but also among the largest universities in the world, measured by enrolment. Students are equally distributed across 60 constituent (186,880 students) and 732 affiliated campuses (the latter being private and public university colleges). The academic staff in TU constituent campuses numbers 7,950 (520 professors, 2,057 associate professors, 2,965 lecturers and 2,408 teaching assistant and instructors), and there are 7,122 administrative staff. The central campus (Kirtipur) has four research centres, including Centre for Nepal and Asian Studies (CNAS); five institutes and four faculties, including Faculty of Humanities and Social Science and Faculty of Education as main partners for the Platform. The size of TU is both a strength and a weakness. The campus structure provides access to higher education throughout the country, but the quality of teaching varies substantially and research capacity and resources are concentrated in Kathmandu. There is a strong separation of research and education, and course curriculum is developed centrally and revised periodically at 3-10 years' intervals and used throughout all campuses. Strengthening research capacity and enhancing access at constituent campuses to research resources currently centralized in Kathmandu would have nation-wide potential, if successful. Recently, it has been decided that an M.Phil. degree is a minimum requirement for appointment of academic staff in a tenured position, and there is an urgent need to develop M.Phil. and Ph.D.-level courses, to increase access to participate in research activities and to develop open access modes of training, such as E-learning.

Through a consultative process, the Platform has identified three units as initial entry points for collaboration, namely Centre for Nepal and Asian Studies (CNAS), and two constituent campuses located in the Western Development Region, namely the small Gorkha Campus and the larger Prithvi Narayan Campus, Pokhara.

CNAS, established in 1969, is a multi-disciplinary research institute that has been carrying out research in the areas of humanities and social sciences and has academic staff that covers geography, history, socio-cultural studies, religion, politics, language, literature, and arts. The Centre has published the journal *Contributions to Nepalese Studies* since 1973. CNAS will serve as a locus in Kathmandu for a range of activities that will develop the role of CNAS as a powerhouse for research capacity strengthening by enabling access to activities for staff at TU both in Kathmandu and constituent campuses, notably staff from

Gorkha and Prithvi Narayan Campus, Pokhara. One initial activity is a strategic plan for institutional strengthening of CNAS.

Gorkha Campus is a single Faculty (Education) campus with 850 BA students (English, Nepali, mathematics, science, and social sciences, including economics, geography, political science, history and population studies) and 180 students in the Master's programme (Nepali language, English language, Curriculum and Evaluation, and Mathematics Education). Around 60% of students are women and a significant proportion is Dalit. Due to programme expansion, the basic infrastructure needs to be developed and there is a need for and a strong interest in staff development through continued education and access to participating in research.

Prithvi Narayan Campus (PNC) is one of the largest constituent campuses of TU and is located in a mountainous area five hours' drive from Kathmandu. PNC has five faculties (Humanities, Education, Management, Science & Technology, and Law) and 28 departments. Within Humanities and Social Science, PNC runs eight MA programs in English, Nepali, History, Political Science, Geography, Economics, Sociology, and Population Studies. The Campus has 11,000 students and 550 faculty members of which 50 to 60 are Ph.D.-holders.

Priority needs at Tribhuvan University include:

- a) Need to strengthen research training activities centrally that can evolve into course-based Ph.D. programmes and M.Phil. training; and to enhance access to such activities at constituent campuses.
- b) Need to strengthen research capacity within topics of national importance, including themes such as democracy, human rights, post-conflict society, migration, gender, education.
- c) Need to enhance access to undertake research activities for academic staff.
- d) Need to develop human and institutional capacities to use E-learning to enhance access to key resources.
- e) Need to develop research-based approaches to education and strengthen links between research and education.
- f) Need to strengthen national and international networking and partnerships, including South-South partnerships.

The key approach of the Platform in Nepal is to maximize impact of activities by linking key resources at the centre with less privileged research groups at the 'periphery' i.e. constituent campuses outside Kathmandu Valley. By initially focusing on two constituent campuses as 'model campuses', it is hoped that TU may later scale up successful experiences to include other campuses.

2.1.2. Match with activity plan

The specific activities of the four Project Components have been designed to address the above needs as follows: a) is addressed by the course activities in PC1 (Generic research capacity strengthening); Specific budget allocations ensure access to activities for constituent campuses, and access is further enhanced as the E-learning component is gradually developed. PC2 (Research within academic focus areas) addresses b) through a series of Ph.D.-level research projects supported by symposia within the academic focus areas, and c) through a 'research incubator' budget allocation that covers field expenses for small-scale research projects available for regular staff on a competitive basis and managed by existing local research committees. PC3 (Strategic educational strengthening) develops capacities to setup and use E-learning at both sending and receiving ends and stimulates suitable pedagogical strategies to maximize benefit from this approach, initially CNAS as the 'sending' unit and Gorkha and Pokhara campuses as receiving units, with potential to later scale up to include more campuses and units as both senders and receivers at a later stage. PC3 also initiates strategic discussions about d) the relationship between teaching and research at university policy level. PC4 (North-South-South collaboration) stimulates international North-South-South collaboration through a platform-level conference and through a Himalayan-Danish research Network that will also include universities in Bhutan and India.

2.2. UGANDA

2.2.1. Institutional Profile and Needs – Gulu University (GU)

In Uganda the platform will build on existing strong research collaboration with Gulu University (GU). The university is located in the Northern post-conflict region of Uganda, which marks its interest in collaborating with the Platform to enhance teaching, supervision and research capacities within the academic focus areas. Gulu University's vision and mission statements aim at placing the University in the position to interface

with the community, so that the latter is empowered and enabled to improve their livelihoods and face war-time exigencies and post-war challenges. Ability to substantively feed into the policy and programming processes addressing human security challenges and the peace-building agenda in Northern Uganda is therefore critical to the university. Collaboration with the Platform is highly valued as it may facilitate the development and retention of current academic staff and the hiring of new staff. The University direction as well as the heads of department in relevant areas have expressed and confirmed their keen interest in the initiative.

Corresponding to its interest in collaboration with the BSU initiative to respond to the specific needs of a university in a post-conflict area, the University in Gulu consequently expressed specific interest in collaboration strengthen the university in the areas of:

- a) Targeted academic competencies: through initiatives facilitating the consolidation and further development of the selected disciplinary competencies in the priority areas of the university.
- b) Research and publication competencies: through initiatives facilitating the participation of Gulu based researchers in international research, conference and publication networks.
- c) Teaching and supervision: through initiatives heightening pedagogical capacities specifically oriented to teaching/supervision in post-conflict, resource scarce contexts.
- d) Strengthened infrastructure for education: through initiatives addressing the particular challenges of access to physical work space, IT communication and electronic education resources, strengthen the capacity to facilitate research at Gulu University.

The forms of collaboration the University suggested best suitable to these ends was:

- Academic competencies reflected in enhanced research skills in priority area of conflict recovery and peace studies through Ph.D. programme development arranging “winter schools” with specialized courses open to participation from other universities in the region.
- Research and publication competencies reflected in generation and publication of new knowledge in priority areas of conflict recovery and peace studies, and, education strengthening, through supporting strategic MA research projects by students of Gulu University, development of international Research Networks, and, supporting strategic Joint research projects between scholars from Gulu University, the Danish partners and other Platform partner universities.
- Developing standards for, and pedagogical capacities in, special needs and early childhood education in collaboration with Teachers Training Colleges in Northern Uganda and Uganda’s Ministry of Education.
- Enhanced infrastructure for education with the Establishment of a Center for Post-graduate Research Studies at Gulu University, setting up a Peace education resource centre at the Institute of Peace and Strategic Studies at the university, and, improved IT communication facilities generally at the university.
- Facilitating networking and knowledge transfer / sharing through post-graduate educational exchanges including integrated Ph.D. programs and MSc/MA exchanges involving student and staff exchanges between Danish Universities, other Platform partner universities, and Gulu.

2.2.2. *Match with activity plan*

The specific activities of the four Project Components have been designed to address the above needs as follows: a) is addressed by the Ph.D. programme development courses in PC1; b) is addressed by the Strategic Research activities in PC2; c) and part of d) are addressed by the Education Strengthening activities in PC3; and, e) is addressed by the Networking activities in PC4.

2.3. KENYA

A basic assumption for the PSDR’s collaboration with Kenya is that institutional capacities for research, researcher training and research-based education can be enhanced considerably by enabling higher levels of collaboration between Kenyan universities, by efforts at levelling existing imbalances between universities, and by facilitating a transfer of capacity from the oldest and best consolidated institution – the University of Nairobi – to more recently established institutions like Maseno University and Moi University. The central aim of PSDR activities will therefore be to support the development of increased levels of collaboration between the three universities with a view to enhancing capacity at all three institutions. During the first two-year phase of the collaboration activities will centre on the building of a consortium of collaboration between the three universities, and on the organisation through the consortium of a joint programme for Ph.D. training

within the thematic area of the platform and of joint research activities linked to this programme and supporting its development.

2.3.1. *Institutional Profile and Needs – Maseno University (MASU)*

The Strategic Plan of Maseno University focuses on: 1) enhancing access to relevant quality university education; 2) supporting and undertaking collaborative and multidisciplinary research and development; and 3) strengthening linkages for community services, extension and outreach. The Platform activities support these strategic focal points.

The identified needs of Maseno University are:

- To strengthen research capacity and academic infrastructure;
- To increase capacity to do research of international standard;
- To offer high quality Master and Ph.D. programmes;
- To improve coordinated and collaborative multidisciplinary research;
- To establish a strong programme in gender studies.

2.3.2. *Institutional Profile and Needs – Moi University (MOIU)*

Stability is a priority for Moi University given the regions violent situation during post 2007 election riots and the geographic placement of the Moi University in the North Rift Region.

The university has identified as a priority the establishment of a Centre of Peace at Moi University, the Moi University Collaborative Centre for Peace Studies (MUCCeP). The goals for the MUCCeP include: to be a centre of excellence in international collaboration for peace; to provide academic programmes related to stability and fragility; to develop outreach programmes in order to meet the needs of local and international communities, which are essential for peace and stability; to engage in international collaborative research to identify, document and analyze discourses on social dynamics, history and culture.

Some of the needs of Moi University are:

- To establish collaborative structures and guidelines;
- To review and develop academic programmes on stability and fragility;
- To develop community outreach programmes;
- To engage in collaborative research with partners in North and South;
- To strengthen knowledge and information sharing.

2.3.3. *Institutional Profile and Needs – University of Nairobi (UoN)*

University of Nairobi focuses on developing capacity for the next generation. Therefore a priority area is the empowerment of youth i.e. both sexes. The university authorities have accordingly appointed the director of the Centre for Gender and Peace Studies as the coordinator for the BSU activities.

- Areas of research interest and other needs include:
- Research on governance;
- Research on gender and centralisation; and, gender and culture-related rights;
- North-South faculty and student exchange;
- Ph.D. programme.

2.3.4. *Match with activity plan*

The theme of the Platform for Stability, Democracy and Rights concerns the development of social structures and institutions, which enable citizens to initiate processes of social change towards democratic governance. In Kenya, as part of the Building Stronger Universities in Developing Countries initiative, the platform focuses on institutional capacity building in research and researcher training on stability, democracy and rights through three main efforts:

- 1) The formation of a consortium of the three Kenyan partner universities is aimed at consolidating existing links of cooperation and exploring new synergies, with each partner university taking the lead within one academic focus area, i.e. Democracy and Rights at University of Nairobi; Gender at Maseno University; and Peace-Building at Moi University.
- 2) Specific activities related to the consortium formation will strengthen the institutional capacity building at each of the three partner universities. Some of these activities will be generic in nature, e.g. by providing

training in social science methodology and academic writing; other activities will explore the topical focus areas lead by each of the three partner universities through collaborative research.

3) The preparation of a Ph.D. programme, which will be fully launched in Phase Two, will be one specific outcome of consortium formation and the related ‘satellite’ activities.

Thus, the institutional capacity building within the Kenyan university consortium targets:

- a) A stronger coordination of the current resource base for research and researcher training on democracy and rights, gender studies, and peace building;
- b) Enhancement of research and researcher training on selected topics within the three subthemes of the platform:
 - Media and democracy;
 - Elections and gender;
 - Religious institutions and peacemaking;
 - Urban fragility and migration;
 - Trade unions and constitutional development;
 - Constitutionalism, access and citizenship;
 - Land and ethnicity;
- c) Long term staff development in democracy and rights, gender studies, and peace building research and education.

The academic focus areas thus related closely to the endeavours of stakeholders in Kenya to further a development process aimed at countering dynamics of fragility and supporting constructive interventions for sustained growth and citizens’ participation.

3. RELEVANCE OF THE ACADEMIC FOCUS AREAS

3.1. ACADEMIC FOCUS AREAS

3.1.1. Stability and Fragility

The Millennium Development Goals (MDGs) do not directly address issues of stability and fragility, but the absence of armed conflict and the existence of a state that is capable of establishing an institutional framework for development are necessary preconditions for progress under all eight MDGs. In recent years security and development have become intimately linked in international development practices and discourses. As threats are defined in increasingly broader terms, the meaning of security has expanded accordingly to encompass not only military affairs, but also migration, food, and health, etc. A number of perceived threats, which are not only directed at poor and less developed countries in the global South but also, and significantly so, at the richer and more developed countries in the global North have thus become a defining aspect of development priorities and policies.

However, the consequences of the recent emphasis and expansion of security concerns are only beginning to emerge. According to critical voices, if security of the populations in the most powerful countries in the world becomes the ultimate concern for international development, this may jeopardize fundamental concerns and goals such as welfare, rights and peace in the poorest countries in the world. A number of research activities undertaken by the Platform seek to qualify this and related discussions.

The focus of this Platform also includes the role of universities as responsible contributors to societal development, including the role of universities in post-conflict transformation. Contexts of war and other forms of violent conflict, as well as short-term and chronic crisis, impoverish, violate and/or displace countless communities and individuals, often depriving access to both basic and tertiary education. Even if formal or informal institutions of learning continue to exist, they are often profoundly affected both in structural terms and in the sense of contexts of violence often being accompanied by authoritarian modes of governance that directly undermine critical thinking. Despite this, kernels of capacity persist, including innovative attempts to sustain institutions themselves and/or to retain independent knowledge production. The Platform sees it as crucial to support and expand such initiatives and capacities, since these are vital for ensuring a robust body of technical, analytical, reflective and visionary expertise. This, in turn, constitutes the foundation for a stable democratic environment that underpins the sound definition and practice of political, social and economic justice at all levels.

3.1.2. *Gender Equality*

The call for a better understanding of gender as a prerequisite for social change continues to be valid and addresses MDG3 directly. Gender research should not only focus on the situation of women, but also on that of men and on the ways in which both gender categories continuously create their social roles and identities.

In the wake of securitization, gender researchers have pointed to the fact that conflict and war, security operations and precautions entail gender-biased practices and policies. This observation is generally not incorporated in the approaches found in the security-development nexus, in spite of Resolution 1325 of the UN Security Council (2000). The Resolution drew attention to gender-differentiated living with war, conflict and threats and stated that interventions should take this differentiation into account. What are the consequences of the high priority given to security in the field of development for gender politics and practices? And how can security be conceptualized in ways that recognize the gendered interests of civil society?

Thematically, the research initiated by the Platform will explore the relationship between gender, peace and security issues and between gender, democracy and human rights through interdisciplinary research efforts.

3.1.3. *Freedom, Democracy and Human Rights*

As was the case for the Focus Area discussed under 3.1.1., the issues of governance and rights discussed here have general importance for all MDGs, but there is a difference between these concepts as developmental goals and as research topics. Whereas concepts such as freedom, democracy and human rights have global appeal and currently set the stage for dramatic changes in (former) dictatorships, they are also contested and used to articulate opposing positions. The ways democratic institutions may be developed vary cross-culturally, and local reformulations of seemingly universal values are part of the cultural politics both during conflict and in post-conflict societies. The Platform sees these values as topics for research to be investigated and understood in their local political complexity. A number of institutions are crucial in this context, such as the use of mass media to control public opinion and the use of both mass and social media to conversely challenge the legitimacy of government and state, and the role of the Internet in this connection is still poorly understood. Also, the impact of various types of educational structures and strategies on development of democracy, and the role of different types of pedagogy and their capacity to stimulate (or suppress) critical thinking in different cultural contexts requires research to generate new knowledge. Both 'stable' crises such as poverty and sudden violent conflicts or natural disasters cause migration to increase, but migrants are often denied basic rights in their country of destination and may at the same time lose their status as citizens in the country of origin, if not officially then effectively. Both economically motivated migration and forced migration due to conflict characterize – albeit at different scales – the partner countries of the Platform, and these key issues inform its strategic research agenda.

3.2. NATIONAL PRIORITIES

3.2.1. *Nepal*

The armed conflict (1996-2006) has had a dramatic impact on economic development and social and political structures in Nepal. The conflict resulted in 13,000 casualties and massive internal and external displacement of the population. Large numbers of young Nepalis, primarily men, migrated from rural areas to the Kathmandu Valley, swelling the population of the capital from under 700,000 in 1996 to 1.5 million in 2009. Following the signing of the Comprehensive Peace Agreement in 2006, the political situation has remained volatile, and a new constitution is not yet in place. Therefore, political planning is short-term. It is expected that the new constitution will have a federal structure, and possibly a reservation system for women and minorities. The results of the planned 2011 census, together with the new proposed federal and reservation system, will have significant impact on the future development of democracy in Nepal and the potential for greater relative political stability. In this context, the focus of the research agenda on (early) post-conflict stability, governance and democratic structures, and gender and ethnic minority rights, is aligned with the top priorities on the national political agenda. Furthermore, the emphasis on strengthening Nepalese research capacity in these areas is important. The specific issues that have been identified under the Platform strategic research agenda are: 1) Youth, gender and ethnicity; 2) Media and Democracy; 3) Migration and democracy; 4) Education, democracy and conflict. Also, general emphasis on strengthening analytical capacities among the future policy-makers through tertiary education is a priority.

3.2.2. *Uganda*

The Ugandan history is a tale of brutal dictatorships, civil war, and the long-lasting armed conflicts between the government and the rebel movement the Lord's Resistance Army (LRA). Particularly, the Northern part of Uganda, where Gulu University is situated, has been severely affected by the latter. It has been estimated that since 2003 1.6 million people have been internally displaced due to the conflict – nearly 90% of whom are living in camps – and thousands have been raped, abducted and killed. As a result, this part of the country has been left significantly behind the rest of the country with regards to poverty reduction, combating HIV/AIDS, and developmental growth, etc.

The vision of the Ugandan National Development Plan (NDP) (210/11 – 2014/15) is “A transformed Ugandan society from a Peasant to a modern and Prosperous Country within 30 years”. The NDP specifies that the foundation for achieving this is the following:

- a) Independence and sovereignty;
- b) Democracy and the rule of law;
- c) Stability and peace;
- d) Knowledgeable and skilled population;
- e) Sustainable use of natural resources;
- f) Well-functioning East African Community and African common Market.

This first NDP replaces the previous Poverty Eradication Action Plans, and is part of the National Vision Framework 2035. The theme of the NDP is “Growth, Employment and Socio-Economic Transformation for Prosperity”. Of eight specific strategic objectives of the first NDP, the following are particularly relevant in relation to PSDR:

- Strengthening good governance, defence and security;
- Promoting science, technology, innovation and ICT;
- Enhancing human capital development.

Gender inequality is considered a key binding constrain to achieving the vision of the NDP, and promoting gender equality, changing negative attitudes, mind-sets, cultural practices and perceptions are therefore considered key in achieving the vision.

The Uganda Joint Assistance Strategy (UJAS) (2005-2009) is the second important strategic document on Ugandan development. The partners of UJAS support the implementation of the NDP through the strategy, particularly by focusing on selected areas to achieve the overall objective. Some of these areas include: Improving education outcomes; Promoting the resolution of the conflict in the north and fostering the social and economic development of the region; and, Strengthening governance.

The chosen scientific focus areas of the proposed activities in Uganda focus on issues such as peace and stability; gender equality; land management; and, special needs education, to mention just a few. These are all specifically mentioned in the NDP as strategically important to achieving the vision.

3.2.3. *Kenya*

The overall objective of the Kenya Vision 2030 is to transform Kenya into a newly industrializing ‘middle-income country providing a high quality life to all its citizens for all its citizens by the year 2030’. The violent conflict that erupted in the aftermath of the national elections held in December 2007 was a reminder that the thrust for a long-term and stable economic and political development may be challenged at any time by underlying social and institutional fragilities.

Sources of conflict in Kenya are numerous and deep-rooted in social, economic and ethnic structures, while the capacity for conflict management remains limited. In July 2006, the President of Kenya drafted a National Policy for Peace Building and Conflict Management. This policy documents calls for an institutional framework, guidelines and a mainstreaming of gender issues in conflict management. At the same time, it points out the need to address the root causes of internal as well as cross-border conflicts.

The political pillar of the Kenya Vision 2030 was defined as ‘a democratic political system that is issue-based, people-centred, result-oriented and accountable to the public’. Seven governance principles are supposed to guide the unfolding of the vision:

- Constitutional supremacy;
- Sovereignty of the people;
- Equality of citizens;

- National values, goals and ideology;
- A viable political party system;
- Public participation in governance;
- Separation of power.

The peace process and constitutional reform in the aftermath of the electoral crisis in 2008 have given new momentum to a process of change. Drivers towards enabling a system of democratic governance are being set in motion at national and local level in Kenya, as citizens articulate their interest vis-à-vis public authorities and institutions.

