UPEACE-IDRC RESEARCH AND PUBLICATION WORKSHOP

DATE: 14-25 APRIL 2014 VENUE: Saro Maria,
Addis Ababa

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Executive summary:

The University for Peace (UPEACE) - International Development Research Center (IDRC) partnership organized a two-week Research and Publication Workshop that was held in Addis Ababa, Ethiopia, from 14-25 April 2014. This workshop was aimed at strengthening research capacity in the broader area of peace, governance and security in Africa. It was attended by 15 doctoral research awardees, who are beneficiaries of a research grant under the “UPEACE-IDRC PhD Fellowships and Doctoral Research Awards Project”. Participants came from 11 universities across Sub-Saharan Africa. The workshop was facilitated by Prof Mucha Musemwa (University of Witwatersrand, South Africa), Dr Mutisi Martha Mutisi (Africa University, Zimbabwe), Professor Kenneth Omeje (University of Bradford, UK), Dr Samuel Ewusi and Dr Jean Bosco Butera from Upeace Africa Programme (UPAP). It was evaluated by Dr. Fidelis Allen, a former Upeace-IDRC awardee and currently Senior Lecturer at the University of Port-Harcourt, Nigeria.

The workshop was the second research and publication workshop for the second cohort of Doctoral research awardees working on governance and security in Africa. Their first workshop took place in May 2013. With publication being the key theme of the workshop, emphasis was put on the writing of policy briefs and articles to be published in the Africa Peace and Conflict Journal. The awardees were expected to submit draft copies before the end of the workshop. The engaging workshop allowed participants to share knowledge, experiences and skills. Awardees also had the opportunity to present and preview their peers’ draft policy briefs.

The workshop focused on the following key areas: writing for publication; writing and publishing of policy briefs; transforming doctoral research into multiple publications; project planning and management. These were aimed at enabling participants to write book grant proposals, publishable academic and policy oriented papers, be able to alter their doctoral research into multiple publications such as edited books, book chapters as well as articles for journal publication among others.
Welcoming remarks:

In his opening remarks, Dr. Jean Bosco Butera (Director, UPAP) thanked all the participants including the facilitators, awardees and staff members of UPEACE for attending the workshop. He expressed the hope that the awardees will acquire valuable skills at the workshop to be able to publish articles and policy briefs. He informed the participants that an international symposium will be held after the workshop. He expressed regrets that the workshop coincided with the Easter celebration and concluded by expressing the hope that they would have a fruitful stay in Addis Ababa. Having had the opening remarks from Dr. Butera, introductions followed. During this exercise the participants highlighted their research topics and stages each one of them had reached in their doctoral programmes.

Introduction of the workshop programme:

Introducing the workshop programme, Dr. Samuel Ewusi (Research Coordinator, UPAP) noted that this being the second workshop that the awardees are attending they are required to publish articles in the Africa Peace and Conflict Journal (APCJ), and at least one policy briefing after the workshop. He was pleased that most awardees had submitted their theses and noted that some awardees will have their articles published in the June 2014 edition of the APCJ. Out of the 15 fellows, 14 had already submitted articles that were being reviewed internally and externally. During the first three days of the workshop the awardees were introduced to issues relating to publication of journal articles, book chapters, and writing of monographs. To end the first week, Dr. Mutisi Martha introduced the session on policy briefs, followed by a week of theses presentation by participants and development of multiple articles out of the theses facilitated by Prof. Kenneth Omeje. He concluded that the workshop will be more practical than theoretical and will meet international standards.

Introduction of evaluation process:

Dr. Fidelis Allen of the University of Port Harcourt (Uniport, Nigeria), began by indicating that a pre-workshop evaluation form had been distributed for the purpose of feedback. He presented two evaluation instruments: i) pre-workshop questionnaire (to gauge expectations of the workshop); and ii) post-workshop questionnaire to be responded to at the end of the workshop. His remarks were then followed by a group photo and participants broke off for a coffee break.
DAY ONE: Writing for publication

Writing a Book Chapter and Monograph:
Facilitator: Prof. Mucha Musemwa (University of Witwatersrand, South Africa)

Writing a journal article:
Prof. Mucha Musemwa of the University of Witwatersrand (South Africa) facilitated this session. He introduced the day’s main discussion by encouraging participants to get involved in the session, noting that knowledge and experiences should be shared.

Why do we write and publish in academia?

As the editor of the South Africa Historian Journal, Prof. Musemwa differentiated between editors and a book reviewer. He passed around a sample of the journal that he edits for the participants to take note of the structure and format which vary from journal to journal. He shared the experiences of his PhD thesis writing. He said it took him a year to complete his thesis and present chapters for publication; his first publication was in the Journal of South Africa. He indicated that, whether or not articles were published, participants should be open to rejection and be ready to receive all sorts of comments from reviewers that could be considered either encouraging or discouraging.

Prof. Musemwa asked a question “Why do we write and publish in academia? Participants’ response included; the need for knowledge recreation (production), sharing ideas that have been written, it is important for academic growth (promotion), and research on a particular theme.

On his part, Prof. Musemwa provided his own explanation which included: personal and professional accomplishment, marketability beyond the PhD thesis, probation and promotion, pay increment/job security and National Reference Point (NRP) rating. All the above reasons are linked to the ultimate goal of improving an institution’s ranking and prestige. Participants from the teaching background also shared their experiences regarding publication, salaries and positions.

Publish or Perish:
It was noted that an academic who does not publish may consider exiting academic institutions. The challenges to publication were mentioned as lack of funds, and family pressure. The day’s discussion included a practical exercise in writing and structuring an empirical/theoretical journal article and drawing a distinction between empirical and theoretical articles.

**Types of academic articles:**

The types of academic articles were identified as follows: book reviews (critique recently published books), response articles (response to previous published articles), these are also rejoinder articles, review articles (a review of a collection of books on the same subject), theoretical articles (review and advance new theories), quantitative data articles, qualitative data articles, social science research articles, humanity research articles.

**What gets published and why?**

Prof. Musemwa asked participants the type of articles they intend to publish and responses included the following: writing that presents something new about something old; writing that anchors on a single important fresh idea but discernibly related to previous knowledge; an idea that is interesting but not new, if new but incoherent and disjointed from each other. It’s a case of ‘Tell me something I don’t know so I can understand better what I do know’ (Booth et. al. 1995. Cited in Belcher, 2009, 49)

In general, new ideas, research, and theories were fully discussed by the participants relating these to why they do literature reviews in their PhD thesis. The key pointed noted in this section was that, one needs to choose a journal that suits one’s article.

**The importance of titles:**

It was discussed that, titles allow potential readers of an article to have a quick overview of an article. It helps readers decide if they wish to read an article or not. Thus, they should adequately manifest the article, compose/fine-tune it after completing the article. Recommended length of a title should be 10-12 words; and it should be fully-explanatory when standing alone and should highlight the theoretical underpinnings under discussion.
The afternoon session began with Prof. Musemwa emphasizing that a title may not necessarily capture everything about one’s research topic. It was noted that it was important to Google one’s topic before writing on it.

**Titles and abstracts as essential tools for success:**

In response to the question, “what is an abstract”, the participants defined a miniature version of an article (Belcher 2009, 54). Abstracts differ from statement of intent. It was asked why editors insist on abstracts. A good abstract must capture the essence of an article. It helps to connect with the editors and identify a potential journal, and is more in-depth than the title.

Discussing what makes a good abstract it was shown that an abstract should not read like a plan, does not include foot notes, no quotations, no abbreviations, nor symbols or acronyms, and does not spell out terminologies. At this juncture, Prof. Musemwa shared a copy of an abstract by Feliciano, Cynthia. 1999. ‘The Benefits of Biculturalism: Exposure to Immigrant Culture and School Drop Outs among Asian Latino Youths’ to illustrate what good abstracts entail. He advised the participants that it is essential and good practice to study published abstracts to grasp how it is done effectively. As a general rule – less than 250 words in Humanities and less than 120 words in the Social Sciences

A well-crafted argument catches the editor’s attention and the researcher needs to know that arguments must be organized around the article. Other issues discussed were: the importance of central arguments/thesis/question/proposition; reasons why journals reject articles.