Kenyan universities have a key role in the shaping and consolidating of these practices. Research will help to conceptualize and evaluate the progress of democratic governance in the context of the constituent components of the Kenyan nation, and through international comparative studies. Researcher training and research-based education will help to disseminate and communicate findings and broaden the range of human resources available for future research.

3.3. MATCH WITH DANIDA STRATEGY AND COUNTRY-SPECIFIC ACTIVITIES

The newly revised strategy for Denmark's development cooperation 'Freedom from Poverty - Freedom to Change' outlines five priorities for Danish development policy; this Platform develops and strengthens research that feed directly into three of these five priorities, namely: 1) Freedom, Democracy and Human Rights; 2) Gender Equality; and 3) Stability and Fragility.

The Strategy seeks to promote democratic development through a multi-pronged strategy that strengthens public participation in political processes through civil society organisations and through democratic institutions. The democratic potential of media as powerful vehicles of freedom of expression is highlighted, as is the need to protect the rights of vulnerable groups including women and children, especially in times of disaster and conflict, where they are particularly at risk of being targets of violence and human rights violations.

The Strategy places special emphasis on gender equality, resolving that “Denmark will place gender equality at the centre of the dialogue with partner countries and at the centre of development cooperation”, as well as “work to improve the legislative, administrative and cultural frameworks for women’s equal participation in political and economic contexts”. The strategy highlights lack of access to education – including higher education – as a barrier for women’s economic opportunities, and it focuses on the need to involve women “on the same terms as men at all levels of peace processes, democratisation and reconstruction, as well as involvement of women in the legal proceedings that follow the often widespread sexual violations of women in conflict situations.”

The priority given to Stability and Fragility addresses the need to support weak states in attaining a level of stability or ‘resilience’ where they are able to resist violent conflict and crisis and combat poverty and violations of human rights. The strategic priority on fragile states is further elaborated in the recent document on ‘Peace and Stabilisation. Denmark’s Policy Towards fragile States 2010-2015’, which stresses the historical, cultural and contextual variability of fragile states and proposes a typology of: states that have broken down (e.g. Afghanistan, Somalia); states with a relatively strong regime which is not considered legitimate by the majority of its population (e.g. Burma, Zimbabwe); states where large parts of the territory is controlled by rebel groups or criminal gangs (Niger, Pakistan); and, finally, “countries that are slowly working their way out of fragility, or where fragility or conflict is confined to a region or a part of the country”. All three countries selected by the Platform fall in this last category. The specific focus areas of Danida are: Stabilisation and security; Improved livelihoods and economic opportunities; Good governance and human rights; Conflict prevention; and Regional conflict management. Specific issues highlighted include e.g. state-building processes, migration, gender and rights land ownership, social exclusion, strengthening free media and civil society, and the strategy states that “Profound knowledge of the societal processes in the country in question is required.”

In spite of their uniqueness and differences between Kenya, Nepal and Uganda, their inclusion as states ‘slowly working their way out of fragility’ provides a unique opportunity to pursue new knowledge in a comparative perspective both on cross-cutting research topics related to gender, democracy, fragility/stability and rights; and to explore the various roles that universities can take on as responsible agents of change in this process out of fragility through specific research agendas and through engagement with policy makers and civil society. There is thus a very direct match between the proposed activity plan and the overall strategy for Denmark’s development cooperation.

3.3.1. *Nepal*

Danida's current interim strategic framework for its activities in Nepal states that the three major challenges of the Nepalese Government are to achieve peace; democracy; and stability and development. In the present fragile political environment, Danida promotes comprehensive engagement based on the following strategic objectives: 1) To facilitate and promote the development of a democratic political environment, respect for human rights and rule of law, and a peaceful resolution of the armed conflict; and 2) To contribute to poverty reduction in a peace- and conflict-sensitive manner through economic growth and improvements of service delivery targeting the poorest segments of the population.

A number of Danida activities in Nepal are closely related to the priorities of the Platform. The Human Rights and Good Governance Programme has supported promotion of good governance and development of democratic institutions since 1990 and constitutes an important actor in the post-conflict transition. Danida also has a strong involvement in promoting local governance structures. The Education Programme (to be phased out in 2012) supports primary and secondary schools together with other donors in order to implement the national education programme. Special emphasis is given to education of girls and marginalized groups.

3.3.2. *Uganda*

The chosen scientific focus areas are closely related to both the Ugandan national policies and strategies and the Danish development strategy.

Denmark joined the UJAS in 2006, and since the end of the last Danish Uganda Country Strategy in 2008, the UJAS has functioned as the Danish country strategy in Uganda. The UJAS supports the implementation of the NDP, which is currently being further developed to include a joint chapter on Partnership Policy, in which a brief description of the Danish-Ugandan cooperation will be included. This means that the NDP will replace the UJAS and become the key strategic document for development in Uganda.

The Danish Democracy, Justice & Peace Programme (DJPP) (2006-2010) is currently being replaced by a joint donor programme in collaboration with seven other bi- and multilateral donors – the Uganda Good Governance Programme. This will build on the experience and achievements of the DJPP. The programme comprised of three main components, focusing on: i) democratisation, civil and political rights; ii) access to justice; and iii) peace-building and conflict resolution.

There are close linkages between the current Danish strategic documents – both the overall Danish Development Strategy and the policy towards fragile states “Peace and Stabilisation” and the national Ugandan strategies.

3.3.3. *Kenya*

Scientific focus areas and activities in the Kenya Activities Plan are in close correspondence with the three inter-related components of The Kenya Good Governance Programme (KGGP), and will aim to interact with this as much as possible. Programme Document 2005-2010:

1. Supporting Governance and Judicial Reforms
2. Enhancing Democracy
3. Support to Civil Society initiatives in Access to Justice, Human Rights and Governance

This programme is based upon the general principles and target areas for Danish governmental support to fragile states. In Kenya, KGGP is implemented in conjunction with programs to improve living standards and economic development funded by the Danish government and other foreign donors. The combined efforts aim at achieving a ‘turning point’ in a fragile situation and consolidate a move towards stable economic and political development.

4. ACADEMIC STRENGTH OF DANISH PARTNERS

4.1. QUALITY OF RESEARCH WITHIN ACADEMIC FOCUS AREAS

The three academic focus areas all represent relatively ‘young’ bodies of research globally. This is especially true for stability and fragility. Even so, researchers at Danish universities have contributed significantly to the international body of knowledge within each of the three areas, both within the three partner countries and in the larger regions they are part of. For details, please see the attached CVs of Thomas Tufte, Signe Arnfred, Amanda Hammar (each 2p.) and Anne Mette Kjær, Preben Kaarsholm, Jens Seeberg, Michael Whyte, Karen Valentin.

4.2. OVERVIEW OF ONGOING RESEARCH

The mandate of PSDR is to include three large areas of social science that in Denmark include research groups and projects that have a global perspective on issues such as human security and governance. Here, we have included only those with a distinct developing countries profile. The figures below are documented. Due to a tendency of underreporting, actual figures are estimated to be at least double of the figures in table 4.1 below.

Table 4.1

	Number of projects	Total budget	Average total annual budget
Ongoing research projects (2011) within academic focus areas in developing countries with participation of PSDR key researchers	41	92,437,016	29,855,119

4.3. KEY STAFF RESOURCES

The Danish researchers currently part of the Danish university resource base behind PSDR are listed in table 4.2 below. The list comprises of 16 professors, 36 associate professors, five senior researchers, five assistant professors and three postdoctoral fellows.

Table 4.2

Name	Title	University	Scientific focus area	Country/region
Amanda Hammar	Professor	UC	Stability & fragility	Southern Africa
Anders Michelsen	Associate Professor	UC	Stability & fragility	East Africa, South Asia
Anna Leander	Professor	CBS	Stability & fragility	Global
Anne Fabricius	Associate Professor	RUC	Freedom, democracy & rights	Europe
Anne Folke Henningsen	Post Doctoral Fellow	UC	Gender	South Africa
Anne Marie Ejdesgaard Jeppesen	Associate Professor	UC	Freedom, democracy & rights	Latin America
Anne Mette Kjær	Associate Professor	AU	Freedom, democracy & rights: Governance	Uganda, East Africa
Annette Skovsted Hansen	Associate Professor	AU	Freedom, democracy & rights	Asia
Arne Wangel	Associate Professor	DTU	Freedom, democracy & rights	Asia
Bodil Folke Frederiksen	Associate Professor	RUC	Stability & fragility	Kenya
Cameron Warner	Post Doctoral Fellow	AU	Stability & fragility: migration	Nepal, Tibet
Catrine Christiansen	Assistant Professor	UC	Stability & fragility: religion, development	Uganda, Kenya, Zimbabwe
Christian Dalsgaard	Post doc.	AU	E-learning	Europe
Christian Kordt Højbjerg	Associate Professor	AU	Stability & fragility	West Africa
Christian Lund	Professor	RUC	Stability & fragility: Governance	West Africa
Connie Carøe Christiansen	Associate Professor	RUC	Gender	Middle East
Ebba Holme Hansen	Professor	UC	Gender	Nepal, Uganda, Kenya
Elsebeth Korsgaard Sorensen	Associate Professor	AU	E-learning	Europe
Eva Maria Lassen	Senior Researcher	DIHR	Freedom, democracy & rights, religion	Europe

Name	Title	University	Scientific focus area	Country/region
Hanne Mogensen	Associate Professor	UC	Stability & fragility: AIDS, integration	Uganda, Zambia
Helle Samuelsen	Associate Professor	UC	Stability & fragility: AIDS	West Africa, Tanzania, India
Henning Salling Olesen	Professor	RUC	Education	Europe, China
Henrik Vigh	Associate Professor	UC	Stability & fragility	West Africa
Iben Nathan	Senior Researcher	UC	Stability & fragility	Nepal, West Africa
Inger Lassen	Professor	AAU	Gender	Europe, East Africa
Jens Byskov	Senior Researcher	UC	Freedom, democracy & rights	East Africa
Jens Emborg	Associate Professor	UC	Stability & fragility	Kenya, East Africa
Jens Seeberg	Associate Professor	AU	Stability & fragility: migration	Nepal, South Asia, Asia
Johannes Dragsbæk Schmidt	Associate Professor	AAU	Stability & fragility: migration	Nepal
John Andersen	Professor	RUC	Freedom, democracy & rights: Governance, gender	Denmark
Jørgen Bang	Associate Professor	AU	E-learning	Europe
Jørgen Elklit	Professor	AU	Freedom, democracy & rights: Governance	Nepal, East & Southern Africa, Europe
Jytte Agergaard	Associate professor	UC	Stability & fragility: migration	Nepal
Karen Valentin	Associate Professor	AU	Stability & fragility: migration	Nepal
Karin Buhmann	Associate Professor	RUC	Freedom, democracy & rights: Governance	Vietnam
Karsten Pærregaard	Associate Professor	UC	Stability & fragility: migration	Latin America
Kirsten Mogensen	Associate Professor	RUC	Democracy, governance	Europe
Kristine Midtgaard	Associate Professor	SDU	Security, Democracy, human rights	Global
Lone Dirckinck-Holmfeld	Professor	AAU	E-Learning	South Asia
Lotte Meinert	Associate Professor	AU	Stability & fragility	Uganda
Marianne Horsdal	Professor	SDU	Freedom, democracy & rights: Education	Europe
Maribel Blasco	Associate Professor	CBS	Freedom, democracy & rights: Education	Mexico
Martijn van Beek	Associate Professor	AU	Stability & fragility	Nepal, Tibet, South Asia
Michael Whyte	Associate Professor	AU	Stability & fragility	Uganda, Nepal
Mikael Gravers	Associate Professor	AU	Stability & fragility	Thailand, Burma
Morten Nielsen	Assistant Professor	AU	Stability & fragility	Mozambique
Niels Brimnes	Associate Professor	AU	Freedom, democracy & rights	South Asia
Nils Bubandt	Professor	AU	Freedom, democracy & rights	East Asia

Name	Title	University	Scientific focus area	Country/region
Norbert Wildermuth	Associate professor	RUC	Freedom, democracy & rights: Media	Kenya
Peter Vedel Kessing	Senior Researcher	DIHR	Freedom, democracy & rights	Asia, West Africa
Poul Erik Nielsen	Associate Professor	AU	Freedom, democracy & rights: Media	Nepal, Mongolia, Kenya
Preben Kaarsholm	Professor	RUC	Stability & fragility	Southern & Eastern Africa
Signe Arnfred	Associate Professor	RUC	Gender	Africa, Mozambique
Steffen Dalsgaard	Assistant Professor	AU	Freedom, democracy & rights: Governance	Papua New Guinea
Stephanie Lagoutte	Senior Researcher	DIHR	Freedom, democracy & rights	Southern Africa
Stephen Carney	Associate Professor	RUC	Freedom, democracy & rights: Education	Nepal
Stig Jensen	Assistant Professor	UC	Freedom, democracy & rights: Governance	Zimbabwe
Susan Whyte	Professor	UC	Stability & fragility	Uganda, Kenya
Tine Gammeltoft	Associate Professor	UC	Gender, Rights	Vietnam
Thomas Mandrup	Associate Professor	UC	Stability & fragility	Europe
Thomas Tufte	Professor	RUC	Freedom, democracy & rights: Media	Kenya
Ulla Ambrosius Madsen	Associate Professor	RUC	Freedom, democracy & rights: Education	Nepal
Uwe Skoda	Assistant Professor	AU	Freedom, democracy & rights	South Asia
Venka Simovska	Professor	AU	Freedom, democracy & rights: Education	Europe, Kenya
Vibeke Vindeløv	Professor	UC	Freedom, democracy & rights: Conflict mediation	Kenya

5. DOCUMENTED EXPERIENCES WITH CAPACITY-BUILDING AMONG DANISH PARTNERS

5.1. PROJECTS WITH EMPHASIS ON HUMAN AND INSTITUTIONAL CAPACITY BUILDING IN DEVELOPING COUNTRIES

Most of the reported projects with a strong capacity building component have matched the tendency within the humanities and social sciences to focus on human capacity building, rather than institutional capacity building. This is slowly changing as projects begin to include activities to strengthen institutional programmes and infrastructure. However, human and institutional capacity building activities have been integrated and it has not been possible here to establish a meaningful distinction. Therefore, these are combined in the table 5.1 overleaf.

Table 5.1

	Number of projects	Total budget	Average annual budget in period
Projects with major emphasis on capacity strengthening in developing countries with participation of key researchers within PSDR during 2000-2010	30	180,566,000	18,056,600

5.2. EXPERIENCES WITH CAPACITY BUILDING

Danida's Bilateral Programme for Enhancement of Research Capacity in Developing Countries (ENRECA) has, since 1989, in addition to its impact in South, also developed capacities among the Danish resource base in terms of experience with capacity building, and many of the researchers involved in PSDR have been involved in ENRECA projects or ENRECA-inspired projects, where training of researchers and support to Ph.D. and MA/M.Sc. projects and programmes have been integrated in research activities. In addition, some researchers have been periodically involved in research programmes of UN agencies or research support to development projects (incl. within Danida) where capacity strengthening has also been a main component. In Uganda, the collaboration with GU builds on an ongoing ENRECA project and benefits from many years of collaboration between Danish and Ugandan universities. In Nepal and Kenya, researchers from the Danish PSDR partner universities are involved in planned research with substantial capacity strengthening activities within the academic focus areas.

5.3. RELEVANCE OF THE DOCUMENTED EXPERIENCES VIS-À-VIS PROPOSED ACTIVITIES

The Danish resource base has substantial experience with development of key generic components such as Ph.D.- and Master programmes, research methodology training, research management training, development of learning materials, curriculum development, development of E-learning, and strategic planning. The group also represents substantial experience with long-term North-South partnerships. The PSDR resource base in Denmark combines a strong academic track record within its focus areas with many years of collaborative experience with research institutions in the partner countries.

6. PROPOSED ACTIVITY PLAN AND BUDGET

6.1. CONCISE DESCRIPTION OF PROPOSED ACTIVITIES

As noted above, the activities have been grouped under four *Project Components*:

- 1) *Generic research capacity strengthening*. These activities consist of courses that address generic capacity building in areas such as research methodology and research management, approaches to supervision, etc.
- 2) *Research within academic focus areas* are specific research activities within the academic focus areas of PSDR.
- 3) *Strategic educational strengthening* addresses strengthening of priority educational areas and learning methods and infrastructure.
- 4) *North-South-South collaboration* supports networking and participation in activities across platform member institutions.

It is a general policy that at least 30% of participants in, and facilitators of, component activities are female. Depending on the duration of the assessment process, it is expected that activities will be initiated August 2011 and that the current funding cycle expires July 2013.

Below is an overview by country of activities that have been grouped into *Project Components* (PCs). PCs may span over two years. Proposed funding level has been indicated as follows: * indicates core funding (4M DKK). ** indicates the intermediate funding level of additional 3M DKK. *** indicates the highest funding level of another addition of 3M DKK. Some activities may span several levels, increasing in scale and expected impact if receiving additional funding. The total budget stated under each PC covers all three funding levels combined.

Project component 1	Generic research capacity strengthening
<p>Justification</p> <p>There is an urgent need to stimulate research training and develop mechanisms for staff development including for staff at constituent campuses outside Kathmandu valley. The situation is aggravated by the fact that a large proportion of senior academic staff will retire in the near future. There are currently very few opportunities for research training for academic staff at TU.</p>	
<p>Total budget (DKK) 1,006,421</p>	
<p>Objectives: To strengthen generic research capacities and research training capacities.</p>	
<p>Activities in phase one</p> <p>*1.1: Research methodology and research design workshops. A series of workshops will address priority needs for research capacity development, focusing on research design, methodology and research project management. A problem-based learning approach will be applied. This activity will be placed at CNAS but specific steps will ensure access for staff from constituent campuses, spec. Pokhara and Gorkha. Over time, this activity will be integrated with the E-learning component to maximize access and impact. The activity will continue in Phase 2, but with decreasing involvement of Danish researchers.</p> <p>*1.2: Campus knowledge sharing. Participants in Activity 1 above who are based at the campuses in Gorkha and Pokhara will be responsible for setting up training of trainers (ToT) workshops at their own campus to enhance access to new knowledge; these local workshops will be funded under this activity. Over time, they can be strengthened through use of the E-learning component.</p> <p>*1.3: Ph.D. supervision collaboration. A need has been identified to develop new approaches to strengthen the quality of supervision at both Master- and Ph.D.-levels, especially at constituent campuses. This activity will develop team-based supervision through collaboration between supervisors across partner universities/campuses and will also develop peer-based supervision at student level. This activity will continue in Phase 2 to ensure gradual institutionalisation.</p>	
<p>Outputs, and, monitoring & evaluation indicators</p> <p>1.1: Research skills and research training skills strengthened among academic staff at TU; four workshops conducted each for 15 participants, totally 60 participants.</p> <p>1.2: Through ToT workshops at Gorkha and Pokhara, and E-learning, knowledge sharing on acquired research and research training skills will cover at least 50 additional participants.</p> <p>1.3: Supervision teams established for all platform-related Ph.D.- and Master-level projects.</p>	
<p>Assumptions and risks</p> <p>1.1: Necessary resource persons are available.</p> <p>1.2: Initial learning suffices to enable participants to run similar course; support available as necessary.</p> <p>1.3: Sufficient staff time is allocated through Danish co-financing to engage in co-supervision.</p>	
<p>Sustainability measures</p> <p>Activity 1.1 and 1.2 increase access to research training and enhances capacity to take responsibility for research training in a way that is fully integrated with the institution and therefore sustainable. Activity 1.3 rests on ongoing funding but will strengthen the capacity to engage in international research networks and develop externally funded research projects that in themselves also sustains staff mobility.</p>	

Table 6.2

Project component 2	Research within academic focus areas
<p>Justification</p> <p>The themes of the Platform are of utmost relevance to the development agenda in Nepal; issues of post-conflict reformulation of democracy and the state are both key political issues and burning research topics, and there is an urgent and ongoing need for the Nepalese and international research communities to inform these processes. These issues are confounded by social processes like large-scale migration and the direct impact from the armed conflict that involve major changes and reformulations of gender and ethnic identities. The position of the youth and their choices concerning education, migration and employment is believed to have a major impact on the future stability of the country.</p>	
<p>Total budget (DKK) 1,969,896</p>	
<p>Objective</p> <p>To develop new knowledge while strengthening research capacity within the scientific focus areas of the platform, spec. within the key research priorities of Nepal.</p>	
<p>Activities in phase one</p> <p>*; **2.1: Thematic symposia that will inspire development of Ph.D. projects (activity 2) and small-scale research projects (activity 3). Themes include: 1) Youth, gender & ethnicity; 2) Media and Democracy; 3) Migration and democracy; 4) Education, democracy and conflict.</p> <p>*; **; ***2.2: A number of Ph.D. projects developed and initiated under each of the above themes.</p> <p>*; **; ***2.3: “Research incubator” – small funding basket to support campus-level research activities with the platform themes where researchers will be awarded research time by the university and the Platform will cover field expenses up to a maximum of NPR 100,000.</p> <p>*; **; ***2.4: “Critical thinkers colloquium” – a series of invited lectures that will introduce state-of-the-art theories and analytical approaches of relevance for the platform scientific themes to researchers at TU. This will be integrated with the E-learning component to maximize access.</p> <p>*2.5: “The future of CNAS”. Strategic workshop to plan long-term institutional capacity building and development of CNAS.</p> <p>***2.6: “Research to Policy workshop”. Workshop between researchers, policy makers and key stakeholders to discuss implications of ongoing research within strategic research themes. The workshop will also provide input for research priorities for phase two.</p>	
<p>Outputs, and, monitoring & evaluation indicators</p> <p>2.1: State-of-the-art symposia conducted.</p> <p>2.2: Two (**four; ***six) Ph.D. proposals developed and Ph.D. student selected and project initiated within academic focus areas.</p> <p>2.3: At least four small-scale research projects undertaken within strategic themes at each of the two participating constituent campuses.</p> <p>2.4: At least eight state-of-the-art lectures given on key theoretical and analytical topics with an average audience of at least 30 participants.</p> <p>2.5: One master plan developed for long-term institutional strengthening of CNAS.</p> <p>2.6: One workshop between policy makers and researchers; research topics identified for phase two.</p>	
<p>Assumptions and risks</p> <p>2.1: Identified research themes are of national importance.</p> <p>2.2: Ph.D. proposals of high quality are developed.</p> <p>2.3: Campus leadership frees sufficient staff time for small-scale research; proposals of high quality are developed.</p> <p>2.4: Lectures are used as strategic input to further strengthen and develop analytical approaches among relevant TU research community.</p> <p>2.5: Identified needs can be met through BSU resources or through external funding.</p> <p>2.6: Interest exists to consider research input for policy processes; research is communicated in an understandable way.</p>	

Sustainability measures

The research activities proposed will take place at various levels in terms of scope and scale, but they combine into a comprehensive research package that strengthens research capacity within the research priorities. In addition to the value of the research for the policy processes in Nepal, the capacity is institutionalized in the development of new candidates from constituent campuses for senior positions at TU through both small-scale and Ph.D.-level research activities.