**Reasons for rejecting articles:**

During the session, the reasons for rejecting articles were discussed including; i) If an article is not data driven and a disconnect of arguments, ii) too broad or narrow scope – inability to conceptualize broader literature/aim at broader audience, iii) not scholarly enough, sloppy, rudimentary, does not cite relevant and current literature nor acknowledges authors being cited, iv) lack of originality; does not have an authorial voice, v) poor structure – lack of organization/muddling and poor writing style and vi) too many spelling mistakes – minimize typos and grammatical errors.
Choosing the right journal:

At this point Prof. Musemwa posed a question as to why and when it is important to choose the right journal. Responses included the fact that it was important to avoid costs associated with selection of a wrong journal, the need to know the journal so as to focus the article, need to ascertain the journal’s aims, objectives, rationale before blindly submitting a paper. It was also noted that authors should avoid sending articles randomly, need to know beforehand if a journal is referred – if not you may get your institution/university to subscribe. In conclusion, Prof. Musemwa shared the meaning of high impact journal. As beginners, authors should place more attention to high impact journals and other journals. In this respect, the issue of who evaluates the journals was asked.

In concluding the day, Dr. Ewusi announced that participants should submit their pre-workshop questionnaire. He then thanked Prof. Musemwa for effectively facilitating the first day of the workshop and wished everyone a good rest.

DAY TWO: 15 APRIL 2014 – Preparing manuscripts for journal publication

The day’s session began with a recap of the deliberations of the previous day. The day’s session was engaged in discussion on types of academic journals and these included but not limited to: interdisciplinary, disciplinary, regional journal, newer journals among others. He pointed out that research must be strategic when thinking of where to publish their work led by the preference to go for journals that are peer-reviewed- include authors who know their field. He shared his own strategy of starting within one’s base, and then nationally. Once that is done one can move on to regional journals or continental then transitional. Professor advised fellows to be careful of journals that are un-recognized and of low quality.

Prof. Musemwa then discussed how to prepare manuscripts for journal publication. He outlined the basic rules of literature review including how the research relates to previous scholarly work, how it relates to prior scholarly work and then the relationship with already existing work. He argued for strengthening the structure of articles and highlighted the different types of structures. The session also underscored how to present evidence and the need to shape your evidence around the researcher’s argument. Other areas covered include the introductory section of a research, literature review, the methodology, and the results section.
In general, this session focused on the entire gamut of writing a journal article from the title to abstract to introduction, body (content) and conclusion. It was emphasized that a journal should incorporate feedback from peers, have good and clear expressions, avoid jargon, undergo “blind review”, and be well written and properly finalized.

**DAY THREE: 16 APRIL 2014 – Writing a book chapter and monograph**

Day three was a continuation of the session on writing a book chapter and monograph by the facilitator, Prof Mucha Musemwa. He began the session with a recap of the previous day’s discussion. He re-emphasized the question of who is interested in publishing. Using the example of one of the books he co-edited entitled “Crisis in Zimbabwe: Multiple Dimensions of Zimbabwe Crisis” analyzing the Zimbabwe crisis he illustrated the steps needed in the publication of a book. Through a workshop that focused on this particular theme “Zimbabwe crisis” he and 5 other colleagues developed book chapters, which culminated in a published book. Professor Musemwa noted that a book contract is an essential part in the process of publishing a book. Using the example of another book he had co-edited “Use book proposal on contemporary water government to demonstrate process, Professor read a letter required by publishers to ensure that book chapters or books have gone through a credible peer review process before publication. In a book chapter there are no abstracts. Abstracts are only required for purposes of the book prospects/proposal and help you with keeping your chapter focused.

The workshop discussed the basic requirements for a book chapter including the title, abstract, which does not get published, length (that should be a max of 6000 words excluding reference) and length (it should be between 20-25 pages). Also discussed were tips for writing a strong proposal with readers in mind. The session continued with a discussion on how to write a proposal for publication of a book. The facilitator shared the example of one of the proposals on the theme water governance. This proposal highlighted the key issues that needed to be addressed in a book. Discussion about book chapters that do not have a conclusion was raised. It was noted that the sub-title of conclusion may not necessarily be included but that there is always a conclusion. Postscript was described as events that have come up after a book has been published.
The session also discussed how to write a reader friendly chapter. This entails developing a compelling title that accurately reflects the content of the chapter, providing a chapter roadmap, providing adequate transitions, creativity with words, the use of headers (which conveys the hierarchy and relationships between and other elements) and advance organizers. With respect to general information on style, it was observed that the author should follow publishers or editor’s requirements for authors. The issue of use of proverbs was raised. If a writer uses proverbs, there is need for caution because their sources can’t be traced. The meaning of proverbs differs from place to place. For use of non-English words, it should be well explained and the context must be related to the theme of discussion. The issue of the 2nd person citation was also raised. The facilitator stressed that the author should either use both names: 1st name with initial of the 2nd name.

**How to publish a monograph:**

In the afternoon session, the workshop discussed how to publish a monograph. A monograph is a single authored manuscript or book. Publishing a monograph entails preparing a book proposal. The basic components of a book proposal include the overview, marketing, and promotion. Editors, publishers need to know if there are any books that share the same theme. They would want the author to acknowledge the books already in existence. The author would need to write his/her own biography, just to say the most important things that readers need to know.

**List of chapters:**

**Chapter by chapter summary**

Sample chapters: Some publishers may require this and it shows the author’s ability to write and this provides the editor a sample of the work. Most PhD thesis serves as a basis for a monograph, apart from transforming a thesis into multiple articles.

During this session, the floor was open for discussion to re-cap on the issues discussed in the last three days. Contributors from participants included co-authoring, whose names come first and the benefits of shared publication. It was agreed that it was preferably to list names alphabetical. But where you are asked to publish articles and you are still being supervised, in
South Africa for instance, the name of the supervisor comes first then the student. Responses like the need to promote the university could be the motive behind it

Where there are multiple contributors to an article, then the percentage of ownership per individual must be decided. Most universities encourage co-authoring. Multiple authoring becomes challenging and may cost a person’s reputation particularly if the person does not have a single authored article. Another issue discussed was citing one’s articles. The issue of plagiarism was discussed. For instance improving on one’s Master’s thesis and developing it into a PhD thesis. This is not allowed unless you divert it a bit and inform your supervisor ahead of time. But it’s generally not advisable.

**Where should new scholars focus on?**

This would depend from university to university. In Uganda, for instance, writing of books has depreciated. But in most cases, articles are recommended because they generate more money and are quicker to get published. Books and monographs are important for those interested in job searching for academicians. Internet access has compromised original work and it is important to be conscious of quoting from the Internet. It is better to refrain from them, as well as from Wikipedia and the like. It was observed that the usage of executive summary and abstract would depend on the nature of the report or paper one is writing. In concluding the day’s session, Dr. Ewusi thanked Prof. Musemwa for his excellent delivery in the last three days of the workshop. He noted that Prof Musemwa had cultivated knowledge in all participants and hoped the knowledge would be effectively utilized and improved upon. He was of the view that the quality of articles produced by the participants will be greatly improved on account of the session.
DAY FOUR: 17 April 2014: Writing and finalizing a policy brief:

Facilitator: Dr Mutisi Martha Mutisi

Dr. Ewusi introduced Dr. Mutisi Martha, who guided participants in producing the 2nd edition of the Governance and Security policy in Africa. The participants were expected to submit their policy briefs before leaving Addis Ababa. In her remarks, Dr. Mutisi assured the participants of a productive time together.

Objective of the session:

- Unpack the concept of policy
- Examine the needs and challenges of policy makers
- Identify gaps between policy makers and researchers in Africa
- Practise the development policy briefs and review them applying the lessons learned
- Identify opportunities for maximising policy brief uptakes

Unpack the concept of policy

Policy is closely linked to a problem and the strategies needed to solve it. Policy is characterized by an expression of general intent, matters of principles, focuses on action, and reflects an authoritative statement. The issue of an authoritarian statement such as “crossing the red line by president Obama with regard to the use of chemical weapon by the Syrians” led to a debate on how many policies in Africa have been written and put into practice.

Policy makers-researcher nexus

Issues that are of concern to policy makers also interest researchers—social-economic – political challenges. Researchers often respond to what is going on in the institutions or organisations and provide alternative paradigms. Research provides important input in policy formulating critiques and recommendations. Research can support a process of enlightenment among those who influence decision making.
Who are policy makers?

Policy makers are persons bestowed with the power either by society or a group of people in society to make the decision. These include: political executives, government officials, politicians or legislators, inter-governmental institutions, international agencies, quasi-autonomous/commissions, and experts/advisory. The example of the great power countries such as the G5/G8 in reference to the recent gay rights in countries like Nigeria and Uganda, who recently said no to this policy, was given. Participants noted that African countries have a right to say no and reject such policies. Challenges of how to differentiate between policy makers and those who decide on what policies to take were discussed. Academia and researchers are part of the civil societies. Classical policy-making includes: problem definition, agenda setting, policy development, policy implementation, and policy evaluation.

The challenges of policy making were highlighted which include: complexity of political issues exceeding the capacity of the policy making process; prospective policy issues; time and timing (for instance during a crisis, there is no time to gather evidence); acting under pressure due to time/timing; policy research needs to be fast and responsive; and political influence may threaten the policy making process. Politics tends to overshadow research based making policy, the role of the media; closed policy advisory board: there is a clique around policy makers; cacophony among policy influence: There are several actors, cabinet, legislature, ministries, media, international organizations, private sector, civil society, donors; pragmatism and complexity in policy making, and implementation gap: dichotomy between policy objectives and executives.

A review of the challenges of researchers in Africa

The facilitator identified several key challenges policy researchers face. These included; Politicisation and manipulation of research, Packaging and presentation of Research Results, Policy makers and researchers come from different worlds, i.e. training, language, mindset, Technocracy where trusted experts or specialists are given the status and position to generate policy responses, limited resources, among others. She added that, when it comes to legislation and political documentation useful to our purposes of study, information access is a challenge. Insecurity and conflicts hamper information flow especially from the grassroots. Issues of
research objectivity and research fatigue were also discussed. Highlighting that new studies have showed that in social sciences there is need to be subjective.

**Communicating Research to Policy Makers:**

There are five levels of influence: These included; a) Influence problem definition: Present evidence that an issue constitutes a policy problem, b) Influence agenda setting and decisions: Present evidence or a narrative to create a window for policy change, c) Influencing the formulation of policy: Generate momentum for the adoption of new policies, d) Influencing the implementation of policy: Analyse what has been done towards addressing the problem and lastly e) Influence policy monitoring and evaluation: Evaluative research on policy can generate knowledge for policy-makers.

Dr Mutisi also pointed out several strategies that researchers and civil society actors can use to influence policy and these included; Analyse: Define the problem and the goals, and analyse the implementation of the policy; Inspire: Generate support for an issue or action; raise new ideas or question old ones, Inform: Share expertise and influence to influence others, Improve: Review policy issues and evaluate policy initiatives. Hold policy makers accountable. These were some of the strategies researchers and civil society actors can use to influence policy. A discussion on how participants can have their ideas bought by policy makers if they had a chance to meet them for just a minute was discussed.

**Elevator Pitch:**

Practicing the elevator speech

Elevator pitch was defined as a brief, persuasive speech that you use to speak interest towards an idea that you have. It describes short opportunities pitches that are shard in an elevator ride or when you bump into someone in a few minutes to convey a project, an idea, or product. A good elevator pitch should last no longer than a short ride of 30 seconds to one minute. Elevator pitches should be interesting, memorable, unique and succinct. The discussion was followed by a role play initiated by Akinola who demonstrated a pitch to the Minister of Petroleum in Nigeria. It was followed by an example from multiple currencies in Zimbabwe. Another example was on youth in Kenya.
Defining a policy brief:

The afternoon session kicked off with a discussion on a definition of a policy brief. It was noted that, a policy brief outlines the rationale for choosing a particular policy or course of action in a current debate. It is a professionalized communication tool geared towards readers with a limited amount of time. A research paper is more academic in that it pays attention to the scholarly dimensions and judgments based on intellectual and logical criteria. A policy brief is composed of: purpose of policy brief - to convince the target audience of the relevance of the problem; making a case for adoption of the proposed policy response or action; providing a quick read for busy policy makers on a topical issue; serves as an impetus for policy or revision; and different types of policy briefs - advocacy brief and objective brief.

During the afternoon session, each participant presented problem areas of their proposed policy briefs and highlighted the proposed polices to address such issues. Issues of homosexuality heated the debate.

Structure/layout of the policy brief

A policy brief is characterized as focused and succinct, responsive and evidence based, articulate and accessible, visual, practical and feasible. It was also noted that, the most common audience for a policy brief is the government decision-maker. However, policy briefs also target a wider audience e.g. civil society, Media, Other government bureaucrats, Diplomats, International agencies, Researchers’ Politicians, Development practitioners among others.

During the session, it was discussed that; there are many ways of structuring a policy brief and these included; title, executive summary, introduction, context and importance of the problem, the body (the main text), policy implications, recommendations and conclusions. Dr Mutisi Martha noted that, a title- must be short, catchy, and concise. An executive summary- should be between 1-2 paragraphs, and defines the problem, just like the abstract of the paper. The introduction, context and body includes the statement of the issue or problem, i.e. the first building block of the brief, It sets the context and highlights the importance of the problem.

Recommendations the aim of the policy recommendations is to provide a detailed and convincing proposal of how the failings of the current policy approach need to change. This
achieved by including a breakdown of the specific practical steps or measures that need to be implemented. Recommendations might not suggest the best policy, but instead the most viable one. It was noted that; a conclusion is not normally necessary in a policy brief. If need be, one needs to keep it short (one paragraph is enough) and there is no need of merely repeating what one has already stated. In addition, a policy brief may contain the following: boxes and sidebars, cases, tables, graphics, photographs, authors, acknowledgements, publication details and references.

DAY FIVE: Making policy briefs effective,

Facilitator: Dr Mutisi Martha Mutisi

The day’s session began with a review of policy briefs. Participants were divided into 3 groups, the 1st group discussed a policy brief on responsibility to protect (R2P), the 2nd group discussed the private sector involvement in peace-building while the 3rd group analysed the OAU’s transformation into the AU. The groups were given 30 minutes to review these briefs and discuss them.

Group one: responsibility to protect (R2P)
Title: “R2P the time to act now,” by Samuel Atuobi
The group thought the title was well spelt out. However, there seems to be repetition in the 1st two paragraphs, facts were too loaded and needed to be broken down. The recommendations were not targeted, there was need to highlight further on the awareness. Not clearly elaborated. A question was posed on why recommendations come after the conclusion.

Group two: private sector
Title: “The CRU: How to involve the private sector in peace building processes.”
The group found that the title was too general. The executive summary was not contextualised. There were too many citations, more academic and use of ideas from other writers. There was no proper introduction in the entirely of the brief. The brief highlighted and focused mostly on the private sector. It was asked whether every policy brief was required to have an introduction and it was discussed that this depended on the nature of an organisation though it is important to have an introduction.

Group three: the African Union
Title: “The OAU/AU, and an African at peace with itself”
The group thought the title and executive summary clearly stated the intent of the brief although they thought the title would have been more relevant as AU rather than OAU/AU. The group thought the brief was well written except they thought the conclusion was unnecessarily long and had quotations.