Table 6.3

Project component 3	Strategic educational strengthening
Justification	
TU is by far the largest university in Nepal. Its organization involves strong research capacity in the centre and comparatively little research capacity and few research opportunities at the 60 constituent campuses. Research and teaching are not integrated. There is a need to strengthen research-based teaching and to develop distance learning approaches and institutional capacity, including new ways for academic staff at the constituent campuses to access staff development resources that are only available in Kathmandu.	
Total budget (DKK) 863,747	
Objectives	
To strengthen access to training resources through E-learning and develop strategies for strengthening of research-based teaching.	
Activities in phase one	
**3.1: Development of E-learning facilities and competence. This activity is designed to enhance access for constituent campuses to key capacities at central campus of TU in Kathmandu, developing Gorkha and Pokhara campuses as model sites for use of E-learning for staff development. Year one activities will be a detailed planning and development phase that maps resources and needs and prepares a tailor-made approach. Year two will initiate use of E-learning with a specific focus on platform workshop and training activities. The activity adopts an active approach that focuses on what the learner does with the material – the learning activities – at the model campuses. Hence, the activities focus on all points in the knowledge circuit. While existing facilities at Gorkha and Pokhara campuses will be used, a certain amount of technical equipment will be required. Based on evaluation of the experiences, this activity, if successful, has far-reaching potentials for scaling up over time to the 60 constituent campuses of TU. Kathmandu University will participate in this activity.	
*;***3.2: Research into Education workshop. Currently, curriculum is managed centrally for all courses and revised every 3-10 years. This workshop will provide senior decision-makers at TU with a possibility to discuss possibilities and approaches to strengthening research-based teaching at TU across the organization. With level 3 funding, the workshop will be conducted in Denmark and will provide senior staff with an opportunity to assess different types of research-based education and organizational measures to support it at Danish universities.	
Outputs	
3.1: Develop tailor-made approach to E-learning involving both constituent campuses and central resources at TU; conduct two E-learning training sessions as outlined under 1.1; an outcome evaluation of these sessions; further develop the approach in Phase 2 with a view to scaling up by including additional constituent campuses of TU.	
3.2: One workshop with at least ten senior academic and administrative staff from TU and (depending on funding level) Danish universities conducted in Denmark.	
Assumptions and risks	
3.1: Available technological input (i.e. existing computer labs at all ends), in combination with additional basic technical equipment is sufficient (or can be sufficiently upgraded within the available budget) to undertake E-learning activities; Internet resources and power supply can be ensured during E-learning sessions.	
3.2: Strengthening of research-based teaching is not considered to be in conflict with organisational setup at TU, and/or political will be sufficient to alter current centralized approach.	

Sustainability measures

3.1. The E-learning project will be tailor-made to ensure that technological solutions are viable in the local context, and the integration with other activities will ensure gradual institutionalization after a maximum period of five-year development and implementation. 3.2. is an activity to test sustainability of research-based teaching.

Table 6.4

Project component 4	North-South-South Collaboration
Justification	
While North-South collaboration is important to generate capacity strengthening in different ways at both end and to enhance global knowledge sharing, south-south collaboration is equally important to strengthen national and regional capacities and to develop synergy between related competences across relevant south institutions, both within countries and across borders.	
Total budget (DKK) 1,425,267	
Objective	
To strengthen South-South collaboration through the North-South partnership established in the platform; To enhance access to participation in Platform activities.	
Activities in phase one	
***4.1: Himalayan-Danish University Network. A number of key research areas under headings like state and civil society, local governance, human rights, ethnic minorities, religion, migration, and urbanization share specific characteristics in the Himalayan region. This network will bring universities together in joint research and capacity strengthening activities across Nepal, Bhutan and Himalayan India. The Network also brings together a range of partners that currently have bilateral links to different Danish universities.	
*; **; ***4.2: International conference across PSDR partners focusing on cross-cutting strategic research themes and provides an opportunity for Ph.D. course activities and other training activities across the platform and promotes experience-sharing and conceptual development among all participating institutions. The conference will also serve as a vehicle for publications.	
*; **4.3: Staff mobility. This will allow selected TU staff to be exposed to workshops and courses of strategic relevance that are offered at partner universities in Denmark or in the other PSDR partner countries. Campus knowledge sharing as above (1.2). This activity will continue in Phase 2.	
Outputs	
4.1: A network established in the Himalayan region; increased direct and indirect access to BSU activities across the region.	
4.2: A conference conducted leading to knowledge-sharing and joint training activities across platform partners; publication and other dissemination of platform research activities.	
4.3: International mobility and participation in strategic activities in Denmark, Uganda and Kenya for researchers from TU. Five one-month visits undertaken during the initial two-year period.	
Assumptions and risks	
4.1: TU is able to take the position as leader of a pan-Himalayan research network.	
4.2: A majority of platform partners prioritize this activity.	
4.3: Relevant process for selection of staff to benefit from staff mobility activity is established.	
Sustainability measures	
4.1: This network will promote new projects and pursue funding from other sources to decrease dependency on Platform funding.	
4.2: This conference is not expected to be sustainable beyond the life of the Platform.	

Table 6.5

Project component 1	Generic research capacity strengthening
Justification	
As prolonged civil war disrupt the educational system there is an acute shortage of university staff with Ph.D. degrees. The proposed activities will enhance staff and MA students' theoretical and methodological competence to develop applications for Ph.D. grants within the field of conflict recovery and peace studies.	
Total budget DKK 620,755	
Objective	
Prepare staff and students at GU for undertaking Ph.D. research that address priority issues in the fields of conflict recovery and peace studies.	
Activities in phase one	
* 1.1: Three workshops that combine theory and practice in peace research. Each workshop will focus on a particular theme and one of the following research technologies: 1) Research skills development, 2) Proposal development, and, 3) Writing and publication.	
** 1.2: Two workshops to plan and test Uganda / Kenya collaborative teaching on Land and Governance issues within framework of Ph.D. School.	
** 1.3: Two training workshops for GU staff on communication of research results through publications.	
Outputs	
1.1: Three workshops held; ten applications for Ph.D. grants developed, and submitted, to funding agencies; five applications achieved a grant.	
1.2: Collaborative Ph.D. level teaching modules on land issues developed.	
1.3: Ten research communication plans developed for existing strategic research material.	
Assumptions and risks	
1.1: Female and male scholars interested in, and have the capacity to, undertake Ph.D. studies.	
1.2: Funding available for Ph.D. grants within the topical fields to GU staff and students.	
Sustainability measures	
The activities advance strategic priorities of GU, and focus on strengthening existing structures, such as the Institute of Peace and Strategic studies.	

Table 6.6

Project Component 2	Research within academic focus areas
Justification	
As Northern Uganda emerges from two decades of civil war, stability, democracy and rights are priority themes in her recovery and peace-building agenda. There does, however, exist a strong knowledge gap on context specific challenges to, and resources available for, the steering the process ahead towards reducing fragility and strengthening conditions for sustainable peace. The proposed activities support the generation of new knowledge within fields of strategic priorities to conflict recovery and peace building.	
Total budget DKK 1,474,720	
Objective	
To strengthen research capacities on, and knowledge base within, conflict recovery and peace studies, including on land rights conflicts, and, war and spirituality.	
Activities in phase one	
,* 2.1: Support two Ph.D. research projects, as a sandwich model between GU and one of the DK partner universities, within the field of conflict recovery, peace studies, and education.	
* 2.2: Collaborative research between GU, DK and Kenyan partner university researchers on Land Rights conflicts, Law and Governance, and, key areas for new research, in Northern Uganda and Western Kenya; a research workshop bringing together scholars from North and South active in the field to discuss the	

<p>findings; and, establishment of a Land Issues Research Network.</p> <p>*,** 2.3: Implement a competitive funding opportunity for MA field research and academic staff collaborative and explorative research activity with researchers from other platform partner universities within the theme of conflict recovery and peace studies, with two earmarked research areas: spirituality and conflict; and, land issues and conflicts. Funding will also be available as “seed” grants aimed at developing full research projects.</p>
<p>Outputs</p> <p>2.1: Two supported Ph.D. research underway.</p> <p>2.2: Land Issues Research Network established with involvement of scholars from North and South and its webpage; two joint staff research projects underway increasing DK / East African research collaboration; and, one research paper accepted for publication.</p> <p>2.3: Ten MA thesis research grants awarded and at least five lead to degrees awarded; and two academic staff research grants awarded and at least one completed.</p>
<p>Assumptions and risks</p> <p>2.1: Both female and male staff and students of GU are interested in undertaking strategic research.</p> <p>2.2.1: Female and male scholars from both North and South active in this field can be identified.</p> <p>2.2.2: The Land Issues Research Network can be hosted on the ENRECA Gulu homepage.</p> <p>2.2.3: Network access at Gulu University is improved.</p>
<p>Sustainability measures</p> <p>Research activities will generally enhance institutionally research capacity within academic focus areas; research outcome is taken up in graduate curricula.</p>

Table 6.7

Project component 3	Strategic educational strengthening
<p>Justification</p> <p>Gulu University, a relatively young university located in a war affected region, is severely challenged in its aim to deliver quality educational opportunities to a traumatised population, as well as respond to strong needs for research input into difficult policy processes. On the other hand, GU is uniquely placed in a region of transition to offer opportunities for generation of new knowledge in the field of fragility and peace-building.</p>	
<p>Total budget (DKK)1,746,115</p>	
<p>Objective</p> <p>To strengthen infrastructure for, and generate new approaches to, provision of quality education.</p>	
<p>Activities in phase one</p> <p>*,** 3.1: Development of curriculum on Special Needs and Early Childhood Education.</p> <p>** 3.2: Two workshops for GU teaching staff on strengthening existing and development new innovative approaches to teaching at post-graduate levels.</p> <p>* 3.3: To develop a resource centre on peace education at the IPSS, which can translate knowledge and research experience into practice, in order to implement findings in the community.</p> <p>*** 3.4: Construct and furnish a Centre for Post-graduate Research Studies at GU with counter-part funding from GU.</p> <p>*3.5: Improve Gulu University’s communication systems including enhanced access to electronic communication and resources.</p>	
<p>Outputs</p> <p>3.1: One curriculum on Special Needs and Early Childhood Education developed, tested, and submitted for accreditation by Ministry of Education.</p> <p>3.2: Strategies developed for strengthening pedagogy in teaching methods.</p> <p>3.3: One curriculum on Peace Education developed, tested, and submitted for accreditation by Ministry of</p>	

<p>Education; and a data base on peace education resources developed.</p> <p>3.4: One building constructed and furnished with communication equipment for a Centre for Post-graduate Research Studies at GU in place.</p> <p>3.5: Improved telecommunication and internet systems at GU.</p>
<p>Assumptions and risks</p> <p>3.1: Female staff and students can participate in component activities.</p> <p>3.2: There is a need for new approaches to learning.</p>
<p>Sustainability measures</p> <p>The proposed activities are based on identification of critical needs and gaps, and, potential niche for GU. An example of this is the non existence of national standards in the area of special needs and early childhood education, the particular context of war traumatized region, and building on existing collaboration with the teachers training institutions in the region. The infrastructure support for establishment of a Center for Post-graduate Research Studies, will facilitate GU's engagement in collaborative research with partner universities, participate in electronic research networks, and, host international researchers – thereby strengthening Gulu University.</p>

Table 6.8

Project component 4	North-South-South Collaboration
Justification	
<p>Gulu University, a young university located in a post-conflict environment, will benefit from, as well as benefit other universities through, expanded collaboration with partner universities both in South and North for enhanced sharing of knowledge, ideas, networks and skills.</p>	
Total budget (DKK) 326,250	
Objective	
<p>Expand collaboration, information and skills sharing and networking between academic and administrative staff of GU and partner universities both in the South and in the North.</p>	
Activities in phase one	
<p>*,**4.1: Implement a competitive funding opportunity for S>S and S>N Mobility for GU staff.</p> <p>*,**,***4.2: GU staff participate in, and substantively contribute to, an International Conference of the Platform of Security, Democracy and Rights.</p>	
Outputs	
<p>4.1: 28 GU staff and students from across faculties participate in courses, workshops or seminars at partner universities in the South and in the North.</p> <p>4.2: Five GU staff participate in the International Conference of the Platform and present two research outputs of the country program for peer review.</p>	
Assumptions and risks	
<p>4.1: GU will implement mobility stipends according to approved guidelines for selection of beneficiaries.</p> <p>4.2: GU will invest in maintenance of telecommunication system.</p>	
Sustainability measures	
<p>Enhanced networking between and across research communities will advance the further development of a strong research community at GU.</p>	

6.1.3. Kenya

Table 6.9

Project component 1	Generic research capacity strengthening
Justification	
<p>There is a strong need for enhanced capacities of research and researcher training in the field of stability, democracy and rights in Kenya as a whole, and in the aftermath of the 2007-elections it is particularly relevant to develop Ph.D. programmes focusing on issues of gender, peace, security, stability and rights.</p>	

Total budget (DKK) 949,700
Objective Setting up a consortium of South-South collaboration between three Kenyan universities with the aim of developing a national Ph.D. programme and network focussing on stability, democracy and rights and conducting joint activities of research and curriculum development within the field.
Activities in phase one *,**,**1.1: Development of training courses on: social sciences research methodology; proposal writing; and academic writing, addressing the needs for research capacity building at all partner universities. The various courses will be held at only one university – open to participants from all partner universities, which will help develop networks and synergies across participating universities in Kenya. **,***1.2: Development of Ph.D. Programme in Kenya – including exploring the possibilities for developing a) an East African Ph.D. Programme Network, and b) an international Ph.D. Programme Network.
Outputs 1.1: Three training courses of two days with minimum 20 participants. 1.2: Ph.D. Programme integrated into the existing programme at the three partner universities and other Kenyan universities. The programme to develop into a regional and international network offering Ph.D. courses to students from other universities in the South, beginning with doctoral students from the other universities in East Africa, but later extending to other universities, including BSU partner institutions.
Assumptions and risks 1.1: Sufficient number of participants; staff available for lecturing. 1.2: Long-term commitment; institutional infrastructure in place.
Sustainability measures Fully developed Ph.D. training courses by July 2013 to feed into an integrated Ph.D. programme in phase two.

Table 6.10

Project Component: 2	Research within academic focus areas
Justification To strengthen North-South and South-South research collaboration in view of publishing and knowledge dissemination activities.	
Total budget (DKK) 2,508,430	
Objective To (re)construct the contribution of Religion and Spirituality in understanding Civil Wars in Africa and to validate the role of religion and spirituality in civil wars. To understand the role of gender in migration, conflict and rights. To investigate the role of the Media in elections, religion and gender. To encourage community outreach. To explore citizens' rights from the perspectives of constitutional development and democracy. To provide access to documentation. To ensure student and staff mobility.	
Activities in phase one *,**,***2.1: Development of scientific research workshops on: Media & Democracy; and Religious institutions and peacemaking – to address the needs for research capacity building at all partner universities. *,**,***2.2: Planning and conducting scientific mini-conferences, symposia, etc. on various scientific research areas so as: Urban Fragility and Migration; Gender, Equality & Rights; Land & Ethnicity; Media, etc. *,**2.3: Plan and conduct workshops on Stakeholder Consultations, and Dissemination.	

<p>**,**2.4: Initiate national pilot research projects on election related topics (Election & the Media; Election & Gender; Elections & Religion); planning and conducting international conference on election related research; support to publication of presentations from conference.</p> <p>**2.5: Initiate international research projects on: Trade Unions, Democracy and Constitutional Development; Land and Conflict on Environment; Constitutionalism, Access and Citizenship.</p> <p>*,**2.6: Contribution to annual Moi University Peace Conference.</p> <p>*,**,***2.7: Development Ph.D. training courses on: Democracy; Gender; Stability & Fragility, addressing the needs for research capacity building at all partner universities. The various courses will be held at only one university – open to participants from all partner universities, which will help develop networks and synergies across participating universities in Kenya.</p> <p>***2.8: Establish and consolidate PSDR Resource & Documentation Centre at University of Nairobi.</p>
<p>Outputs</p> <p>2.1: Two research workshops of two days with minimum 20 participants completed.</p> <p>2.2: Three symposia of two days on media-related issues with minimum 20 participants; three mini-conferences of three days on scientific topics with minimum 20 participants completed; three symposia of one day on SDR topics with minimum 20 participants completed.</p> <p>2.3: Three workshops of one day with minimum 20 participants completed.</p> <p>2.4: Three national pilot research projects on election related topics completed, including one international conference held with minimum 20 participants and 10 articles submitted for publication.</p> <p>2.5: Three international research projects initiated with participation of researchers from both North and South.</p> <p>2.6: Minimum two lectures given at the annual MoiU Peace Conference.</p> <p>2.7: Three Ph.D. training courses of three days with minimum 20 participants completed.</p> <p>2.8: One PSDR Resource & Documentation Centre established and consolidated.</p>
<p>Assumptions and risks</p> <p>2.1: Availability of research time; lack of long-term commitment.</p> <p>2.2: Availability of research time; lack of long-term commitment.</p> <p>2.3: Stakeholders willing to interact; goodwill from local administration.</p> <p>2.4: Availability of research time; international networks in place.</p> <p>2.5: Research networks to be established during initial phase.</p> <p>2.6: Successful outcome of 2.1, 2.4 and 2.5 above.</p> <p>2.7: Sufficient number of participants; staff available for lecturing.</p> <p>2.8: Successful outcome of preceding activities.</p>
<p>Sustainability measures</p> <p>Training of available local staff for research-based teaching; establish working relations with community partners; continued support by national and local strategy plans.</p>

Table 6.11

Project Component: 3	Strategic educational strengthening
Justification	
Curriculum development.	
Total budget (DKK) 557,300	
Objective	
To strengthen the curriculum in terms of gender and peace studies components, with the ultimate objective of establishing research centres that will function as capacity building resource centres for research-based teaching of master's and doctoral students.	

<p>Activities in phase one</p> <p>*, **, ***3.1: Gender Studies Curriculum Development.</p> <p>***3.2: Establish and consolidate Gender Inequality Studies Resource Centre at Maseno University.</p> <p>***3.3: Establish and consolidate Peace Studies Resource Centre at Moi University.</p>
<p>Outputs</p> <p>3.1: One two-day workshop with 20 participants completed and Gender Studies Curriculum developed.</p> <p>3.2: One Gender Inequality Studies Resource Centre established and consolidated.</p> <p>3.3: One Peace Studies Resource Centre established and consolidated.</p>
<p>Assumptions and risks</p> <p>3.1, 3.2, 3.3: Input from the three Kenyan partner institutions as regards cultural issues and local needs, combined with learning experience from Danish universities as well as innovative pedagogic design, adapting northern practices with southern needs and conditions.</p>
<p>Sustainability measures</p> <p>Training of local staff for research-based teaching. Development of quality assessment schemes. Continued north-south and south-south networking.</p>

Table 6.12

Project component 4	North-South-South Collaboration
<p>Justification</p> <p>To change the traditional and sometimes hegemonic relationship between universities in North and South by strengthening South-South collaboration across countries and continents.</p>	
<p>Total budget (DKK) 880,570</p>	
<p>Objective</p> <p>To ensure cohesion of platform partners and to strengthen collaboration and capacity building among partner universities in the South.</p>	
<p>Activities in phase one</p> <p>*, **, ***4.1: Building a Consortium of the partner universities.</p> <p>**, ***4.2: Mobility grants to participate in training and research activities in Denmark, Uganda and Nepal, incl. summer schools.</p>	
<p>Outputs</p> <p>4.1: Three two-day meetings on consortium building, incl. planning of future activities, discussion of fundraising, and hold steering committee meeting.</p> <p>4.2: Minimum 10 mobility grants awarded to researchers, Ph.D. students etc. from the partner universities.</p>	
<p>Assumptions and risks</p> <p>4.1: Collaborative spirit in all partner institutions; funding running out.</p> <p>4.2: Shared interests with Ph.D. programmes in partner institutions.</p>	
<p>Sustainability measures</p> <p>Continued networking and planning meetings beyond 2013. Effective governance.</p>	

6.1.4. Platform Secretariat

Table 6.13

Project Component 1	Secretariat / Coordination
<p>Justification</p> <p>The secretariats main function is to ensure proper coordination of all activities, as well as financial and narrative reporting in accordance with Danida guidelines. Further, the secretariat shall ensure comprehensive communication between partners and other relevant stakeholders.</p>	
<p>Total budget DKK 1,600,000</p>	

Objective

All activities are smoothly and properly implemented and reporting done according to guidelines.