**Communicating research to policy makers:**

**Researcher influence policy**

A researcher’s dissemination strategies should consider the following: identify the target group, identify time and place to communicate the output and the approach to be taken. Media plays a role too. Dr. Mutisi Martha shared a YouTube video of herself presenting a policy brief.

**Maximising policy brief uptake**

Understand and engage with policy makers

Get to know policymakers: use informal and formal networks, develop policy networks and always be prepared for policy windows, make use of policy occasions to present policy briefs, invite policymakers to conferences or presentations, involve policy makers in the research where possible, i.e. the need for collaboration among researchers, policy makers, discussions focused on how to communicate the policy briefs. Reactions from different participants included the use of the face-to-face opportunities like meeting. Dr. Mutisi Martha noted that presentation is key when communicating a policy brief and enhances institutional creditable.

**Publicizing the brief and engaging the media:**

Policy briefs should be publicized and disseminated as widely as possible - both online and offline, print and electronic media. Researchers should consider publishing a policy brief alongside a seminar or conference; target public agendas in addition to official decision-makers-public debate legitimizes research. The media play a role in agenda-setting and the Internet through social media allow for direct & interactive feedback.

The session continued with an exercise on violence in one of the African countries, the audience of that policy and how to engage with different police makers and influencers to increase the uptake of your policy. After a 15 minutes group discussion, participants presented
their different exercises with examples ranging from issues of Boko Haram, South Sudan, and ethnic conflicts.

The afternoon session continued with participants reviewing each other’s draft policy. After the review of the draft policy briefs, both the facilitator and the participants gave feedback to the author. Dr. Mutisi Martha thanked all the participants for their participation and looked forward to interacting with them again during the international symposium in a weeks’ time.

In his concluding remarks, Dr. Ewusi thanked Dr. Mutisi Martha for her valuable contribution and for helping participants learn how to write and disseminate policy briefs. Dr. Ewusi reminded participants to submit their policy briefs before leaving Addis Ababa and that the feedback from peers and Dr. Mutisi Martha would assist them before their presentations on Monday, 21 April. Each brief will go through a rigorous review process after peer reviews on Monday and Dr. Mutisi Martha would review the revised briefs. Dr. Samuel Ewusi thanked UPeace for bringing a woman facilitator as had earlier been suggested by participants, he cited the Ethiopian proverb, “when a woman rules, the stream can flow uphill” and said that Dr. Mutisi Martha’s facilitation has proved that proverb. He ended by wishing everyone a Happy Easter.
WEEK TWO, 21-25 April, 2014

DAY ONE: 21 April 2014 Topic: Presentation of final policy brief
Facilitator: Dr. Samuel Ewusi and Dr. Jean Bosco Butera

Practical work: Presentation of policy brief and feedback
   During the second week the participants presented three aspects of their draft policy briefs, the executive summary, context and recommendations. During the presentations, the participants received feedback on each of their presentations and more feedback would be provided by Dr. Mutisi Martha and Dr. Samuel Ewusi at the end of the workshop. Each participant had 10 minutes to present their draft policy briefs.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Title of policy brief</th>
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<tbody>
<tr>
<td>Julius Chama</td>
<td>Development and human rights, mitigation challenges, of anti-homosexuality legislation in Uganda</td>
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<td>Peace A. Jiboku</td>
<td>Maximising the use of media as a tool for popularising the African Peer Review Mechanism.</td>
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<tr>
<td>Tariro Mutongwizo</td>
<td>Multiple direction change: Regulating public transport fares and payments in Zimbabwe</td>
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<tr>
<td>Solomon Asiimwe</td>
<td>Strengthening intelligence oversight in Uganda</td>
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<tr>
<td>Seyoum Mesfin</td>
<td>Indigenous people at risk in the Gambella Region of Ethiopia</td>
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<tr>
<td>Camile Welepele Elatre</td>
<td>Political representation of women and the construction of the gender relation in DRC</td>
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<tr>
<td>Collins Adu-Bempah Brobbey</td>
<td>Viable energy policy for mitigating power crises in Ghana</td>
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<tr>
<td>Christine Ndie Abia</td>
<td>Gender and Climate Change Adaptation in Cameroon</td>
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<tr>
<td>Tyanai Masiya</td>
<td>The Congress of South African Trade Unions (COSATU): Should we leave the Alliance</td>
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<tr>
<td>Damaris N. Manyange</td>
<td>The nexus between the youth bulge crisis and insecurity in Kenya:</td>
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<td>Appropriate measures to mitigate the predicament</td>
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<td>Gideon Halmalani Chitanga</td>
<td>Beyond electoral deadlock democratization by power sharing:</td>
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<td>Lessons from the SADC</td>
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<td>Namazulu Ngozwana</td>
<td>Understanding of democracy and citizenship in Lesotho:</td>
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<td>Challenges for civil education</td>
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<td>Akinola Adeoye</td>
<td>Good Policy? Failed Promises: The paradox of deregulation of the</td>
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<td>downstream oil sector in Nigeria</td>
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<tr>
<td>Catherin Musuva</td>
<td>Securitization of asylum in South Africa</td>
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<tr>
<td>Mesfin Bogale Gebremeskel</td>
<td>The role of the media in the Nile Basin trans-boundary cooperation</td>
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To wrap up this session, Dr. Samuel Ewusi highlighted that all comments and feedbacks given to each participant should be considered seriously. He asked the participants to seek any form of assistance regarding their briefs. He gave a deadline of Friday, 25th April for receiving revised versions of the policy briefs so the briefs can be sent out for external review. He thanked the participants for their efforts and commitment.
DAY 2: 22\textsuperscript{nd} April 2014

Topic: Transforming doctoral research into multiple publications

Facilitator: Prof. Kenneth Omeje (University of Bradford, UK)

Dr. Samuel Ewusi introduced facilitator, Dr. Kenneth Omeje, whose session involved guiding participants on how to produce articles from their thesis. It was noted that a thesis can be transformed into various publications including policy briefs, articles, books and etc. Taking on the session, Prof. Omeje expressed his delight to be back to Addis Ababa. He began the session by indicating that the session will be practical involving taking a cursory look at participants’ thesis and enlightening them on how to publish their thesis.

A personal logical framework matrix on PhD thesis: Chapterization and publications

Professor Omeje took the class through his own PhD thesis titled “The Nigerian oil conflict: Transnational Oil Companies and the Domestic Security Environment,” submitted to the University of Bradford, in 2004. The objective was to acquaint participants on how to publish their thesis in a professional way. Highlights of the discussion were the following:

1) University framework traditions were discussed. He mentioned that it was important for participants to abide by the tradition of their universities for the sake of obtaining their PhD awards.

2) There must be logic in chaptering one’s thesis. This section can be guided by questions, objectives, and hypothesis which are mutually exclusive. Professor stressed that, there is need to understand the logic of chapterization of the thesis. The flow of the theses should be based on the questions, objectives and hypothesis. The thesis should be chapterized based on this flow. Each research question, for instance, should be addressed orderly. Prof. Omeje advised that it was important to use the research objectives for chapterizing the thesis or research. This is because they are the most excessive pillars of one’s research. Its goes beyond the questions and hypothesis. Hypothesis in its nature is prescriptive.
**Structuring a doctoral thesis for publication:**

Depending on the university style, the first chapter should include: introduction, genesis of the research, the problem, significance of the study, methodology, data analysis and interpretation, ethical issues, structure of the thesis. Chapter 2 should include the literature review: it may not necessarily be titled as literature review. Chapter 3 should be the background to the study; other chapters will depend on one’s research objectives or questions.

**Converting your PhD thesis into a book: modalities and opportunities**

From one chapter, the researcher can always publish one or two articles. Professor Omeje shared two examples of individuals who had become professors out of publishing several articles from their thesis. Dr. Omeje published his chapter two into an edited book. He pointed out that, going by professional practice, when an article is rejected, it does not mean that that article is not worth publishing, but rather such comments should be used for revising that article and it can be resubmitted elsewhere for publication consideration. On the issue of publishing in accredited or indexed journals, it was advised that Upeace-APCJ needs to get accreditation so as to attract more contributors/authors. It was noted that, indexing and accreditation depends on who your reputable publisher is.