Activities in phase one

- 1.1: Coordinate and support implementation of activities with North and South partners.
- 1.2: Financial and narrative reporting in accordance with Danida guidelines.
- 1.3: Initiate and explore the possibilities for expanding the Platform activities into West Africa and Southern Africa.
- 1.4: Support initiatives and activities with other platforms under BSU through participation and coordination.
- 1.5: Develop and implement a Platform communication strategy.
- 1.6: Initiate specific fundraising initiatives (EU and other potential donors).
- 1.7: Support to Steering Committee.
- 1.8: One-stop shop for Ministry of Foreign Affairs, Danish embassies, and other stakeholders.
- 1.9: Support to process of developing application for funding for second phase.

Outputs

- 1.1: All activities are implemented as planned.
- 1.2: Financial and narrative reporting to Danida yearly. Final reporting completed upon finalisation of activities.
- 1.3: Collaboration with partners in West Africa and Southern Africa planned for implementation in second phase.
- 1.4: BSU initiatives and activities across platforms are supported through active participation.
- 1.5: Communication strategy implemented; partners and stakeholders actively using relevant communication tools.
- 1.6: Fundraising possibilities mapped; applications submitted.
- 1.7: Steering Committee meetings held regularly, as per need.
- 1.8: Relevant tools identified, developed and implemented incl. web-based tools.
- 1.9: Application submitted.

Assumptions and risks

- 1.1: Funds dispersed according to plan; relevant and necessary North & South partners involved in activities as planned.
- 1.2: Input from partners for financial and narrative reporting received as planned.
- 1.3: Critical mass of Danish researchers able and willing to engage in long-term partnership in the geographic regions
- 1.4: Financial and human resources available for initiating and implementing proposed activities.
- 1.5: Financial and human resources available; South partners have necessary means to access website and participate in communication.
- 1.6: Financial and human resources available.
- 1.7: Steering Committee members appointed and active.
- 1.8: Financial and human resources available.
- 1.9: Funding available from Danish Government.

Table 6.14 below provides an overview of the relative weight of Project Components by country and funding level and indicates variations in local priorities and needs.

Table 6.14

Relative weight of PCs across funding levels in per cent	Country	Base level	Medium level	Highest level
1) Generic research capacity strengthening	Nepal	76	6	18
	Uganda	57	43	0
	Kenya	16	37	48
2) Research within academic focus areas	Nepal	36	35	28
	Uganda	30	37	33
	Kenya	45	38	17
3) Strategic educational strengthening	Nepal	8	68	25
	Uganda	36	11	54
	Kenya	18	4	77
4) North-South-South collaboration	Nepal	14	13	73
	Uganda	67	17	17
	Kenya	43	28	29

6.2. BUDGET AND CO-FINANCING

Detailed budgets for the planned activities at base level (4 million DKK/year) and for additional activities to be implemented at level 2 and 3 respectively (additional 3 million DKK/year per level) have been developed.

Summary tables for each budget level for the total two years budget period are presented below. The tables also present the distribution of funding between the five South partner universities and the seven Danish universities (combined under DK). Detailed budgets are included in appendix 1.

Taking earlier evaluations of the ENRECA programme into account, it is important to build in a mechanism that will facilitate participation of Danish researchers while reducing potential work-time conflicts with their respective home institutes. Therefore, co-financing from the Danish universities has been defined as a general contribution of 80% staff time of Danish researchers, while 20% staff time is budgeted. This implies a co-financing level of DKK 4,6M at base funding level (4M required), DKK 6M at medium funding level (7M required), and DKK 8,9M at the highest funding level (10M required). The remaining required co-funding is covered in connection with the projects listed under 6.3.4 (below) that are not funded by Danida.

Table 6.15

BUDGET FOR TWO YEARS, BASE LEVEL (DKK 4M/YR)								
	Main category	TU	GU	UoN	MASU	MOIU	DK	
1	Salaries and emoluments	220.600	250.000	75.880	75.880	94.080	1.958.360	
2	Taximeter/educational grants	20.000	342.977	79.674	79.674	98.784	163.860	
3	Expenses for trips abroad and field work	161.400	335.380	56.910	56.910	70.560	1.121.344	
4	Equipment	222.800	112.450	18.970	18.970	23.520	15.000	
5	Materials	129.200	158.500	3.794	3.794	4.704	41.340	
6	Publication, dissemination and communication	166.000	45.138	18.970	18.970	23.520	22.804	
7	Administrative fee, DK partners						661.302	
8	Administrative fee, South partners	64.400	69.160	26.558	26.558	32.928		
9	Study stays in Denmark of researchers from South	317.967	-	94.850	94.850	117.600	49.800	
10	External audit	30.000	30.000	30.352	30.352	37.632		
	Grand total	1.332.367	1.343.605	405.958	405.958	503.328	4.033.809	
	Partner's relative share of budget (%)	50						50

Table 6.16

BUDGET FOR TWO YEARS, MEDIUM LEVEL (ADDITIONAL DKK 3M/YR)							
	Main category	TU	GU	UoN	MASU	MOIU	DK
1	Salaries and emoluments	118.800	68.750	76.300	58.800	84.700	352.250
2	Taxameter/educational grants	20.001	397.114	110.635	85.260	122.815	208.968
3	Expenses for trips abroad and field work	114.054	171.700	57.225	44.100	63.525	1.213.705
4	Equipment	337.800	-	19.075	14.700	21.175	-
5	Materials	92.400	128.750	3.815	2.940	4.235	45.550
6	Publication, dissemination and communication	70.000	80.000	19.075	14.700	21.175	66.130
7	Administrative fee, DK partners						695.142
8	Administrative fee, South partners	52.714	65.421	26.705	20.580	29.645	
9	Study stays in Denmark of researchers from South	194.000	73.033	95.375	73.500	105.875	367.662
10	External audit	-	-	-	-	-	
	Grand total	999.769	984.768	408.205	314.580	453.145	2.949.408
	Partner's relative share of budget (%)			52			48

Table 6.17

BUDGET FOR TWO YEARS, HIGHEST LEVEL (ADDITIONAL DKK 3M/YR)							
	Main category	TU	GU	UoN	MASU	MOIU	DK
1	Salaries and emoluments	100.600	-	74.900	70.000	74.900	727.350
2	Taxameter/educational grants	20.000	135.633	108.605	97.090	108.605	146.913
3	Expenses for trips abroad and field work	305.250	108.125	56.175	52.500	56.175	959.838
4	Equipment	189.000	417.788	18.725	17.500	18.725	-
5	Materials	51.000	200.000	3.745	3.500	3.745	315.257
6	Publication, dissemination and communication	87.000	-	18.725	17.500	18.725	153.245
7	Administrative fee, DK partners						460.521
8	Administrative fee, South partners	52.700	65.421	26.215	24.191	26.215	
9	Study stays in Denmark of researchers from South	194.000	74.077	93.625	87.500	93.625	-
10	External audit	-	-	-	-	-	
	Grand total	999.550	1.001.043	400.715	369.781	400.715	2.763.124
	Partner's relative share of budget (%)			53			47

6.3. SYNERGIES AND COLLABORATION

6.3.1. Platform strategy and activities in terms of "value for money"

At Platform level, it has been sought to optimize value for money by initially focusing on countries where the relevant research groups in Denmark have long-standing experience with fruitful research and capacity strengthening activities. A critical mass of engaged researchers is considered essential to ensure that the investments in specific activities will also serve as vehicles for generating new activities.

At the activity level, measures will be taken to ensure that visiting scholars from Denmark will contribute to a range of different activities while visiting the partner countries, thereby saving on travel costs.

6.3.2. Synergies and collaboration in activity plan and among partners

- When feasible, a training of trainers approach will be adopted and actively supported along with other measures, such as E-learning, to increase access to and impact of activities carried out.
- A network of Associate Partners will gradually be developed in conjunction with Core Partners, e.g. Kathmandu University in Nepal.
- Mobility grants will allow participation in courses and activities of strategic relevance across platform partners, both South-South and South-North.
- A joint International Platform Conference is planned to take place every second year. In addition to addressing selected research themes of high priority, this conference will bring partners together across the participating countries and promote exchange of experiences concerning e.g. research training and Ph.D. supervision strategies. The scope of conference-related joint training activities will depend on the funding level.
- After the initial two-year phase, experience with research training will be assessed and streamlined to the extent this is feasible and desirable.

6.3.3. *Synergies and collaboration with other platforms*

PSDR has identified partnership countries on the basis of criteria other than presence of the other three platforms, and these criteria have been considered to be more important than platform collaboration. However, it is strongly hoped that it will be feasible (not only in terms of budget but also on the basis of other relevant criteria) in subsequent project phases to include PSDR countries where other BSU Platforms are present, and likewise to see other platforms join PSDR in Nepal, Uganda and Kenya. In Nepal, Danida is planning a new programme on Growth and Employment, and in Uganda the existing ENRECA project at Gulu University has a strong health component, so there is both a need and a keen interest to see this expansion in subsequent phases.

The communication function of PSDR will be developed in close collaboration with Platform for Environment and Climate, and a communication specialist will be shared by the two platforms, whose secretariats are located at the same university.

6.3.4. *Linkages and proposed collaboration with other programmes and initiatives*

The Platform will collaborate and closely coordinate its activities with the following ongoing research collaboration projects (Danish partner institution(s) mentioned in bracket):

- Erasmus Mundus for Life. Thailand, Bangladesh, India, Pakistan, Bhutan, **Nepal**, Afghanistan (AAU)
- Buddhism and Modernity. India, **Nepal**, Tibet, Thailand, USA (AU)
- Citizenry negotiation by means of radio in rural **Nepal**. (AU)
- Political activism in the context of **Nepal**'s democratic transition. (UC)
- **Nepal** on the move: Conflict, migration and stability (Planned) (AU, UC)
- Changing Human Security: Recovery after armed conflict in Northern **Uganda** (AU, SDU, UC)
- Youth and Future: Innovative strategies among marginalised youth. **Uganda**, Denmark, Brazil, Georgia. (AU)
- Improving Children's Use of Medicine. **Uganda**. (UC)
- Death, Materiality and Time. **Uganda**, Denmark, Siberia, PNG. (AU)
- Media, Empowerment and Democracy in East Africa. **Kenya**, Tanzania (RUC)
- Cattle raiding conflict management in **Kenya**. (UC)
- Comparative Democracy Assessment. **Kenya**, Ghana, Lesotho, South Africa. (AU)
- Health Education, Action Competence and Teacher Training Colleges in **Kenya**. (AU)
- Response to Accountable priority setting for Trust in Health Systems (REACT). **Kenya**, Tanzania, Zambia. (UC)
- Exploring Teacher Competences and Learner Participation in HIV/AIDS Education (IVAC). **Kenya**. (AU)
- Establishment of the Wangari Maathai Institute for Peace and Environmental Studies. **Kenya**. (UC)
- Fragility and the impact of regional conflicts in **Kenya** (Planned) (RUC)
- Churches and Political Legitimacy: The Case of Churches in the 2012 Elections in **Kenya**. (Planned) (UC)

In Nepal, the Platform coordinates its activities with other programmes such as Social Inclusion Research Fund (SIRF), which supports research capacity strengthening in certain units of TU, including PNC, as well as activities undertaken by Martin Chautari (a prominent local research NGO).

Activities will be coordinated with the Danish Embassy and the relevant Danida programmes will be kept informed about activities and invited to participate whenever relevant.

PSDR is in close contact with other similar initiatives in EU. The Irish African Partnership participated in the workshop in Vejle and is a future partner, along with other similar initiatives in the EU, in North-North collaboration and coordination.

6.3.5. *Avoiding duplication of efforts*

PSDR takes note of the Paris Declaration and Accra Agenda for Action and the importance of alignment and coordination that they call for. While it is not yet clear exactly how they translate into equal university partnerships across complex global networks with thousands of universities involved, the collaborative measures described above serve to avoid undue duplication of efforts. This issue has also guided the initial selection of partners, where the general focus has been on universities, which do not have a very strong existing portfolio of international collaboration and funding for capacity strengthening activities. Where

other related programmes exist, measures are taken to avoid duplication and promote synergy through dialogue, coordination or direct collaboration, as appropriate. The Partnership Steering Committee is responsible for ensuring this coordination.

6.3.6. Assumptions and preconditions

As noted above, universities in states slowly moving out of fragility have been identified for partnerships. This increases the relevance of the research activities vis-à-vis the development priorities, but it also entails a risk that the internal functioning of universities is affected by the various positions in the conflict in ways that impacts management and collaboration structures. Furthermore, the path out of fragility may take turns that increase risks that projects like this may not run smoothly. These risks have been assessed and it has been found highly relevant to engage in the collaboration despite them, but the general assumption underlying the activity plan is that a necessary level of peace and stability continues in the geographical areas where the Platform is active.

A necessary precondition for the BSU collaboration in general is that the innovative agreement between Universities Denmark and the Danish Ministry of Foreign Affairs will be successful in enabling Danish researchers to invest the stipulated amount of time through effective means of co-financing.

6.3.7. Long-term sustainability

Many of the activities that are planned have the nature of being seed money that can serve to develop new capacities in terms of a) research capacity increased and subsequently likely institutionalised through standard career paths or otherwise utilised for the benefit of the partner country; b) new capacities institutionalised to enhance access to knowledge sharing at various levels, such as E-learning (TU), a gender studies programme (MASU), or a centre for Special Needs and Early Childhood Education (GU); and c) South-South Network activities which will develop new activities and attract additional resources.

7. MANAGEMENT STRUCTURE

7.1. DECISION-MAKING STRUCTURES

In accordance with the overall management structure of the Building Stronger Universities initiative, a Partnership Steering Committee (PSC) is established at each partner university. The Chairperson of the local partner university is appointed by the Vice Chancellor. As stipulated in the MoU, one additional member from the local university and one member representing the Danish universities and appointed by the Chairperson of the Platform's Danish Steering Committee will constitute the PSC. Furthermore, all participating partner universities have requested that the Partnership Steering Committee is expanded with representatives from relevant participating units (e.g. faculties, campuses, research centres). These representatives will inform of project progress and participate in discussions.

Each Southern university appoints one local coordinator for the BSU collaboration. The coordinator refers to the Chair of the PSC and is liaison officer vis-à-vis the Platform Secretariat. It is suggested that the coordinator will be the same person as the member of the PSC.

In Denmark, a Steering Committee (SC) has been appointed consisting of one member from each participating Danish university. The chair and vice-chair of the SC are appointed by the Rectors' Conference in Denmark. The Platform Secretariat is located at the university where the chairperson is employed. The Secretariat is currently placed at Aarhus University.

The SC in Denmark and the corresponding PSCs at each partner university collaborate in monitoring and guiding the project implementation and oversee that funds are spent in accordance with the agreed activity plans and budget allocations. They are responsible for ongoing monitoring and evaluation of activities. Any deviation from the plan or irregularity in terms of expenditures or activities must be reported to the Chair of the PSC and the SC, respectively, who will jointly assess the situation, initiate necessary corrective steps and inform the BSU secretariat as and when required.

The implementation of activities will be carried out by Working Groups each headed by a WG leader appointed by the Southern university. The WG leader has a counterpart at a Danish partner university. Researchers involved in the activities of a given WG will be members. The WGs will report progress of activities to the PSC and SC at regular intervals.

In Kenya, activities will be coordinated through a consortium of participating universities.

7.2. MEASURES FOR MONITORING AND EVALUATION

Monitoring and evaluation indicators have been defined in connection with expected activity outputs. The SC and PSC are responsible for, on an ongoing basis, to oversee that planned activities lead to the expected output as measured by the M&E indicators. Accounts are audited annually.

The PSDR web portal will be developed to play an important role for monitoring of activities and progress of the project based on defined tasks, responsible persons, milestones and deliverables on the basis of the activity plan presented above. Appropriate existing software solutions will be utilized to ensure that project progress is made visible throughout the PSDR structure.

7.3. STRUCTURES FOR INTERNAL COMMUNICATION

SC and PSC will meet at least three times per year. Additional meetings may be arranged on a need basis and may be conducted as telephone or internet conferences. Minutes from SC and PSC meetings will be made available on the website.

Project Component Leaders will be responsible for reporting to the PSC and SC on project progress concerning activities under their coordination.

The Platform website will be developed to also serve as an intranet facility for internal communication.

7.4. STRUCTURES FOR EXTERNAL COMMUNICATION AND DISSEMINATION

The Platform is in the process of designing a dynamic communications strategy in order to disseminate its purpose, activities, and experiences effectively and create open access to new results to the extent possible. The target audience for the general website will be academic staff, students, embassies, decision-makers, NGOs and civil society organizations and media. To communicate effectively with this diverse global target audience is a demanding communicative challenge but given the geographic distribution of current and future partner institutions this is a high priority. A Communications Coordinator will be shared and co-funded between PSDR and Platform for Environment and Climate.

APPENDIX 1 – DETAILED BUDGETS

Stability, Democracy and Rights
Tribhuvan University
Core funding (4 M DKK)

No	All amounts in DKK Main activity/cost item	Year 1	Year 2
		Costs	Costs
1	Project Component 1		
1.1	Salaries and emoluments	36,000	26,000
1.2	Taxameter/educational grants	-	-
1.3	Expenses for trips abroad and field work	10,400	22,000
1.4	Equipment	10,400	27,400
1.5	Materials	31,200	28,000
1.6	Publication, dissemination and communication	34,000	34,000
1.7	Study stays of researchers in Denmark	-	-
259.400	Total PC 1	122,000	137,400
2	Project Component 2		
2.1	Salaries and emoluments	38,200	40,400
2.2	Taxameter/educational grants	10,000	10,000
2.3	Expenses for trips abroad and field work	66,000	30,000
2.4	Equipment	63,000	117,000
2.5	Materials	32,000	33,000
2.6	Publication, dissemination and communication	3,000	30,000
2.7	Study stays of researchers in Denmark	-	-
472.600	Total PC 2	212,200	260,400
3	Project Component 3		
3.1	Salaries and emoluments	8,000	-
3.2	Taxameter/educational grants	-	-
3.3	Expenses for trips abroad and field work	-	-
3.4	Equipment	-	-
3.5	Materials	-	-
3.6	Publication, dissemination and communication	28,000	30,000
3.7	Study stays of researchers in Denmark	-	-
66.000	Total PC 3	36,000	30,000
4	Project Component 4		
4.1	Salaries and emoluments	-	50,000
4.2	Taxameter/educational grants	-	36,000
4.3	Expenses for trips abroad and field work	-	33,000
4.4	Equipment	-	5,000
4.5	Materials	-	5,000
4.6	Publication, dissemination and communication	-	7,000
4.7	Study stays of researchers in Denmark	-	-
50.000	Total PC 4	-	50,000
	Local Coordinator	36,000	36,000
	Total, all Project Components	406,200	513,800
X	ADMINISTRATIVE FEE	28,434	35,966
Y	STUDY STAY OF RESEARCHERS IN DENMARK	216,667	101,300
Z	EXTERNAL AUDIT	15,000	15,000
	GRAND TOTAL	666,301	666,066

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

Stability, Democracy and Rights
Tribhuvan University
ADDITIONAL ACTIVITIES (7 M DKK)

No	All amounts in DKK Main activity/cost item	Year 1	Year 2
		Costs	Costs
1	Project Component 1		
1.1	Salaries and emoluments	14,000	-
1.2	Taxameter/educational grants	-	-
1.3	Expenses for trips abroad and field work	2,800	-
1.4	Equipment	2,800	-
1.5	Materials	8,400	-
1.6	Publication, dissemination and communication	14,000	-
1.7	Study stays of researchers in Denmark	-	-
42.000	Total PC 1	42,000	-
2	Project Component 2		
2.1	Salaries and emoluments	45,200	43,600
2.2	Taxameter/educational grants	10,000	10,001
2.3	Expenses for trips abroad and field work	44,427	26,827
2.4	Equipment	65,000	120,000
2.5	Materials	39,000	16,000
2.6	Publication, dissemination and communication	-	-
2.7	Study stays of researchers in Denmark	-	-
420.055	Total PC 2	203,627	216,428
3	Project Component 3		
3.1	Salaries and emoluments	8,000	8,000
3.2	Taxameter/educational grants	-	-
3.3	Expenses for trips abroad and field work	-	-
3.4	Equipment	50,000	100,000
3.5	Materials	27,000	-
3.6	Publication, dissemination and communication	40,000	12,000
3.7	Study stays of researchers in Denmark	-	-
245.000	Total PC 3	125,000	120,000
4	Project Component 4		
4.1	Salaries and emoluments	-	-
4.2	Taxameter/educational grants	-	-
4.3	Expenses for trips abroad and field work	-	40,000
4.4	Equipment	-	-
4.5	Materials	-	2,000
4.6	Publication, dissemination and communication	-	4,000
4.7	Study stays of researchers in Denmark	-	-
46.000	Total PC 4	-	46,000
		370,627	382,428
X	ADMINISTRATIVE FEE	25,944	26,770
Y	STUDY STAY OF RESEARCHERS IN DENMARK	102,667	91,333
Z	EXTERNAL AUDIT	0	0
	GRAND TOTAL	499,238	500,531

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

Stability, Democracy and Rights
Tribhuvan University
ADDITIONAL ACTIVITIES (10 M DKK)

No	All amounts in DKK Main activity/cost item	Year 1	Year 2
		Costs	Costs
1	Project Component 1		
1.1	Salaries and emoluments	-	14,000
1.2	Taxameter/educational grants	-	-
1.3	Expenses for trips abroad and field work	-	-
1.4	Equipment	-	-
1.5	Materials	-	31,000
1.6	Publication, dissemination and communication	-	-
1.7	Study stays of researchers in Denmark	-	-
45.000	Total PC 1	-	45,000
2	Project Component 2		
2.1	Salaries and emoluments	30,200	32,400
2.2	Taxameter/educational grants	10,000	10,000
2.3	Expenses for trips abroad and field work	16,500	-
2.4	Equipment	69,000	120,000
2.5	Materials	18,000	-
2.6	Publication, dissemination and communication	-	40,000
2.7	Study stays of researchers in Denmark	-	-
346.100	Total PC 2	143,700	202,400
3	Project Component 3		
3.1	Salaries and emoluments	-	-
3.2	Taxameter/educational grants	-	-
3.3	Expenses for trips abroad and field work	138,750	-
3.4	Equipment	-	-
3.5	Materials	-	-
3.6	Publication, dissemination and communication	-	-
3.7	Study stays of researchers in Denmark	-	-
138.750	Total PC 3	138,750	-
4	Project Component 4		
4.1	Salaries and emoluments	12,000	12,000
4.2	Taxameter/educational grants	-	-
4.3	Expenses for trips abroad and field work	55,000	95,000
4.4	Equipment	-	-
4.5	Materials	-	2,000
4.6	Publication, dissemination and communication	22,000	25,000
4.7	Study stays of researchers in Denmark	-	-
223.000	Total PC 4	89,000	134,000
		371,450	381,400
X	ADMINISTRATIVE FEE	26,002	26,698
Y	STUDY STAY OF RESEARCHERS IN DENMARK	102,667	91,333
Z	EXTERNAL AUDIT	0	0
	GRAND TOTAL	500,119	499,431

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

**Stability, Democracy and Rights
DK Universities (Nepal)
Core funding (4 M DKK)**

All amounts in DKK		Year 1	Year 2
No	Main activity/cost item	Costs	Costs
1	Project Component 1		
1.1	Salaries and emoluments	59.160	26.100
1.2	Taxameter/educational grants		
1.3	Expenses for trips abroad and field work	126.294	51.092
1.4	Equipment		
1.5	Materials		
1.6	Publication, dissemination and communication		
1.7	Study stays of researchers in Denmark		
262.646	Total PC 1	185.454	77.192
2	Project Component 2		
2.1	Salaries and emoluments	27400	46.400
2.2	Taxameter/educational grants		
2.3	Expenses for trips abroad and field work	64378	83.330
2.4	Equipment		10.000
2.5	Materials		10.000
2.6	Publication, dissemination and communication		
2.7	Study stays of researchers in Denmark		
241.508	Total PC 2	91.778	149.730
3	Project Component 3		
3.1	Salaries and emoluments		
3.2	Taxameter/educational grants		
3.3	Expenses for trips abroad and field work		
3.4	Equipment		
3.5	Materials		
3.6	Publication, dissemination and communication		
3.7	Study stays of researchers in Denmark		
-	Total PC 3	-	-
4	Project Component 4		
4.1	Salaries and emoluments		
4.2	Taxameter/educational grants		
4.3	Expenses for trips abroad and field work		33.000
4.4	Equipment		5.000
4.5	Materials		5.000
4.6	Publication, dissemination and communication		7.000
4.7	Study stays of researchers in Denmark		
50.000	Total PC 4	-	50.000
	Total, all Project Components	277.232	276.922
X	ADMINISTRATIVE FEE	55.446	55.384
Y	STUDY STAY OF RESEARCHERS IN DENMARK		
Z	EXTERNAL AUDIT		
	GRAND TOTAL	332.679	332.306

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

**Stability, Democracy and Rights
DK Universities (Nepal)
Core funding (7 M DKK)**

All amounts in DKK		Year 1	Year 2
No	Main activity/cost item	Costs	Costs
1	Project Component 1		
1.1	Salaries and emoluments	-	-
1.2	Taxameter/educational grants		
1.3	Expenses for trips abroad and field work	-	-
1.4	Equipment		
1.5	Materials		
1.6	Publication, dissemination and communication		
1.7	Study stays of researchers in Denmark		
-	Total PC 1	-	-
2	Project Component 2		
2.1	Salaries and emoluments	17.400	35.000
2.2	Taxameter/educational grants		
2.3	Expenses for trips abroad and field work	155.003	70.000
2.4	Equipment		
2.5	Materials		
2.6	Publication, dissemination and communication		
2.7	Study stays of researchers in Denmark		
277.403	Total PC 2	172.403	105.000
3	Project Component 3		
3.1	Salaries and emoluments	44.100	73.200
3.2	Taxameter/educational grants		
3.3	Expenses for trips abroad and field work	97.135	104.562
3.4	Equipment		
3.5	Materials	20.000	
3.6	Publication, dissemination and communication		
3.7	Study stays of researchers in Denmark		
338.997	Total PC 3	161.235	177.762
4	Project Component 4		
4.1	Salaries and emoluments		
4.2	Taxameter/educational grants		
4.3	Expenses for trips abroad and field work		40.000
4.4	Equipment		
4.5	Materials		2.000
4.6	Publication, dissemination and communication		8.000
4.7	Study stays of researchers in Denmark		
50.000	Total PC 4	-	50.000
	Total, all Project Components	333.638	332.762
X	ADMINISTRATIVE FEE	66.728	66.552
Y	STUDY STAY OF RESEARCHERS IN DENMARK		
Z	EXTERNAL AUDIT	0	0
	GRAND TOTAL	400.366	399.314

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

**Stability, Democracy and Rights
DK Universities (Nepal)
Core funding (10 M DKK)**

All amounts in DKK		Year 1	Year 2
No	Main activity/cost item	Costs	Costs
1	Project Component 1		
1.1	Salaries and emoluments	-	23.200
1.2	Taxameter/educational grants		
1.3	Expenses for trips abroad and field work	-	56.208
1.4	Equipment		
1.5	Materials		
1.6	Publication, dissemination and communication		
1.7	Study stays of researchers in Denmark		
79.408	Total PC 1	-	79.408
2	Project Component 2		
2.1	Salaries and emoluments	11.600	11.600
2.2	Taxameter/educational grants		
2.3	Expenses for trips abroad and field work	94.000	60.000
2.4	Equipment		
2.5	Materials		10.915
2.6	Publication, dissemination and communication	24.115	
2.7	Study stays of researchers in Denmark		
212.230	Total PC 2	129.715	82.515
3	Project Component 3		
3.1	Salaries and emoluments		
3.2	Taxameter/educational grants		
3.3	Expenses for trips abroad and field work		
3.4	Equipment		
3.5	Materials		
3.6	Publication, dissemination and communication	75.000	
3.7	Study stays of researchers in Denmark		
75.000	Total PC 3	75.000	-
4	Project Component 4		
4.1	Salaries and emoluments	23.200	-
4.2	Taxameter/educational grants		
4.3	Expenses for trips abroad and field work	105.550	160.550
4.4	Equipment		
4.5	Materials		3.000
4.6	Publication, dissemination and communication		8.000
4.7	Study stays of researchers in Denmark		
300.300	Total PC 4	128.750	171.550
	Total, all Project Components	333.465	333.473
X	ADMINISTRATIVE FEE	66.693	66.695
Y	STUDY STAY OF RESEARCHERS IN DENMARK		
Z	EXTERNAL AUDIT	0	0
	GRAND TOTAL	400.158	400.168

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

**Stability, Democracy and Rights
Gulu University
Core funding (4 M DKK)**

All amounts in DKK			
No	Main activity/cost item	Year 1	Year 2
1	Project Component 1: PhD Development Conflict Recovery and Peace Studies		
1.1	Salaries and emoluments	26.250	26.250
1.2	Taximeter / educational grants	-	-
1.3	Expenses for trips abroad and field work	5.000	10.000
1.4	Equipment	-	-
1.5	Materials	16.750	33.500
1.3.1	Workshops		
1.3.2	Stationary		
1.6	Publication, dissemination and communication	-	-
1.7	Study stays of researchers in DK		
	Total PC 1	48.000	69.750
2	Project Component 2: Strategic Research		
2.1	Salaries and emoluments	36.250	36.250
2.2	Taximeter/educational grants	75.348	71.792
2.2.1	Explorative Research Grants	Lump sum	301.390
2.3	Expenses for trips abroad and field work	-	30.890
2.3.1	Regional travel East Africa	Air fare R/T	1.925
2.3.2	Accommodation for researchers from South	Nightly rate	350
2.3.3	Per diem for researchers from South	Daily rate	455
2.3.6	Local transport refunds for participants of workshop	Per trip	50
2.4	Equipment	-	-
2.5	Materials	-	15.000
2.5.1	Workshops (venue, meals etc)	Lump sum	15.000
2.6	Publication, dissemination and communication	-	10.000
2.6.1	Seminars, events, publications, website etc	Lump sum	5.000
2.7	Study stays of researchers in DK		
	Total PC 2	111.598	163.932
3	Project Component 3: Education Strengthening		
3.1	Salaries and emoluments	36.250	36.250
3.2	Taximeter / educational grants	-	-
3.3	Expenses for trips abroad and field work	69.745	69.745
3.4	Equipment	112.450	-
3.5	Materials	46.625	46.625
3.6	Publication, dissemination and communication	15.000	20.138
3.7	Study stays of researchers in Denmark		
	Total PC 3	280.070	172.758
4	WP 1.4 / COMPONENT 4: Networking		
4.1	Salaries and emoluments	26.250	26.250
4.1.1	Taximeter / educational grants	100.000	95.838
4.1.2	Expenses for trips abroad and field work	50.000	100.000
4.1.3	Equipment	-	-
4.1.4	Materials	-	-
	Publication, dissemination and communication	-	-
	Study stays of researchers in Denmark		
	Total PC 4	176.250	222.088
X	ADMINISTRATIVE FEE	34.580	34.580
Y	STUDY STAY OF RESEARCHERS IN DENMARK	-	-
Z	EXTERNAL AUDIT	15.000	15.000
	GRAND TOTAL	665.498	678.108

**Stability, Democracy and Rights
Gulu University
ADDITIONAL ACTIVITIES (7 M DKK)**

All amounts in DKK			
No	Main activity/cost item	Year 1	Year 2
1	Project Component 1: PhD Development Conflict Recovery and Peace Studies		
1.1	Salaries and emoluments	-	-
1.2	Taximeter / educational grants	-	-
1.3	Expenses for trips abroad and field work	21.725	28.725
1.4	Equipment	-	-
1.5	Materials	16.750	50.250
1.3.1	Workshops		
1.3.2	Stationary		
1.6	Publication, dissemination and communication	-	50.000
1.7	Study stays of researchers in DK		
	Total PC 1	38.475	128.975
2	Project Component 2: Strategic Research		
2.1	Salaries and emoluments	-	-
2.2	Taximeter/educational grants	329.298	67.817
2.2.1	Explorative Research Grants		
2.3	Expenses for trips abroad and field work	-	-
2.3.1	Regional travel East Africa		
2.3.2	Accommodation for researchers from South		
2.3.3	Per diem for researchers from South		
2.3.6	Local transport refunds for participants of workshop		
2.4	Equipment	-	-
2.5	Materials	-	-
2.5.1	Workshops (venue, meals etc)		
2.6	Publication, dissemination and communication	30.000	-
2.6.1	Seminars, events, publications, website etc		
2.7	Study stays of researchers in DK		
	Total PC 2	359.298	67.817
3	Project Component 3: Education Strengthening		
3.1	Salaries and emoluments	-	68.750
3.2	Taximeter / educational grants	-	-
3.3	Expenses for trips abroad and field work	1.250	20.000
3.4	Equipment	-	-
3.5	Materials	31.750	30.000
3.6	Publication, dissemination and communication	-	-
3.7	Study stays of researchers in Denmark		
	Total PC 3	33.000	118.750
4	WP 1.4 / COMPONENT 4: Networking		
4.1	Salaries and emoluments	-	-
4.1.1	Taximeter / educational grants	-	-
4.1.2	Expenses for trips abroad and field work	-	100.000
4.1.3	Equipment	-	-
4.1.4	Materials	-	-
	Publication, dissemination and communication	-	-
	Study stays of researchers in Denmark		
	Total PC 4	-	100.000
X	ADMINISTRATIVE FEE	32.710	32.710
Y	STUDY STAY OF RESEARCHERS IN DENMARK	36.517	36.517
Z	EXTERNAL AUDIT	-	-
	GRAND TOTAL	500.000	484.769

**Stability, Democracy and Rights
Gulu University
ADDITIONAL ACTIVITIES (10 M DKK)**

All amounts in DKK			
No	Main activity/cost item	Year 1	Year 2
1	Project Component 1: PhD Development Conflict Recovery and Peace Studies		
1.1	Salaries and emoluments	-	-
1.2	Taximeter / educational grants	-	-
1.3	Expenses for trips abroad and field work	-	-
1.4	Equipment	-	-
1.5	Materials	-	-
1.3.1	Workshops		
1.3.2	Stationary		
1.6	Publication, dissemination and communication	-	-
1.7	Study stays of researchers in DK		
	Total PC 1	-	-
2	Project Component 2: Strategic Research		
2.1	Salaries and emoluments	-	-
2.2	Taximeter/educational grants	67.817	67.817
2.2.1	Explorative Research Grants	Lump sum	
2.3	Expenses for trips abroad and field work	-	-
2.3.1	Regional travel East Africa	Air fare R/T	-
2.3.2	Accommodation for researchers from South	Nightly rate	-
2.3.3	Per diem for researchers from South	Daily rate	-
2.3.6	Local transport refunds for participants of workshop	Per trip	-
2.4	Equipment	-	-
2.5	Materials	-	-
2.5.1	Workshops (venue, meals etc)	Lump sum	-
2.6	Publication, dissemination and communication	-	-
2.6.1	Seminars, events, publications, website etc	Lump sum	-
2.7	Study stays of researchers in DK		
	Total PC 2	67.817	67.817
3	Project Component 3: Education Strengthening		
3.1	Salaries and emoluments	-	-
3.2	Taximeter / educational grants	-	-
3.3	Expenses for trips abroad and field work	4.063	4.063
3.4	Equipment	258.894	158.894
3.5	Materials	100.000	100.000
3.6	Publication, dissemination and communication	-	-
3.7	Study stays of researchers in Denmark		
	Total PC 3	362.957	262.956
4	WP 1.4 / COMPONENT 4: Networking		
4.1	Salaries and emoluments	-	-
4.1.1	Taximeter / educational grants	-	-
4.1.2	Expenses for trips abroad and field work	-	100.000
4.1.3	Equipment	-	-
4.1.4	Materials	-	-
	Publication, dissemination and communication	-	-
	Study stays of researchers in Denmark		
	Total PC 4	-	100.000
X	ADMINISTRATIVE FEE	32.710	32.710
Y	STUDY STAY OF RESEARCHERS IN DENMARK	37.560	36.517
Z	EXTERNAL AUDIT	-	-
	GRAND TOTAL	501.043	500.000

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

**Stability, Democracy and Rights
Danish Universities (Uganda)
Core funding (4 M DKK)**

All amounts in DKK			
No	Main activity/cost item	Year 1	Year 2
Project Component 1: PhD Development Conflict Recovery and Peace Studies			
1.1	Salaries and emoluments	23.200	46.400
1.2	Taxameter / educational grants	-	-
1.3	Expenses for trips abroad and field work	55.540	111.080
1.4	Equipment	-	-
1.5	Materials	-	-
1.6	Publication, dissemination and communication	-	-
1.7	Study stays of researchers in DK	-	-
	Total PC 1	78.740	157.480
Project Component 2: Strategic Research			
2.1	Salaries and emoluments	11.600	11.600
2.2	Taxameter/educational grants	31.028	27.472
2.3	Expenses for trips abroad and field work	41.655	41.655
2.4	Equipment	-	-
2.5	Materials	-	-
2.6	Publication, dissemination and communication	-	-
2.7	Study stays of researchers in DK	-	-
	Total PC 2	84.283	80.727
Project Component 3: Education Strengthening			
3.1	Salaries and emoluments	27.400	17.400
3.2	Taxameter / educational grants	-	-
3.3	Expenses for trips abroad and field work	70.554	55.170
3.4	Equipment	-	-
3.5	Materials	-	-
3.6	Publication, dissemination and communication	-	-
3.7	Study stays of researchers in Denmark	-	-
	Total PC 3	97.954	72.570
WP 1.4 / COMPONENT 4: Networking			
4.1	Salaries and emoluments	-	-
4.1.1	Taxameter / educational grants	-	-
4.1.2	Expenses for trips abroad and field work	-	-
4.1.3	Equipment	-	-
4.1.4	Materials	-	-
	Publication, dissemination and communication	-	-
	Study stays of reseachers in Denmark	-	-
	Total PC 4	-	-
X	ADMINISTRATIVE FEE	55.555	55.555
Y	STUDY STAY OF RESEARCHERS IN DENMARK	49.800	-
Z	EXTERNAL AUDIT	-	-
	GRAND TOTAL	366.332	366.332

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

**Stability, Democracy and Rights
Danish Universities (Uganda)
Core funding (4 M DKK)**

All amounts in DKK			
No	Main activity/cost item	Year 1	Year 2
Project Component 1: PhD Development Conflict Recovery and Peace Studies			
1.1	Salaries and emoluments	5.800	17.400
1.2	Taxameter / educational grants	-	-
1.3	Expenses for trips abroad and field work	27.000	49.135
1.4	Equipment	-	-
1.5	Materials	-	-
1.6	Publication, dissemination and communication	-	-
1.7	Study stays of researchers in DK	-	-
	Total PC 1	32.800	66.535
Project Component 2: Strategic Research			
2.1	Salaries and emoluments	-	-
2.2	Taxameter/educational grants	88.412	26.357
2.3	Expenses for trips abroad and field work	-	-
2.4	Equipment	-	-
2.5	Materials	-	-
2.6	Publication, dissemination and communication	-	-
2.7	Study stays of researchers in DK	-	-
	Total PC 2	88.412	26.357
Project Component 3: Education Strengthening			
3.1	Salaries and emoluments	11.600	-
3.2	Taxameter / educational grants	-	-
3.3	Expenses for trips abroad and field work	23.500	-
3.4	Equipment	-	-
3.5	Materials	-	-
3.6	Publication, dissemination and communication	-	-
3.7	Study stays of researchers in Denmark	-	-
	Total PC 3	35.100	-
WP 1.4 / COMPONENT 4: Networking			
4.1	Salaries and emoluments	-	-
4.1.1	Taxameter / educational grants	-	-
4.1.2	Expenses for trips abroad and field work	-	-
4.1.3	Equipment	-	-
4.1.4	Materials	-	-
	Publication, dissemination and communication	-	-
	Study stays of reseachers in Denmark	-	-
	Total PC 4	-	-
X	ADMINISTRATIVE FEE	66.667	66.667
Y	STUDY STAY OF RESEARCHERS IN DENMARK	177.021	190.641
Z	EXTERNAL AUDIT	-	-
	GRAND TOTAL	399.999	350.200

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

**Stability, Democracy and Rights
Danish Universities (Uganda)
Core funding (4 M DKK)**

All amounts in DKK			
No	Main activity/cost item	Year 1	Year 2
Project Component 1: PhD Development Conflict Recovery and Peace Studies			
1.1	Salaries and emoluments	-	-
1.2	Taxameter / educational grants	-	-
1.3	Expenses for trips abroad and field work	-	-
1.4	Equipment	-	-
1.5	Materials	-	-
1.6	Publication, dissemination and communication	-	-
1.7	Study stays of researchers in DK	-	-
	Total PC 1	-	-
Project Component 2: Strategic Research			
2.1	Salaries and emoluments	-	-
2.2	Taxameter/educational grants	26.357	26.357
2.3	Expenses for trips abroad and field work	13.080	13.080
2.4	Equipment	-	-
2.5	Materials	138.896	138.896
2.6	Publication, dissemination and communication	-	-
2.7	Study stays of researchers in DK	-	-
	Total PC 2	178.333	178.333
Project Component 3: Education Strengthening			
3.1	Salaries and emoluments	155.000	155.000
3.2	Taxameter / educational grants	-	-
3.3	Expenses for trips abroad and field work	-	-
3.4	Equipment	-	-
3.5	Materials	-	-
3.6	Publication, dissemination and communication	-	-
3.7	Study stays of researchers in Denmark	-	-
	Total PC 3	155.000	155.000
WP 1.4 / COMPONENT 4: Networking			
4.1	Salaries and emoluments	-	-
4.1.1	Taxameter / educational grants	-	-
4.1.2	Expenses for trips abroad and field work	-	-
4.1.3	Equipment	-	-
4.1.4	Materials	-	-
	Publication, dissemination and communication	-	-
	Study stays of reseachers in Denmark	-	-
	Total PC 4	-	-
X	ADMINISTRATIVE FEE	66.667	66.667
Y	STUDY STAY OF RESEARCHERS IN DENMARK	-	-
Z	EXTERNAL AUDIT	-	-
	GRAND TOTAL	399.999	400.000

Budget notes:

Y: Is administered by Danida Fellowship Centre in Denmark

**Platform for Stability, Democracy & Rights
University of Nairobi
[Budget scenario 4, 7 or 10 mio. DKK per year]**

		SOUTH SHARE					
		YEAR 1			YEAR 2		
No	Main activity/cost item	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)
1	PROJECT COMPONENT 1: Generic research capacity strengthening						
1.1	Salaries and emoluments	6.930	3.360	1.995	-	6.174	14.000
1.2	Taxameter/educational grants	7.277	4.872	2.893	-	8.952	20.300
1.3	Expenses for trips abroad and field work	5.198	2.520	1.496	-	4.631	10.500
1.4	Equipment	1.733	840	499	-	1.544	3.500
1.5	Materials	347	168	100	-	309	700
1.6	Publication, dissemination and communication	1.733	840	499	-	1.544	3.500
1.7	Study stays in Denmark of researchers from South	8.663	4.200	2.494	-	7.718	17.500
1.8	External audit	2.772	-	-	-	-	-
1.9	Administrative fee, DK partners	-	-	-	-	-	-
1.10	Administrative fee, South partners	2.426	1.176	698	-	2.161	4.900
	Subtotal Project Component 1	37.076	17.976	10.673	-	33.031	74.900
2	PROJECT COMPONENT 2: Research within academic focus areas						
2.1	Salaries and emoluments	14.245	17.640	10.374	37.380	21.266	9.800
2.2	Taxameter/educational grants	14.957	25.578	15.042	39.249	30.836	14.210
2.3	Expenses for trips abroad and field work	10.684	13.230	7.781	28.035	15.950	7.350
2.4	Equipment	3.561	4.410	2.594	9.345	5.317	2.450
2.5	Materials	712	882	519	1.869	1.063	490
2.6	Publication, dissemination and communication	3.561	4.410	2.594	9.345	5.317	2.450
2.7	Study stays in Denmark of researchers from South	17.806	22.050	12.968	46.725	26.583	12.250
2.8	External audit	5.698	-	-	14.952	-	-
2.9	Administrative fee, DK partners	-	-	-	-	-	-
2.10	Administrative fee, South partners	4.986	6.174	3.631	13.083	7.443	3.430
	Subtotal Project Component 2	76.211	94.374	55.501	199.983	113.773	52.430
3	PROJECT COMPONENT 3: Strategic Educational Strengthening						
3.1	Salaries and emoluments	-	-	13.965	-	-	-
3.2	Taxameter/educational grants	-	-	20.249	-	-	-
3.3	Expenses for trips abroad and field work	-	-	10.474	-	-	-
3.4	Equipment	-	-	3.491	-	-	-
3.5	Materials	-	-	698	-	-	-
3.6	Publication, dissemination and communication	-	-	3.491	-	-	-
3.7	Study stays in Denmark of researchers from South	-	-	17.456	-	-	-
3.8	External audit	-	-	-	-	-	-
3.9	Administrative fee, DK partners	-	-	-	-	-	-
3.10	Administrative fee, South partners	-	-	4.888	-	-	-
	Subtotal Project Component 3	-	-	74.713	-	-	-
4	PROJECT COMPONENT 4: North-South-South Collaboration						
4.1	Salaries and emoluments	17.325	21.000	13.566	-	6.860	11.200
4.2	Taxameter/educational grants	18.191	30.450	19.671	-	9.947	16.240
4.3	Expenses for trips abroad and field work	12.994	15.750	10.175	-	5.145	8.400
4.4	Equipment	4.331	5.250	3.392	-	1.715	2.800
4.5	Materials	866	1.050	678	-	343	560
4.6	Publication, dissemination and communication	4.331	5.250	3.392	-	1.715	2.800
4.7	Study stays in Denmark of researchers from South	21.656	26.250	16.958	-	8.575	14.000
4.8	External audit	6.930	-	-	-	-	-
4.9	Administrative fee, DK partners	-	-	-	-	-	-
4.10	Administrative fee, South partners	6.064	7.350	4.748	-	2.401	3.920
	Subtotal Project Component 4	92.689	112.350	72.578	-	36.701	59.920
	GRAND TOTAL	205.975	224.700	213.465	199.983	183.505	187.250

**Platform for Stability, Democracy & Rights
University of Nairobi
[Budget scenario 4, 7 or 10 mio. DKK per year]**

		DANISH UNIVERSITIES (NORTH SHARE)					
		YEAR 1			YEAR 2		
No	Main activity/cost item	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)
1	PROJECT COMPONENT 1: Generic research capacity strengthening						
1.1	Salaries and emoluments	3.713	1.800	1.069	-	4.050	8.550
1.2	Taxameter/educational grants	2.970	1.440	855	-	3.240	6.840
1.3	Expenses for trips abroad and field work	6.980	3.384	2.009	-	7.614	16.074
1.4	Equipment	-	-	-	-	-	-
1.5	Materials	743	360	214	-	810	1.710
1.6	Publication, dissemination and communication	446	216	128	-	486	1.026
1.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
1.8	External audit	-	-	-	-	-	-
1.9	Administrative fee, DK partners	2.970	1.440	855	-	3.240	6.840
1.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 1	17.820	8.640	5.130	-	19.440	41.040
2	PROJECT COMPONENT 2: Research within academic focus areas						
2.1	Salaries and emoluments	7.631	9.450	5.558	20.625	13.950	5.985
2.2	Taxameter/educational grants	6.105	7.560	4.446	16.500	11.160	4.788
2.3	Expenses for trips abroad and field work	14.347	17.766	10.448	38.775	26.226	11.252
2.4	Equipment	-	-	-	-	-	-
2.5	Materials	1.526	1.890	1.112	4.125	2.790	1.197
2.6	Publication, dissemination and communication	916	1.134	667	2.475	1.674	718
2.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
2.8	External audit	-	-	-	-	-	-
2.9	Administrative fee, DK partners	6.105	7.560	4.446	16.500	11.160	4.788
2.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 2	36.630	45.360	26.676	99.000	66.960	28.728
3	PROJECT COMPONENT 3: Strategic Educational Strengthening						
3.1	Salaries and emoluments	-	-	7.481	-	-	-
3.2	Taxameter/educational grants	-	-	5.985	-	-	-
3.3	Expenses for trips abroad and field work	-	-	14.065	-	-	-
3.4	Equipment	-	-	-	-	-	-
3.5	Materials	-	-	1.496	-	-	-
3.6	Publication, dissemination and communication	-	-	898	-	-	-
3.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
3.8	External audit	-	-	-	-	-	-
3.9	Administrative fee, DK partners	-	-	5.985	-	-	-
3.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 3	-	-	35.910	-	-	-
4	PROJECT COMPONENT 4: North-South-South Collaboration						
4.1	Salaries and emoluments	9.281	11.250	7.268	-	4.500	6.840
4.2	Taxameter/educational grants	7.425	9.000	5.814	-	3.600	5.472
4.3	Expenses for trips abroad and field work	17.449	21.150	13.663	-	8.460	12.859
4.4	Equipment	-	-	-	-	-	-
4.5	Materials	1.856	2.250	1.454	-	900	1.368
4.6	Publication, dissemination and communication	1.114	1.350	872	-	540	821
4.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
4.8	External audit	-	-	-	-	-	-
4.9	Administrative fee, DK partners	7.425	9.000	5.814	-	3.600	5.472
4.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 4	44.550	54.000	34.884	-	21.600	32.832
	GRAND TOTAL	99.000	108.000	102.600	99.000	108.000	102.600

Platform for Stability, Democracy & Rights
Maseno University
[Budget scenario 4, 7 or 10 mio. DKK per year]

		SOUTH SHARE					
		YEAR 1			YEAR 2		
No	Main activity/cost item	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)
1	PROJECT COMPONENT 1: Generic research capacity strengthening						
1.1	Salaries and emolitions	6.930	3.430	4.200	-	16.121	19.600
1.2	Taxameter/educational grants	7.277	4.974	1.680	-	23.375	28.420
1.3	Expenses for trips abroad and field work	5.198	2.573	3.150	-	12.091	14.700
1.4	Equipment	1.733	858	1.050	-	4.030	4.900
1.5	Materials	347	172	210	-	806	980
1.6	Publication, dissemination and communication	1.733	858	1.050	-	4.030	4.900
1.7	Study stays in Denmark of researchers from South	8.663	4.288	5.250	-	20.151	24.500
1.8	External audit	2.772	-	-	-	-	-
1.9	Administrative fee, DK partners	-	-	-	-	-	-
1.10	Administrative fee, South partners	2.426	1.201	1.161	-	5.642	6.860
	Subtotal Project Component 1	37.076	18.351	17.751	-	86.247	104.860
2	PROJECT COMPONENT 2: Research within academic focus areas						
2.1	Salaries and emolitions	-	14.210	8.400	37.380	18.179	8.400
2.2	Taxameter/educational grants	-	20.605	12.180	39.249	26.360	12.180
2.3	Expenses for trips abroad and field work	-	10.658	6.300	28.035	13.634	6.300
2.4	Equipment	-	3.553	2.100	9.345	4.545	2.100
2.5	Materials	-	711	420	1.869	909	420
2.6	Publication, dissemination and communication	-	3.553	2.100	9.345	4.545	2.100
2.7	Study stays in Denmark of researchers from South	-	17.763	10.500	46.725	22.724	10.500
2.8	External audit	-	-	-	14.952	-	-
2.9	Administrative fee, DK partners	-	-	-	-	-	-
2.10	Administrative fee, South partners	-	4.974	2.940	13.083	6.363	2.940
	Subtotal Project Component 2	-	76.024	44.940	199.983	97.258	44.940
3	PROJECT COMPONENT 3: Strategic Educational Strengthening						
3.1	Salaries and emolitions	14.245	3.430	18.200	-	-	7.000
3.2	Taxameter/educational grants	14.957	4.974	26.390	-	-	10.150
3.3	Expenses for trips abroad and field work	10.684	2.573	13.650	-	-	5.250
3.4	Equipment	3.561	858	4.550	-	-	1.750
3.5	Materials	712	172	910	-	-	350
3.6	Publication, dissemination and communication	3.561	858	4.550	-	-	1.750
3.7	Study stays in Denmark of researchers from South	17.806	4.288	22.750	-	-	8.750
3.8	External audit	5.698	-	-	-	-	-
3.9	Administrative fee, DK partners	-	-	-	-	-	-
3.10	Administrative fee, South partners	4.986	1.201	6.370	-	-	2.450
	Subtotal Project Component 3	76.211	18.351	97.370	-	-	37.450
4	PROJECT COMPONENT 4: North-South-South Collaboration						
4.1	Salaries and emolitions	17.325	3.430	4.200	-	-	-
4.2	Taxameter/educational grants	18.191	4.974	6.090	-	-	-
4.3	Expenses for trips abroad and field work	12.994	2.573	3.150	-	-	-
4.4	Equipment	4.331	858	1.050	-	-	-
4.5	Materials	866	172	210	-	-	-
4.6	Publication, dissemination and communication	4.331	858	1.050	-	-	-
4.7	Study stays in Denmark of researchers from South	21.656	4.288	5.250	-	-	-
4.8	External audit	6.930	-	-	-	-	-
4.9	Administrative fee, DK partners	-	-	-	-	-	-
4.10	Administrative fee, South partners	6.064	1.201	1.470	-	-	-
	Subtotal Project Component 4	92.689	18.351	22.470	-	-	-
	GRAND TOTAL	205.975	131.075	182.531	199.983	183.505	187.250

Platform for Stability, Democracy & Rights
Maseno University
[Budget scenario 4, 7 or 10 mio. DKK per year]

		DANISH UNIVERSITIES (NORTH SHARE)					
		YEAR 1			YEAR 2		
No	Main activity/cost item	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)
	<i>All amounts in DKK</i>						
1	PROJECT COMPONENT 1: Generic research capacity strengthening						
1.1	Salaries and emoluments	3.713	1.838	2.250	-	6.169	10.500
1.2	Taxameter/educational grants	2.970	1.470	1.800	-	4.935	8.400
1.3	Expenses for trips abroad and field work	6.980	3.455	4.230	-	11.597	19.740
1.4	Equipment	-	-	-	-	-	-
1.5	Materials	743	368	450	-	1.234	2.100
1.6	Publication, dissemination and communication	446	221	270	-	740	1.260
1.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
1.8	External audit	-	-	-	-	-	-
1.9	Administrative fee, DK partners	2.970	1.470	1.800	-	4.935	8.400
1.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 1	17.820	8.820	10.800	-	29.610	50.400
2	PROJECT COMPONENT 2: Research within academic focus areas						
2.1	Salaries and emoluments	-	7.613	4.500	20.625	6.956	4.500
2.2	Taxameter/educational grants	-	6.090	3.600	16.500	5.565	3.600
2.3	Expenses for trips abroad and field work	-	14.312	8.460	38.775	13.078	8.460
2.4	Equipment	-	-	-	-	-	-
2.5	Materials	-	1.523	900	4.125	1.391	900
2.6	Publication, dissemination and communication	-	914	540	2.475	835	540
2.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
2.8	External audit	-	-	-	-	-	-
2.9	Administrative fee, DK partners	-	6.090	3.600	16.500	5.565	3.600
2.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 2	-	36.540	21.600	99.000	33.390	21.600
3	PROJECT COMPONENT 3: Strategic Educational Strengthening						
3.1	Salaries and emoluments	7.631	1.838	9.750	-	-	3.750
3.2	Taxameter/educational grants	6.105	1.470	7.800	-	-	3.000
3.3	Expenses for trips abroad and field work	14.347	3.455	18.330	-	-	7.050
3.4	Equipment	-	-	-	-	-	-
3.5	Materials	1.526	368	1.950	-	-	750
3.6	Publication, dissemination and communication	916	221	1.170	-	-	450
3.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
3.8	External audit	-	-	-	-	-	-
3.9	Administrative fee, DK partners	6.105	1.470	7.800	-	-	3.000
3.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 3	36.630	8.820	46.800	-	-	18.000
4	PROJECT COMPONENT 4: North-South-South Collaboration						
4.1	Salaries and emoluments	9.281	1.838	2.250	-	-	-
4.2	Taxameter/educational grants	7.425	1.470	1.800	-	-	-
4.3	Expenses for trips abroad and field work	17.449	3.455	4.230	-	-	-
4.4	Equipment	-	-	-	-	-	-
4.5	Materials	1.856	368	450	-	-	-
4.6	Publication, dissemination and communication	1.114	221	270	-	-	-
4.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
4.8	External audit	-	-	-	-	-	-
4.9	Administrative fee, DK partners	7.425	1.470	1.800	-	-	-
4.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 4	44.550	8.820	10.800	-	-	-
	GRAND TOTAL	99.000	63.000	90.000	99.000	63.000	90.000

**Platform for Stability, Democracy & Rights
Moi University
[Budget scenario 4, 7 or 10 mio. DKK per year]**

		SOUTH SHARE					
		YEAR 1			YEAR 2		
No	Main activity/cost item	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)
1	PROJECT COMPONENT 1: Generic research capacity strengthening						
1.1	Salaries and emoluments	6.888	3.472	4.200	-	16.107	19.551
1.2	Taxameter/educational grants	7.232	5.034	6.090	-	23.355	28.349
1.3	Expenses for trips abroad and field work	5.166	2.604	3.150	-	12.080	14.663
1.4	Equipment	1.722	868	1.050	-	4.027	4.888
1.5	Materials	344	174	210	-	805	978
1.6	Publication, dissemination and communication	1.722	868	1.050	-	4.027	4.888
1.7	Study stays in Denmark of researchers from South	8.610	4.340	5.250	-	20.134	24.439
1.8	External audit	2.755	-	-	-	-	-
1.9	Administrative fee, DK partners	-	-	-	-	-	-
1.10	Administrative fee, South partners	2.411	1.215	1.470	-	5.637	6.843
	Subtotal Project Component 1	36.851	18.575	22.470	-	86.172	104.598
2	PROJECT COMPONENT 2: Research within academic focus areas						
2.1	Salaries and emoluments	21.123	36.456	12.600	48.160	25.193	10.374
2.2	Taxameter/educational grants	22.179	52.861	18.270	50.568	36.530	15.042
2.3	Expenses for trips abroad and field work	15.842	27.342	9.450	36.120	18.895	7.781
2.4	Equipment	5.281	9.114	3.150	12.040	6.298	2.594
2.5	Materials	1.056	1.823	630	2.408	1.260	519
2.6	Publication, dissemination and communication	5.281	9.114	3.150	12.040	6.298	2.594
2.7	Study stays in Denmark of researchers from South	26.404	45.570	15.750	60.200	31.491	12.968
2.8	External audit	8.449	-	-	19.264	-	-
2.9	Administrative fee, DK partners	-	-	-	-	-	-
2.10	Administrative fee, South partners	7.393	12.760	4.410	16.856	8.818	3.631
	Subtotal Project Component 2	113.009	195.040	67.410	257.656	134.783	55.501
3	PROJECT COMPONENT 3: Strategic Educational Strengthening						
3.1	Salaries and emoluments	-	-	14.000	-	-	7.182
3.2	Taxameter/educational grants	-	-	20.300	-	-	10.414
3.3	Expenses for trips abroad and field work	-	-	10.500	-	-	5.387
3.4	Equipment	-	-	3.500	-	-	1.796
3.5	Materials	-	-	700	-	-	359
3.6	Publication, dissemination and communication	-	-	3.500	-	-	1.796
3.7	Study stays in Denmark of researchers from South	-	-	17.500	-	-	8.978
3.8	External audit	-	-	-	-	-	-
3.9	Administrative fee, DK partners	-	-	-	-	-	-
3.10	Administrative fee, South partners	-	-	4.900	-	-	2.514
	Subtotal Project Component 3	-	-	74.900	-	-	38.424
4	PROJECT COMPONENT 4: North-South-South Collaboration						
4.1	Salaries and emoluments	17.909	3.472	4.200	-	-	2.793
4.2	Taxameter/educational grants	18.804	5.034	6.090	-	-	4.050
4.3	Expenses for trips abroad and field work	13.432	2.604	3.150	-	-	2.095
4.4	Equipment	4.477	868	1.050	-	-	698
4.5	Materials	895	174	210	-	-	140
4.6	Publication, dissemination and communication	4.477	868	1.050	-	-	698
4.7	Study stays in Denmark of researchers from South	22.386	4.340	5.250	-	-	3.491
4.8	External audit	7.164	-	-	-	-	-
4.9	Administrative fee, DK partners	-	-	-	-	-	-
4.10	Administrative fee, South partners	6.268	1.215	1.470	-	-	978
	Subtotal Project Component 4	95.812	18.575	22.470	-	-	14.943
	GRAND TOTAL	245.672	232.190	187.250	257.656	220.955	213.465

**Platform for Stability, Democracy & Rights
Moi University
[Budget scenario 4, 7 or 10 mio. DKK per year]**

		DANISH UNIVERSITIES (NORTH SHARE)					
		YEAR 1			YEAR 2		
No	Main activity/cost item	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)	Base level (4 mio DKK/year)	Level 1 (+3 mio DKK/year)	Level 2 (+ 3 mio DKK/year)
	<i>All amounts in DKK</i>						
1	PROJECT COMPONENT 1: Generic research capacity strengthening						
1.1	Salaries and emoluments	3.690	1.860	2.250	-	9.068	9.188
1.2	Taxameter/educational grants	2.952	1.488	1.800	-	7.254	7.350
1.3	Expenses for trips abroad and field work	6.937	3.497	4.230	-	17.047	17.273
1.4	Equipment	-	-	-	-	-	-
1.5	Materials	738	372	450	-	1.814	1.838
1.6	Publication, dissemination and communication	443	223	270	-	1.088	1.103
1.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
1.8	External audit	-	-	-	-	-	-
1.9	Administrative fee, DK partners	2.952	1.488	1.800	-	7.254	7.350
1.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 1	17.712	8.928	10.800	-	43.524	44.100
2	PROJECT COMPONENT 2: Research within academic focus areas						
2.1	Salaries and emoluments	11.316	19.530	6.750	24.600	14.183	4.875
2.2	Taxameter/educational grants	9.053	15.624	5.400	19.680	11.346	3.900
2.3	Expenses for trips abroad and field work	21.274	36.716	12.690	46.248	26.663	9.165
2.4	Equipment	-	-	-	-	-	-
2.5	Materials	2.263	3.906	1.350	4.920	2.837	975
2.6	Publication, dissemination and communication	1.358	2.344	810	2.952	1.702	585
2.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
2.8	External audit	-	-	-	-	-	-
2.9	Administrative fee, DK partners	9.053	15.624	5.400	19.680	11.346	3.900
2.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 2	54.317	93.744	32.400	118.080	68.076	23.400
3	PROJECT COMPONENT 3: Strategic Educational Strengthening						
3.1	Salaries and emoluments	-	-	7.500	-	-	3.375
3.2	Taxameter/educational grants	-	-	6.000	-	-	2.700
3.3	Expenses for trips abroad and field work	-	-	14.100	-	-	6.345
3.4	Equipment	-	-	-	-	-	-
3.5	Materials	-	-	1.500	-	-	675
3.6	Publication, dissemination and communication	-	-	900	-	-	405
3.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
3.8	External audit	-	-	-	-	-	-
3.9	Administrative fee, DK partners	-	-	6.000	-	-	2.700
3.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 3	-	-	36.000	-	-	16.200
4	PROJECT COMPONENT 4: North-South-South Collaboration						
4.1	Salaries and emoluments	9.594	1.860	2.250	-	-	1.313
4.2	Taxameter/educational grants	7.675	1.488	1.800	-	-	1.050
4.3	Expenses for trips abroad and field work	18.037	3.497	4.230	-	-	2.468
4.4	Equipment	-	-	-	-	-	-
4.5	Materials	1.919	372	450	-	-	263
4.6	Publication, dissemination and communication	1.151	223	270	-	-	158
4.7	Study stays in Denmark of researchers from South	-	-	-	-	-	-
4.8	External audit	-	-	-	-	-	-
4.9	Administrative fee, DK partners	7.675	1.488	1.800	-	-	1.050
4.10	Administrative fee, South partners	-	-	-	-	-	-
	Subtotal Project Component 4	46.051	8.928	10.800	-	-	6.300
	GRAND TOTAL	118.080	111.600	90.000	118.080	111.600	90.000