**Converting thesis into a book:**

In converting a thesis into a book, the format needs to change. Professor Omeje stressed that no reputable publisher will publish a PhD thesis if it is presented in the form of thesis. A book needs a catchy title for your book. There is need to say something new about the book as this will help avoid repetition of what is already contained in your thesis.

In converting a thesis into a book a researcher must consider the following: the book project proposal, copyright issues over already published chapters in a journal, copy editing, indexing, book reviews, burb (book summary and author’s bio), book fliers (e-version and hard copy), book contract and author’s discount purchase.
At this juncture, Prof. Omeje shared a copy of the key elements stated above in his new book, “High Stakes and Stakeholders: Oil, Conflict and Security in Nigeria,” (University of Bradford, UK).

The afternoon session was based on practical to a personal logical framework matrix on PhD thesis chapterization and publication. The afternoon session kicked off with Professor Omeje guiding the participants through a list of several journals that they could consider to publish their articles. These include Africa Insight, Africa Security Review, Africa Conflict Resolution Journal, Conflict Trends, Africa Peace and Conflict Journal, Alternation (for Economy), Journal of Social Development, Journal of Contemporary Africa Studies, Journal of Social Development in Africa, and African Studies Journal.

The rest of the afternoon session was dedicated to practical exercises in developing logical frameworks for participant’s thesis (logical framework on how one can publish) the participants found it very useful. Professor Omeje posed a question on the importance of the logical framework to each participant.

DAY 3/ Week 2: 23rd April, 2014

Topic: Preparing a book proposal from your doctoral thesis

- How to prepare a book proposal
- Broad classification of books that could be developed

There are different kinds of books one can develop from his/her thesis. It can be in a form of single authorship, joint authorship, edited books, encyclopaedias, or monograph. Professor Omeje noted that it was important to know what makes one a famous scholar and writer. The types of books above are capable of attracting funding either independently or as part of a large project. Book funding can be for research or publication. Professor Omeje emphasised that a book proposal is important when looking for funds for publication. He indicated that the more wider the field/subject of publication the better for a scholar. However, in academia, one needs to have a core part of publication because it is important for promotions. In the case of joint authorship, it was discussed that name that appears 1st will be considered very important. This raised a debate on the issue of how much input one needs to devote in a publication of more than one person.
**Professional and unprofessional ways of publishing academic books:**

The facilitator also pointed out unprofessional ways of writing and publishing academic books and research and these included recycling yourself, writing on the same subject while presenting nothing new. Professor Omeje advised that, it is important to diversify even on the same subject. One does not necessarily need to attract a book project research grant before writing and publishing a book professionally. He shared notes on how to publish one’s research independently.

**Guidelines on professional book writing and publishing:**

In professional book writing there is need to develop expertise on a particular subject of importance to one, bid for book writing grant, incorporate some form of publication in some funded projects, develop a book proposal or concept paper on the subject, many mainstream publishers have guidelines for book. Professor Omeje further went ahead to share three proposals highlighting on the procedure of writing proposal for book project grant. He stressed that, book project proposal includes: title, abstract, introduction, justification, literature review, chapters, expected size of the book, profile of authors/contributors.

A book project proposal intended for submission to a publishing press could have the following additional features: market potential and opportunities, competing books, activity time plan, expected size of volume, sample chapters. In a nutshell, the facilitator stressed the importance for participants to be strategic enough to enable them to become professional publishers.

Professor Omeje shared a sample of a book project proposal on “ECOMOG and ECOMIL”: Title, synopsis, contribution to existing literature. This proposal included a title, synopsis, volume editors profile, approach, target audience, comparable text, (literature review), and time line. Without an attachment of the chapter samples, a book proposal can be approximately 6pages. Another sample provided by Professor Omeje centered on “Conflict and Peacbuilding in the African Great Lakes Region”. The format followed more or less the above stated format. A heated debate arose on why Africans are lazy publishers relative to the West. The responses received include the fact that Africans lack commitment and interest in publishing.
Call for chapter for an edited book proposal:

The facilitator discussed key elements in a call for chapter. He noted that volume editors must know that formatting is necessary. A guideline should be sent to all contributors of chapters. Publishers do provide a publication kit that specifies font size, type of English (American or British), reference and citation format. It is very important to retain the synopsis of the book proposal. One needs to identify asthmatic areas for easy following. Professor Omeje stressed that if one is an editor of a particularly book, his or her contribution in the edited book should be one or two articles and the second article contributed should be co-authored. This helps to avoid monotony of having the same person contributing several times in a single book. He also highlighted main elements that comprise a book writing contract issued by publishing press. These include issuing of an appointment letter, selection of credible and competent contributors, use of regular communication and reminders by the editors, provision of a relevant publication sample to contributors as template manuscripts, emphasis on deadlines. Along the line, a question of publishing one book with two different publishers was raised. It was discussed that it was possible to publish one book in two different publications but with the consent of the first publisher.

Day 4/Week 2: 24th April 2014

Topic: Turning your doctoral thesis into policy documents

Distinctive features of publishable policy brief:

Prof. Omeje kicked off the session by asking participants if they were aware of what a policy brief looked like. Well aware that the previous facilitator had already discussed this. He stressed that he would highlight and clarify if need be for those that did not understand. In a nutshell, a policy brief is a simple problem intervention document. Academic paper can be defined within the confine of a particular discipline. What makes a paper an academic paper depends on what is investigated, what methods are used for investigation, and how it is reported? The differences between a policy paper and an academic paper were discussed.
Different types of policy papers:

1) Policy briefs: submitted to policy makers and those who can influence policy. It is highly concise, in most cases not published as academic papers would. To be more effective, a relevant institutional platform can achieve effective results.

2) Policy Research Report: Usually commissioned papers or reports with a policy slant (paid contract). It is highly descriptive and detailed, and can be published on its own as a booklet or monograph though not regarded as a highly standardised academic study. This is produced by many civil society organizations and policy think tanks. If one is doing policy research paper, depending on the sensitive of the subject, it is important to negotiate for the outcome of the report (publication) one should be reflected.

3) [Policy] Briefing: A commentary expressing an author’s personal opinion concerning a current event. It is usually published by policy journal or in the briefing section of mainstream academic journal. It usually ranges from 2500-3000 words; some briefing papers do not have a policy slant.

4) Policy Research Papers: It is a detailed scholarly inquiry that culminates in a set of proposed policy intervention measures and strategies; it goes beyond a descriptive presentation to analysis of facts, published as a main paper in policy journal and monograph series of research centres.

Features of publishable policy research:

There are no uniform rules on how to structure a publishable policy paper; requirements can be journal or publisher specific. A good historical analysis that has no contemporary import cannot pass as a policy paper but a research paper. It should have a commentary on particular current affairs. It should have an exploratory analysis of how some things work. Professor Omeje noted that participants should keep in mind that a good research paper can ultimately inform policy or policy research.

Further features include: issue addressed has to be contemporary policy issue and of legitimate concern to identifiable social actors or groups, the current policy or policy gap must be clearly discernible, including its consequences; there should be clear evidence-based alternative to the current policy and a justifiable policy direction has to be mapped out where no functional policy exists, there must be sufficient data to provide the target audience with information to
make a decision on the policy proposal, detailed historical narrative is not necessary in publishable policy brief but may do no harm in a large policy monograph or paper and in large policy papers or monographs, step by step practicable strategies should be developed to strengthen the attractiveness of new policy proposals.

**Working group practical sessions on reviewing policy reports:**

Participants were split up in three working groups listed below. The aim was to review examples of policy briefs and critiques them if necessary. This engage would broaden the participants’ ability and knowledge in shaping up their own policy briefs.

- “The regional impact of the armed conflict and French intervention in Mali,” by David Francis
- “Applying UN Resolution 1325 in post conflict reintegration processes a case study of Northern Uganda,” by Grace M.
- “Dangers of splitting a fragile renter state: Getting it right in South Sudan by Kenneth Omeje,”

**Day 5/ Week 2: 25th April, 2014 Topic: Issues in project development for funding**

**Project development, management and fundraising:**

The final session that ended the workshop focused on attaining skills needed to bid for grants, research fellowships among others. Professor Omeje informed the participants that, it’s not necessarily PhD holders only who can be awarded grants but also masters’ graduates. Professor Omeje shared his past experience when he first got a fellowship in 1992 when he was just a Masters’ graduate. He stressed the fact that any aspiring scholars’ needs these particular skills to source for grants. Professor Omeje highlighted that it’s important to recognize that in practical terms there are two broad categories of projects. Non-profit and profit oriented projects. Professor Omeje asked why social scientists focus on non-profit oriented projects. The response was that, the nature of the field is focused on issues of community development, human security among others; there is no way of making any form of profits because it’s humanitarian. He added that, these funds are non-refundable as opposed to bank loan. Furthermore, grants depend on the
nature of donor agencies. Examples of big funding foundations that were discussed included Ford, Bill Gates Foundation, among others. Actors that initiate and execute non-profit oriented projects include; governments, civil society, community based organizations, private citizens, international organizations ie inter-governmental agencies, private companies and multinational corporations.

**What is project management?**
The session continued with a discussion on the project management. It was defined as the application of knowledge, skills, tools, and techniques to project activities in order to meet or exceed stakeholders’ needs and expectation for the project. Source: PMI (2000) *A Guide to the Project Management Body of Knowledge* A guide to the project management body of knowledge. Project management has developed into a contemporary specialist subject, marked by professional certification and codes of conduct. But project management is not exclusively a specialist subject, it is also an art. Why knowledge of project management techniques is important was a question Prof. Omeje posed. It was discussed that; it helps the project manager to be equipped with the existing body of knowledge in the field and to benefit from the nexus between theory and practice among other many reasons. Participants also discussed the challenges of managing funds.

**Project feasibility study:**

What is a project feasibility study? Why is it important in project development and management?

From the standpoint of non-for-profit projects, a feasibility study was defined as a preliminary type of investigation conducted before the start of an activity or project to determine if the project is worthwhile, beneficial and or practical. Professor noted that, in a business sense, the key concept in feasibility study is viability. In business undertakings viability is profit centered. In non-profit domain, many projects conceived on the basis of well-informed pre-feasibility study can be needful, worthwhile and beneficent.

Hence, actual feasibility study helps in determining or teasing out procedural, logistical, practicality (including risk assessment), budgetary, ethical, human capacity, local participation/ownership and administrative issues. Some of the key considerations of project M&E apply to issues of feasibility. Conducting feasibility study is good practice, especially
when you are going into a new project activity and/or location. In not-for-profit projects, feasibility study can take different forms depending on the nature of the project and local environment. Hence, a well-informed knowledge of project environment is pivotal to feasibility study – some call this “pre-feasibility study.”

How can a project developer/manager acquire vital knowledge of a proposed project environment? In certain types of projects, a reliable pre-feasibility study can sometimes substitute for actual feasibility. Pre-feasibility study is important in developing a project proposal. Actual feasibility precedes project execution. Pre-feasibility and feasibility study can take the forms of: a) Comprehensive literature/study, b) Random telephone conversation with strategic informants/stakeholders, c) fact finding field visits, d) Field consultative visits, e) stakeholders’ workshops (ie fact-finding, exploratory, consultative, etc), f) field survey (interview, FGDs, questionnaires), g) hiring the services of special consultants.

The more information a proposal has about relevancy of the project, the higher the chances of one’s proposal being approved. When one succeeds in getting the grant, ensure that the community you are dealing with has approved the project. It was noted that feasibility study usually results in a report that feeds into the project decision-making process and that, many alternative decisions could be made based on a good feasibility study (examples). In a nutshell, a feasibility study can be expensive and it is not advisable to spend so much at this stage; rigorous planning can help avoid waste.

**Grant competitive proposal and Guidelines for Developing a competitive Project Proposal**

Professor Omeje asked “why are we concerned with how to develop a grant-competitive proposal? And what are the essential things in putting together a grant-competitive proposal?” An example of the African Union was used to illustrate that such big names can easily get grants. He stressed the fact that there is need to be very smart when writing grant proposals for other form of institutions.

There must be a practical problem, it should have an opportunity to improve that group’s living and working conditions, well-defined, practicable, result-oriented, objective and targeted. The project must be justifiably integrated within a broader international and national development policy agenda, it should adopt a participatory approach involving end-users and beneficiaries.
from the beginning to the end, it should be organized within a fixed budget, limited resources, and specific deadlines, it should be convincing and practical; have manageable structure, it should include monitoring and evaluation system (M&E). An ingenious and practicable sustainability plan enhances the competitiveness and funding ability of a project.

In a nutshell, every project must have a project manager. Imperatives of putting together a grant competitive proposal were also discussed. Professor Omeje stressed that searching for information on grants is a first step in grant proposal writing. Discipline and integrity are vital when dealing with grants once it has been awarded. There are three broad types of fundable projects; action research, problem-solving intervention proposal and sub-donor capacity-building project proposal where also discussed during this session.

Flexible project proposal guideline:
The main guidelines that were discussed are the following: Abstract, problem statement, objectives, project rationale and significance, methodology, intervention plan, expected output, ethical issues, project evaluation, result dissemination and related engagements, activity time plan, budget, references. Professor Omeje noted that some of the elements most people miss out and lead to failure of the proposal include project evaluation, information dissemination, and expected outcome among others. To end this section of the session, Professor Omeje shared an example of the budget proposal he is currently working on for a proposed project in Sierra-Leone.

Project monitoring and evaluation (M&E):
Issues of budget and financial accountability, project implementation and management, preparing progress and final reports were discussed. He pointed that, ordinarily, M&E is designed as an integral part of a fundable project proposal; the project itself being a holistic package for external income generation. But sometimes, project evaluation (programmes and policies included) can be a separately funded stand-alone activity. Independently funded project evaluation can be a source of external income generation and capacity-building. The World Bank’s Strategic Impact Evaluation Fund (SIEF) is one such source of external project evaluation. Additionally, there are other donors that fund independent project evaluation. Monitoring & evaluation are inextricably related in project management. Monitoring helps to keep an eye on project delivery in terms of quality, quantity, speed, efficiency, activity plan,
cost/budget plan, and general innovativeness. Evaluation is important for assessing a project’s systematic delivery and impact against the backdrop of project goals, activities and overall proposal. Professor Omeje stressed that, there was need to focus more on evaluation, which if well designed often takes care of monitoring. Evaluation can take place at different stages of the project cycle. We can identify 2 broad types of evaluation which included; a) internal evaluation or self-evaluation, b) external evaluation. Other types of evaluation include formative evaluation, summative evaluation, impact evaluation, concurrent or progressive evaluation, etc. Each involves deliberate planning and delivery. Budget, Financial Accountability and SWOT Analysis: A Useful Tool in Project Evaluation was also discussed.

The session by Professor Kenneth ended with an exercise in the steps for recruiting and evaluating for UPEACE-IDRC funded PhD fellowship and research grant programme in which all participants were engaged.