Platform for Stability, Democracy Rights
Project Component - Secretariat
Budget scenario 4, 7 or 10 mio. DKK per year

		YEAR 1								YEAR 2					
				Danida grant				Danida grant							
		Basic level		Level 1		Level 2		Basic level		Level 1		Level 2			
		Unit	Unit price	No.	Total	No.	Total	No.	Total	No.	Total	No.	Total		
1	Salary														
1.1	Platform Coordinator	Month	50.000	12	600.000		0		0	12	600.000		0		
1.2	Communication Officer (shared w. E&C Platform)	Month	50.000	3	150.000	0	0		0	3	150.000	0	0		
1.3	Student Aid	Hour	150	100	15.000	100	15.000	100	15.000	100	15.000	100	15.000		
1.4	Fundraiser	Month	50.000		0		0	2	100.000		0		2	100.000	
1.5	Chairman (33% time)	Month	58.000		0		0		0		0		0		
1.6	Vice chairman (20% time)	Month	58.000		0		0		0		0		0		
	Styregruppemedlemmer (10% time)	Month	58.000		0		0		0		0		0		
	Subtotal				765.000		15.000		115.000		765.000		15.000		115.000
2	Secretariat														
2.1	Secretariat (stationary, communication, etc)	month	5.000		0		0		0		0		0		
2.2	International travel, incl. DSA, vaccinations, etc.	Cost	25.000	2	50.000	2	50.000	2	50.000	2	50.000	2	50.000		
	Subtotal				50.000		50.000		50.000		50.000		50.000		
3	Communication														
3.1	Web	LS	5.000	0	0	2	10.000	2	10.000	0	0	2	10.000		
3.2	Publications	LS	6.000	0	0	2	12.000	1	6.000	0	0	2	12.000		
	Subtotal				0		22.000		16.000		0		22.000		16.000
4	Cross platform activities														
4.1	Meetings / conferences	LS	3.000	1	3.000		0		0	1	3.000		0		
4.2	Travel	Cost	600	20	12.000	5	3.000	5	3.000	20	12.000	5	3.000		
	Subtotal				15.000		3.000		3.000		15.000		3.000		
5	Expansion of Platform activities														
5.1	West Africa	LS	50.000		0	1	50.000		0		0	1	50.000		
5.2	Southern Africa	LS	50.000		0	1	50.000		0		0	1	50.000		
5.3	Support Working Group	LS	50.000		0	1	50.000	1	50.000		0	1	50.000		
	Subtotal				0		150.000		50.000		0		150.000		
6	Fundraising activities														
6.1	Travel	Cost	5.000	1	5.000	2	10.000	3	15.000	1	5.000	2	10.000		
	Subtotal				5.000		10.000		15.000		5.000		10.000		
7	Steering Committee														
7.1	Meetings	Cost	1.000		0		0		0		0		0		
7.2	Travel	Cost	1.000		0		0		0		0		0		
	Subtotal				0		0		0		0		0		
	TOTAL				835.000		250.000		249.000		835.000		250.000		249.000
	Overhead				167.000		50.000		49.800		167.000		50.000		49.800
	GRAND TOTAL				1.002.000		300.000		298.800		1.002.000		300.000		298.800

APPENDIX 2 – SELECTED CVs

Name Thomas Tufte
Title Professor
Contact ttufte@ruc.dk
Education Ph.D, communication, University of Copenhagen (1995).

Employment

2004 Roskilde University, Department of Communication
2009-2013 Director of the Research Programme 'People Speaking Back? Media, Empowerment and Democracy in East Africa'. Co-director of the research platform 'Orecomm – A Communication and Glocal Change Consortium' (<http://orecomm.net>).

Research and key qualifications

Tufte's main contribution on the international research agenda has been within the *strategic use of media and communication in development*, with his five most recent books dealing with these issues.

He is co-founder (2002) and co-coordinator (until 2008) of the working group on Communication and HIV/AIDS of the International Association of Media and Communication Research (IAMCR). Connected to his work in communication for development and social change, Tufte was on the Scientific Committee and co-author to the background document for the 1st World Congress on Communication for Development, held in Rome in October 2006 (hosted by World Bank and FAO).

On-going research interests include communication for development and social change, strategic communication, HIV/AIDS communication, media use, globalization and identity formation (qualitative audience studies), media diaspora and ethnicity, tv fiction

Selected publications

Thomas Tufte has written or edited 11 books and published about 40 research articles in international books and journals. For publications see: www.ruc.dk/komm/Ansatte/vip/ttufte/

BOOKS

1. Cecilia M. Krohling Peruzzo, Thomas Tufte and Jair Vega Casanova (eds). 2011. *Trazos de una otra Comunicación en América Latina: practicas comunitarias, teorías y demandas sociales*. ALAIC y Ediciones Uninorte, Barranquilla, Colombia.
2. Thomas Tufte and Florencia Enghel (eds). 2009. *Youth and Communication for Development* (working title). Yearbook 2009 of the UNESCO Clearinghouse. Göteborg, Sweden.
3. Thomas Tufte and Paolo Mefalopulos. *A Practical Guide in Participatory Communication*. World Bank Working Paper Series, No. 170. Washington, World Bank, 2009.
4. Gumucio Dagon, Alfonso & Thomas Tufte (eds). 2006. *Communication for Social Change Anthology: Historical and Contemporary Readings*. New Jersey: Communication for Social Change Consortium. 1067p. Published in Spanish, 2008, at Plural, La Paz, Bolivia and CFSC Consortium, New Jersey, USA.
5. Jacks, Nilda, Sérgio Caparelli, Rene Goellner, Thomas Tufte, Yhevelin Guerin e Luciana Dorneles (2006): *TV, Familia e Identidade: Porto Alegre 'fim de século'*. Colecao Comunicacao 35, EDIPUC/RS, Brazil.
6. Hemer, Oscar and Thomas Tufte (eds). 2005. *Media and Glocal Change. Rethinking Communication for Development*. Nordicom: University of Göteborg, Sweden. 493p.
7. Tufte, Thomas. 2003.(eds) *Medierne, minoriteterne og det multikulturelle samfund. Skandinaviske perspektiver*. University of Göteborg: NORDICOM. Göteborg
8. Stald, Gitte and Thomas Tufte (eds) 2002: *Global Encounters - Media and Cultural Transformation*. Luton: University of Luton Press.
9. Tufte, Thomas. 2000. *Living with the Rubbish Queen: Telenovelas, Culture and Modernity in Brazil*. Luton: University of Luton Press. 256p.

CHAPTERS IN BOOKS AND ARTICLES IN SCIENTIFIC JOURNALS

1. Tufte, Thomas (2008). *Fighting AIDS with Edutainment: Building on the Soul City Experience in South Africa*. In: Jan Servaes (ed). *Approaches to Development*. London: Sage.
2. Tufte, Thomas (2007) 'La comunicación y la salud en un contexto globalizado. Situación, logros y retos'. In: Marisol Moreno et al (eds). *La Salud y la Comunicación*. Bogotá, Colombia: Universidad Nacional de Bogotá.

3. Tufte, Thomas (2006). *Your Future gets Stuck! Challenges for HIV/AIDS Communication*. In: Media Development. WACC: London.
4. Tufte, T (2004). 'Entertainment-Education – Beyond Marketing, Towards Empowerment'. In: Cecilia von Feilitzen and Ulla Carlsson. *Yearbook 2003: Promote or Protect? The UNESCO International Clearinghouse on Children, Youth and Media*. Nordicom, Göteborg University.
5. Tufte, T (2004) 'Telenovelas, Culture and Social Change – from Polisemy, Pleasure and Resistance to Strategic Communication and Social Development' In: Maria Immacolata (ed). *International Perspectives on Telenovelas*. Sao Paulo, Brazil: Edicoes Loyola and Rede Globo.
6. Tufte, T (2004): Soap Sense: Can Soap Operas Empower their Audiences? In: M.Cody, E. Rogers and A. Singhal (eds): *Entertainment-Education in the 21st Century*. Lawrence Editors. New York.
7. Larsen, Bent and T Tufte. (2003). Media and Ritual. In: Global Media Studies. Routledge: London.
8. Tufte, T. 2001. 'The Telenovela'. In: G. Creeber (ed). *The Television Genre Book*. BFI. London.
9. Tufte, T. 2001. 'Minority Youth, Media Uses and Identity Struggle: The Role of the Media in the Production of Locality'. In: Ross, K & P Playdon (eds) *Black Marks: Minority Ethnic Audiences and Media*. Ashgate: Aldershot, UK.
10. Tufte, T. 2001. 'Gauchos Going Global ' Mobile Privatization and Ritualized Media Use'. In: U. Kivikuru (ed). *Contesting the Frontiers: Media and Dimensions of Identity*. Göteborg: Nordicom.

Other relevant experience

EXPERT COMMITTEES, RESEARCH NETWORKS, POLICY WORK

- | | |
|-----------------|---|
| July 2008-2010 | Co-coordinator of IAMCR's standing working group on 'Health Communication and Change'. Previously, from 2002-2008, founding co-coordinator of IAMCR's standing working group on HIV/AIDS communication. |
| Feb.-Dec. 2006. | Member of the Scientific Committee of the First World Congress on Communication for Development , held in Rome in October 2006. The congress was hosted by FAO, World Bank and The Communication Initiative. |
| February 2006 | Member of Expert Committee of AIDS Accountability International . AAI is an international NGO, based in Stockholm and in the process of developing an accountability rating mechanism. For this purpose an international advisory expert committee has been established. |
| September 2005 | Founding member of the University Network on Communication for Social Change . The Network, initiated and coordinated by the Communication for Social Change Consortium, USA. |
| Feb. 2005-2007 | Member, in personal capacity, of DANIDAS Council for International Development. |
| January 2005 | Communication for Social Change Consortium Seminar . Staff + Consultants gathered to assess the first year of activities and draw up lines for future activity. New York. |
| December 2004 | Member of the HIV/AIDS ThinkTank convened by the Secretary-General of the World Medical Association and the Vice-President on Government Affairs at Johnson & Johnson. London. |
| 2004 | Member of the International Council, IAMCR. |
| 2005-2007 | Member of the Publications Committee of IAMCR. |
| 2002-2004 | Participant in Rockefeller Foundation's meetings on policy development regarding the emerging field of Communication for Social Change . Invited to two expert workshops (January 2002 + May 2002) at Rockefeller Foundation's Conference and Study Center in Bellagio, Italy. |
| 2000-2003 | Member of the International Advisory Evaluation Board of the South Africa Media NGO 'Soul City'. |

Name Signe Arnfred
Title Associate Professor
Contact signe@ruc.dk
Education Mag. Art, Cultural Sociology, University of Copenhagen, 1973

Employment

1977 onwards Associate professor at Roskilde University, International Development Studies / from 2006: Institute of Society and Globalisation (ISG)
 June 2009 onwards Head of Centre for Gender, Power and Diversity, Roskilde University
 Sept 2006 – Aug 07 Acting Research Director, the Nordic Africa Institute, Uppsala
 April – Nov 2006 Member of evaluation team for Nordic Evaluation of UNRISD
 Sept 2000 – Aug 06 Research programme coordinator: Sexuality, Gender and Society in Africa, The Nordic Africa Institute, Uppsala, Sweden
 1991, 1994 Lecturer (courses on social science research methodology) Faculdade de Direito (Law Faculty) Eduardo Mondlane Univeisity, Mozambique
 1993 – 1996 Resource person to the Women and Law in Southern Africa research project. Visits to Zimbabwe, Botswana, Zambia, Swaziland, Mozambique
 1989-1990 Part-time lecturer at Ilisimatusarfik, the Universty of Greenland, Nuuk, Greenland
 1986, 1996, 1998 Short term consultancies for Norad/Danida on gender issues in Mozambique
 1981-1984 Full time consultant (Danida) to Organização da Mulher Moçambicana (the National Mozambican Women's Organization) Maputo, Mozambique
 1973-1977 Assistant professor (adjunkt) at Roskilde University, Department of Social Science

Research and key qualifications

INITIATION AND/OR SUPERVISION/MONITORING OF RESEARCH AND PUBLICATION PROJECTS IN AFRICA

- *Sexual Harassment and Gendered Violence in Nigeria*. Action research project with reserach teams in six Nigerian universites, run by the Network for Women's Studies in Nigeria (NWSN)
- *Book on Sexuality in Senegal*. Research project run by the Groupe de Recherche sur les Femmes et les Lois au Senegal (GREFELS)
- *African Perspectives on Gender. Theory, Methodology and Concepts*. Compilation of anthology of classical texts by African gender researchers, from the 1970s onwards, including texts in French and Portuguese traslated into English, Main editor: Desiree Lewis, Cape Town

Selected recent publications

Arnfred, Signe *Sexuality and Gender Politics in Mozambique. Re-thinking Gender in Africa*, James Currey (October 2011)
 Arnfred, Signe Women, Men and Gender Equality in Development Aid. Trajectories, Contestations, in *Kvinder, Køn og Forskning* 1/2011
 Arnfred, Signe Feminism and Gendered Bodies: Conceptualizing Sexuality in Northern Mozambique, in: *Quaderns d'Antropologia*, no 26, Barcelona
 Arnfred, Signe Women in Mozambique: Gender Struggles and Gender Politics, in: Meredith Turschen (ed): *African Women: A Political Economy*, Palgrave Macmillan (2010)
 Arnfred, Signe Situational Gender and Subversive Sex: African Contributions to Feminist Theorizing. in Chimaraoke Izugbara, Chi-Chi Undie, Jennifer Wanjiku Khamasi (eds): *Old Wineskins, New Wine: Readings in Sexuality in Sub-Saharan Africa*, Nova Science Publishers (2010)
 Arnfred, Signe Sex, food and female power: discussion of data material from Mozambique, in Stephen Hunt (ed): *Indigenous Religions*. Ashgate, The Library of Essays on Sexuality and Religion (2010)
 Akosua Adomako Ampofo and Signe Arnfred (eds) *African Feminist Politics of Knowledge – Tensions, Challenges, Possibilities*. Uppsala, the Nordic Africa Institute (2010)
 Signe Arnfred and Elina Oinas Introduction: Sex & Politics – Case Africa, in *NORA Nordic Journal of Women's Studies*, vol 17 no 3 (2009)
 Signe Arnfred African Feminists on Sexualities, Review article, *Canadian Journal of African Studies* 24/1, 2009
 Signe Arnfred Male Mythologies. An inquiry into assumptions of feminism and anthropology. The case of matriliney, in *Studia Africana*, número 16, Barcelona, 22p. (2006)

- Signe Arnfred Review Essay: UNRISD. Gender Equality – Striving for Justice in an Unequal World, in *International Feminist Journal of Politics* vol 8, no 3, p 445 – 449 (2006)
- Signe Arnfred Article to *Encyclopedia of Women and Islamic Cultures* (EWIC) vol III: Family, Body and Sexuality, on Sub-Saharan Africa, p 41 – 44 (2005)
- Signe Arnfred Concepts of Gender in Colonial and Post-colonial Discourses: The case of Mozambique, in CODESRIA volume on *Gender Activism and Studies in Africa*, CODESRIA, Dakar, p 108 – 128 (2004)
- Signe Arnfred Gender Research in Africa: Dilemmas and Challenges as seen by an outsider, in CODESRIA volume on *African Gender Scholarship: Concepts, Methodologies and Paradigms*, CODESRIA, Dakar, p 82 – 100 (2004)
- Signe Arnfred Book review: F Cleaver (ed): Masculinities Matter!, i *Kvinder, Køn og Forskning*, vol 13, no 4, 2004 p 78 - 80
- Signe Arnfred ‘African Sexuality’/Sexuality in Africa. Tales and Silences, in S Arnfred (ed): *Re-thinking Sexualities in Africa*. Uppsala, the Nordic Africa Institute, p 59 – 76 (2004)
- Signe Arnfred (ed) *Re-thinking Sexualities in Africa*, the Nordic Africa Institute, Uppsala, introduction p 7 – 29 (2004)
- Signe Arnfred African Gender Research: A View from the North, in *CODESRIA bulletin no 1, 2003*, p 6-9

Other relevant experience

NETWORKS

Since 2001 I have been running an e-mail list – the NAI-SexGender list – focused on gender and sexuality research. Roughly 300 gender researchers are members - 140 in Africa, 110 in the Nordic countries, and 50 in Europe/USA

ORGANIZATION OF CONFERENCES, PHD COURSES, WORKSHOPS AND CONFERENCE PANELS (SELECTED)

- June 2011 *Intimate Engagements: Decolonizing Kinship, Gender, Sexuality*. Panel for fourth AEGIS Conference on African Studies, the Nordic Africa Institute, Uppsala
- October 2010 *Re-thinking Gender: Male/female Dynamics of Sex and Power*. Panel at Nordic Africa Days in Turku/Åbo: *Time Space Africa: Reconnecting the Continent*, Åbo Akademi
- June 2009 *Sex, Silence, Gender, Power*. Panel for third AEGIS European Conference on African Studies, University of Leipzig
- Oct 2008 *Gender, Power, Bodies*. Panel at Nordic Africa Days in Copenhagen: *Africa on the Move*; University of Cph
- Sept 2008 *Postcolonial feminist theories and analytical approaches*. PhD course, Inst for Society and Globalization, Roskilde University (co-organized with Prof Nina Lykke, the Nordic Research School in Interdisciplinary Gender Studies)
- May 2006 *Masculinities in Southern Africa*. One-day research forum, Stockholm
- May 2006 *Postcolonial sexualities: Politics and Discourses*. PhD course, Inst for Society and Globalization, Roskilde University (co-organized with Bodil Folke Frederiksen and Lisa Richey, ISG/Roskilde University)
- Oct 2005 *Sex and Gender in Africa. Critical and Feminist Approaches*. Workshop for Nordic Africa Days. The Nordic Africa Institute, Uppsala
- Jan 2005 *Writing African Women – Poetics and Politics of African Gender Research*. Conference, University of the Western Cape, Cape Town (co-organized with Heike Becker and Desiree Lewis, UWC)
- Nov 2004 *Writing African Women*. Panel for African Studies Association Conference, New Orleans (co-organized with Heike Becker UWC)
- Oct 2003 *Research Activism/Advocacy, Consultancies: Dilemmas and Challenges*. Conference, University of Ghana (co-organized with Akosua Adomako Ampofo, University of Ghana)
- Febr 2003 *Images of ‘Motherhood’ – African and Nordic Perspectives*. Conference, Ile de Goree, Dakar (co-organized with Eva Evers-Rosander, Uppsala University)
- Oct 2001 *Constructions of Male and Female Sexualities in Africa*. Workshop for Nordic Africa Days, the Nordic Africa Institute, Uppsala
- Febr 2001 *Contexts of Gender in Africa. Dilemmas and Challenges of Feminist Research*. Conference, the Nordic Africa Institute, Uppsala

Name Amanda Julie Hammar
Title Professor, MSO
Contact aha@teol.ku.dk
Education Phd, International Development Studies (2007), Roskilde University

Employment

2010 MSO Professor in African Studies, Centre of African Studies, Copenhagen University
2006-2010 Research Programme Coordinator, Nordic Africa Institute, Uppsala, Sweden. (Coordinated programme on 'Political Economies of Displacement in Southern Africa'; own fieldwork-based research in Mozambique and Zimbabwe.)
2002-2006 PhD research and occasional teaching, International Development Studies, Roskilde University, Denmark; Independent research on the Zimbabwe crisis; Freelance development consultancies in southern/east Africa.
1997-2001 Project Researcher, Centre for Development Research, Copenhagen, Denmark; PhD research and some teaching/supervision of Masters students, International Development Studies, Roskilde University, Denmark.
1992-1997 Independent development consultant with sectoral focus on decentralisation, local government reform, water resources and transboundary development and management, poverty alleviation.
1983-1991 Various positions in the Government of Zimbabwe. Focus areas: policy development, strategic planning, project implementation and institutional capacity building related to various infrastructure projects, community oriented rural resources programmes, and decentralisation and local government reforms.

Research and key qualifications

Since 1997, I have been engaged in several interlinking research activities including both doctoral and post-doctoral fieldwork and other kinds of independent and collaborative research and analysis. Cumulatively these have generated publications and conference papers and public lectures, and formed the basis for teaching and other public communication activities.

Main research activities include: 'Fragmented Sovereignties. Property and Citizenship in Developing Societies', aimed at empirical cases from Zimbabwe, Uganda and Niger (planned); 'Political Economies of Displacement in Southern Africa' (2006-2010); Agrarian Change and State Making in Zimbabwe's Margins (1997-2007); Environmental and Cultural Politics (2002), focused on cultural politics of land, sovereignty and state making, exclusion, belonging and displacement.