**Conclusion of the workshop:**

On behalf of UPeace, Dr. Ewusi thanked Professor Kenneth Omeje for taking time to facilitate the last week of the workshop. He also thanked all the participants for their hard work and dedication over the two-week period. He noted that, participants have a weekend to rest and then catch up on Monday for their rapporteur assignments during the International Symposium on Peace, Governance and Security in Africa to be held from the 28th to 30th of April at the United Nations Conference Centre. Some participants have already been selected for this. Participants will receive their certificates on Monday during the gala session. He further thanked Dr, Fidelis Allen for the evaluation process. He looked forward to continuing with the participants from the three days of the symposium to start on Monday. The workshop was finally closed by a vote of thanks from one of the participants.
Annex i: Workshop Agenda

WEEK ONE 14 – 18 April, 2014

Day One: Monday, 14 April 2014
Morning Session: Facilitator: Dr Samuel Ewusi (Research Coordinator: UPAP)

- 09:00 – 09:30: Registration
- 09:30 – 09:40: Welcome Remarks: Dr Jean Bosco Butera (Director, UPAP)
- 09:40 – 10:15: Introduction of Participants
- 10:15 – 10:30: Introduction of the Workshop Programme: Dr Samuel K. Ewusi, Research Coordinator, UPEACE Africa Programme
- 10:30 – 10:40: Introduction of Evaluation process (Dr Fidelis Allen: Uniport, Nigeria)
- 10:40 – 11:10: Coffee break and Group Photo

SESSIONS

: Writing for Publication

Part 1: Writing a journal article
Facilitator: Prof Mucha Musemwa (University of Witwatersrand, South Africa)

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<th>Time</th>
<th>Topic</th>
<th>Activity</th>
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| 11:20 – 13:00 | • Introduction: Publish or perish: The importance of Publishing in Scholarship  
               • Writing and structuring an empirical/theoretical journal article  
               • Beginning your article: Types of academic articles  
               • What gets published and why | -Presentation  
               -Discussion  
               -Q & A session |
| 13:00 – 14:30 | Lunch                                                                |                                 |
| 14:30 -16:00  | • The importance of a central argument/thesis/proposition/question  
               • The importance of titles and abstracts as essential tools of success  
               • Picking a model article  
               • Why journals reject articles | -Presentation  
               -Discussion  
               -Q & A session |
| 16:00 – 16:15 | Health Break                                                        |                                 |
| 16:15 – 17: 00| • Choosing the right journal                                       | -Presentation                   |
### Types of academic journal
- How to find suitable academic journals
- Adhering to the requirements of a journal

**End of Day One, Week one**

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**DAY TWO: 15 April 2014**  
**Topic:** Preparing Manuscripts for journal publication

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| 9:00-10:30    | • Reviewing the relevant literature  
• Strengthening the structure of your article (Types of structures)  
• Presenting your evidence: Shaping your evidence around your argument  
• Opening and concluding your article | -Presentation  
-Discussion  
-Q & A session |
| 10:30-11:00   | **Coffee break**                                                      |                   |
| 11:00 – 12:30 | • Incorporating feedback from peers/friends  
• Language: Good expression, clarity  
Editing sentences: Jargon free using Hemmingway’s 5 tips. | -Presentation  
-Discussion  
-Q & A session |
| 12:30 – 14:00 | **Lunch**                                                             |                   |
| 14:00 -15:30  | • Audience (Multiple audiences)  
• Finalizing your article (removing identifiers)  
• Post submission of article  
• Practical exercise on structuring a model article | -Presentation  
-Discussion  
-Q & A session |
| 15:30 – 16:00 | **Health break**                                                      |                   |
| 16:00 -17:00  | • Writing a book chapter for an Anthology  
• Book Chapters Vs Journal articles  
  ✓ Myths and realities  
  ✓ What are the differences in terms of significance? | -Discussion  
-Q & A session |
### DAY THREE: 16 April 2014
Topic: Writing a Book Chapter and Monograph
Facilitator: Prof Mucha Musemwa (University of Witwatersrand, South Africa)

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<td>09:00 - 10:30</td>
<td>• Book Chapter Continued</td>
<td>-Presentation</td>
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<td>✓ Basic requirements</td>
<td>-Discussion</td>
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<td>✓ Tips for writing a strong proposal with your readers in mind</td>
<td>-Q &amp; A session</td>
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<td>✓ General Information on Styles</td>
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<td>10:30 - 11:00</td>
<td>Coffee break</td>
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<td>11:00 – 12:30</td>
<td>• Preparing the manuscript for submission</td>
<td>-Presentation</td>
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<td>-Discussion</td>
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<td></td>
<td>-Q &amp; A session</td>
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<td>12:30 – 14:00</td>
<td>Lunch</td>
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<tr>
<td>14:00 – 15:30</td>
<td>• How to get published: Strategies for writers</td>
<td>-Presentation</td>
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<td>• How to write a winning proposal</td>
<td>-Discussion</td>
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<td>• Other issues relating to writing for publications by young academics</td>
<td>-Q &amp; A session</td>
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<tr>
<td>15:30 – 16:00</td>
<td>Health break</td>
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<tr>
<td>16:00 -17:00</td>
<td>• Any issues arising from all the three days and the way forward</td>
<td>-Presentation</td>
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<td>-Discussion</td>
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<td>-Q &amp; A session</td>
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END OF DAY THREE OF WEEK ONE

### DAY FOUR: 17 April 2014
Topic: Writing and Finalizing a Policy Brief
Facilitator: Dr Mutisi Martha Mutisi

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<tr>
<td>09:00 – 10:30</td>
<td>• Definitions: What is policy</td>
<td>-Presentation</td>
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<td>• Who are policy makers</td>
<td>-Discussion</td>
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<td></td>
<td>• Policy Maker-Researcher Nexus</td>
<td>-Q &amp; A session</td>
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# The Policy makers conundrum: Needs and Challenges

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<tr>
<td>10:30 – 11:00</td>
<td>Coffee break</td>
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<tr>
<td>11:00 – 12:30</td>
<td>• A Review of the Challenges of Researchers in Africa</td>
<td>-Presentation</td>
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<td>• Communicating Research to Policy Makers</td>
<td>-Discussion</td>
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<td></td>
<td>✓ Practicing the elevator speech</td>
<td>-Q &amp; A session</td>
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<td></td>
<td>✓ Role Play on 5 minutes meeting with policy maker on topical issues</td>
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<tr>
<td>12:30 – 14:00</td>
<td>Lunch</td>
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<tr>
<td>14:00 – 15:30</td>
<td>Unpacking the policy Brief</td>
<td>-Presentation</td>
</tr>
<tr>
<td></td>
<td>✓ Purpose of policy brief</td>
<td>-Discussion</td>
</tr>
<tr>
<td></td>
<td>✓ Different types of policy brief</td>
<td>-Q &amp; A session</td>
</tr>
<tr>
<td></td>
<td>✓ Structure/Layout of the policy brief</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Content of policy brief</td>
<td></td>
</tr>
<tr>
<td>15:30 – 1600</td>
<td>Health break</td>
<td></td>
</tr>
<tr>
<td>16:00 – 17:00</td>
<td>Policy Options</td>
<td>-Presentation</td>
</tr>
<tr>
<td></td>
<td>✓ Framing policy options and recommendations</td>
<td>-Discussion</td>
</tr>
<tr>
<td></td>
<td>✓ Review of existing policy brief: Strengths and limitations</td>
<td>-Q &amp; A session</td>
</tr>
</tbody>
</table>