Selected publications

58 publications (books, peer reviewed articles, reports, research dissemination), including:

2011. Forthcoming. 'Sleepwalking Lands: Literature and Landscapes of Transformation in Encounters with Mia Couto'. In Byron Caminero-Santangelo and Garth Myers (eds.), *Environment at the Margins. Literary and Environmental Studies in Africa*, Athens, Ohio: Ohio University Press, pp. 121-140.
2010. Amanda Hammar, JoAnn McGregor and Loren Landau. 'Introduction: Reading Zimbabwe Through the Lens of Displacement', *Journal of Southern African Studies*, Vol. 36, no. 2.
2010. 'Ambivalent Mobilities: Zimbabwean Commercial Farmers in Mozambique', *Journal of Southern African Studies*, Vol. 36, No. 2, pp. 395-416.
2010. 'Criminalising Farmers and Fields: Contesting Land Claims and Displacement in Zimbabwe's Margins'. In Pierre-Yves Le Meur and Jean-Pierre Jacob (eds.), *Droits fonciers et citoyenneté locale dans les sociétés du Sud*, Paris: Karthala.
2009. 'The Measure of Just Demands? A Response to Mamdani', *Concerned Africa Scholars (ACAS) Bulletin*, No. 82, Spring 2009. (Special issue on responses to Mahmood Mamdani's essay in London Review of Books on Zimbabwe.)
2008. 'Reflections on Displacement in Zimbabwe'. *Concerned Africa Scholars (ACAS) Bulletin* No. 80, Winter 2008, pp. 28-35. (Special issue on Zimbabwe (II))
2008. Amanda Hammar and Graeme Rodgers. 'Introduction: Notes on Political Economies of Displacement in Southern Africa'. *Journal of Contemporary African Studies*, Vol. 26, No. 4, pp. 355-370.
2008. 'In the Name of Sovereignty: Displacement and State Making in Post Independence Zimbabwe'. *Journal of Contemporary African Studies*, Vol. 26, No. 4. pp. 417-434.

2007. 'Operation *Murambatsvina*: The Battle Over Urban Space and Security in Zimbabwe', in *Human Security for an Urban Century. Local Challenges, Global Perspectives*. Humansecurity-cities.org, Ministry of Foreign Affairs and International Trade, Canada.
2006. 'Criminality, Security and Development: Postcolonial Reversals in Zimbabwe's Margins', in Buur, Lars, Steffen Jensen and Finn Stepputat (eds.), *The Security-Development Nexus: Expressions of Sovereignty and Securitization in Southern Africa*. Uppsala: Nordic Africa Institute and Pretoria: HSRC.
2005. 'Disrupting Democracy? Altering Landscapes of Local Government in Post-2000 Zimbabwe', *Crisis States Working Paper*, Crisis States Programme, London: Crisis States Research Centre, London School of Economics.
2003. Amanda Hammar, Brian Raftopoulos and Stig Jensen (eds.), *Zimbabwe's Unfinished Business: Rethinking Land, State and Nation in the Context of Crisis*. Harare: Weaver Press.
2003. Amanda Hammar and Brian Raftopoulos. 'Zimbabwe's Unfinished Business: Rethinking Land, State and Nation'. In Amanda Hammar, Brian Raftopoulos and Stig Jensen (eds.), *Zimbabwe's Unfinished Business: Rethinking Land, State and Nation in the Context of Crisis*. Harare: Weaver Press, pp. 1-47.
2003. 'The Making and Unmaking of Local Government in Zimbabwe'. In Amanda Hammar, Brian Raftopoulos and Stig Jensen (eds.), *Zimbabwe's Unfinished Business: Rethinking Land, State and Nation in the Context of Crisis*. Harare: Weaver Press, pp. 119-154.
2002. 'The Articulation of Modes of Belonging: Competing Land Claims in Zimbabwe's Northwest'. In Kristine Juul and Christian Lund (eds.), *Negotiating Property in Africa*, Portsmouth, NH: Heinemann, pp. 211-246.
2002. Amanda Hammar and Stig Jensen. *Zimbabwe in Crisis*. Issues Paper, Aid Policy and Practice Series, January 2002, Centre for Development Research, Copenhagen.
2001. "'The Day of Burning': Eviction and Reinvention in the Margins of Northwest Zimbabwe'. *Journal of Agrarian Change*, Vol. 1, No. 4, October 2001, pp.550-574.
2001. 'Locating Zimbabwe's Rural District Councils in the Politics of Crisis and Process of Democratization'. In Yuka Suzuki and Eric Worby (eds.), *Zimbabwe: The Politics of Crisis and the Crisis of Politics. A Meeting of Concerned Scholars*. Summary of Workshop Proceedings. New Haven: Yale Center for International and Areas Studies, pp. 45-52.
2001. 'Speaking With Space: Displacements and Claims in the Politics of Land in Zimbabwe'. In Neil Webster and Lars Engberg-Pedersen (eds.), *In the Name of the Poor: Contesting Political Space for Poverty Reduction*. London, New York: Zed Press, pp. 129-156.

Other relevant experience

ACADEMIC TEACHING

Currently responsible for developing and teaching core courses (around issues of politics, development, nature, race, representation, etc) for the two-year international Masters in African Studies, as well as developing optional courses in academic and creative writing, Centre of African Studies, Copenhagen University.

Have organised various international academic conferences, workshops, seminars and panels related to my evolving research interests, most of which have culminated in publications for which I have been primary editor. The most significant events in recent years include the following:

- 2010 (April) International Workshop on Displacement Economies in Africa, Nordic Africa Institute, Uppsala. (Papers forming the basis of edited volume on the same topic.)
- 2008 (June) International Conference in Johannesburg on 'Political Economies of Displacement in Post-2000 Zimbabwe'. (Resulted in special issue of *Journal of Southern African Studies*, Vol. 36, No.2, June 2010.)
- 2007 (July) Panel at AEGIS-ECAS Conference in Leiden, on 'Political Economies of Displacement in Southern Africa'. (Resulted in special issue of the *Journal of Contemporary African Studies*, Vol. 26, No. 4, October 2008)
- 2007 (June and September): Two international workshops (Harare and London) on 'Political Economies of Displacement in Post-2000 Zimbabwe' (preliminary to Johannesburg conference).
- 2001 (September): International Conference in Copenhagen on the Zimbabwe Crisis. (Resulted in co-edited volume on the Zimbabwe Crisis.)

Name Anne Mette Kjær
Title Associate Professor
Contact mkjaer@ps.au.dk
Education Ph.D. Political Science

Employment

2005- Associate Professor, Director of Studies, Department of Political Science, Aarhus University
2002-2005 Assistant Professor, Department of Political Science, Aarhus University

Research and key qualifications

Experience in researching governance and politics in Africa, particularly from coordinating the research project on Governance and state capacity in Uganda, which involved several junior Danish and Ugandan researchers and collaboration in current project on "Elites, Poverty and Production" (www.diis.dk/epp). Have written on Public Sector Reforms, particularly in Uganda.

Selected publications

43 publications (books, peer reviewed articles, reports, research dissemination), including:

- Kjær, A.M., Joughin, J. (2010), "The politics of agricultural policy reforms: the case of Uganda". Forum for Development Studies. Vol. 37, No. 1, pp. 61-78.
- Kjær, A.M. and Ole Therkildsen (2009). "Do Ethnicity and elections affect Policy Outcomes in Tanzania and Uganda?" Paper presented at the ECPR General Conference, 10-12 September 2009, Potsdam. Panel 215: Informal Institutions in the Age of Globalization –different world regions compared".
- Kjær, A.M. and V. Burau (2009). "Dilemmas of hierarchy in co-governance: cases from different contexts". Paper presented on the panel „Interactive governance and policy making: what, how and why, at the Fifth General Conference of the European Consortium for Political Research, Potsdam, 10-12 September 2009
- Kjær, A.M. 2009, "Sources of Local Government Extractive Capacity: The Role of Trust and Pre-colonial Legacy in the Case of Uganda", Public Administration and Development, Vol. 29, pp. 228-238.
- Kjær, A.M., Burau, V. (red.) 2008, Co-governance som styringsstrategi. Teoretiske debatter og empiriske case-studier. Politica. Vol. 40, No. 3.
- Kjær, Anne Mette with Yasin Olum (2008). "From Confrontation to acquiescence? The role of civil society and the media in the 2006 elections in Uganda" in Rakner, Kiiza et al. (eds) Electoral Democracy in Uganda: Understanding the Institutional Processes and Outcomes of the 2006 Multiparty Elections, Kampala: Fountain Publishers.
- Boesen, Nils, and Anne Mette Kjær (2006). "Power and Politics in Weak States: An Emerging Paradigm Shift for Donors?" Forum for Development Studies, Vol. 33, No. 2, pp. 325-340.
- Kjær, Anne Mette (2006) "State Capture". Entry in Encyclopaedia of governance. London: Sage.
- Kjær, Anne Mette (2005): "Decentralization, accountability and local government tax collection: the case of Uganda", paper prepared for the seminar "The frontiers of political decentralization", IDS, RUC, September 29.
- Kjær, Anne Mette (2005): "Central government intervention as obstacle to local participatory governance: the case of Uganda", paper prepared for the IILS-workshop on "Participatory Governance", ILO, Geneva, December 9-10.
- Kjær, A.M. (2004). "Old brooms can sweep too! An overview of rulers and public sector reforms in Uganda, Tanzania and Kenya". Journal of Modern African Studies. Vol. 42, No. 3, pp. 389-413.

Other relevant experience

Extensive teaching experience in African politics and comparative politics at graduate and undergraduate level. Supervision of Masters (app. 60) and PhD (4) projects within the field of development. I have participated in a joint Ugandan-Norwegian project on the 2006 elections in Uganda. Member of Danida's Board and Danida's consultative research committee. Member of the editorial group of the journal Politica. Member of Danish Development Research Network. Experience in organizing workshops and conferences involving researchers and practitioners from North and South. Have extensive networks in Uganda.

Name Preben Kaarsholm
Title Professor, MSO
Contact preben@ruc.dk
Education Mag. Art, Modern and Comparative History of Literature (1976), University of Aarhus

Employment

1989- Roskilde University, Department of Society and Globalisation

Research and key qualifications

- Cultural encounters, Multi-culturalism Political culture Popular culture and democracy
- History, Society Colonial history Nationalism Religion and violence
- Gender studies, Ethnicity, Equal rights Ethnicity, gender and generation
- Industrial development, Development economics and planning, Developing countries

Selected publications

56 publications (books, peer reviewed articles, reports, research dissemination), including:

- "Transnationalism, Islam and Public Sphere Dynamics in KwaZulu-Natal: Rethinking South Africa's Place in the Indian Ocean World", *Africa: The Journal of the International African Institute*, vol. 81, no. 1, January 2011, 23 pp.
- "Print Cultures, Nationalisms and Publics of the Indian Ocean" (with Isabel Hofmeyer and Bodil Folke Frederiksen), *Africa: The Journal of the International African Institute*, vol. 81, no. 1, January 2011, 22 pp.
- "Violence as Signifier: Politics and Generational Struggle in KwaZulu-Natal", IN: Preben Kaarsholm (ed.), *Violence, Political Culture and Development in Africa*, Oxford 2006, 21 pp.
- "Introduction: States of Failure or Societies in Collapse? Dynamics of Violent Conflict in Africa", IN: Preben Kaarsholm (ed.), *Violence, Political Culture and Development in Africa*, Oxford 2006, 24 pp.

Other relevant experience

Supervisor for PhD dissertations on Uganda completed by Per Tidemand and Sallie Simba Kayunga; on Zimbabwe by Amanda Hammar, Hristina Vassileva and Norbert Tengende; and for ongoing PhD project on Ghana by Paul Stacey.

- Deputy chairman, Platform for 'Stability, Democracy and Rights', Universities Denmark initiative for 'Building Stronger Universities in Developing Countries', 2010ff. – <http://www.stability-democracy-rights.dk/>
- Team leader for task force visit to Nairobi, Kisumu and Eldoret to prepare long-term research collaboration between Danish and Kenyan Universities, Platform for 'Stability, Democracy and Rights', Universities Denmark initiative for 'Building Stronger Universities in Developing Countries', November-December 2010.
- Designer and convener of new course for master's students in Global Studies and International Development Studies at Roskilde University on 'Fragile States, Conflict and Civil Society', September 2010ff.
- Coordinator of DANIDA-sponsored research assistance project under ENRECA programme to enhance institutional capacities at Centre for Studies in Social Sciences, Calcutta, and Centre for Basic Research, Kampala, 1995-2008

OTHER RELEVANT QUALIFICATIONS AND ASSIGNMENTS

- Convener (with professor Abdul Sheriff) of international conference on 'Development, Geopolitics and Cultural Exchange in the Indian Ocean', Zanzibar Indian Ocean Research Institute, 26 to 20 May 2011.
- Coordinator for Forum for Africa Research, Department of Society and Globalisation, Roskilde University, August 2009ff. – http://www.ruc.dk/isg_en/afrika-forum/
- Coordinator (with Thomas Boje) of Centre for International Studies in Citizenship, Democratic Participation and Civil Society – http://www.ruc.dk/isg_en/forskning/CIPACI/ – Department of Society and Globalisation, Roskilde University, September 2008ff.
- Coordinator of international research network on "The Indian Ocean as Visionary Area: Post-Multiculturalist Approaches to Culture and Globalisation" – http://www.ruc.dk/isg_en/indianocean/ – with funding from the Danish Research Council for the Humanities, 2008ff.

Name	Jens Kristian Seeberg	Title	Associate Professor,
Contact	jseeberg@hum.au.dk	Education	PhD, mag.art

Employment

1999-present Associate professor, Dept. of Anthropology, Aarhus University. Head of Section 2009-10
 2003-2005 (leave from above) Health Systems Research Advisor, Danida Leprosy and TB Control Programmes, India
 1996-99 Social Scientist, Medical Research Unit, World Health Organization, Southeast Asia Regional Office, India
 1994-96 Research Fellow, Research on HIV-AIDS, migration and stigma, Dept. of Anthropology, Aarhus University
 1992-94 Project Manager, the users' group project, Epidemiological Dept., Marselisborg Hospital
 1992 External Lecturer, anthropology and cross-cultural communication, Dept. of Anthropology, Aarhus University

Research Grants (main applicant)

2006: Consultative Research Committee for Development Research, Danida: DKK 734.360. Project on community and health system response after earthquake in Yogyakarta, Indonesia, 2006
 2004: Consultative Research Committee for Development Research, Danida: DKK 4.000.000. Project on Health System Reform and Ethics: Private Practitioners in Poor Urban Neighbourhoods in India, Indonesia and Thailand
 2000: Council for Development Research, Danida: DKK 114.000: Protocol development
 1994-95: Danish Research Council (Humanities): DKK 574.965: Project on AIDS and stigmatization among immigrants in Denmark
 1991: His Royal Highness Crown Prince Frederik's Foundation: DKK 50.000: Project on mental illness in India

Numerous short-term and research-based consultancies in Asia and Denmark, including on TB (India), HIV/AIDS prevention (Papua New Guinea, Cambodia), Research methodology training (Egypt, Nepal, India, Denmark), medical ethics (India, Sri Lanka), action research on midwifery training (Bhutan), medical specialist training and evaluation (Denmark), medical technology evaluation of IVF (Denmark), evaluation of diagnostic tool for ADHD (Denmark), evaluation of information material on alcohol in pregnancy (Denmark), evaluation of AIDS information material to Somali minority (Denmark). Training of >200 researchers in use of Nvivo software for qualitative analysis. Development of research training modules in South and Southeast Asia. Supervisor of PhD- and Master projects.

Reviewer for Bulletin of World Health Organization since 2004; WHO Regional Health Bulletin (Southeast Asia) since 2000; Tidsskrift for Forskning i Sygdom og Samfund since 2006; Indian National Journal of Medicine since 1999; Ethical assessment of proposals for framework programmes, European Commission, Bruxelles since 1999. Peer reviewer for research grant applications, Wellcome Trust (UK) since 2004

Chair, Steering Committee of Platform for Stability, Democracy and Rights, since August 2010;
Vice-Chair, Danish Network for International Health Research 2009-10

Member, Board of Southern African-Nordic Center (SANORD) since 2010; Working Group under Universities Denmark on Capacity Building in Research and Education in Developing Countries since 2009; Scientific Advisory Committee, South African AIDS Vaccine Initiative, since 2007; Executive Board, the Danish Network for International Health Research since 2004; Danish Ethnographic Society; Medical Anthropological Forum in Denmark; numerous assessment committees at associate and assistant professor level since 1999; numerous PhD-assessment committees in anthropology and international health since 1999. Special Advisor to the Dean, Faculty of Medicine, Naresuan University, Thailand, since 2005.

66 publications (books, peer reviewed articles, reports, research dissemination).

Name Michael Anthony Whyte
Title Professor
Contact Michael.A.Whyte@anthro.ku.dk
Education PhD, Anthropology (1974), University of Washington

Employment

1976- Associate Professor, Department of Anthropology, University of Copenhagen
1972-76 Assistant Professor, Department of Anthropology, University of Copenhagen

Research and key qualifications

RESEARCH COOPERATION IN UGANDA

Changing Human Security Project (ENRECA/Danida) focus on recovery from Armed Conflict in Northern Uganda, 2009-continuing

TORCH Project (ENRECA/Danida) focus on interactions between communities and health systems in Uganda, 1994-2008

RECENT RESEARCH

- Human Security in Northern Uganda. ENRECA collaboration with Gulu University (2009-)
- Cultural rationality and economic behaviour: agricultural change, food security and development in eastern Uganda
- Social implications of HAART treatment in Uganda
- HIV/AIDS and the possibility of ARV treatment in Uganda: local, national and global implications

Selected publications

23 publications (books, peer reviewed articles, reports, research dissemination).

Whyte, M., Whyte, S. R., Twebaze, J. (2011) Understanding HIV/AIDS in Uganda: Sites and Positions in Coleman S. and P. von Hellermann (eds) [Multi-Sited Ethnography](#): Problems and Possibilities in the Translocation of Research Methods. Routledge, London.

Whyte, M. (2006) Afterword in Christiansen, C. et. al. (eds) Navigating Youth, Generating Adulthood: Social Becoming in an African Context. Uppsala, Nordiska Afrikainstitutet.

Whyte, M. & Kyaddondo, D. (2006) 'We are not eating our own food here': security and the cash economy in eastern Uganda. *Land. Degrad. Develop.* 17:173-182

Gausset, Q., Whyte, M & Birch-Thomsen, T, eds.(2005) Beyond Territory and Scarcity: Exploring Conflicts over Natural Resource Management. Uppsala, Nordiska Afrikainstitutet.

Whyte, S. R., Whyte, M., Meinert, L., & Kyaddondo, B. (2004). Treating AIDS: dilemmas of unequal access. *Journal of Social Aspects of HIV/AIDS Research Alliance*, 1(1), 14-26.

Whyte, S., & Whyte, M. (2004). Children's children: time and relatedness in Eastern Uganda. *Africa*, 74(1), 76

Meinert, L., Whyte, M., Whyte, S. R., & Kyaddondo, B. (2003). Faces of globalization: AIDS and ARV medicine in Uganda. *Folk*, 45, 105-123

Whyte, M., (2002) Poultry studies and anthropological research strategies in Characteristics and Parameters of Family Poultry Production in Africa (FAO/IAEA), Vienna, International Atomic Energy Agency.

Whyte, M. (1997) Social and cultural contexts of food production in Uganda and Kenya in T. Weisner, C. Bradley, P. Kilbride (eds) African Families and the crisis of Social Change. Westport: Greenwood Press.

Other relevant experience

TEACHING

Regional: Africa & East Africa, Thematic: Anthropology of Food, Applied Anthropology, Methodology, Anthropology of Development, Anthropology and the Environment, Kinship, Comparison.

Supervision of 11 doctoral dissertations since 1994.

Name Karen Valentin
Title Associate Professor
Contact kava@dpu.dk
Education Ph.D. Anthropology (2002), Faculty of Social Sciences, University of Copenhagen.

Employment

01.07 - Associate Professor, Department of Education, Aarhus University (prev. Institute of Educational Anthropology, the Danish University of Education)
09.03-11.06 Assistant Professor, Institute of Educational Anthropology, the Danish University of Education
02.02-08.03 Assistant Research Professor, Institute of Anthropology, University of Copenhagen.
09.97-04.01 Research fellow (ph.d.), Institute of Anthropology, University of Copenhagen.

Research and key qualifications

Externally funded research projects

09.10-09.13 The Danish Research Council for Independent Research, Humanities: *Education, mobility and citizenship. An anthropological study of educational migration to Denmark*. PI. DKK 5,933,731 (total budget, granted June 2010)
01.07-06.10 The Council for Development Research, Danida: *Youth, Education and Migration: the Case of Young Nepalese in North India 2007-2008*. DKK 693,358
08.04-09.04 The Council for Development Research, Danida: Completion of book manuscript *Schooled for the Future. Educational Policy and Everyday Life among Urban Squatters in Nepal*. DKK 52,410.96
02.02-09.05 The Council for Development Research, Danida: Post doc scholarship as part of the framework project *Youth and the City. Skills, Knowledge and Social Reproduction*. PI and project responsible Professor Karen Tranberg Hansen, Northwestern University. No specified budget for individual projects.
10.97-04.01 The Council for Development Research, Danida: Fieldwork expenses for Ph.D. project *Education among Urban Low-Income Families in Kathmandu – the Social and Cultural Meaning of Formal Education in Nepal*. DKK 100,164

Other relevant experience

FIELDWORK EXPERIENCE

07.07-12.08 Delhi and Kathmandu, five months in total (*Youth, Education and Migration: the Case of Young Nepalese in North India*)
03.03-08.05 Hanoi, Vietnam, five months in total (*Youth and the City. Skills, Knowledge and Social Reproduction*)
02.98-03.99 Kathmandu, Nepal, eight months in total (*the Social and Cultural Meaning of Formal Education in Nepal*)
07.94-01.96 Kathmandu, Nepal, one year in total, M.Sc. project