END OF DAY FOUR OF WEEK ONE

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**DAY FIVE:**

**Topic:** Making Policy brief Effective  
**Facilitator:** Dr Mutisi Martha Mutisi

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 – 10:30</td>
<td>Review of existing policy briefs continued</td>
<td>-Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Q &amp; A session</td>
</tr>
<tr>
<td>10:30:11:00</td>
<td>Coffee Break</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:30</td>
<td>Presenting the policy brief and maximising its uptake</td>
<td>-Presentation</td>
</tr>
<tr>
<td></td>
<td>✓ Preparing for Policy opportunities</td>
<td>-Discussion</td>
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<td></td>
<td>-Q &amp; A session</td>
</tr>
<tr>
<td>12:30 – 14:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14:00 – 15:30</td>
<td>✓ Dissemination strategies</td>
<td>-Presentation</td>
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<td>✓ Networking strategies</td>
<td>-Discussion</td>
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<tr>
<td>09:00 – 10:30</td>
<td>Practical work: Presentation of Policy Brief and Feedback</td>
<td>Presentation and Peer review feedback</td>
</tr>
<tr>
<td>10:30:11:00</td>
<td>Coffee Break</td>
<td></td>
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<tr>
<td>11:00 – 12:30</td>
<td>Presentation of policy brief and feedback</td>
<td>Presentation and feedback</td>
</tr>
<tr>
<td>12:30 – 14:00</td>
<td>Lunch</td>
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</tr>
<tr>
<td>14:00 – 15:30</td>
<td>Presentation and Peer review Feedback</td>
<td>Presentation and Feedback</td>
</tr>
<tr>
<td>15:30 – 16:00</td>
<td>Health Break</td>
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<tr>
<td>16:00 – 17:00</td>
<td>Presentation of policy brief</td>
<td>Presentation and feedback</td>
</tr>
<tr>
<td>18:00 – 21:00</td>
<td>Barbecue at UPEACE Africa Programme Office</td>
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End of Day 1 Week 2
<table>
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<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity</th>
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<tbody>
<tr>
<td>09:00 – 10:30</td>
<td>• A personal logical framework matrix on chapterization and publications</td>
<td>Presentations/Discussions</td>
</tr>
<tr>
<td>10:30:11:00</td>
<td>Coffee Break</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:30</td>
<td>• Converting your Ph.D thesis into a book: Modalities and opportunities</td>
<td>Practical working sessions</td>
</tr>
<tr>
<td>12:30 – 14:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14:00 – 15:30</td>
<td>• Practical session: Developing a logical framework matrix of publishable journal articles from your Ph.D thesis</td>
<td>Practical working sessions</td>
</tr>
<tr>
<td>15:30 – 16:00</td>
<td>Health Break</td>
<td></td>
</tr>
<tr>
<td>16:00 – 17:00</td>
<td>• Practical work continued: Indicate potential journals for your manuscript submission and draft and abstract for one of the papers</td>
<td>Practical working sessions</td>
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</table>

End of Day 2, Week 2

**DAY 3/ Week 2: 23rd April, 2014**
Topic: Preparing a Book proposal from your Doctoral thesis  
Facilitator: Prof Kenneth Omeje (University of Bradford, UK)

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>09:00 – 10:30</td>
<td>• How to prepare a book proposal</td>
<td>Presentations/Practical working sessions</td>
</tr>
<tr>
<td>10:30:11:00</td>
<td>Coffee Break</td>
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<tr>
<td>11:00 – 12:30</td>
<td>• Broad classification of books that can be developed</td>
<td>Presentations/Practical working sessions</td>
</tr>
<tr>
<td>12:30 – 14:00</td>
<td>Lunch</td>
<td></td>
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<tr>
<td>14:00 – 15:30</td>
<td>• Professional and unprofessional ways of publishing academic books</td>
<td>Presentations/ Practical working sessions</td>
</tr>
<tr>
<td>15:30 – 16:00</td>
<td>Health Break</td>
<td></td>
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<tr>
<td>16:00 – 17:00</td>
<td>• Useful guides in professional book writing and publication</td>
<td>Presentations/Practical working sessions</td>
</tr>
</tbody>
</table>

End of Day 3, Week 2

**Day 4/Week 2: 24th April 2014**
Topic: Turning your doctoral thesis into Policy documents  
Facilitator: Prof Kenneth Omeje (University of Bradford, UK)
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 – 10:30</td>
<td>• Different types of policy papers</td>
<td>Presentations/Discussions</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Coffee Break</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:30</td>
<td>• Features of publishable policy Research</td>
<td>Presentations/Discussions</td>
</tr>
<tr>
<td>12:30 – 14:00</td>
<td>Lunch</td>
<td></td>
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<tr>
<td>14:00 – 15:30</td>
<td>• Working group practical sessions on reviewing policy reports</td>
<td>Practical working sessions</td>
</tr>
<tr>
<td>15:30 – 16:00</td>
<td>Health Break</td>
<td></td>
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<tr>
<td>16:00 – 17:00</td>
<td>• Working group practical sessions on reviewing policy reports</td>
<td>Practical working sessions</td>
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END OF DAY TEN, WEEK TWO

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Day 5/ Week 2: 25th April, 2014

Topic: Issues in Project development for funding
Facilitator: Prof Kenneth Omeje (University of Bradford, UK)

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 09:00 – 10:30 | • The focus on non-profit oriented projects  
• Project feasibility study | Presentations/Discussions |
| 10:30 – 11:00 | Coffee Break                                                        |                       |
| 11:00 – 12:30 | • Imperatives of putting together a grant competitive proposal  
• Two broad types of fundable projects: Action research and problem-solving intervention proposal | Presentations/Discussions |
| 12:30 – 14:00 | Lunch                                                               |                       |
| 14:00 – 16:00 | • Project evaluation  
• Budget and financial accountability  
• Issues in project implementation and management  
• Preparing progress and final reports  
• Wrap up | Presentation/ Discussions |
| 16:00 – 16:30 | Health Break                                                        |                       |
| 16:30 – 16:45 | Closure                                                             |                       |

End of Workshop
# Annex ii List of participants

<table>
<thead>
<tr>
<th>No.</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
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<thead>
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<th>Mr. Tyanai Masiya</th>
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</thead>
<tbody>
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<td>Email: <a href="mailto:tariro.mutongwizo@uct.ac.za">tariro.mutongwizo@uct.ac.za</a>/tariro.mutongwizo@gmail.com</td>
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<thead>
<tr>
<th>Mrs. Peace Akudo Jiboku</th>
<th>Mr. Solomon Asiimwe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Political Science</td>
<td>Lecturer</td>
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<td>Nkumba University</td>
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<td>P.O. BOX 37197, Kampala, Uganda</td>
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<thead>
<tr>
<th>Mr. Seyoum Mesfin Seyoum</th>
<th>Prof. Omeje Kenneth</th>
</tr>
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<tbody>
<tr>
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<td>International Relations United States International University (USIU), Nairobi, Kenya</td>
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<td>Addis Ababa, Ethiopia</td>
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<table>
<thead>
<tr>
<th>Prof. Muchaparara Musemwa</th>
<th>Dr. Mutisi Martha Mutisi</th>
</tr>
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<tbody>
<tr>
<td>University of Witwatersrand Johannesburg, South Africa</td>
<td>Africa University</td>
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<tr>
<td>Email: <a href="mailto:mucha.musemwa@wits.ac.za">mucha.musemwa@wits.ac.za</a>; <a href="mailto:musemwa@yahoo.com">musemwa@yahoo.com</a></td>
<td>E-mail: Mutisi <a href="mailto:Marthamutisi@yahoo.com">Marthamutisi@yahoo.com</a></td>
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<td>Tel: +27117174311, Mob: +278264935</td>
<td>Tel: +263782283009</td>
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<td>Zimbabwe</td>
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<table>
<thead>
<tr>
<th>Dr. Samuel Kale Ewusi</th>
<th>Dr. Jean Bosco Butera</th>
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<tbody>
<tr>
<td>Research Coordinator</td>
<td>Director</td>
</tr>
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<td>University for Peace (UPEACE), Africa Programme</td>
<td>University for Peace (UPEACE), Africa Programme</td>
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<tr>
<td>Email: <a href="mailto:skewusi@upeace.org">skewusi@upeace.org</a></td>
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<thead>
<tr>
<th>Mrs. Tsion Tadesse</th>
<th>Mrs. Agnes Asele</th>
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<tbody>
<tr>
<td>Programme Officer/ Instructor</td>
<td>Assistant Managing Editor APCJ</td>
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<tr>
<td>University for Peace (UPEACE), Africa</td>
<td>University for Peace (UPEACE), Africa</td>
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<tr>
<td>20</td>
<td>Ms. Tsega Desta</td>
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<tr>
<td>21</td>
<td>Mr. Tewodros Assefa</td>
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